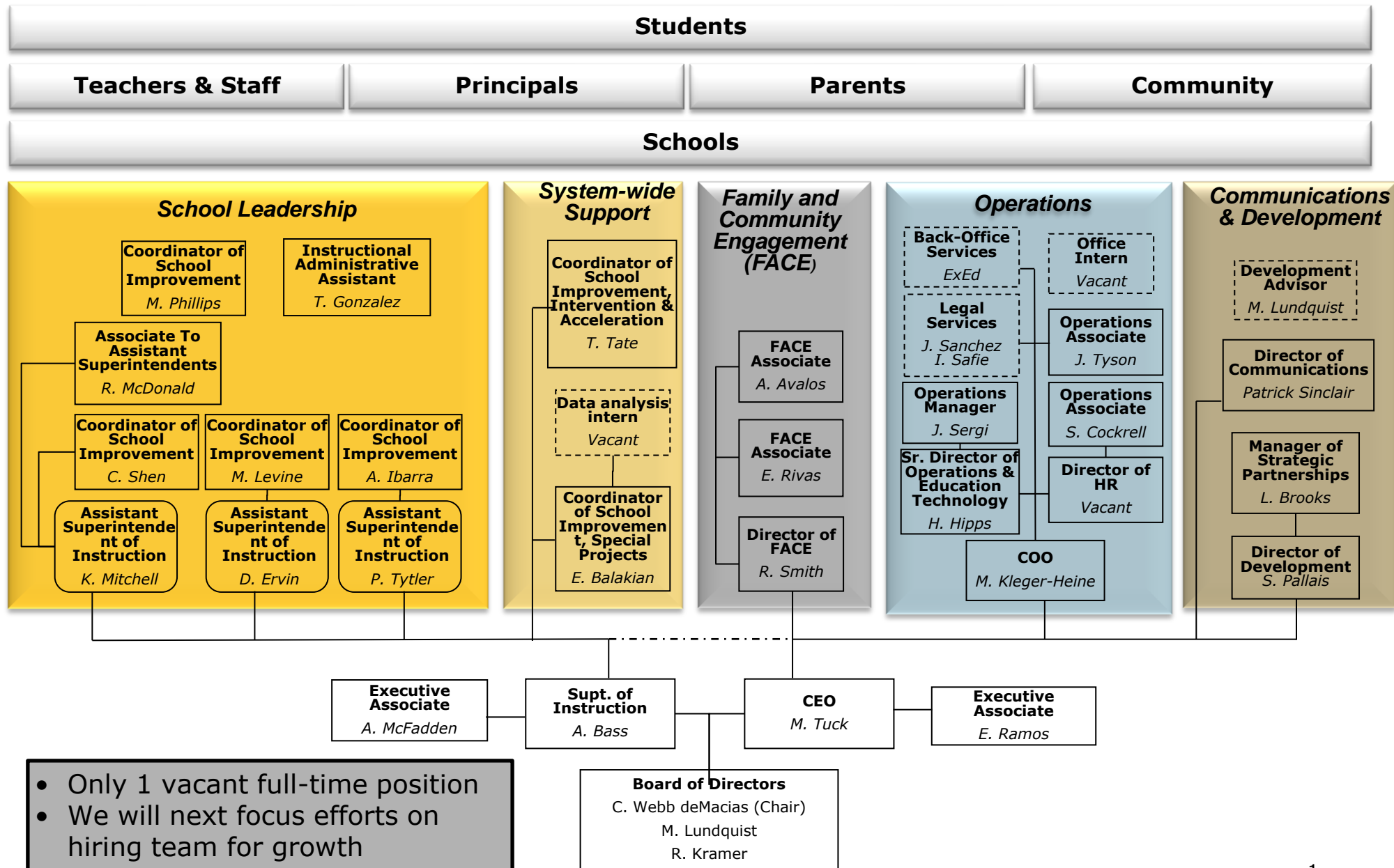


# Appendix 1

# The core Partnership team is in place



## MARSHALL TUCK

### Experience

2007 – Present

#### **PARTNERSHIP FOR LOS ANGELES SCHOOLS**

**LOS ANGELES, CA**

##### **Chief Executive Officer**

Led effort launched by Los Angeles Mayor Antonio Villaraigosa to transform some of Los Angeles' lowest performing public schools and prove a model for turning around low performing schools that can be scaled throughout LAUSD.

- Led an organization that operates and supports 12 schools with close to 17,000 students and over 1,200 school based employees. Partnership Schools outperformed their comparable schools, the State and the district at large in terms of academic achievement improvement in their first year.
- Managed all aspects of the creation of the Partnership from concept phase, to establishment of an organization, hiring of a team, school identification and parent outreach, fundraising, and development and launch of the Partnership's comprehensive model for transforming low performing schools.
- Secured commitments from private philanthropy of over \$65 million to support the efforts of the Partnership for Los Angeles Schools.
- Partnered with LAUSD to develop the concept for the School Report Card, MyData information system and the Per-Pupil Funding pilot. All of these efforts have been or are being rolled out district-wide by LAUSD.
- Advise Los Angeles Mayor Antonio Villaraigosa on key education policy initiatives that impact all public schools in Los Angeles.

2002 – 2006

#### **GREEN DOT PUBLIC SCHOOLS**

**LOS ANGELES, CA**

##### **President & Chief Operating Officer**

Led charter management organization focused on transforming public education in Los Angeles by opening small charter high schools in highest need areas of Los Angeles and influencing LAUSD to transform its large failing schools into quality small schools throughout the district.

- Managed a 240 person team that operated ten Green Dot schools, all of which performed far better than their comparable schools in terms of student achievement.
- Built and led a central office organization of 21 employees that was responsible for the education model, school operations, finance and accounting, real estate, information technology, hiring of principals, teachers and staff, and fundraising for all ten schools in the Green Dot network.
- Negotiated Green Dot's labor agreement with its teacher's union, the Asociacion de Maestros Unidos.
- Developed Green Dot's business plan and School Transformation plan and executed road shows with CEO to obtain funding commitments of over \$30 million from private foundations and individuals. Secured over \$40 million in grants from the State of California to fund school start-up and facilities.
- Collaborated with LAUSD to develop strategies and structures for an efficient and practical model for partnership between school district and charter schools.
- Co-led the development of the Small Schools Alliance and the Los Angeles Parents Union, two organizations created by Green Dot that focus on organizing citizens around education reform.

2000 – 2002

#### **MODEL N, INC.**

**SOUTH SAN FRANCISCO, CA**

##### **General Manager, Strategic Accounts Group (October 2001 – June 2002)**

Managed team focused on developing and selling Model N's software solutions to Fortune 500 companies that could rapidly accelerate Model N's growth.

- Motivated and led cross-functional team including sales, product marketing and engineering to create new industries for Model N's products. Group influenced company to move into pharmaceutical and transportation industries.
- Developed business plan for group including target customers, value proposition, channel strategy, sales plan and budget. Leveraged feedback from potential customers in order to narrow scope of plan and refine value proposition.

##### **Business Development Director (April 2001 – October 2001)**

**Business Development Manager (May 2000 – April 2001)**

Sold Model N software products to Global 2000 companies. Created business development strategy and executed on key partnerships. Built business development department.

- Booked over \$10 million in sales as lead salesperson for Model N's first two Global 2000 customers. Identified customers and led team throughout sales process including requirements gathering, solution development, negotiations and contract execution.
- Created and managed partnerships with leading system integrators and technology companies. Leveraged partnerships to drive new customers into Model N's sales pipeline.
- Worked with executive management to develop new go-to-market strategy for the company. Analyzed market conditions and competition, assessed maturity of product and evaluated internal resources. Strategy drove organizational changes to better align functional departments with new approach.

1997 - 1998

**GLOBAL ROUTES****MUTARE, ZIMBABWE and UTTARADIT, THAILAND****Volunteer Teacher**

Taught Mathematics and English to students in remote rural villages in Zimbabwe and Thailand. Organized development projects and cultural exchange activities for faculty and local community members.

- Designed and delivered lessons to classes of 40 pupils. Assisted faculty members in development of teaching methods that resulted in improved class participation and student feedback.
- Founded organization to award scholarships to underprivileged students in Chitora, Zimbabwe. Drafted constitution, structured financial plan, raised \$7,000 and managed bank relationship.

1995 - 1997

**SALOMON BROTHERS INC****LOS ANGELES, CA****Financial Analyst, Corporate Finance and Mergers & Acquisitions**

Participated in sourcing and execution of financings, restructurings and mergers & acquisitions. Worked with companies operating in consumer products, multimedia, precious metals and equipment rentals.

- Managed sale process for \$400 million food company. Worked with client to develop detailed five-year financial forecasts. Prepared Offering Memoranda and Board of Directors presentation. Led meetings with prospective buyers.
- Performed analysis and supervised execution of \$35 million IPO for multimedia company. Created valuation models, conducted financial and operational due diligence and developed road show presentation. Trained client's management team to give road show to institutional investors.
- Assessed strategic options for Global 2000 gold company. Designed comprehensive models to evaluate impact of potential spin-off, acquisition, merger or sale. Analyzed gold industry to understand trends and dynamics affecting client's business in order to provide optimal solution.

**education**

1998 - 2000

**HARVARD UNIVERSITY GRADUATE SCHOOL  
OF BUSINESS ADMINISTRATION****BOSTON, MA**

Master in Business Administration, June 2000. Member of Social Enterprise Club, High Tech and New Media Club and Entrepreneurship Club. Participant in Gardner Tutoring program.

- Summer Internships: Upper Manhattan Empowerment Zone; Bain & Co.

1991 - 1995

**UNIVERSITY OF CALIFORNIA AT LOS ANGELES****LOS ANGELES, CA**

Bachelor of Science degree, *summa cum laude*, in Political Science. Elected President of Sigma Nu fraternity. Awarded Alumni Achievement Scholarship for academic excellence and extracurricular activity.

**personal**

Traveled throughout six continents. Enjoy family, friends, basketball and community service.



**Angela Bass**[angela.bass@partnershipla.org](mailto:angela.bass@partnershipla.org)

7512 Flanders Drive  
San Diego, CA 92126

858-578-7060 (home)  
213-201-2000 (work)  
213-201-2083 (fax)  
858-735-1247 (cell)

**EDUCATION**

**Fellow**, Broad Urban Superintendents Academy, 2005

Doctor of Philosophy, Educational Leadership, Loyola Marymount University, Los Angeles, CA , Expected Completion 2011

**Doctor of Philosophy**, Leadership Studies, University of San Diego, San Diego, CA,

**Master of Arts**, Educational Leadership, United States International University, San Diego, CA, 1992

**Bachelor of Arts**, Liberal Arts, San Francisco State University, San Francisco, CA, 1978

**Associate of Arts**, General Studies, West Los Angeles College, Los Angeles, CA, 1976

**EXPERIENCE**

Superintendent of Instruction, Partnership for Los Angeles Schools – 2008- Current

- Shared responsibility with the CEO to provide overall strategy and direction of the organization, input and creation of school budgets and financing, share lead in parent engagement systems and processes, share lead in community engagement systems and processes, recruiting and hiring for the Partnership's 12 schools with approximately 16,500 students and 1,300 school based employees and shared responsibilities with the Mayor Education Initiatives and public communications.
- Sole responsibility for leading the instructional core includes providing school schedules and assignments, teacher professional development, leadership development, instructional programs (curriculum, interventions, special education, etc.), and provides inputs and usability of data and knowledge management reports.

Executive Director, Baldrige Criteria for Performance Excellence –

Office of the Superintendent

July 2006 - Current

Lead, oversee, manage and provide training for system-wide continuous improvement process; Baldrige Criteria for Performance Excellence, Baldrige National Quality Awards; Integrated leadership and management systems; Implementation of opportunities for improvement throughout the entire district. Work directly with central office staff and schools to provide training on school improvement plans and integrated leadership and management systems and with offices, departments, and divisions to provide training for developing strategic plans and performance measures in service to schools and the organization as a whole.

Assistant Superintendent-

Instructional Leader – Office of the Superintendent July 2002 – July -2006

Provide academic and operational direction for 21 elementary schools within large urban district with 132,000 students, 60% of whom are eligible for free/reduced lunch and 39% are English language learners. Supervised 50 Administrators, 500 teachers, and 15,000 students; Supervised school budgets exceeding \$1million; Report directly to the Superintendent.

### **Accomplishments**

- Demonstrated exceptional improvement in the acceleration of student achievement in 14 of 17 schools in 2003 and 2004, and 18 of 21 schools in 2005 and 17 of 21 in 2006 based on state (API) and federal (AYP) accountability measures.
- Adapted Lenses on Learning mathematics program system-wide for district in 2003-2005. Developed and implemented on-going professional development for all principals, vice principals and math content administrators to insure success, resulting in improved math scores in the district increasing the number of students to proficient and advanced by approximately 8% each year.
- Developed, designed and facilitated leadership development, literacy and mathematics conferences comprising approximately 100 hours per year for 52 site administrators, which resulted in 80% of these schools meeting or exceeding the State Academic Performance Index.
- Between 2002 and 2004, English Language Arts data indicates an 11.3% decrease in the number of students in below and far below basic bands, 6.8% increase in students in the proficient and advanced bands and the Mathematics data indicates a 14.3% decrease in below and far below bands, and a 12.2% increase in the proficient and advanced bands on the California Standardized Test (CST).
- Demonstrated significant improvement at Johnson Elementary School, population 82% African-American, 13% Latino, improving from API 666 in 2002 to API 770 in 2006, with the African American subgroup at 770. Additionally moved school out of Program Improvement IV under NCLB.
- Demonstrated significant improvement at Webster Elementary School, population 55% Latino, 45% African-American from API 629 in 2002 to API 772 in 2005, with 41% of students proficient in English Language Arts and 48% proficient in Mathematics.

**Adjunct Professor**

**University of San Diego School of Education**  
San Diego, CA

2000 – Present

Teach “Diversity for Educational Leaders” class as part of the Educational Leadership Development Academy, collaboration between the University of San Diego and the San Diego City Schools.

**Principal – Encanto Elementary School**  
**San Diego City Schools**  
San Diego, CA

2000 – 2002

Led large, urban school, serving 1,150 students, 100% of who were eligible for free/reduced lunch and 60% were English language learners. Established an environment conducive for student learning, supervised all staff and faculty, managed site budgets, and ensured compliance with district policies and procedures, worked cooperatively with parents and the community to ensure student success.

#### **Accomplishments**

- Implemented Blueprint for Student Success Reform Initiative
- Demonstrated significant improvement with minority subgroups, 2001 vs. 2002 – 2nd grade African-Americans improved from 8% at/above the 50th percentile to 43% at/above on SAT9 Total Reading.
- Selected to serve as mentor principal. All former interns went forward to become successful principals.
- Designed and implemented a comprehensive professional development plan for 68 classroom teachers that resulted in improved practice across the campus.
- Secured a \$200,000 technology grant that provided the school with 60 Apple computers in fourth and fifth grade classrooms.
- Established the first Parent Institute Training that successfully trained approximately 150 parents on ways to support their children in school. The parents completed 60 hours of training and each received a certificate of graduation.
- Established the first English Language Advisory Committee, a committee of parents and community members, teachers and administrators who met to address the language needs of students and parents.
- Established a partnership with Encanto Recreation Center, in which every child received free membership and tutorial services.
- Established a partnership with the Naval Training Center, Coronado, California. Members of the fleet tutored and mentored students, as well as provided awards to recognize achieving students.

**Principal – Dailard Elementary School**  
**San Diego City Schools**  
San Diego, CA

1996 – 2000

Led urban elementary school serving 600 students, 50% of whom were eligible for free/reduced lunch and 45% were members of minority groups.

### **Accomplishments**

- Improved the schoolwide academic achievement. From 1995 to 2000, increased the percentage of students scoring at or above the 50<sup>th</sup> percentile on SAT9 Total Reading from 57% to 82%.
- Significantly closed the achievement gap:
  - In 2000, 76% of African American students scored at/above the 50<sup>th</sup> percentile, up from 24% (1995-96).
  - In 2000, 78% of Latino students scored at/above the 50<sup>th</sup> percentile, up from 27% (1995-96)
- Established the Dailard Foundation with the parent community. Collectively, raised \$60,000.
- Restructured the instructional block to ensure that all students were engaged during literacy and mathematics.
- Provided opportunities for teachers and parents to meet and communicate at venues other than Dailard to address the needs of the 53% of students residing outside the local community.

**Vice Principal – Jackson Academic Academy**  
**San Diego City Schools**  
San Diego, CA

1993 – 1996

Established a positive learning environment for 1200 students (100% free/reduced lunch, 80% minority) in an area largely populated by new immigrants. Improved student achievement resulting in school being designated as a Title 1 Achieving School.

**Resource Teacher – Stevenson Center**  
**San Diego City Schools**  
San Diego, CA

1989 – 1993

Trained faculty and staff district-wide in Teacher Expectations and Student Achievement and Gender and Ethnic Expectations and Student Achievement (TESA/GESA) issues. Developed and presented professional development curriculum on positive classroom discipline, learning styles, and peer coaching. Writer of ninth grade curriculum for Social Studies, incorporating culturally relevant perspectives.

**Facilitator – Race Human Relations**  
**San Diego City Schools**  
San Diego, CA

1986 – 1989

Provided professional development on race and human relations for staff at 25 elementary and secondary schools. Researched, designed, and presented study that examined the academic success of African-American students; researched and presented demographic/ethnographic study for the Board of Education, collaborated with Second

Language department in presenting workshops on cooperative learning, learning styles, and Hispanic dropout data.

**Elementary School Teacher**

1979 – 1986

**Stockton, Vista Grande, and Kennedy Elementary Schools**

San Diego City Schools

San Diego, CA

**PROFESSIONAL DEVELOPMENT**

**California Awards for Performance Excellence (CAPE).....2006**

Boeing Inc.

Long Beach, CA

CAPE is an organization designed to help California organizations in all sectors continuously improve through a Baldrige-base performance excellence awards and feedback process. The extensive training has goals and objectives to understand customers and products and to implement a continuous improvement design for the organizations.

**Strategic Education Research Partnership Institute (SERP)**

2006

Harvard University,

Cambridge, MA

SERP is a program of “use-inspired” research development and ultimately, the mobilization of proven practices. This means that problems of student achievement and practices that support it are at the center stage in determining the research and developing agenda; the program places as much emphasis on follow-through to link knowledge and products as on research. Much of the research is carried out in classrooms, where innovative materials, methods, professional development and organizational supports are developed, tested, honed and taken to scale.

**A Framework for Understanding Poverty**

2006

San Diego, CA

A Framework for Understanding Poverty is a training model to guide and support educators and other professionals in addressing issues of understanding the challenges faced by all classes, especially the poor. Carefully researched, it provides practical yet compassionate strategies for addressing its impact on people’s lives.

**Broad Urban Superintendents Academy** 2005  
Los Angeles, CA

The Broad Superintendents Academy is a rigorous 10-month executive management program designed to prepare CEOs and senior executives from business, non-profit, military, government and education backgrounds to lead urban public school systems.

**Public Education Leadership Project** 2004  
Cambridge, MA

PELP is a joint initiative of The Harvard Graduate School of Education (HGSE) and Harvard Business School (HBS), which aims to drive student achievement through improving the leadership and management of complex urban school districts. HGSE and HBS and nine participating school districts have collaboratively designed PELP to dramatically improve the educational outcomes of these districts.

**Lenses on Learning**  
Center for the Development of Teaching  
Education Development Center 2003  
Newton, MA

Lenses on Learning: A New Focus on Mathematics and School Leadership is a three module course that teaches K-8 administrators (building principals and central office staff) to learn about standards-based mathematics education, how to support it, and the way that its principles impact key aspects of their work.

**Educational Leadership Development Academy** 2000-2003  
San Diego, CA

Under the leadership of Elaine Fink, 4-year ELDA participant. A collaboration of the University of San Diego (USD) and San Diego Unified School District with several other local institutions of higher education to produce and build a pool of high quality principals and instructional leaders that can successfully lead the improvement of instruction in their schools. New and existing administrators acquire the skills and competencies they need to be highly successful in leading system-wide reform.

**Institute for Learning, Learning Resource and Development Center** 1998  
**University of Pittsburgh**  
Pittsburgh, PA

Participate in foundational Instructional Leadership Program (ILP) designed to help districts deploy leadership skills to support higher achievement for diverse student populations.

**Comer School Development Program**  
**Yale University**  
New Haven, CT

1994

Extensively trained in The Comer Process, a school and system-wide intervention formulated by Dr. James P. Comer and Maurice Falk, which aims to bridge child psychiatry and education.

**National Conflict Resolution Center**  
San Diego, California

1993

Received intensive exposure to effective mediation techniques through a combination of lectures, simulations, and participatory exercises. Curriculum includes: conflict theory, stages of mediated problem solving, balancing power, managing the negotiation, Strategic communication skills, handling emotions and impasse.

## **PRESENTATIONS, PAPERS AND PUBLICATIONS**

Presenter, Broad Residents Program; "Characteristics of High Performing Schools," June/August 2006

Keynote Speaker, College Bound San Diego and Concerned Parent Alliance, Inc. May 2006

"And... How Are the Children: An Inside Analysis of Reform in San Diego City Schools"

Guest Lecturer, Harvard University, Cambridge MA, April, 2006

"Continuous Instructional Improvement: Leading a Professional Community," Nova University, October 1, 2005

"Promising Practices for Improving Literacy Achievement among African-American Students," Annual Conference, Association of African-American Educators, March 6, 2004.

Presenter and Facilitator, American Institute of Research, San Diego Review, September 2004.

"Using Data to Improve Student Achievement – Transforming Low Achieving Schools," Annual Conference, Association of African-American Educators, March 8, 2003.

Panel Member, David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy, "How can research contribute to policy and practice?" April 16, 2004.

“Manhattan District #2 Reform Efforts and Improved Achievement.” Presented to all District leaders and to all schools school sites in the district, San Diego City Schools, 1999-2001

“Teacher Training Model: Teacher Expectation and Student Achievement and Learning Styles, Teacher Receptivity to a Multi-dimensional Staff Development Program” presented to American Education Research Association (AERA), Chicago, IL, 1990

“Manhattan District #2 Reform Efforts and Improved Achievement.” Presented to all District leaders and to all schools school sites in the district, San Diego City Schools, 1999-2001

“Accelerated Learning Resource Packet”, San Diego City Schools, 1990

“Promoting Academic Success: National, State, and Local Data on Student Achievement”, San Diego City Schools, 1998

“Expectations Resource Packet: Valuing Diversity, and High Expectation for all Students”, San Diego City Schools, 1989

“Self-Esteem Resource Packet: Raising the Self-Esteem of Students”, San Diego City Schools, 1988

## **AWARDS**

2004 YWCA Tribute to Women and Industry (TWIN) Award Recipient

2003 Humanitarian Award Recipient, YAIAP

2003 African American Educator of the Year, Phi Delta Kappa, Inc.

1992 Race/Human Relations, Fabulous Facilitator Recipient

## **AFFILIATIONS**

Educational Leadership Development Academy, (ELDA) Committee Member

Head Start Policy Council Committee- Committee Member

Association of African-American Educators – Past President

Association of California School Administrators – Committee Member

The Elementary Principals’ Association – Past President



**EXPERIENCE**

- |                |   |
|----------------|---|
| 2/08 – present | <p><b>The Partnership For Los Angeles Schools</b> <span style="float: right;"><b>Los Angeles, CA</b></span><br/> <b>Chief Operating Officer</b><br/>         Non-profit organization implementing turnaround model in twelve underperforming schools with more than 16,000 students in LAUSD.</p> <ul style="list-style-type: none"> <li>• <b>“Home office” operations:</b> manage day-to-day operations of Partnership's organization, including budgeting, financial reporting and controls, HR, office management, risk management, technology and other areas. Help recruit additional Board members and manage Board relationships.</li> <li>• <b>Operations at school sites:</b> establish and manage operating model between the Partnership and LAUSD, including all key operational areas such as HR, budgeting, finance, maintenance, safety and other areas.             <ul style="list-style-type: none"> <li>- Lead redesign of key operational areas under the Partnership's model.</li> <li>- Help redesign LAUSD budgeting system and implement per pupil budgeting in Partnership schools.</li> <li>- Lead management of facilities and space improvement program; helped lead conversion of large comprehensive high school from year-round to traditional calendar.</li> <li>- Lead financial management of Partnership schools' public funds.</li> <li>- Lead human resources function, including recruitment, placement and retention of outstanding candidates; lead staff relations work with LAUSD.</li> <li>- Help support use of data at Partnership schools.</li> <li>- Support implementation of performance management processes.</li> <li>- Help lead initiatives to improve technology at Partnership schools.</li> </ul> </li> <li>• <b>Legal:</b> manage internal and outside legal counsel relationships; manage development of contract between LAUSD and the Partnership formalizing delegation of management from LAUSD to the Partnership.</li> <li>• <b>Public policy:</b> help manage select policy and legislative initiatives, including effort to secure waivers from California State Board of Education.</li> </ul> |
| 7/07 – 2/08    | <p><b>Office of Mayor Antonio Villaraigosa</b> <span style="float: right;"><b>Los Angeles, CA</b></span><br/> <b>Education Advisor</b></p> <ul style="list-style-type: none"> <li>• Advised Mayor on strategies to improve education achievement for all children in LAUSD; managed critical projects for Mayor's education team; helped launch the Partnership for Los Angeles Schools.</li> <li>• Led efforts around several schools that all voted to work with the Partnership; unprecedented election yielded support of ~70% of teachers and ~85% of parents.</li> <li>• Facilitated meetings and presented Partnership goals at schools with groups of up to 200 administrators, classified staff, teachers and parents about the Partnership; managed day-to-day operations of Partnership's team in conducting outreach to potential Partnership schools.</li> <li>• Managed development of all written materials in support of Partnership's outreach effort, including responses to questions from school communities, targeted mailers, etc.</li> <li>• Developed short- and long-term budget and organizational plan for Partnership.</li> <li>• Led development of Partnership's application to become an independent 501(c)(3).</li> <li>• Helped secure \$50 mm commitment from Richard and Melanie Lundquist to the Partnership.</li> <li>• Managed Partnership staffing and recruitment efforts.</li> <li>• Led negotiations, drafting, announcement and execution of "School Safety Declaration" between Mayor, LAPD, LAUSD, LAFD and LAUSD School Police.</li> <li>• Helped lead Citywide strategy to improve City services in support of public schools.</li> </ul>  |
| 4/05 – 7/07    | <p><b>McKinsey &amp; Company</b> <span style="float: right;"><b>Boston, MA and Los Angeles, CA</b></span><br/> <b>Engagement Manager</b><br/>         Global management consulting firm for large nonprofit, public sector and for-profit organizations.</p>  |

- **Public sector:** conducted several projects for Office of Los Angeles Mayor Antonio Villaraigosa; worked with Mayor, Chief of Staff, and senior leadership of Mayor's Office.
  - Developed outcomes-based strategic plan for administration, focused on education, transportation, homeland security and public safety, energy and environment, housing and economic development, and opportunity and inclusion.
  - Developed strategy and implementation plan for Mayor's education strategy with Deputy Mayor for Education, Youth and Families; strategy was eventually published as "Schoolhouse framework."
- **Nonprofit:** developed strategies for nonprofit organizations and foundations.
  - Conducted performance review for large state and national grant program for top 10 U.S. foundation.
  - Developed strategic plan for new bi-partisan federal child advocacy organization in Washington, DC; conducted scan of landscape and opportunities.
- **Health care:** developed strategies and strategic alliances for health care companies.
  - Developed creative partnership options for largest customer of \$3 billion drug franchise.
  - Developed strategic plan for top vaccines company; assessed multiple therapeutic areas.
- **Non-client – recruiting:** directed recruiting for Business Analysts for Los Angeles office; led West Coast office undergraduate recruiting at Yale University and Claremont Colleges.

10/03 – 4/05 *Associate*

- **Health care:** developed business strategies for biotechnology and medical device companies.
  - Examined effect of recent federal legislative changes on \$10 billion biotechnology company's business; developed financial model to assess projected three-year marketplace dynamics; incorporated analysis in forecasting, brand planning, pricing and contracting processes.
  - Developed procurement strategy for \$600 million medical devices company; analyzed procurement savings potential of all indirect goods and services, leading to savings of over 10%; managed over 35 client team members from 11 countries.
- **High tech:** developed transformation strategy for \$50+ billion technology company; led analysis of portfolio management, including development of detailed P&L.
- **Non-client – volunteer:** directed Los Angeles office Adopt-a-School Program, a mentorship program for talented high school students; directed Los Angeles office Social Committee of over 20 consultants and support staff, which planned and managed all office social events.

5/00 – 8/00 *Summer Associate*

- **Nonprofit:** created development strategy for Jewish Federation's \$25 million annual campaign.
- **High tech:** generated e-commerce strategy for large US financial institution.

9/02 – 9/03 **Project GRAD Los Angeles**  
*Deputy Director*

**Los Angeles, CA**

Nonprofit education reform program serving 25,000 students in an underserved community.

- Directed high school and middle school programs, including scholarship, college institute, higher education outreach and support, and middle school counseling.
- Oversaw award of \$6,000 college scholarships to 190 graduating seniors, representing 100% increase in college attendance.
- Managed five full-time staff.
- Directed implementation of \$3 million GEAR UP grant for middle and high school programs; presented at national conference on Project GRAD Los Angeles program efficacy.
- Served as interim Executive Director during Director's month-long absence; represented organization at community meetings and public events.
- Co-developed fundraising strategy; authored GEAR UP report for federal government.
- Directed development of Project GRAD Los Angeles web-based student and family database.

6/01 – 8/01 **Los Angeles Community Design Center**  
*Assistant Project Manager for Planning & Development*

**Los Angeles, CA**

Nonprofit affordable housing development and property management firm with over 70 employees.

- Led pre-development process for multiple projects; worked with communities to identify sites.
- Conducted economic feasibility analysis and pro forma financial projections; researched potential public and private funding sources; calculated debt capacity.

9/97 – 8/99    **The Friends Of The Family Academy, Inc.**    **New York, NY**  
**Development Associate**

Nonprofit that managed social service, enrichment and parenting programs in a public school.

- Generated over \$1.5 million in grant income with 100% success rate.
- Developed and managed \$1.5 million annual budget; reported directly to President and Board.
- Trained and mentored four new employees and five summer interns; ran HR department.
- Led statistical analysis of program efficacy.
- Conducted strategic review; facilitated acquisition of new site that doubled student capacity.

5/97 – 9/97    **Ridgewood Bushwick Senior Citizens Center**    **Brooklyn, NY**  
**Director, Summer Youth Employment Program**

- Hired, trained and managed full-time staff of 29 that included teachers, counselors, job-site supervisors, and college interns; counseled staff on coping with stressful environment.
- Successfully placed 650 young adults, ages 14-21, in jobs at 65 job sites.
- Directed academic enrichment program for 200 young adults.
- Managed \$650,000 budget and relationship with NYC Department of Employment.

9/96 – 6/97    **Saint Ann's School**    **Brooklyn, NY**  
**Mathematics Teacher**

- Taught five mathematics courses to fourth, sixth, eighth and ninth graders.
- Designed curriculum for each class, including classroom activities and assessments.

6/95 – 8/95    **Summerbridge Sacramento**    **Sacramento, CA**  
**Mathematics and Chemistry Teacher, Head of Math Department**

Academic enrichment program for talented seventh and eighth graders from low-income schools.

- Designed curriculum for summer mathematics and chemistry classes.
- Directed departmental meetings; coordinated day-long scholastic/athletic event.

## EDUCATION

2000-2002    **Princeton University, Woodrow Wilson School of Public and International Affairs**  
Master's in Public Affairs, Domestic Policy concentration, May 2002

1999-2002    **Columbia Business School**  
Master's in Business Administration, May 2002

1992-1996    **Yale University**  
BA *Summa Cum Laude*, Psychology with focus on child development, May 1996

## AWARDS AND HONORS

- **Princeton University:** Karl E. Prickett Fellowship; distinction on First and Second Year Qualifying Examinations.
- **Columbia Business School:** 2001 CORPS Nonprofit Fellowship; Beta Gamma Sigma; Dean's list; First Place in Turnaround Management Association's Best Paper Competition.
- **Yale University:** Phi Beta Kappa; Branford College graduation award for outstanding character; distinction in Psychology major; Psi Chi, National Psychology Honor Society.
- **McKinsey & Company:** two-time winner of appreciation award from support staff; recipient of Community Fellow residency position with nonprofit practice.

## ADDITIONAL SKILLS/INTERESTS

- Skilled in statistical modeling software (Crystal Ball, SPSS and Stata) and Microsoft Office.
- Interests include running, architecture, travel and New York Giants; proficient French.

# **Kennon K. Mitchell, Ph.D.**



## **Education**

Doctor of Philosophy, Education. Focus on urban educational leadership and urban school renewal. Dissertation: "Standing in the Gap: A critical case study of the *MAAT Academy*, an African American male intervention program." Claremont Graduate University (January 2003)

Master of Arts, Educational Administration. California State University, San Bernardino (March 1999)

Master of Arts, Education. Claremont Graduate University (January 1997)

Bachelor of Arts, Liberal Studies. Sociology major with a minor in Ethnic Studies. University of California, Riverside (March 1995)

## **Credentials**

Professional Administrative Services Credential. California State University, San Bernardino (Expires: 2011)

Professional Clear Multiple Subject Credential with Crosscultural, Language & Academic Development Emphasis (CLAD) Certification. Claremont Graduate University (Expires: 2011)

## **Management Experience**

Assistant Superintendent, Instruction. Partnership for Los Angeles Schools. July 2008-Present

Director I, Categorical Programs, Rialto USD. July 2005-June 2008

Principal, Frisbie Middle School, Rialto USD. July 2002-June 2005

Assistant Principal, Frisbie Middle School, Rialto USD. July 2000-June 2002

Dean of Students, Jehue Middle School, Rialto USD. July 1998-June 2000

## **Higher Education Experience**

Adjunct Professor; California State University, San Bernardino; Educational Leadership. March 2005-Present (Part Time)

Adjunct Professor; Azusa Pacific University; Teacher Education. June 2004-Present (Part Time)

# Kennon K. Mitchell, Ph.D.



## K-12 Teaching Experience

Trapp Elementary, Rialto USD Grades 1, 2, 6. August 1995-June 1998

## Publications

*“Standing in the Gap: A Critical Case Study of the MAAT Academy,”* Dissertation. Claremont Graduate University, 2003.

*“Establishing African American Male Intervention Programs Within Public Schools,”* Educational Horizons, Spring 2002.

## Professional Memberships

- Rialto School Manager’s Association (RSMA)
- Association of California School Administrators (ACSA)
- National Association of Black School Educators (NABSE)
- California Association of Black School Educators
- National Association of Federal Program Administrators
- California Association of Administrators of State and Federal Education Programs
- Omega Psi Phi Fraternity, Inc.

## References

Edna Herring Superintendent Rialto Unified School District (909) 820-7700, ext. #2124	Joseph Davis, Ed. D. Deputy Superintendent, Business Services Rialto Unified School District (909) 820-7700, ext. #2211
Michael Brown, Ph. D. Asst. Superintendent, Instructional Services Rialto Unified School District (909) 820-7700, ext. #2312	Gail Mathews Asst. Superintendent, Instructional Services Rialto Unified School District (909) 820-7700, ext. #2367

## **PAUL EDWARD TYTLER**

### **EDUCATIONAL LEADERSHIP EXPERIENCE:**

- \* Secondary School Redesign**
- \* Leadership and Organizational Development**
- \* Operations and Systems Management**
- \* Curriculum and Instruction Leadership**

2007- 2009    Educational Consultant, Technical Assistance

- Northwest Regional Educational Laboratory
- TimeWise
- District of Columbia Public Schools
- Memphis City Schools
- Partnership for Los Angeles Schools

2005- 2007    Director of Redesign, School Redesign Network, Stanford University

2002- 2005    Principal, Clover Park HS. Clover Park School District

1998- 2002    Assistant Principal. Mountlake Terrace HS. Edmonds School District.

1997- 1998    Assistant Principal. Mount Baker HS. Mount Baker School District.

### **EDUCATION:**

UNIVERSITY of WASHINGTON

Degree: Education Doctorate (Ed.D Candidate)

Major: Educational Leadership

UNIVERSITY of WASHINGTON

Degree: Masters in Education

Major: Educational Leadership

SUNY GENESEO

Degree: Bachelor of Science

Major: Special Education

Community College of the Finger Lakes

Degree: Associate of Arts

Major: Human Services

## **TEACHING EXPERIENCE: SPECIAL EDUCATION TEACHER**

1994- 1997    WOODWARD MIDDLE SCHOOL. BAINBRIDGE ISLAND, WA. 1991-  
1994    ABERDEEN HIGH SCHOOL. ABERDEEN, WA.  
1990- 1991    BOCES ALTERNATIVE HIGH SCHOOL. ROCHESTER, N. Y.

## **RELATED EXPERIENCE:**

NWREL Leadership Workshop  
School Redesign Network, Summer Conference Facilitator  
Presentation Superintendents Cohort: Bill and Melinda Gates Foundation  
Small Schools Principals Presentation: Portland Small Schools Conference  
Panelist Coalition of Essential Schools 2004 Fall Forum  
US Department Of Education Technical Expert- Principals' Leadership Summit  
Member of the NASSP Special Education Advisory Committee  
Gils' Hills Program Director- Delinquent Prevention Program  
Geneseo Migrant Center- ESL Instructor  
High Frontier- Counselor for Adolescent Residential Treatment Program

## **PROFESSIONAL ASSOCIATIONS:**

Washington State School Directors' Association  
National Association of Secondary School Principals  
Association for Supervision and Curriculum Development  
Council for Exceptional Children  
    Presentations:  
        1994 and 1995 Washington State CES Conference  
        1999 and 2000 CES National Conference  
Coalition of Essential Schools  
    Fall Forum '03, '04, and '05 presentations  
Washington Education Research Association  
    Presentation: 2004 Clover Park High School Redesign

## **REFERENCES**

Dr. Larry Nyland, Superintendent, Marysville School District  
Mark Baier, Principal, Centennial High School  
Pam Hopkins, Assistant Superintendent, Snohomish School District

## **PAUL EDWARD TYTLER**

### **EDUCATIONAL LEADERSHIP EXPERIENCE:**

- \* Secondary School Redesign**
- \* Leadership and Organizational Development**
- \* Operations and Systems Management**
- \* Curriculum and Instruction Leadership**

2007- 2009    Educational Consultant, Technical Assistance

- Northwest Regional Educational Laboratory
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- Memphis City Schools
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SUNY GENESEO

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Community College of the Finger Lakes

Degree: Associate of Arts

Major: Human Services



## **TEACHING EXPERIENCE: SPECIAL EDUCATION TEACHER**

1994- 1997    WOODWARD MIDDLE SCHOOL. BAINBRIDGE ISLAND, WA. 1991-  
1994    ABERDEEN HIGH SCHOOL. ABERDEEN, WA.  
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US Department Of Education Technical Expert- Principals' Leadership Summit  
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    Presentations:  
        1994 and 1995 Washington State CES Conference  
        1999 and 2000 CES National Conference  
Coalition of Essential Schools  
    Fall Forum '03, '04, and '05 presentations  
Washington Education Research Association  
    Presentation: 2004 Clover Park High School Redesign

## **REFERENCES**

Dr. Larry Nyland, Superintendent, Marysville School District  
Mark Baier, Principal, Centennial High School  
Pam Hopkins, Assistant Superintendent, Snohomish School District

## **RESUME OF QUALIFICATIONS**

### **Harry “Doc” Ervin**

**Objective** - To provide effective leadership that leads to the building of a professional learning community where teachers, parents, students and the school administrator all work together to ensure that high expectations lead to increasing student achievement for every student, in every classroom, every year.

### **EXPERIENCE**

**2008 - Present**

**Assistant Superintendent of Instruction - Partnership for Los Angeles Schools  
Los Angeles, California**

The Partnership for Los Angeles Schools (“The Partnership”) is a new nonprofit organization committed to the transformation of Los Angeles Public Schools started by Los Angeles Mayor Antonio Villaraigosa. The Partnership currently serves and supports schools in East LA and South LA with close to 20,000 children.

**2005 - 2008**

**Principal – Heritage College Ready Academy High School  
Los Angeles, California**

Heritage College-Ready High School is a small high performing comprehensive high school, located in South Central, California and serves a diverse student population of 60% Latino, and 40% African American. The school’s primary goal is to prepare all students for college by offering a rigorous college-prep academic program. During Heritage’s first year of operation, they outperformed area schools by an average of 120 API points.

**2004 – 2005**

**Principal, Colton High School  
Colton, California**

Colton High School is a large comprehensive high school of 3300 students. The diverse populations of students include 70% Latino, 18% White, 7% African American, and 2% Asian, with the other 3% divided among other major ethnicities. School is staffed by an instructional team of 134 teachers and 100 clerical staff. School met API, AYP, and CAHSEE Goals.

**2003 – 2004**

**Principal, Yucca Valley High School  
Yucca Valley, California**

Yucca Valley High School is a comprehensive high school with 1400 students. It serves a diverse student population of 72% White, 13% Hispanic, 2% African-American, and 12% other. School API increased from 621 to 700 over two years during my tenure. The numbers of students passing the CASHEE increase from 54% to 89%. The school is supported and supervised by an instructional team of 65 teachers and 35 clerical staff.

**2000 – 2003**

**Administrator, Fontana High School  
Fontana, California**

Fontana high school is a large comprehensive high of 4300 students located in Fontana, California. The student population is 90% Hispanic, 10% White, 7% African-American, and 3% other. School API increased during three year tenure from 488 to 601. An instructional team of 172 teachers and 80 clerical staff supervise and support the school.

<b>1998 – 2000</b>	<b>Assistant Principal – San Marcos High School</b> <b>San Marcos, California</b> San Marcos High School is a large comprehensive high school of 3000 students. Student Demographics included 60% Hispanic, 30% White, and 7% African-American. The school is supported by 120 teachers and 60 staff members.
<b>1994 - 1998</b>	<b>Teacher – Mesa Verde Middle School</b> <b>Poway, California</b> <ul style="list-style-type: none"> <li>• 1400 Students, 6<sup>th</sup> – 8<sup>th</sup> grade</li> <li>• 90% White, 5% African-American, 5% other</li> </ul>
<b>EDUCATION</b>	Cal State Fullerton Fullerton, California School Administration, Administrative Professional Clear Credential (2003)  Alliant International University San Diego, California Master of Arts Degree – Educational Administration (1995) Bachelor of Arts, Liberal Studies (1993)  Alliant International University San Diego, California School Administration, Administrative Services Credential (1998) Multiple Subject Credential K-12 (1994)
<b>Professional Development</b>	ACSA Principal’s Academy California School Leadership Academy Curriculum Development Academy Essential Elements of Instruction Training Clinical Supervision Academy Teacher Appraisal System Academy UCLA School Management Program California Distinguish School Evaluator
<b>Related Activities</b>	IIUSP School Team Consultant National University Professor (TIER I & II) Cal State San Bernardino Adjunct Professor
<b>Languages</b>	Bilingual/Spanish
<b>References</b>	Available upon request

# Appendix 2

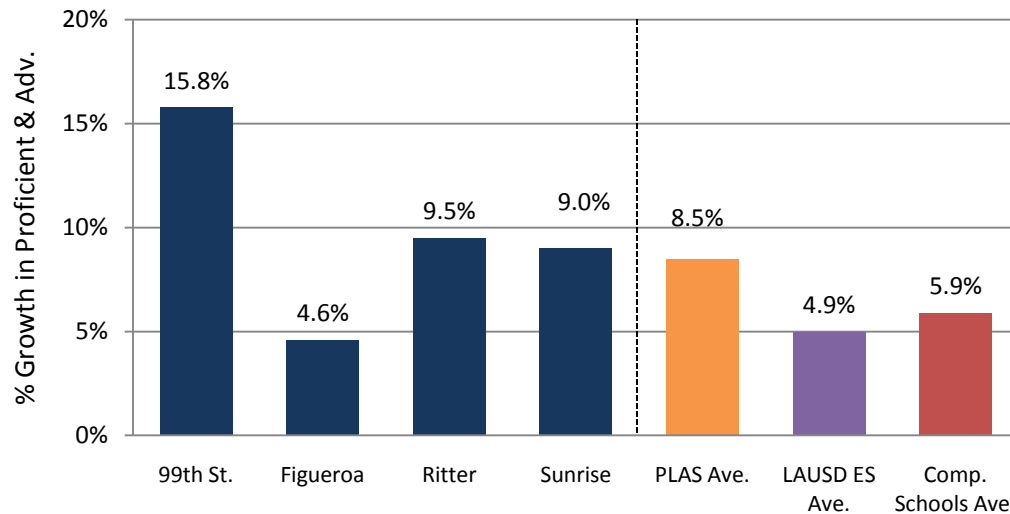
# Elementary

## Partnership for Los Angeles Schools: Year-end Data Review (2008-09)

Analysis of Key Performance Indicators

# Elementary School CST Growth

**Elementary CST English Language Arts**  
1-yr. Growth (2007-08 to 2008-09)



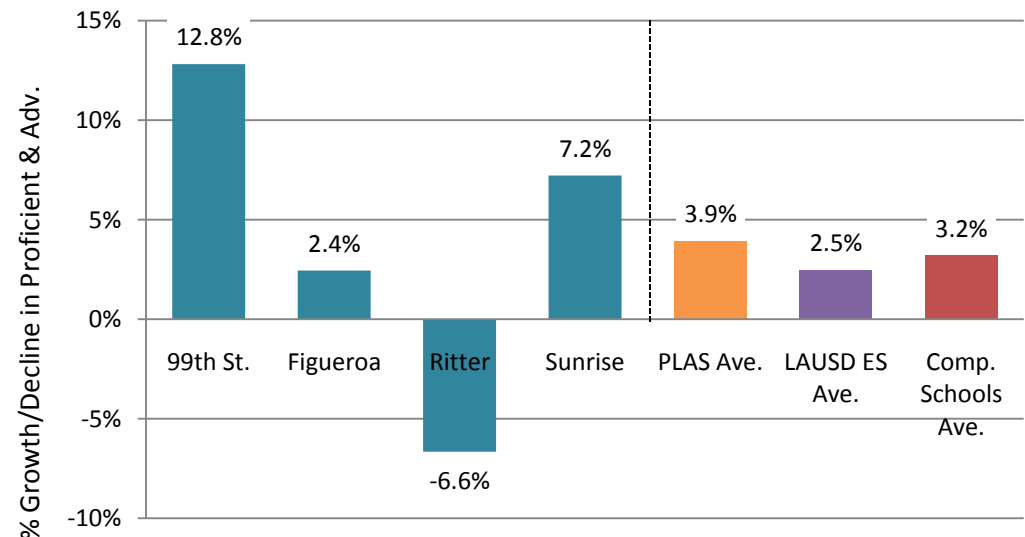
99<sup>th</sup> Street ES is in top 2% for growth in ELA and Math among all LAUSD elementary schools

Ritter is in top 10% for growth in ELA (46 out of 441 schools)

Sunrise ES is in top 10% for growth in Math of all LAUSD schools (39 out of 441 schools)

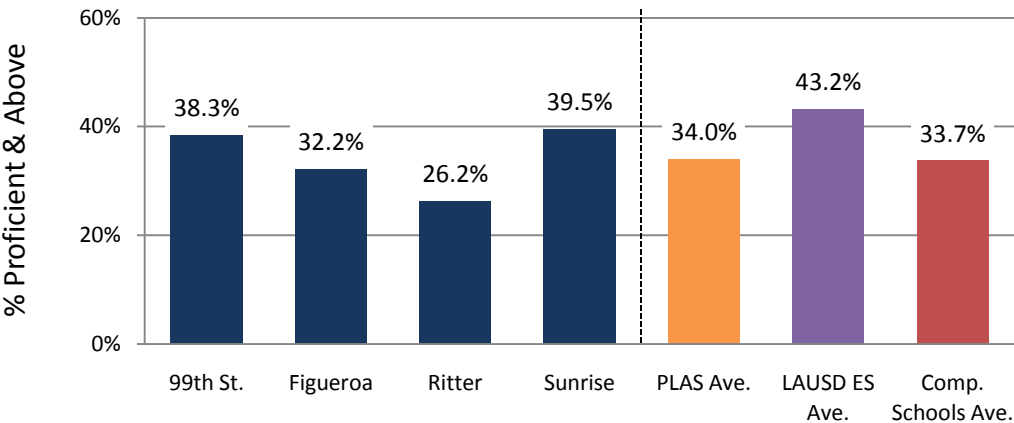
Nearly 13% of 99<sup>th</sup> Street ES students improved their proficiency rates in Math

**Elementary CST Mathematics**  
1-yr. Growth/Decline (2007-08 to 2008-09)

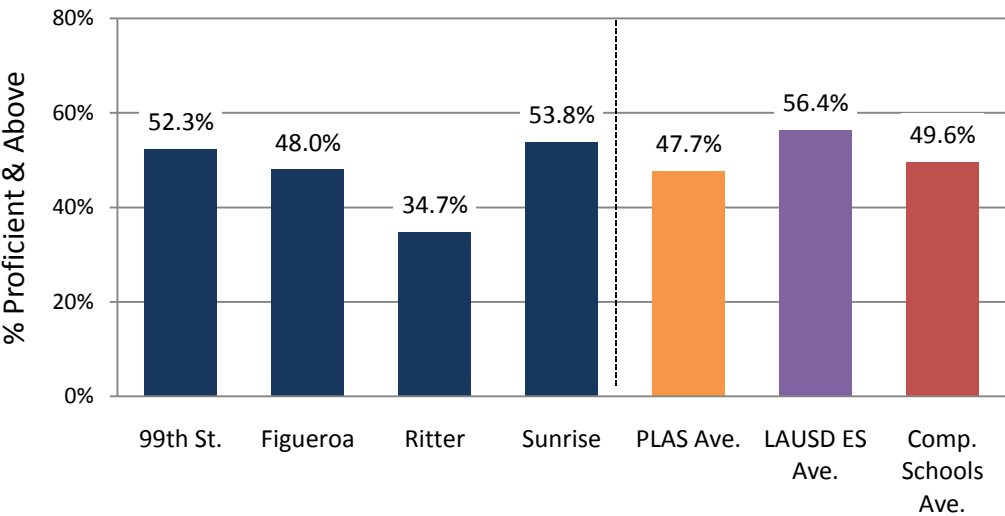


# Elementary School Student CST Proficiency in ELA & Math

Elementary **English Language Arts**  
2008-09 CST Results

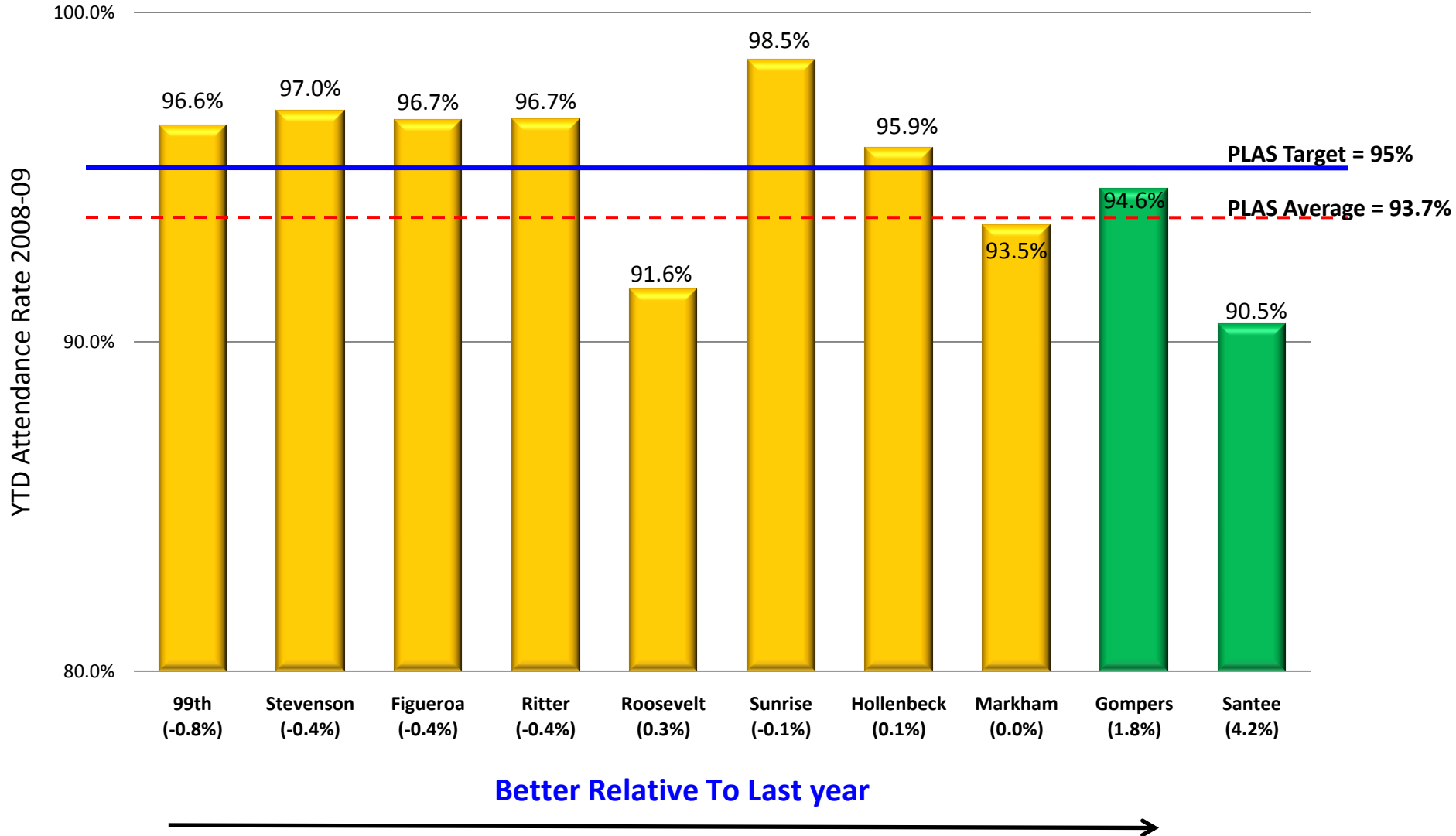


Elementary **Mathematics**  
2008-09 CST Results



# Attendance

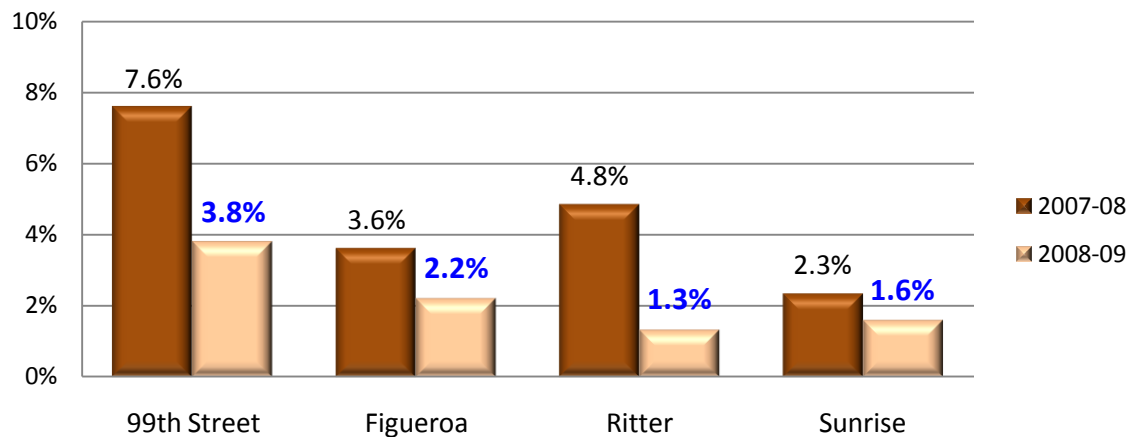
Change in YTD Attendance Rate from 2007-08 to 2008-09 (through June 2009)



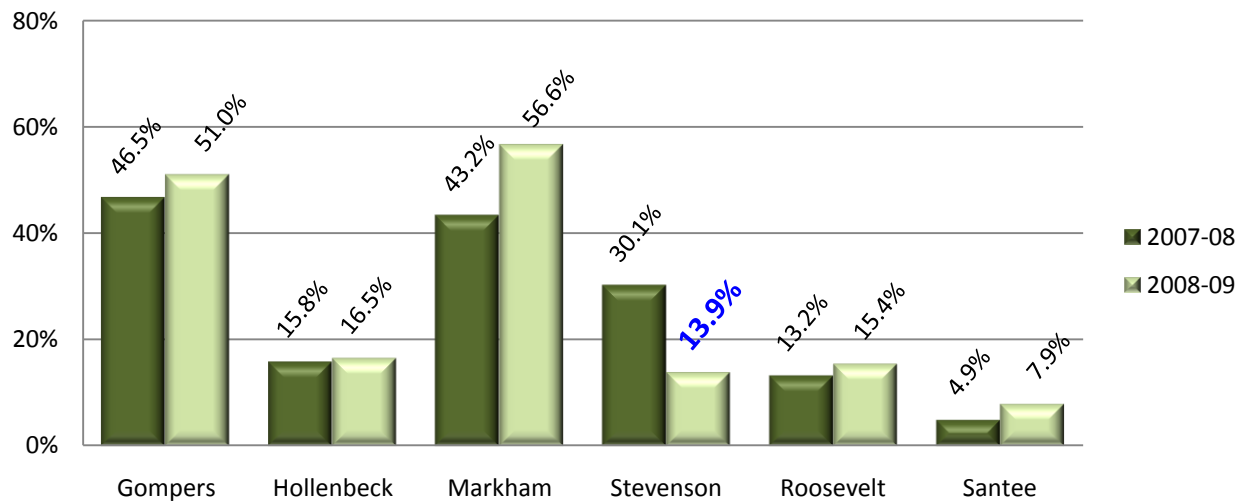


# Suspensions

**PLAS Elementary Schools: YTD Suspension Rate  
(2007-08 vs. 2008-09)**

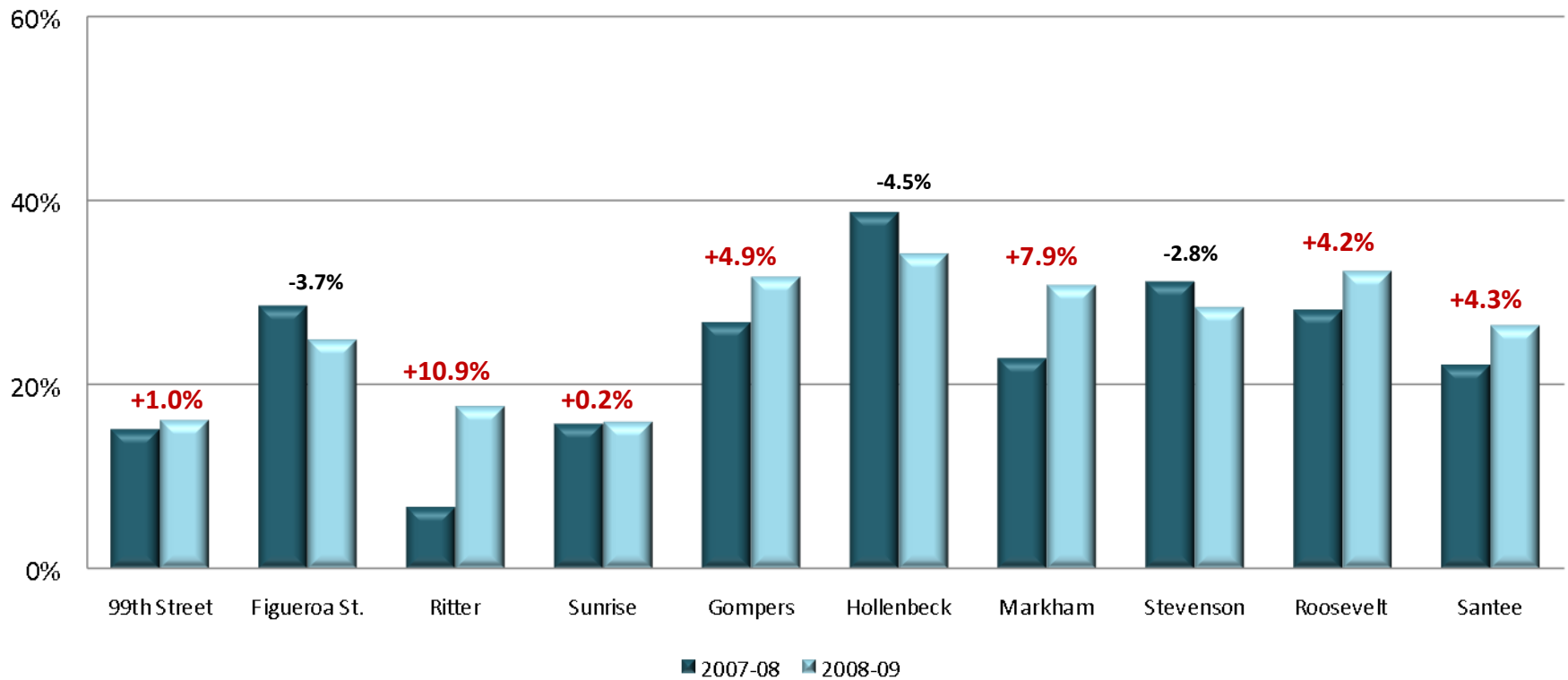


**PLAS Secondary Schools: YTD Suspension Rates  
(2007-08 vs. 2008-09)**



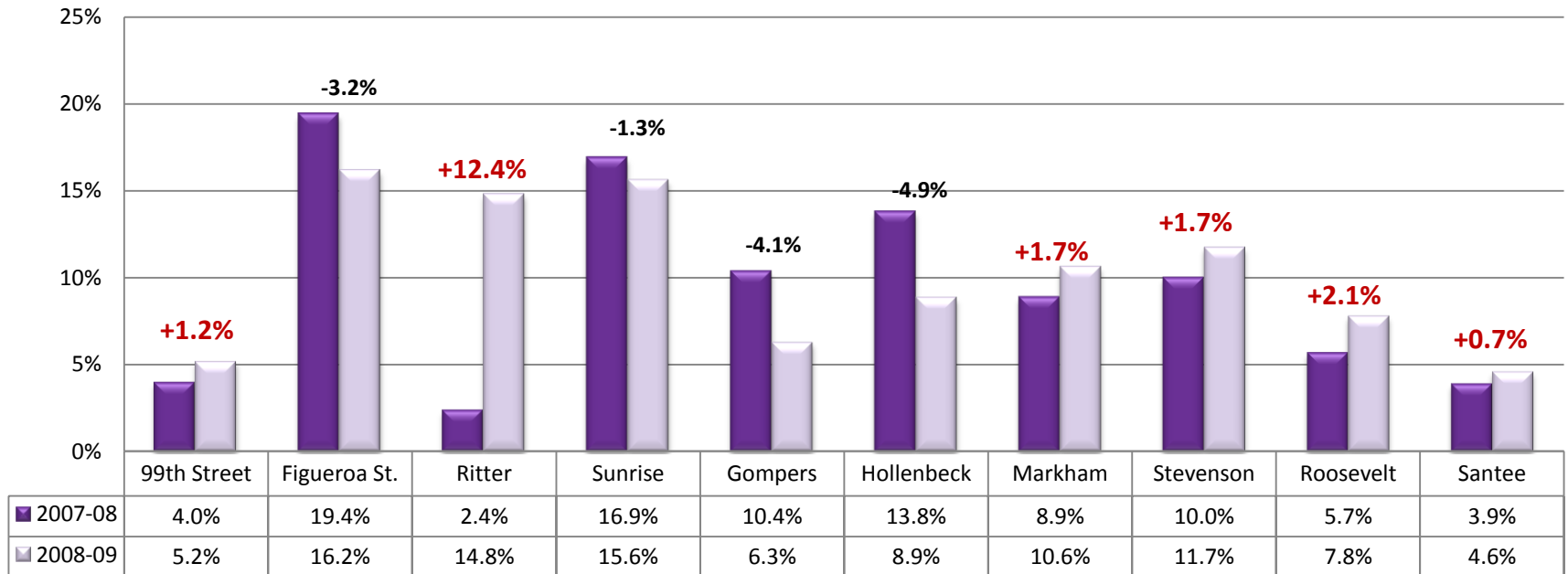
# CELDT: Percentage of English Learners Making Annual Progress in Learning English

English Learners Meeting Minimum CELDT Benchmarks to be Eligible for Reclassification  
(2007-08 vs. 2008-09)



# English Learner Redesignation

**English Learner Redesignation Rates  
(2007-08 vs. 2008-09)**



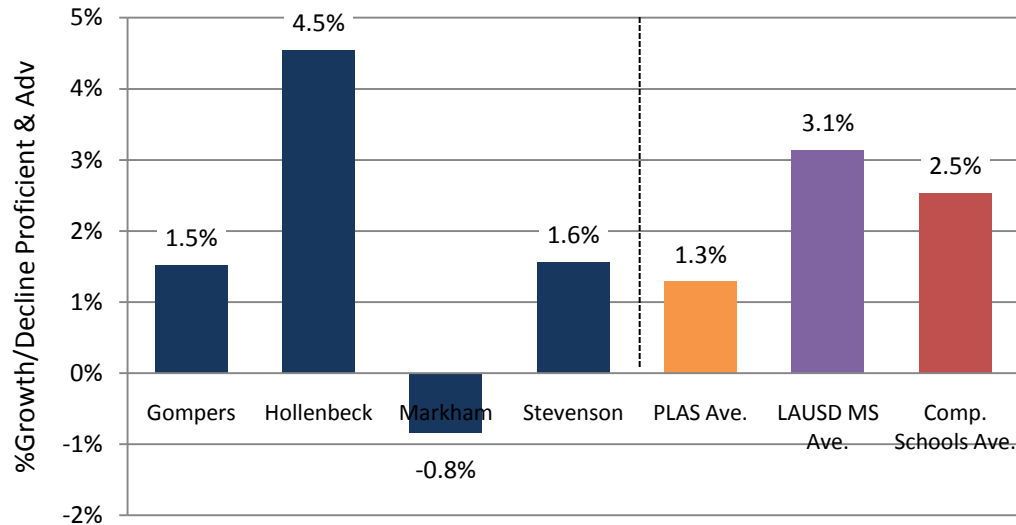
# MIDDLE SCHOOL

## Partnership for Los Angeles Schools: Year-end Data Review (2008-09)

Analysis of Key Performance Indicators

# Middle School CST Growth

**Middle School CST English Language Arts**  
1-yr. Growth/Decline (2007-08 to 2008-09)



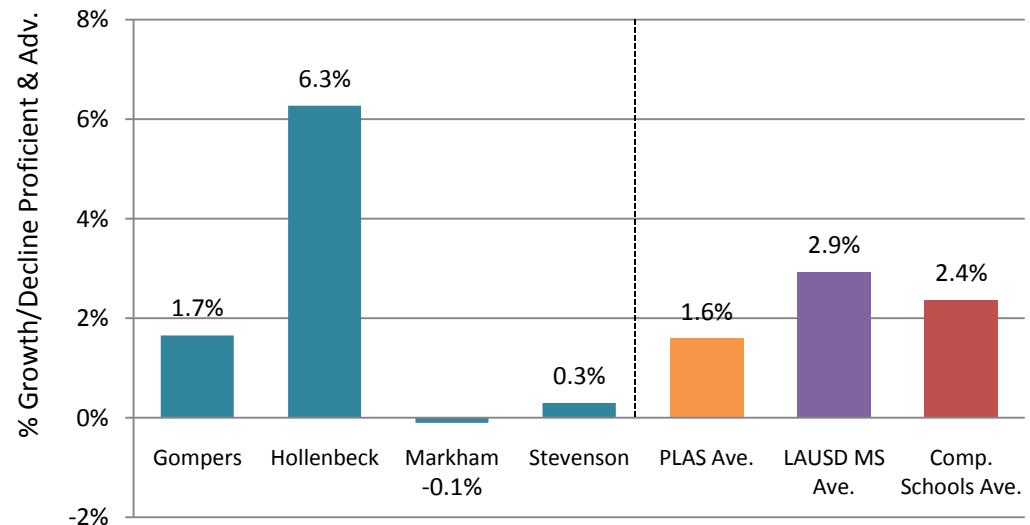
Hollenbeck MS is in the top 10% for growth in math, science, and social science (10 out of 75 schools)

Gompers MS grade 7 had 3.4% increase in proficiency for ELA

Stevenson MS had 6.7% increase in % of students scoring at or above proficient in Algebra 1

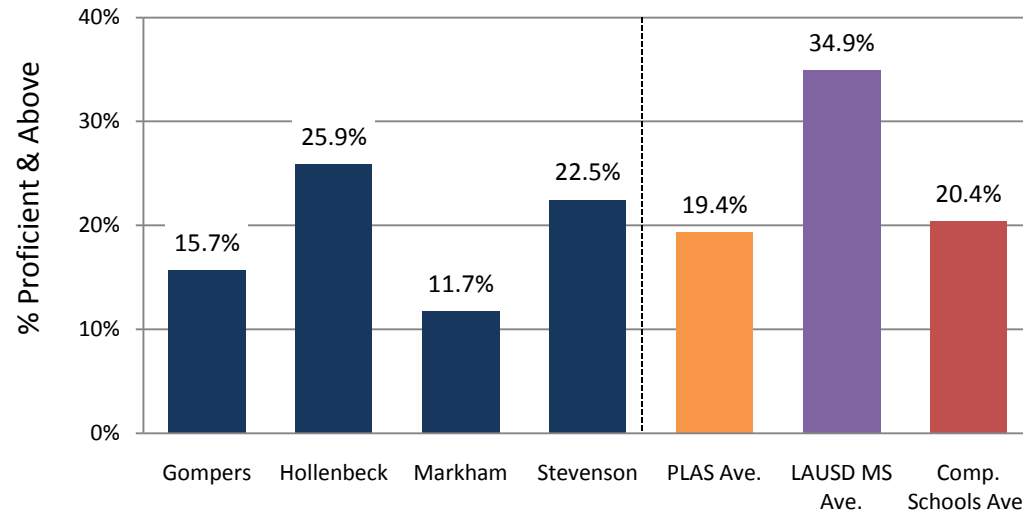
Markham MS had 13% increase in # of students taking Algebra 1 while decreasing by 5.6% the percent of students far below & below basic

**Middle School CST Mathematics**  
1-yr. Growth/Decline (2007-08 to 2008-09)

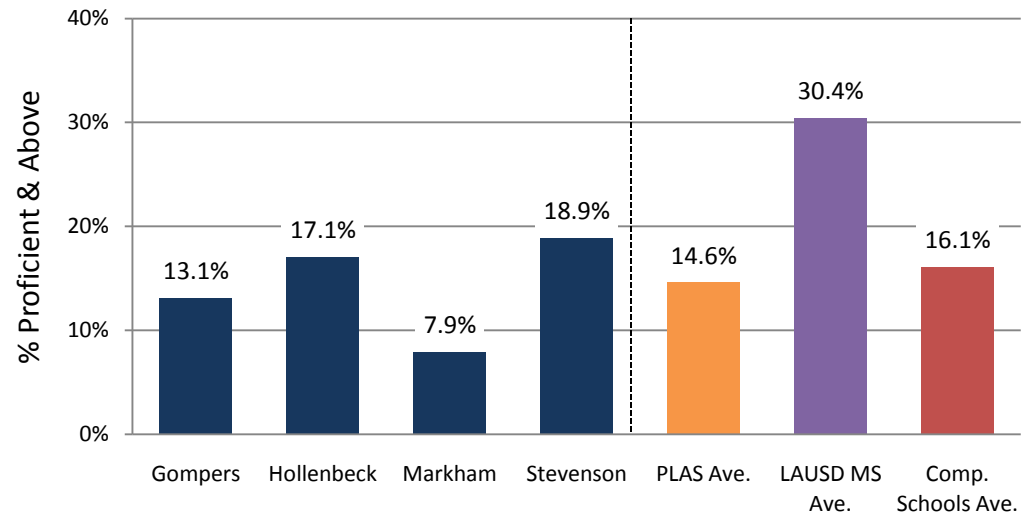


# Middle School Student CST Proficiency in ELA & Math

**Middle School English Language Arts**  
**2008-09 CST Results**

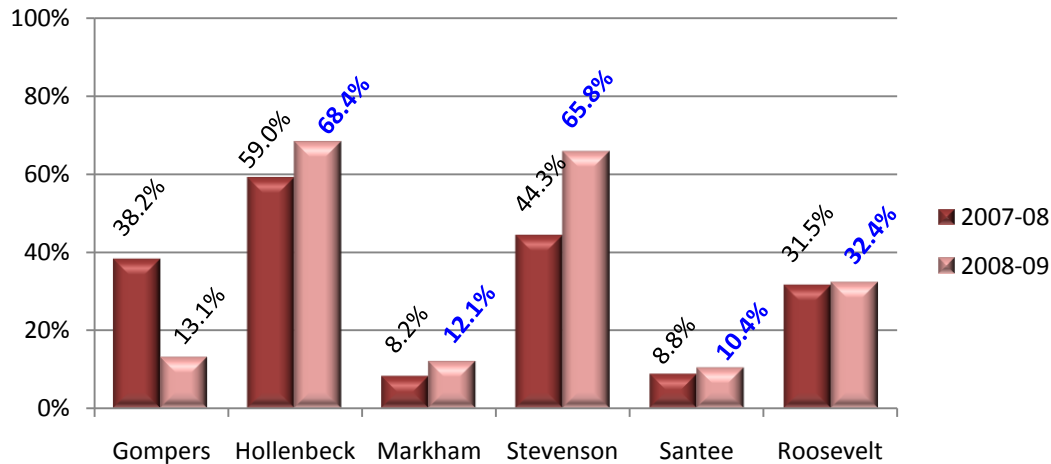


**Middle School Mathematics**  
**2008-09 CST Results**

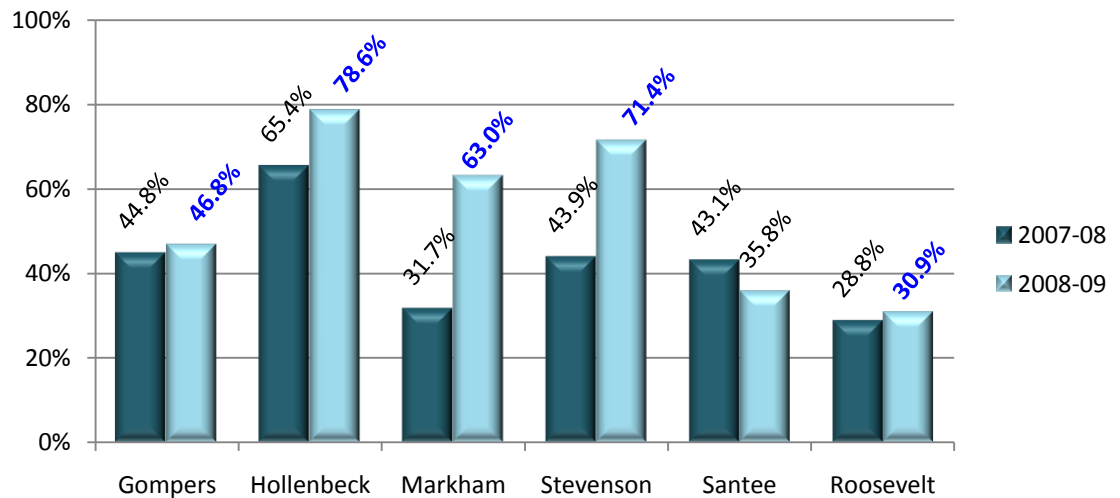


# Breakfast and Lunch Participation

**Average Daily Participation: Breakfast**

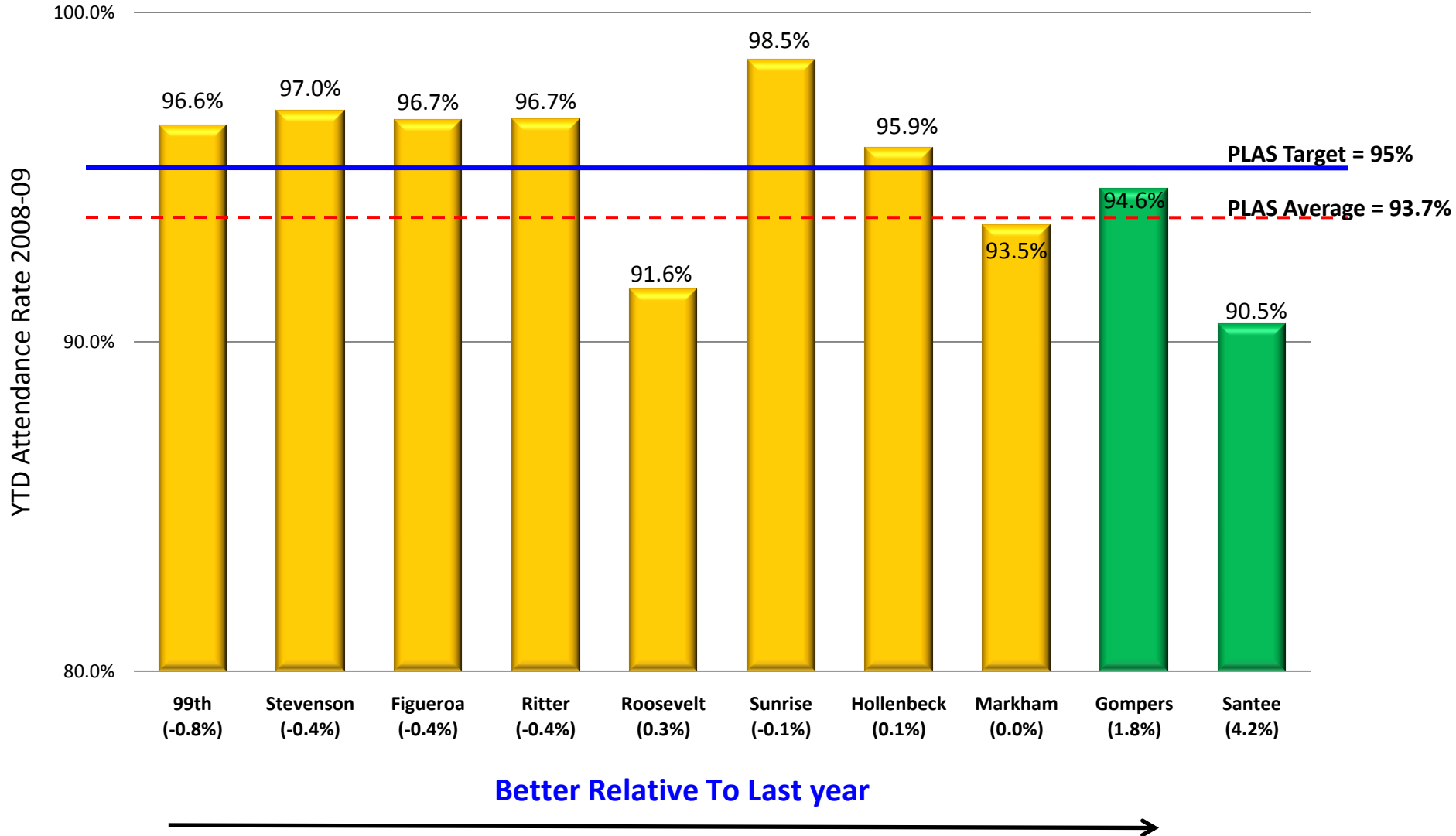


**Average Daily Participation: Lunch**



# Attendance

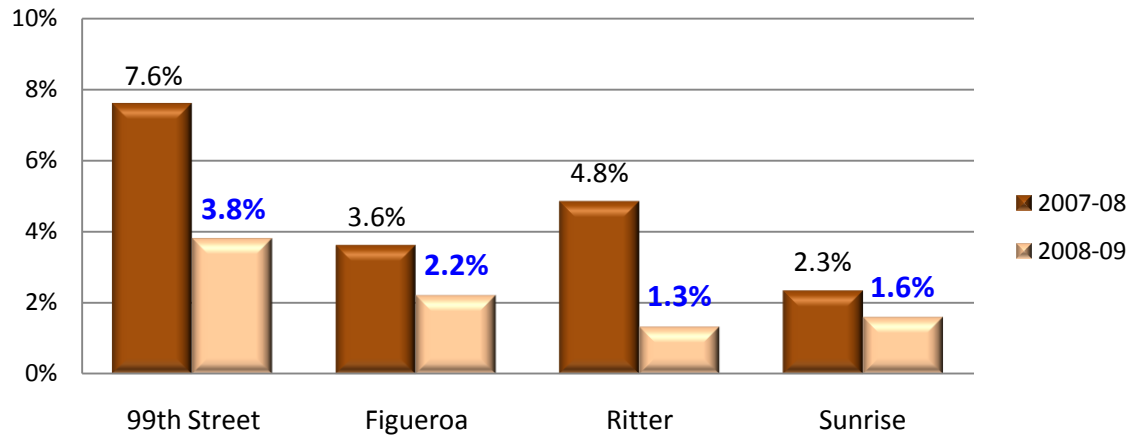
Change in YTD Attendance Rate from 2007-08 to 2008-09 (through June 2009)



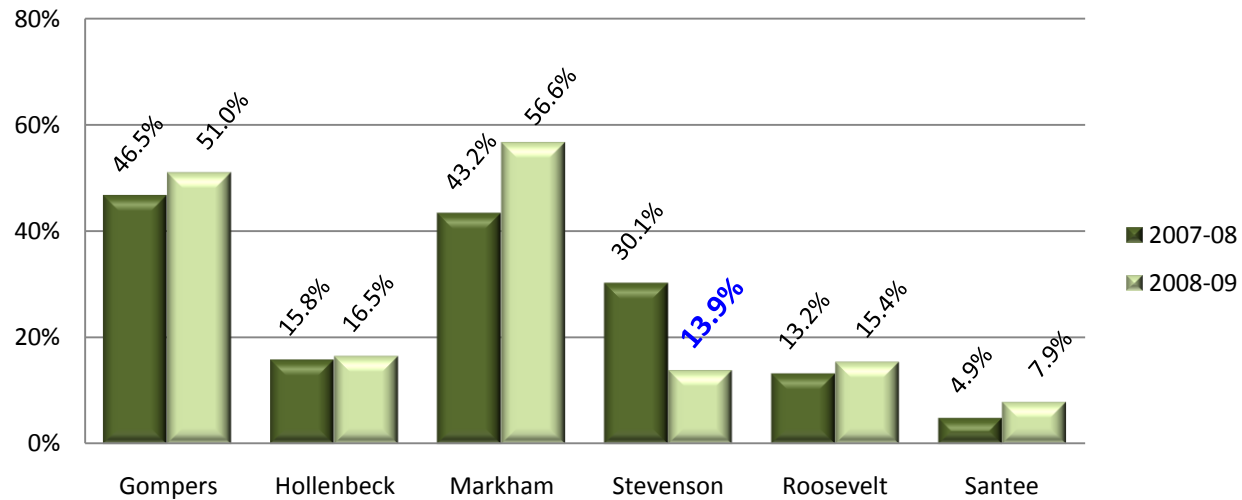


# Suspensions

**PLAS Elementary Schools: YTD Suspension Rate  
(2007-08 vs. 2008-09)**

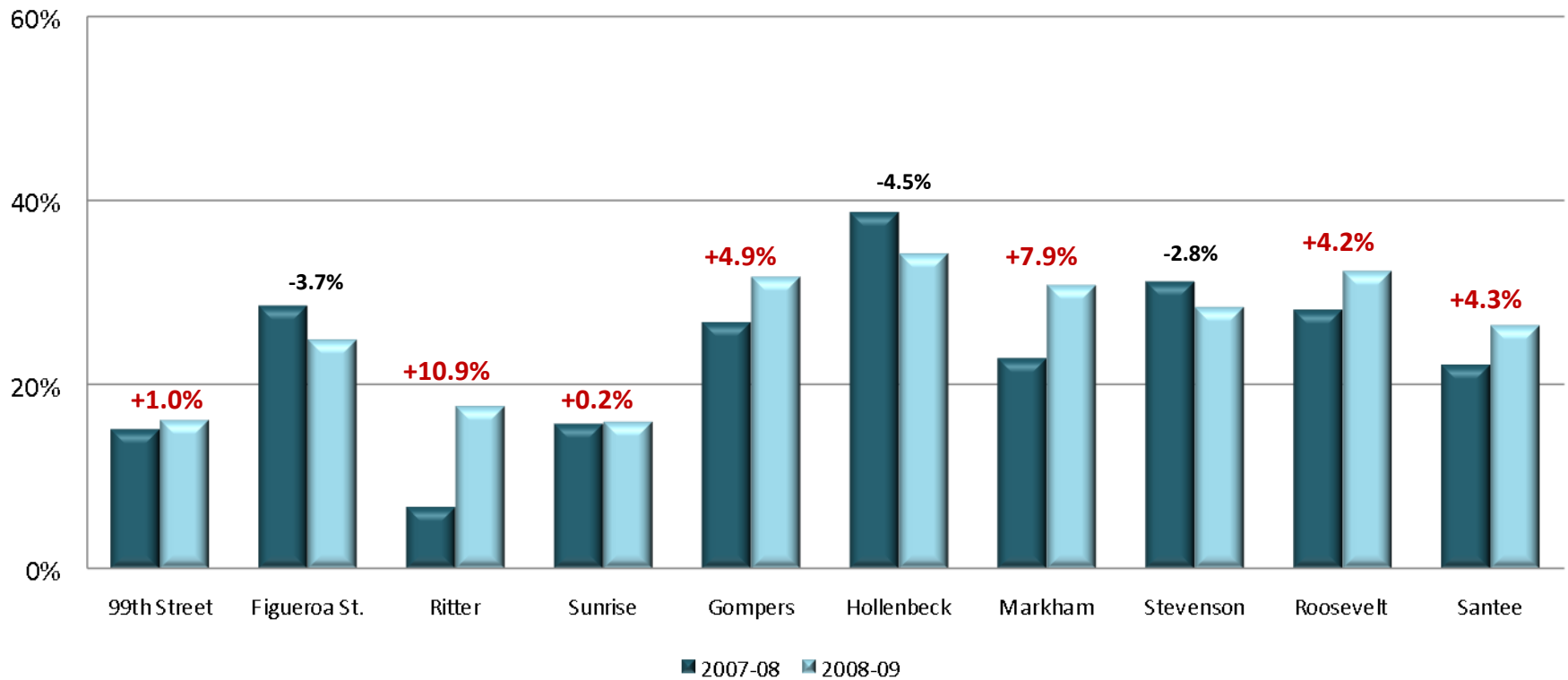


**PLAS Secondary Schools: YTD Suspension Rates  
(2007-08 vs. 2008-09)**



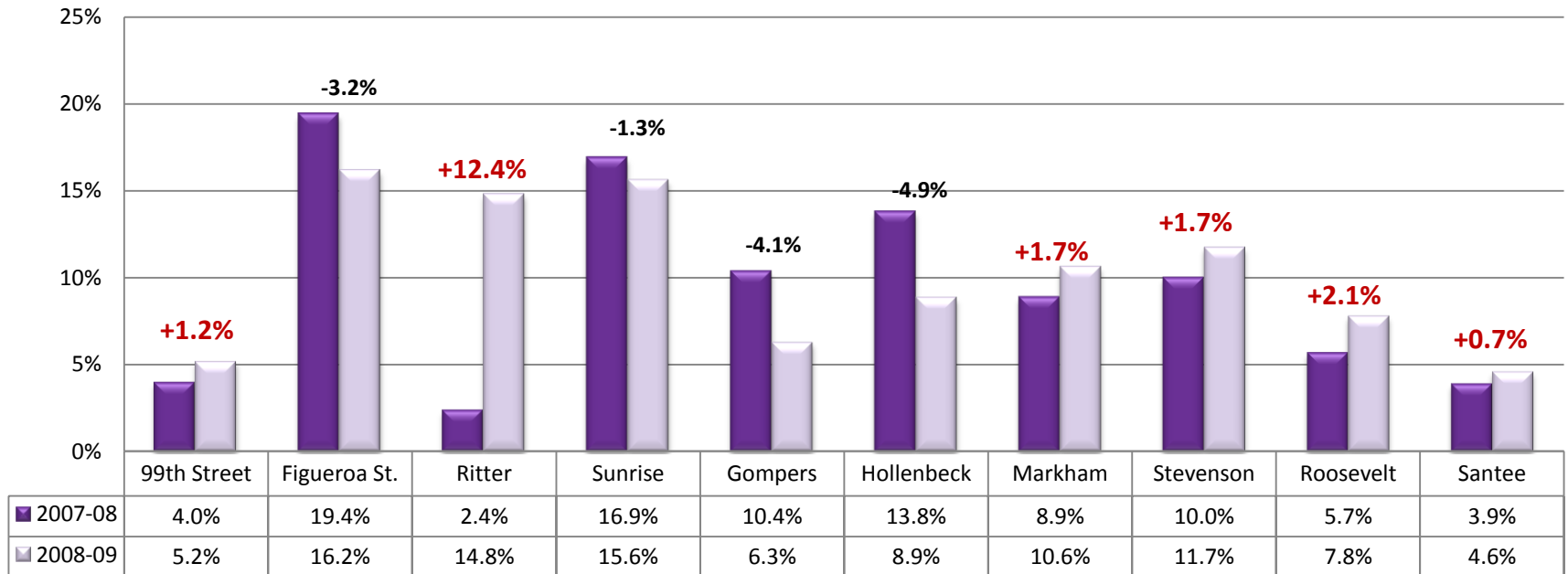
# CELDT: Percentage of English Learners Making Annual Progress in Learning English

English Learners Meeting Minimum CELDT Benchmarks to be Eligible for Reclassification  
(2007-08 vs. 2008-09)



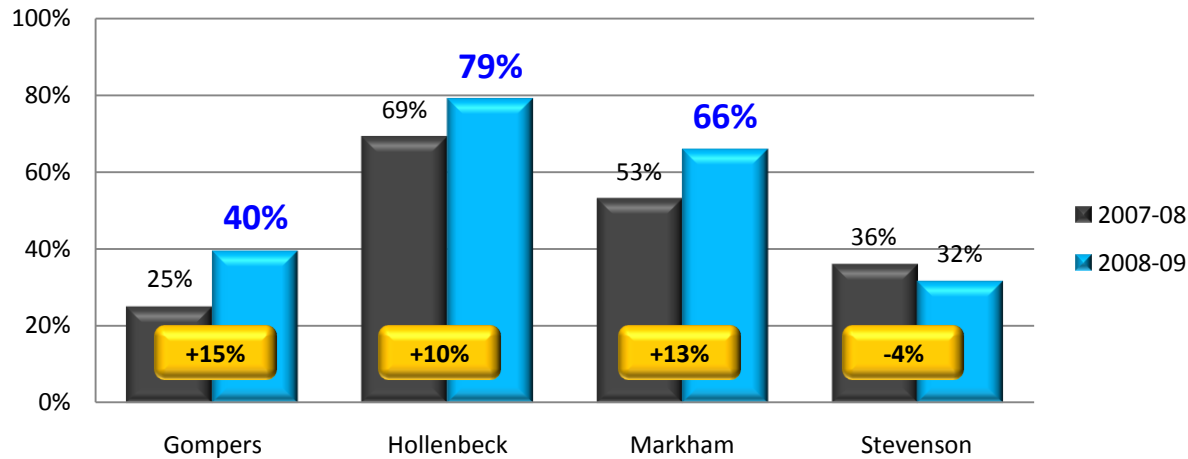
# English Learner Redesignation

**English Learner Redesignation Rates  
(2007-08 vs. 2008-09)**

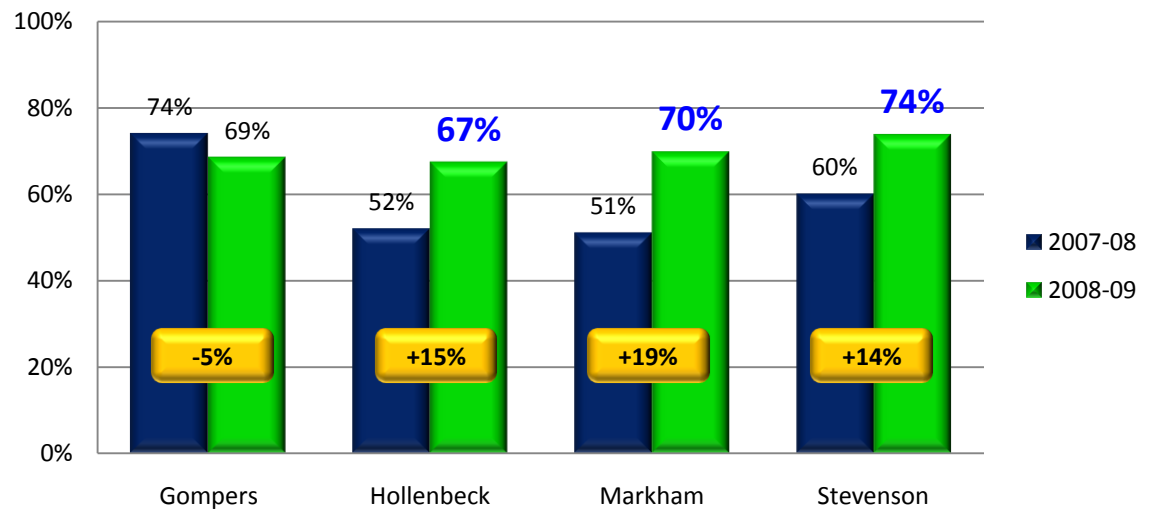


# 8<sup>th</sup> Grade Algebra 1

## 8th Graders Enrolled in Algebra I



## 8th Graders Passing Algebra I with a 'C' or Better



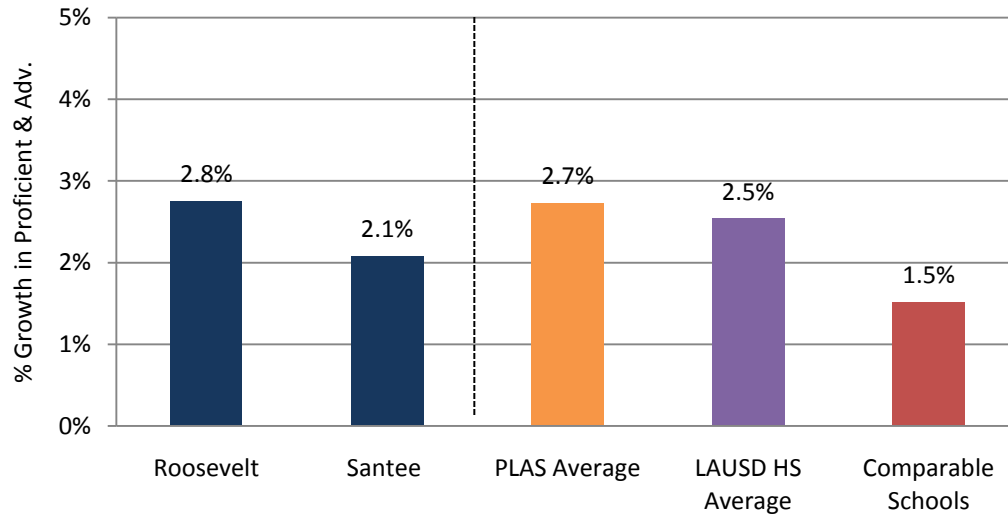
# HIGH SCHOOL

## Partnership for Los Angeles Schools: Year-end Data Review (2008-09)

Analysis of Key Performance Indicators

# High School CST Growth

High School CST **English Language Arts**  
1-yr. Growth (2007-08 to 2008-09)

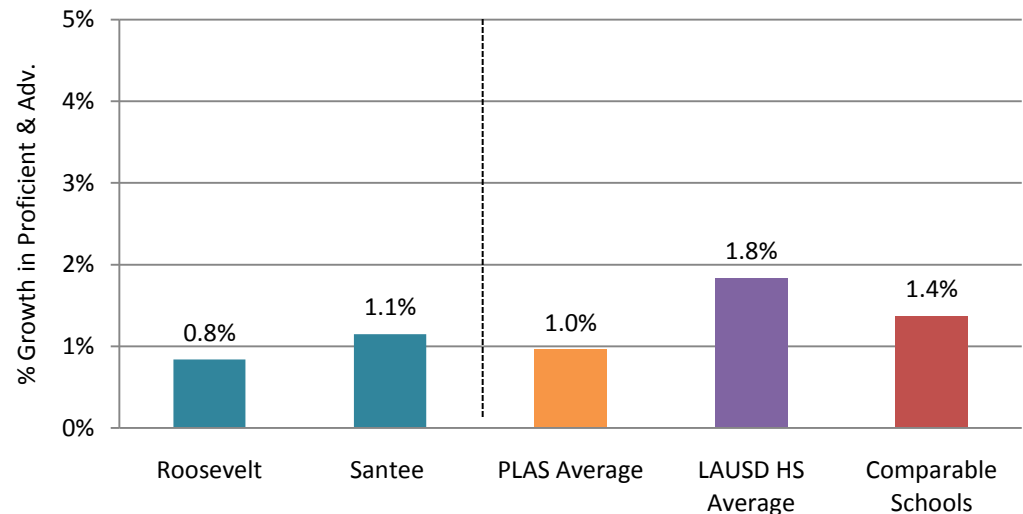


Roosevelt and Santee  
both ranked in the upper third in  
improvement in English

Santee had a 26.4% decline in  
percent of African American students  
bar below and below in ELA

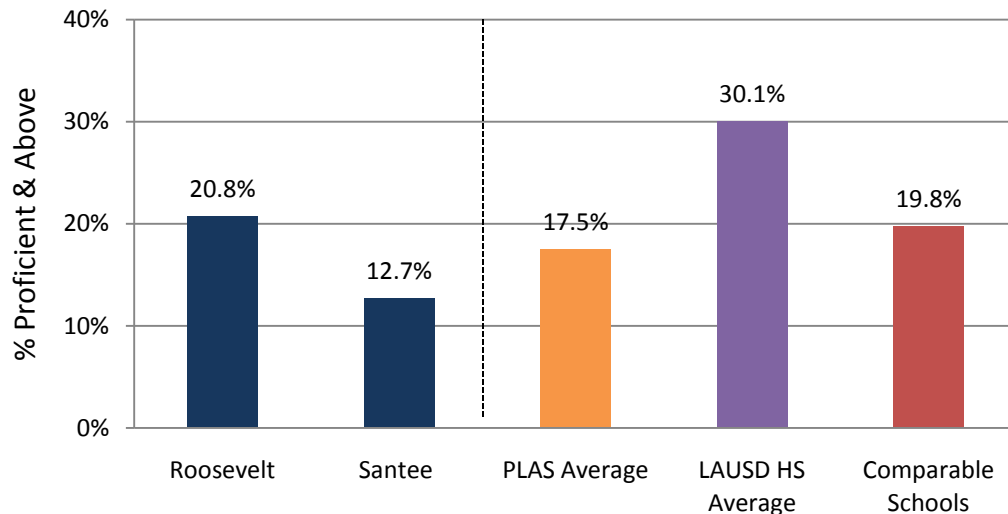
Roosevelt had 6.4% increase in  
percent of 10<sup>th</sup> grade students  
scoring at or above proficient  
in math

High School CST **Mathematics**  
1-yr. Growth (2007-08 to 2008-09)

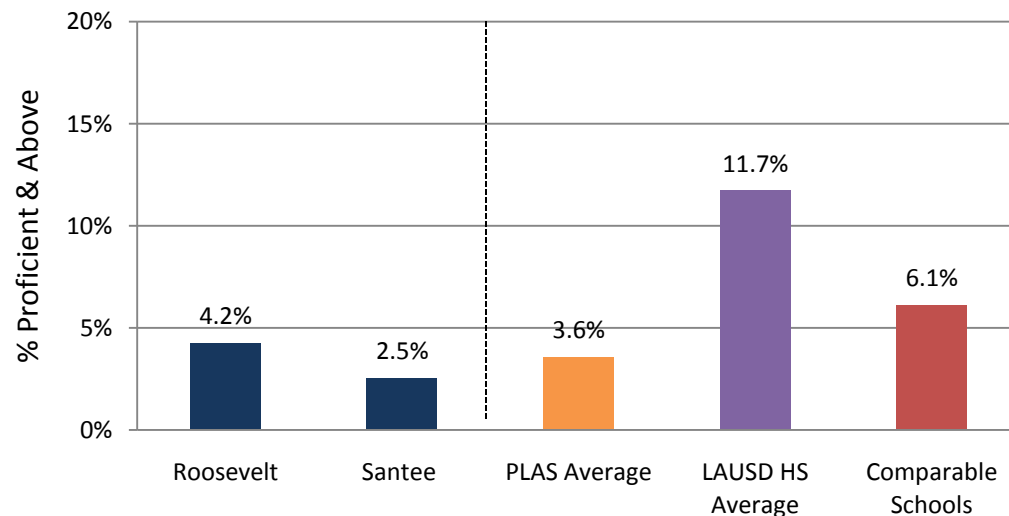


# High School Student Proficiency in ELA & Math

High School **English Language Arts**  
2008-09 CST Results



High School **Mathematics**  
2008-09 CST Results

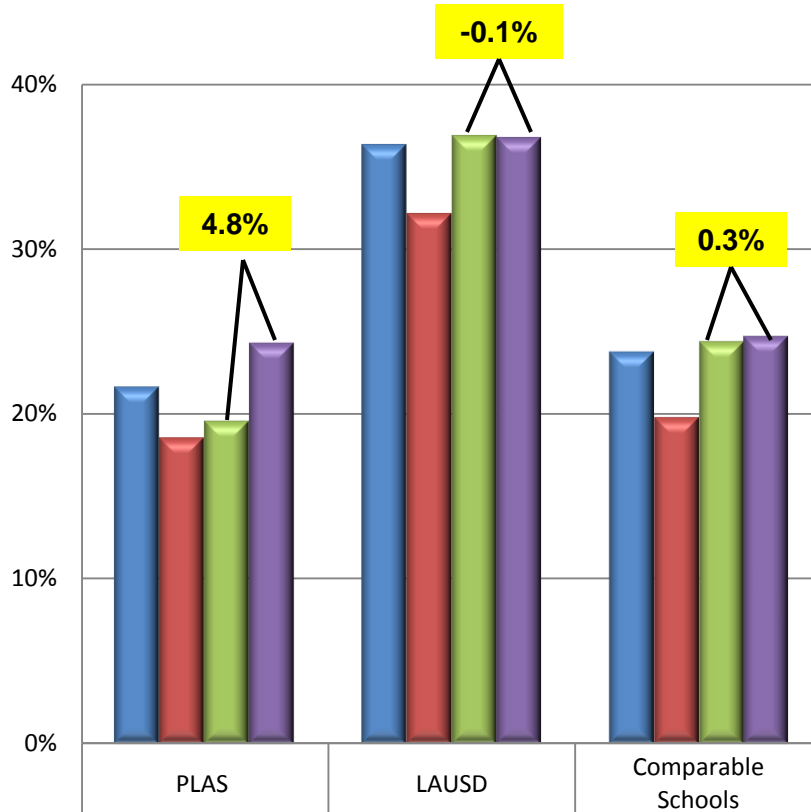


# **CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)**



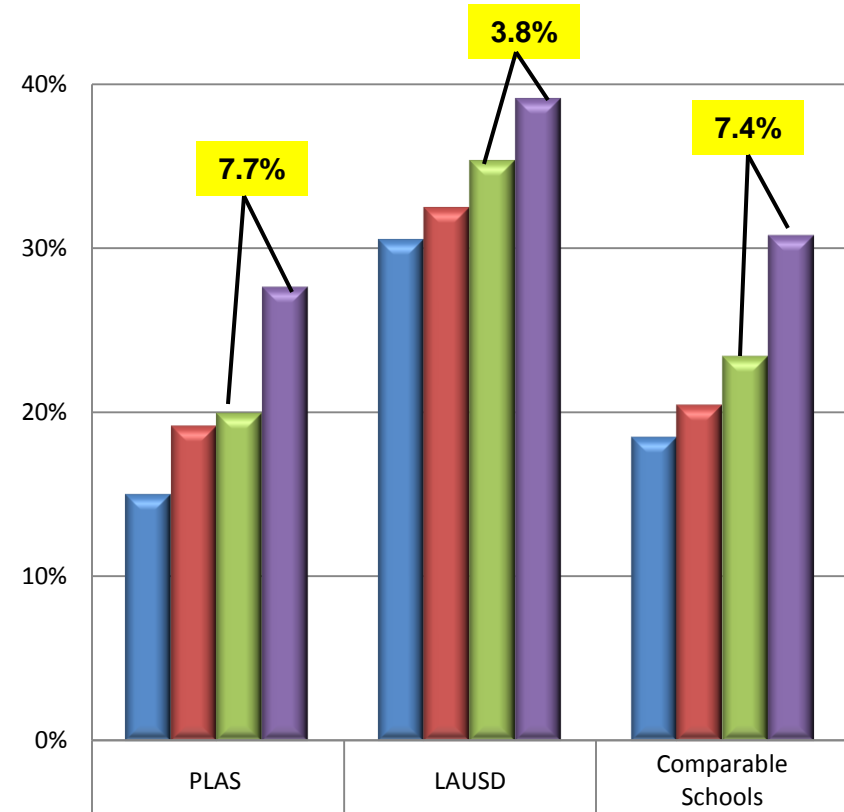
# 10<sup>th</sup> Grade CAHSEE Proficiency Rates (AYP)

## 10th Grade CAHSEE ELA Proficiency Rates (AYP)



■ 2005-2006	21.6%	36.3%	23.8%
■ 2006-2007	18.6%	32.1%	19.8%
■ 2007-2008	19.5%	36.8%	24.4%
■ 2008-2009	24.3%	36.7%	24.7%

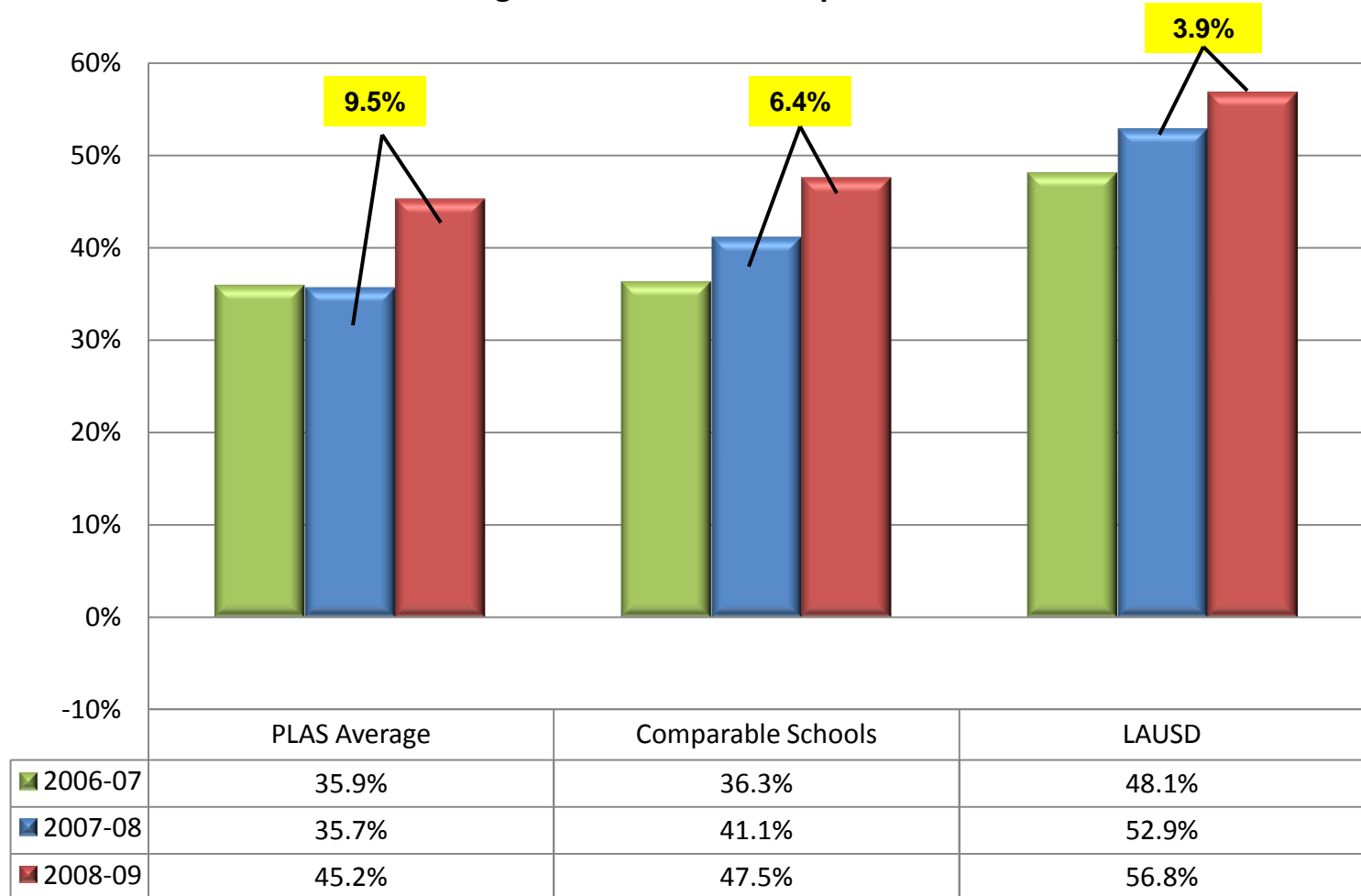
## 10th Grade CAHSEE Math Proficiency Rates (AYP)



■ 2005-2006	15.0%	30.5%	18.5%
■ 2006-2007	19.2%	32.4%	20.4%
■ 2007-2008	19.9%	35.3%	23.4%
■ 2008-2009	27.6%	39.1%	30.8%

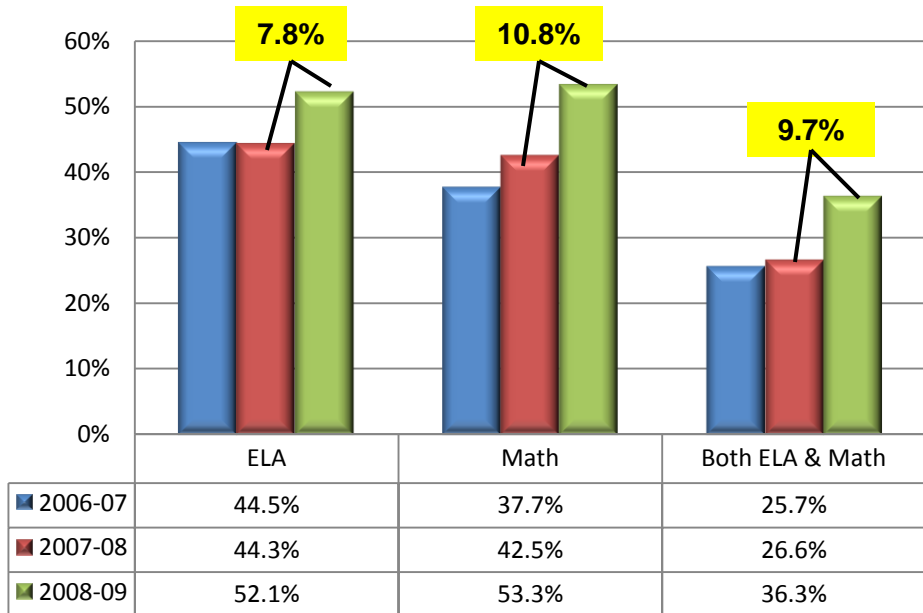
# PLAS Average: 10<sup>th</sup> Graders Passing both Sections of the CAHSEE on First Attempt

10th Graders Passing CAHSEE on 1st Attempt: 2006-07 to 2008-09

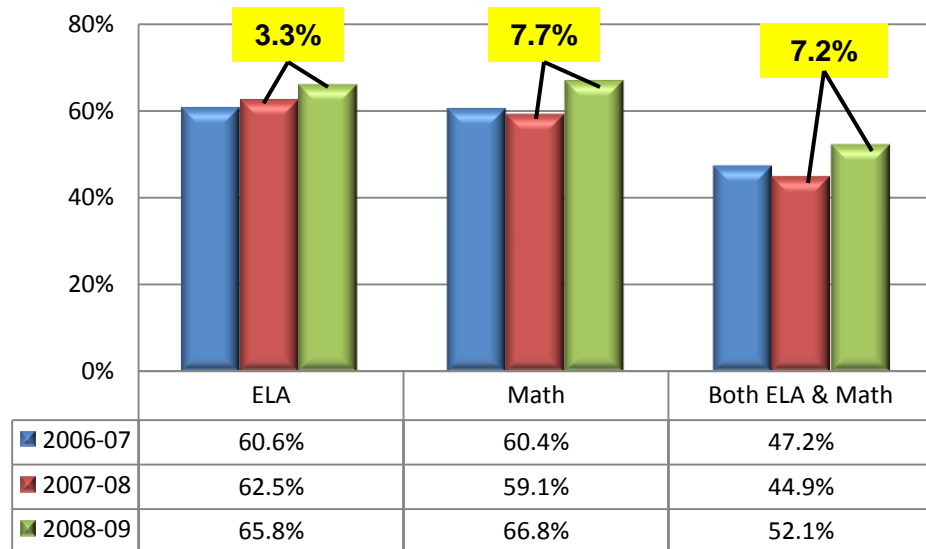


# 10<sup>th</sup> Graders Passing CAHSEE on 1<sup>st</sup> Attempt (API)

**Santee CAHSEE Pass Rates: 2006-07 to 2008-09**

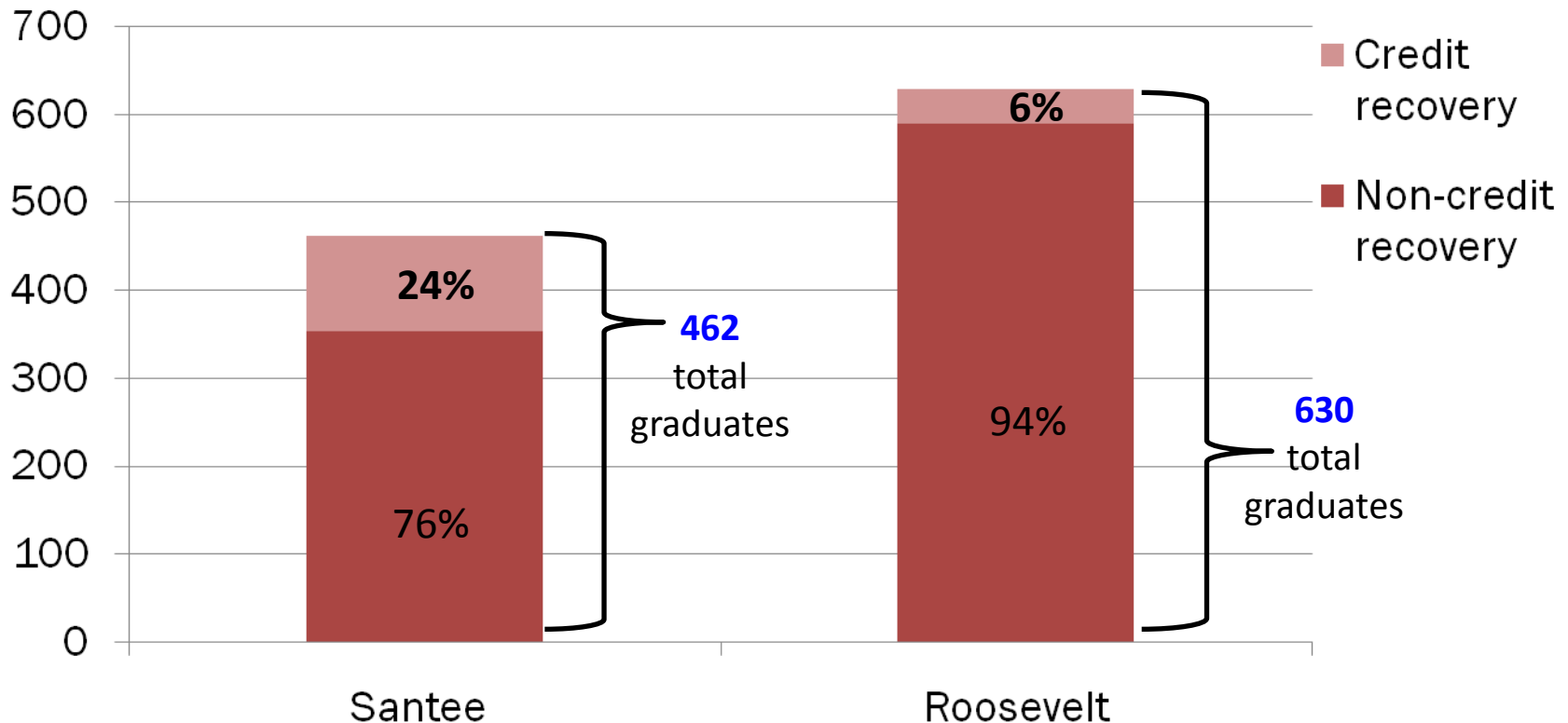


**Roosevelt CAHSEE Pass Rates: 2006-07 to 2008-09**



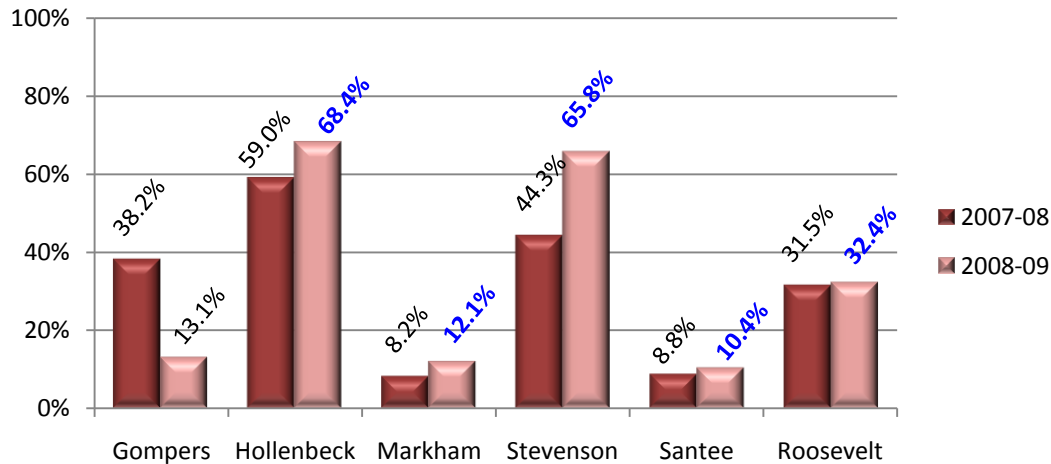
# More Seniors Graduated due to Credit Recovery Program

**24% of Santee seniors and 6% of Roosevelt seniors graduated due to successful implementation of credit recovery program**

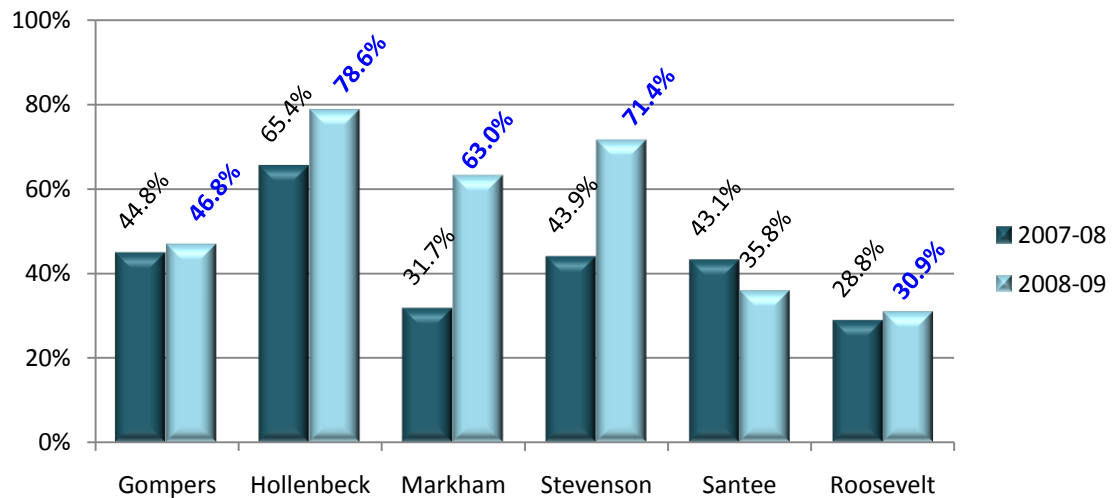


# Breakfast and Lunch Participation

**Average Daily Participation: Breakfast**



**Average Daily Participation: Lunch**



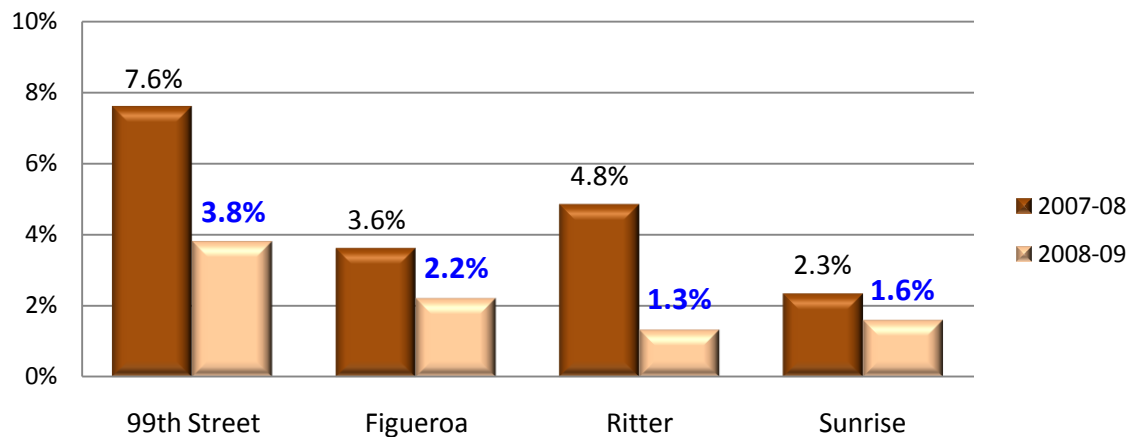
# Attendance

Change in YTD Attendance Rate from 2007-08 to 2008-09 (through June 2009)

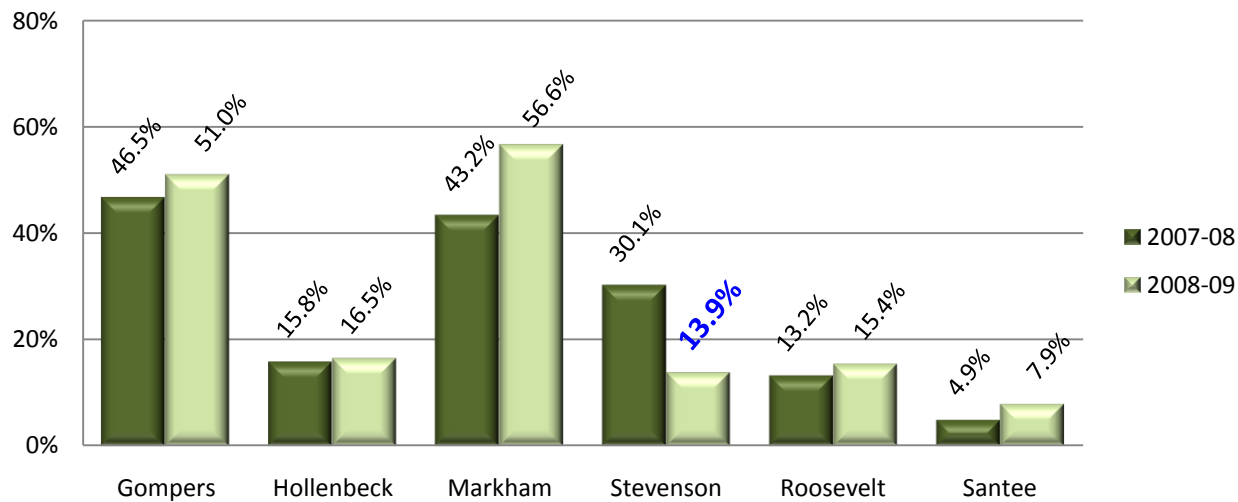


# Suspensions

**PLAS Elementary Schools: YTD Suspension Rate  
(2007-08 vs. 2008-09)**

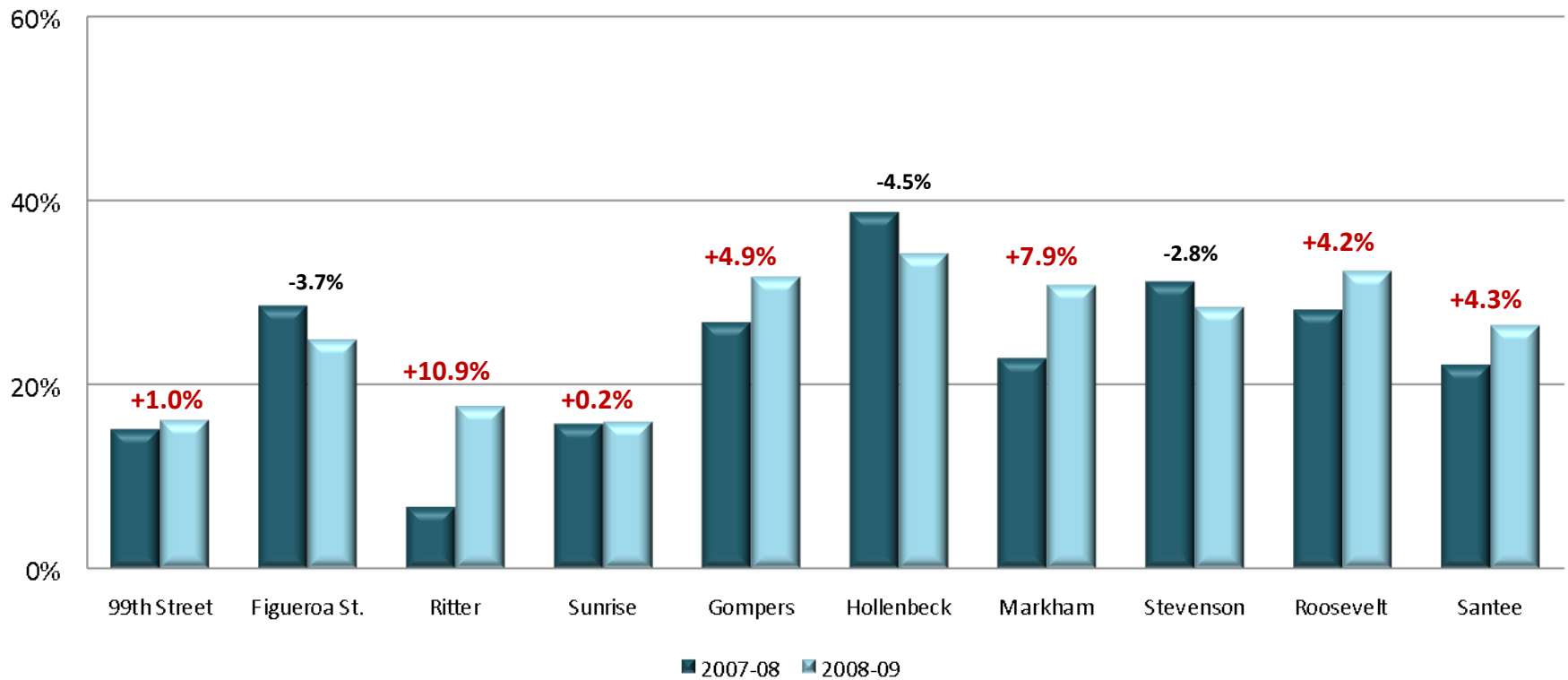


**PLAS Secondary Schools: YTD Suspension Rates  
(2007-08 vs. 2008-09)**



# CELDT: Percentage of English Learners Making Annual Progress in Learning English

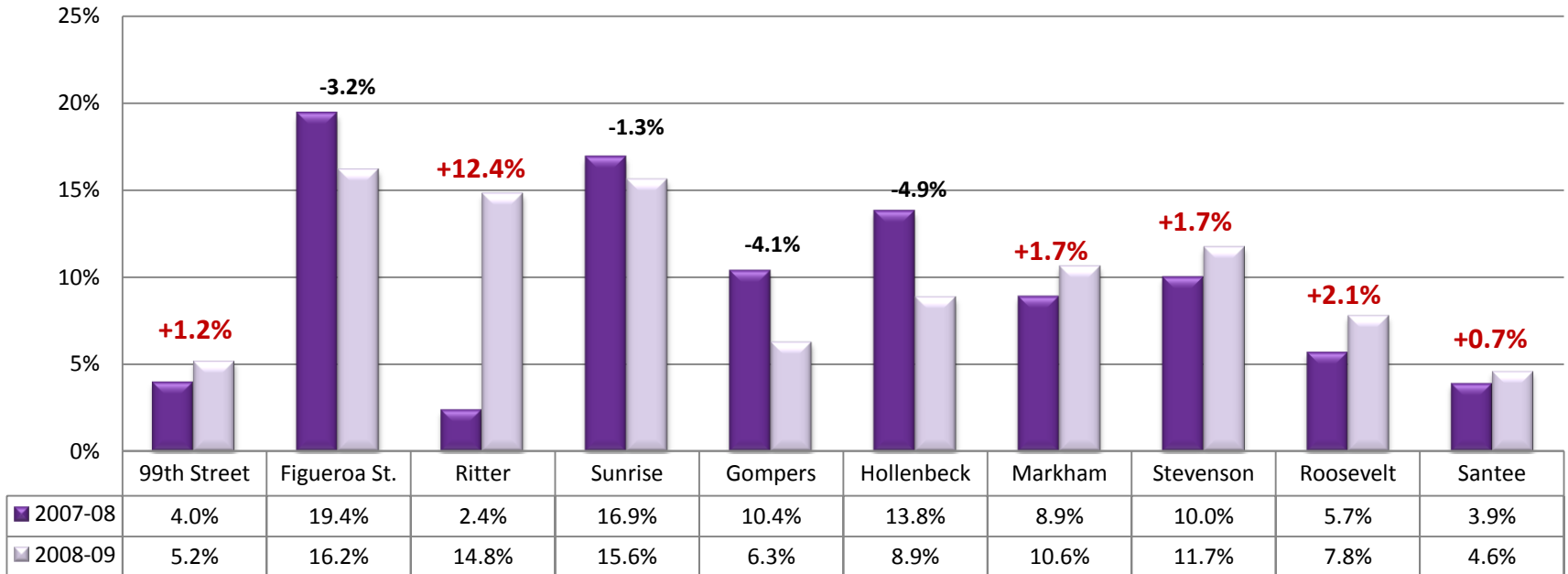
English Learners Meeting Minimum CELDT Benchmarks to be Eligible for Reclassification  
(2007-08 vs. 2008-09)





# English Learner Redesignation

**English Learner Redesignation Rates  
(2007-08 vs. 2008-09)**



# Appendix 3

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

MAY 20 2007

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
C/O SHANNON M PARESA  
RODRIGUEZ HORII & CHOI LLP  
777 S FIGUEROA 3307  
LOS ANGELES, CA 90017

Employer Identification Number:

26-1759681

DLN:

17053058068018

Contact Person:

RENEE RAILEY NORTON

ID# 31172

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(vi)

Form 990 Required:

Yes

Effective Date of Exemption:

November 15, 2007

Contribution Deductibility:

Yes

Advance Ruling Ending Date:

June 30, 2012

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)

PARTNERSHIP FOR LOS ANGELES SCHOOLS

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Robert Choi  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Publication 4221-PC  
Statute Extension

Letter 1045 (DO/CG)

**Part X Public Charity Status (Continued)**

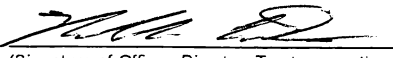
- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☒
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at [www.irs.gov](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☒

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

  
(Signature of Officer, Director, Trustee, or other authorized official)

Marshall Tuck  
(Type or print name of signer)

Chief Executive Officer  
(Type or print title or authority of signer)

2-21-08  
(Date)

For IRS Use Only



IRS Director, Exempt Organizations

MAR 20 2008

(Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. ☐
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box. ☐
- (b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐

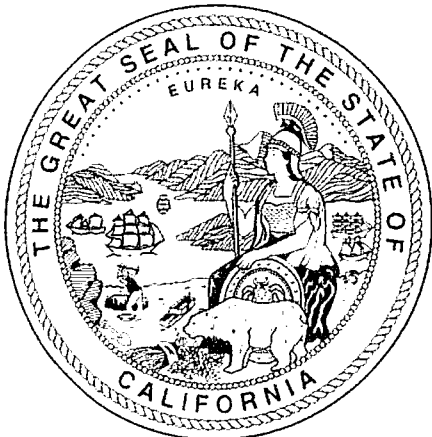
- 7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☒ No



**State of California**  
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 3 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 24 2007

A handwritten signature in cursive script that reads "Debra Bowen".

DEBRA BOWEN  
Secretary of State

NOV 15 2007

ARTICLES OF INCORPORATION  
OF  
PARTNERSHIP FOR LOS ANGELES SCHOOLS

## I

The name of this corporation is Partnership for Los Angeles Schools.

## II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The corporation is formed and shall be operated exclusively for the following charitable purposes within the meaning of Sections 170(c)(2)(B) and 501(c)(3) of the Internal Revenue Code:

1. To engage in charitable, educational and other activities;
2. Without limiting the foregoing, in particular to serve and support public schools for children in pre-kindergarten through twelfth grade in the Los Angeles Unified School District, to engage in activities to uplift communities around those schools, and to develop, implement and/or support other education reforms that will lead to increases in student achievement in the Los Angeles Unified School District;
3. To engage in any and all lawful activities incidental to and in pursuit of the foregoing purposes, except as restricted herein.

### III

The name and address of the corporation's initial agent for service of process are as follows:

Ramon C. Cortines  
Deputy Mayor of Education, Youth & Families  
Office of the Mayor  
200 North Spring Street, Room 303  
Los Angeles, CA 90012

### IV

A. Notwithstanding any other provision of these articles, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Internal Revenue Code), and the corporation shall not participate in or intervene in any political campaign (including the publishing or distribution of statements) on behalf of (or in opposition to) any candidate for public office.

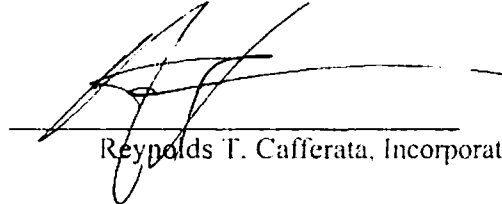
### V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment,



or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

Dated: November 15, 2007

  
Reynolds T. Cafferata, Incorporator



Date of this notice: 01-16-2008

Employer Identification Number:  
26-1759681

Form: SS-4

Number of this notice: CP 575 A

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
200 N SPRING ST STE 303  
LOS ANGELES, CA 90012

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 26-1759681. This EIN will identify your business account, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, please use the label we provided. If this isn't possible, it is very important that you use your EIN and complete name and address exactly as shown above on all federal tax forms, payments, and related correspondence. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If this information isn't correct as shown above, please correct it using the tear off stub from this notice and return it to us so we can correct your account.

Based on the information from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	07/31/2008
Form 940	01/31/2009

If you have questions about the form(s) or the due date(s) shown, you can call or write to us at the phone number or address at the top of this notice. If you need help in determining what your tax year is, see Publication 538, Accounting Periods and Methods, available at your local IRS office or you can download this publication from our website at [www.irs.gov](http://www.irs.gov).

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination on your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue.)



Form **SS-4**

(Rev. July 2007)

Department of the Treasury  
Internal Revenue Service**Application for Employer Identification Number**

(For use by employers, corporations, partnerships, trusts, estates, churches, government agencies, Indian tribal entities, certain individuals, and others.)

▶ See separate instructions for each line. ▶ Keep a copy for your records.

OMB No. 1545-0003

EIN

Type or print clearly.	1 Legal name of entity (or individual) for whom the EIN is being requested <b>Partnership for Los Angeles Schools</b>		
	2 Trade name of business (if different from name on line 1)	3 Executor, administrator, trustee, "care of" name	
	4a Mailing address (room, apt., suite no. and street, or P.O. box) <b>200 N. Spring Street, Room 303</b>	5a Street address (if different) (Do not enter a P.O. box.)	
	4b City, state, and ZIP code (if foreign, see instructions) <b>Los Angeles, CA 90012</b>	5b City, state, and ZIP code (if foreign, see instructions)	
	6 County and state where principal business is located <b>Los Angeles, CA</b>		
	7a Name of principal officer, general partner, grantor, owner, or trustee <b>Marshall Tuck</b>		7b SSN, ITIN, or EIN <b>606-05-1524</b>
8a Is this application for a limited liability company (LLC) (or a foreign equivalent)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		8b If 8a is "Yes," enter the number of LLC members ▶	
8c If 8a is "Yes," was the LLC organized in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No			
9a Type of entity (check only one box). Caution. If 8a is "Yes," see the instructions for the correct box to check.			
<input type="checkbox"/> Sole proprietor (SSN) _____ <input type="checkbox"/> Partnership _____ <input type="checkbox"/> Corporation (enter form number to be filed) ▶ _____ <input type="checkbox"/> Personal service corporation _____ <input type="checkbox"/> Church or church-controlled organization _____ <input checked="" type="checkbox"/> Other nonprofit organization (specify) ▶ <b>Corporation</b> <input type="checkbox"/> Other (specify) ▶ _____			
9b If a corporation, name the state or foreign country (if applicable) where incorporated		State <b>California</b>	Foreign country
10 Reason for applying (check only one box)			
<input checked="" type="checkbox"/> Started new business (specify type) ▶ <b>Nonprofit Corporation</b> <input type="checkbox"/> Hired employees (Check the box and see line 13.) <input type="checkbox"/> Compliance with IRS withholding regulations <input type="checkbox"/> Other (specify) ▶ _____			
11 Date business started or acquired (month, day, year). See instructions. <b>11/15/2007</b>		12 Closing month of accounting year <b>12</b>	
13 Highest number of employees expected in the next 12 months (enter -0- if none).		14 Do you expect your employment tax liability to be \$1,000 or less in a full calendar year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If you expect to pay \$4,000 or less in total wages in a full calendar year, you can mark "Yes.")	
Agricultural <b>0</b>	Household <b>0</b>	Other <b>4</b>	
15 First date wages or annuities were paid (month, day, year). Note. If applicant is a withholding agent, enter date income will first be paid to nonresident alien (month, day, year). ▶ <b>N/A</b>			
16 Check one box that best describes the principal activity of your business.			
<input type="checkbox"/> Construction <input type="checkbox"/> Rental & leasing <input type="checkbox"/> Transportation & warehousing <input type="checkbox"/> Health care & social assistance <input type="checkbox"/> Wholesale-agent/broker <input type="checkbox"/> Real estate <input type="checkbox"/> Manufacturing <input type="checkbox"/> Finance & insurance <input type="checkbox"/> Accommodation & food service <input type="checkbox"/> Wholesale-other <input type="checkbox"/> Retail <input checked="" type="checkbox"/> Other (specify) <b>Nonprofit Corp</b>			
17 Indicate principal line of merchandise sold, specific construction work done, products produced, or services provided. <b>NA</b>			
18 Has the applicant entity shown on line 1 ever applied for and received an EIN? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," write previous EIN here ▶			

Third  
Party  
Designee

Complete this section only if you want to authorize the named individual to receive the entity's EIN and answer questions about the completion of this form.

Designee's name

**Sandra M. Serna**

Address and ZIP code

**777 S. Figueroa Street, #3307**

Designee's telephone number (include area code)

**(213) 892-7715**

Designee's fax number (include area code)

**(213) 892-7777**

Under penalties of perjury, I declare that I have examined this application, and to the best of my knowledge and belief, it is true, correct, and complete.

Name and title (type or print clearly) ▶ **Marshall Tuck, President**

Applicant's telephone number (include area code)

**(213) 978-0723**

Applicant's fax number (include area code)

Signature

Date

**1/15/08**

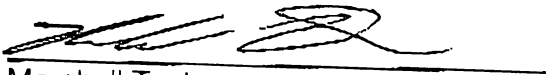
For Privacy Act and Paperwork Reduction Act Notice, see separate instructions.

Form **SS-4** (Rev. 7-2007)

ISA

**AUTHORIZATION TO OBTAIN EMPLOYER IDENTIFICATION NUMBER**

The undersigned, Marshall Tuck, hereby authorizes Rodriguez, Horii & Choi LLP to apply for and receive the Employer Identification Number on behalf of Partnership for Los Angeles Schools, and to answer questions in connection with completing the form required to obtain such number on behalf of Partnership for Los Angeles Schools.

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

Marshall Tuck  
President



P.O. Box 826880, Sacramento, CA 94280-0001

03/17/08

**EMPLOYER ACCOUNT INFORMATION**

Employer Account Number:

**284-0852-4**

Contribution Rate (UI):

**3.40%**

Employment Training Fund Rate (ETT):

**0.10%**

(Do NOT add the two rates together)

PARTNERSHIP FOR LOS ANGELES SCHOOL  
200 N SPRING ST RM 303  
LOS ANGELES CA 90012

The Employment Development Department (EDD) has established the above account number for you to report wages and pay State of California payroll taxes. Please use this number in all communications with EDD.

The enclosures contain information important to you as an employer. Temporary Payroll Tax Deposit (DE 88 ALL) coupons are also enclosed. Use these until your coupon booklet arrives in 6-8 weeks. Your employer's guide will be mailed to you under separate cover. The guide provides instructions for completing payroll tax reporting forms, including preparation of the enclosed DE 88 ALL.

Please keep your account current by notifying EDD of any changes in the business mailing address, the ownership, sale, or closure of this business or when you no longer have employees. This is very important to EDD's commitment to provide you with quality service.

If you have further questions concerning Unemployment Insurance, State Disability Insurance or California Personal Income Tax reporting, contact your local Taxpayer Assistance Center:

4021 ROSEWOOD A  
PO BOX 74912  
LOS ANGELES CA 90004-2932  
TELEPHONE: (888) 745-3886

Enclosures

DE1856A

**Submission of Exemption Request**

Exemption Based on 501(c)(3) Federal Determination Letter

**3500A**

Enclose a copy of the Federal Determination Letter.

Corporation number/Secretary of State file number

3055270

FEIN

26-1759681

Name of organization as shown in the organization's creating document

Partnership for Los Angeles Schools

Address (including suite, room, or PMB no.)

200 N. Spring Street, Room 303

Daytime telephone number

(213) 978-0735

City

Los Angeles

State

CA

ZIP Code

90012 - 3239

Name of representative to be contacted regarding additional requirements or information

Reynolds T. Cafferata, Esq., Rodriguez, Horii, Choi &amp; Cafferata LLP

Daytime telephone number

(213) 892-7704

Representative's mailing address (including suite, room, or PMB no.)

777 S. Figueroa Street, #2150

City

Los Angeles

State

CA

ZIP Code

90017 - 5819

**Part I — Purpose and Activity**

1 Check the box for the primary purpose and activity of the organization:

- ☒ Charitable
 ☐ Educational
 ☐ Religious
 ☐ Church
 ☐ School  
☐ Prevent Cruelty to Animals
 ☐ Literary
 ☐ Hospital
 ☐ Medical Center  
☐ Health Care Center
 ☐ Scientific
 ☐ Testing For Public Safety
 ☐ Qualified Sports Organization

2 Annual Accounting period (must end on last day of the month) ..... 07/01 - 06/30

**Part II — Entity Information**

Check the boxes that apply:

1 Entity Type: ☒ Corporation ☐ Association ☐ Trust2 ☐ Private Foundation3 ☒ Public Benefit ☐ Mutual Benefit ☐ Religious ☐ Foreign Corporation (State of Incorporation) \_\_\_\_\_

Additional Information:

4 Has the organization ever been suspended, revoked or audited by the IRS? ☐ Yes ☒ No If "Yes," explain \_\_\_\_\_**Part III — Group Exemption**

Organizations applying for group exemption complete the following:

Group Exemption – All Subordinates are:

1 ☐ Section 501(c)(3) Organizations

2 Federal Group # \_\_\_\_\_

3 Attach a list of all California Subordinates, include mailing addresses and identification numbers.

Mail Form 3500A and all documents to EXEMPT ORGANIZATIONS UNIT MS F120, FRANCHISE TAX BOARD, PO BOX 1286, RANCHO CORDOVA CA 95741-1286.

Under penalties of perjury, I declare that I have examined this submission for exemption based on the 501(c)(3) federal determination letter, and to the best of my knowledge and belief, it is true, correct, and complete.

9/29/08  
DATE

SIGNATURE OF OFFICER OR REPRESENTATIVE

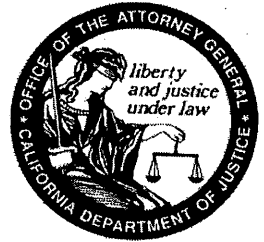
Secretary/Treasurer/COO  
TITLE

Registry of Charitable Trusts  
P.O. Box 903447  
Sacramento, CA 94203-4470  
Telephone: (916) 445-2021

WEBSITE ADDRESS:

<http://ag.ca.gov/charities/>

**INITIAL  
REGISTRATION FORM  
STATE OF CALIFORNIA  
OFFICE OF THE ATTORNEY GENERAL  
REGISTRY OF CHARITABLE TRUSTS**  
(Government Code Sections 12580-12599.7)



**NOTE: A \$25.00 REGISTRATION FEE MUST ACCOMPANY THIS REGISTRATION FORM. MAKE CHECK PAYABLE TO DEPARTMENT OF JUSTICE.**

Pursuant to Section 12585, registration is required of every trustee subject to the Supervision of Trustees and Fundraisers for Charitable Purposes Act within thirty days after receipt of assets (cash or other forms of property) for the charitable purposes for which organized.

Every charitable (public benefit) corporation, association and trustee holding assets for charitable purposes or doing business in the State of California must register with the Attorney General, except those exempted by California Government Code section 12583. Corporations that are organized primarily as a hospital, a school, or a religious organization are exempted by Section 12583.

Name of Organization: Partnership for Los Angeles Schools

The name of the organization should be the legal name as stated in the organization's organizing instrument (i.e., articles of incorporation, articles of association, or trust instrument).

Official Mailing Address for Organization:

Address:

**200 N. Spring Street, Room 303**

City: Los Angeles

State: California

ZIP Code: 90012

Organization's telephone number: (213) 978-0735

Organization's e-mail address: Mark.KlegerHeine@lacity.org

Organization's fax number: (213) 978-0655

Organization's website: partnershipla.org

All organizations must apply for a Federal Employer Identification Number from the Internal Revenue Service, including organizations that have a group exemption or file group returns.

Federal Employer Identification Number (FEIN):

26-1759681

Group Exemption FEIN (if applicable):

All California corporations and foreign corporations that have qualified to do business in California will have a corporate number. Unincorporated organizations are assigned an organization number by the Franchise Tax Board upon application for California tax exemption.

Corporate or Organization Number: 3055270



<b>Names and addresses of ALL trustees or directors and officers (attach a list if necessary):</b>			
Name Carolyn Webb de Macías		Position Director, Chair of the Board	
Address 200 N. Spring Street, Room 303			
City Los Angeles	State CA	ZIP Code 90012	
Name Melanie Lundquist		Position Director	
Address 200 N. Spring Street, Room 303			
City Los Angeles	State CA	ZIP Code 90012	
Name Robin Kramer		Position Director	
Address 200 N. Spring Street, Room 303			
City Los Angeles	State CA	ZIP Code 90012	
Name Marshall Tuck		Position Chief Executive Officer	
Address 200 N. Spring Street, Room 303			
City Los Angeles	State CA	ZIP Code 90012	
Name Mark Kleger		Secretary, Treasurer, Chief Operating Officer	
Address 200 N. Spring Street, Room 303			
City Los Angeles	State CA	ZIP Code 90012	
Describe the primary activity of the organization. (A copy of the material submitted with the application for federal or state tax exemption will normally provide this information.) If the organization is based outside California, comment fully on the extent of activities in California and how the California activities relate to total activities. In addition, list all funds, property, and other assets held or expected to be held in California. Indicate whether you are monitored in your home state, and if so, by whom. Attach additional sheets if necessary.			
See Exhibit 4 of enclosed Form 1023.			
The organization will be required to file financial reports annually. All organizations must file the Annual Registration/Renewal Fee Report (RRF-1) within four months and fifteen days after the end of the organization's accounting period. Organizations with \$25,000 or more in either gross receipts or total assets are also required to file either the IRS Form 990, 990-EZ, or 990-PF. Forms can be found on the Charitable Trusts' website at <a href="http://ag.ca.gov/charities/">http://ag.ca.gov/charities/</a> .			
If assets (funds, property, etc.) have been received, enter the date first received:		Registration with the Attorney General is required within <u>thirty</u> days of receipt of assets.	
Date assets first received: <u>03/07/08</u>			
What annual accounting period has the organization adopted?			
<input checked="" type="checkbox"/> Fiscal Year Ending <u>06/30</u> <input type="checkbox"/> Calendar Year			

Attach your founding documents as follows:

- A) **Corporations** - Furnish a copy of the articles of incorporation and all amendments and current bylaws. If incorporated outside California, enter the date the corporation qualified through the California Secretary of State's Office to conduct activities in California.
- B) **Associations** - Furnish a copy of the instrument creating the organization (bylaws, constitution, and/or articles of association).
- C) **Trusts** - Furnish a copy of the trust instrument or will and decree of final distribution.
- D) **Trustees for charitable purposes** - Furnish a statement describing your operations and charitable purpose.

Has the organization applied for or been granted IRS tax exempt status Yes ☒ No ☐

Date of application for Federal tax exemption: February 25, 2008

Date of exemption letter: March 20, 2008 Exempt under Internal Revenue Code section 501(c) 3

If known, are contributions to the organization tax deductible? Yes ☒ No ☐

Attach a copy of the Application for Recognition of Exemption (IRS Form 1023) and the determination letter issued by the IRS.

Does your organization contract with or otherwise engage the services of any commercial fundraiser for charitable purposes, fundraising counsel, or commercial coventurer? If yes, provide the name(s), address(es), and telephone number(s) of the provider(s):

Commercial Fundraiser ☐ Fundraising Counsel ☐ Commercial Coventurer ☐

Name

Address

City State ZIP Code

Telephone Number

Commercial Fundraiser ☐ Fundraising Counsel ☐ Commercial Coventurer ☐

Name

Address

City State ZIP Code

Telephone Number

Commercial Fundraiser ☐ Fundraising Counsel ☐ Commercial Coventurer ☐

Name

Address

City State ZIP Code

Telephone Number

I declare under penalty of perjury that I have examined this registration form, including accompanying documents, and to the best of my knowledge and belief, the form and each document are true, correct, and complete.

Signature

Title Secretary/Treasurer/COO

Date 8/19/08

If additional information is required, please refer to the Supervision of Trustees and Fundraisers for Charitable Purposes Act (Government Code sections 12580-12599.7), the Administrative Rules and Regulations pursuant to the Act (California Code of Regulations, Title 11, Sections 300-312.1).

If you have questions regarding registration, or need assistance, information is available on our website at <http://ag.ca.gov/charities/> or you can reach us by telephone at (916) 445-2021 or fax at (916) 444-3651.

Bylaws of  
Partnership for Los Angeles Schools  
A California Nonprofit Public Benefit Corporation  
Without Members

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Without Members

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Bylaws of  
Partnership for Los Angeles Schools  
A California Nonprofit Public Benefit Corporation  
Without Members  
Adopted as of February 6, 2008

ARTICLE I

OFFICES

Section 1.01. PRINCIPAL OFFICE. The corporation's principal office shall be fixed and located at such place as the Board of Directors (the "Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another.

Section 1.02. OTHER OFFICES. Branch or subordinate offices may be established at any time by the Board at any place or places.

ARTICLE II

MEMBERSHIP

Section 2.01. MEMBERS. The corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Corporation Law (the "Law"). Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board.

Section 2.02. ASSOCIATES. Nothing in this Article II shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference shall constitute anyone

a member within the meaning of Section 5056 of the Law. The corporation may confer by amendment of its Articles of Incorporation (the “Articles”) or of these Bylaws some or all of the rights of a member, as set forth in the Law, upon any person or persons who do not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger or a dissolution of the corporation or on changes to the corporation’s Articles or Bylaws, but no such person shall be a member within the meaning of Section 5056 of the Law.

### ARTICLE III

#### DIRECTORS

Section 3.01. POWERS. Subject to any limitations in the Articles or these Bylaws and to compliance with any applicable laws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee however composed; *provided that* the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

- (a) To select and remove all officers, agents and employees of the corporation, prescribe powers and duties for them as may not be inconsistent with law, the Articles or these Bylaws, fix their



compensation and require from them such security, if any, for faithful service as the Board may deem appropriate.

(b) To conduct, manage and control the affairs and activities of the corporation, and to make such rules and regulations therefor not inconsistent with law, the Articles or these Bylaws, as they may deem appropriate.

(c) To adopt, make and use a corporate seal and to alter the form of such seal from time to time as they may deem appropriate, but failure to affix a seal does not affect the validity of any instrument.

(d) To assume obligations, enter into contracts, including contracts of guarantee or suretyship, incur liabilities, borrow or lend money or otherwise use its credit, and secure any of its obligations, contracts, or liabilities by mortgage, pledge or other encumbrance of all or any part of its property and income.

Section 3.02. NUMBER OF DIRECTORS. The authorized number of directors shall be neither fewer than three (3) nor greater than eleven (11) until changed by amendment of the Articles or these Bylaws. The exact number and appointment of directors shall be fixed and can be changed, within the limits specified, by resolution duly adopted by the Board.

Section 3.03. SELECTION AND TERM OF OFFICE.

Except as otherwise provided, a director shall serve for a two (2) year term. Directors shall be elected at each annual meeting of the Board. Each elected director, including a director elected to fill a vacancy, shall take office upon election and

shall hold office until the second ensuing annual meeting of the Board and until a successor has been elected and qualified. Notwithstanding the foregoing, the Board may elect a director to a one (1) year term in order to arrange directors' terms so that the terms of not more than approximately one half (1/2) of the then acting directors shall expire in any one year.

Section 3.04. INTERESTED PERSONS. Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. For purposes of this Section 3.04, an interested person is:

(a) Any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or

(b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person listed in Section 3.04(a) above.

Any violation of the provisions of this Section 3.04 shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 3.05. VACANCIES.

(a) Subject to the provisions of Section 5226 of the Law, any director may resign effective upon giving written notice to the Chair of the Board, the Chief Executive Officer, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is

effective at a future time, a successor may be selected to take office when the resignation becomes effective.

(b) Vacancies on the Board shall be filled in the same manner prescribed under Section 3.03 of these Bylaws, provided that any vacancy to be filled by election of the directors may be filled by a majority of the remaining directors, although less than a quorum, or by a sole remaining director at any regular or special meeting of the Board. Each director so selected shall hold office until the expiration of the term of the replaced director and until a successor has been selected and qualified.

(c) A vacancy on the Board shall be deemed to exist in case of the death, resignation or removal of any director or an increase in the authorized number of directors.

(d) The Board may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty arising under Sections 5230 through 5239 of the Law. Subject to Section 5222(f) of the Law and Section 3.03(a) of these Bylaws, the Board may also remove any director without cause if the removal is approved by a majority of the directors then in office.

(e) The Superior Court of the proper county may, at the suit of a director, remove from office any director in case of fraudulent or dishonest acts or gross abuse of authority or discretion with reference to the corporation or breach of any duty arising under Sections 5230 through 5239 of the Law, and may

bar from reelection any director so removed for a period prescribed by the Court. The corporation shall be made a party to such action and shall give notice to the Attorney General of the same.

(f) Any reduction of the authorized number of directors or any amendment reducing the number of directors does not remove any director prior to the expiration of the director's term of office.

Section 3.06. PLACE OF MEETING. Meetings of the Board may be held at a place within or without the State of California that has been designated by resolution of the Board. In the absence of such designation, regular meetings shall be held at the principal office of the corporation.

Section 3.07. ANNUAL MEETINGS. The Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transaction of other business. Annual meetings of the Board shall be held on such dates and at such times as may be fixed by the Board.

Section 3.08. REGULAR MEETINGS. Regular meetings of the Board may be held without notice if the time and place of the meetings are fixed by these Bylaws or the Board.

Section 3.09. SPECIAL MEETINGS. Special meetings of the Board for any purpose or purposes may be called at any time by the Chair of the Board, the Chief Executive Officer, any Vice President, the Secretary or any two (2) directors.

Section 3.10. NOTICE. A notice need not specify the purpose of any regular or special meeting of the Board.

Annual and special meetings of the Board shall be held upon four (4) days notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means.

Any such notice shall be addressed or delivered to each director at such director's address as it is shown upon the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if such address is not shown on such records or is not readily ascertainable, at the place where the meetings of the directors are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mails, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by the person giving the notice by electronic means, to the recipient. Oral notice shall be deemed to have been given at the time it is communicated, in person or by telephone or wireless, to the recipient, or the recipient's voice messaging system or other system or technology designed to record and communicate messages, or to a person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 3.11. QUORUM. A majority of the directors then in office constitutes a quorum of the Board for the transaction of business, except to adjourn as provided in Section 3.15 of these Bylaws. An act or decision done or made by a majority

of the directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number be required by law, the Articles, or these Bylaws. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for that meeting, or a greater number required by law, the Articles, or these Bylaws.

The following actions shall require a vote by a majority of the directors then in office in order to be effective:

- (a) The amendment of the Articles or the adoption of new Articles;
- (b) The amendment or repeal of Bylaws or the adoption of new Bylaws;
- (c) The dissolution of the corporation and winding up of business or any sale, lease, conveyance, exchange, transfer or other disposition of all or substantially all of its assets;
- (d) The approval of any self-dealing transaction (without counting the vote of any “interested director” as defined in Section 5233 of the Law), except that when it is not reasonably practicable to obtain approval of the Board prior to entering into such a transaction, a committee authorized by the Board may approve the transaction in a manner consistent with the standards set forth in Section 5233(d) of the Law subject to ratification by a majority of the directors then in office (without counting the vote of any “interested director” as defined in Section 5233 of the Law) at the next meeting of the Board;

(e) The establishment of any special or standing committees of the Board and any appointments to such committees;

(f) Subject to Section 3.03(a) of these Bylaws, the removal of any director without cause; and

(g) The approval of any other action for which the Law requires approval of such a majority of the Board.

Section 3.12. DEADLOCKED BOARD. If the Board has an even number of directors who are equally divided and cannot agree as to the management of its affairs, so that its activities can no longer be conducted to advantage or so that there is danger that its property, activities, or business will be impaired or lost, the Superior Court of the proper county may, notwithstanding any provisions of the Articles or these Bylaws, appoint a provisional director meeting the qualifications set forth in Section 5225(e) of the Law. Action for such appointment may be brought by any director. Any person bringing such an action shall give notice to the Attorney General.

Section 3.13. PARTICIPATION IN MEETINGS BY CONFERENCE TELEPHONE, ELECTRONIC VIDEO SCREEN COMMUNICATION, OR OTHER COMMUNICATIONS EQUIPMENT. Members of the Board may participate in a meeting, or a committee meeting, through use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone pursuant to this Section 3.13 constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone)

pursuant to this Section 3.13 constitutes presence in person at that meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate with all of the other members concurrently.
- (b) Each member is provided the means of participating in all matters before the Board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The corporation adopts and implements some means of verifying both of the following:
  - (i) A person participating in the meeting is a director or other person entitled to participate in the Board meeting.
  - (ii) All actions of, or votes by, the Board are taken or cast only by the directors and not by persons who are not directors.

Section 3.14. WAIVER OF NOTICE. Notice of a meeting need not be given to a director who signed a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to that director. These waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. A waiver of notice need not specify the purpose of any regular or special meeting of the Board.

Section 3.15. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent



directors if the time and place be fixed at the meeting adjourned, except as provided in the next sentence. If the meeting is adjourned for more than twenty-four (24) hours, notice of an adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment.

Section 3.16. ACTION WITHOUT MEETING. An action required or permitted to be taken by the Board may be taken without a meeting, if all members of the Board shall individually or collectively consent in writing to that action. The written consent or consents shall be filed with the minutes of the proceedings of the Board. The action by written consent shall have the same force and effect as the unanimous vote of the directors. For the purposes of this Section 3.16 only, “all members of the Board” shall not include any “interested director” as defined in Section 5233 of the Law.

Directors may consent, vote or otherwise take action under this Section 3.16 by a signed document transmitted by mail, messenger, courier, facsimile or any other reasonable method satisfactory to the Chair of the Board or the Chief Executive Officer.

Section 3.17. RIGHTS OF INSPECTION. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

Section 3.18. STANDING OR SPECIAL COMMITTEES. In the event that the Board determines that the management of the corporation would be benefited by the establishment of one (1) or more standing or special committees, the Board may, from time to time, establish one (1) or more such committees to serve at the pleasure of the Board.

The establishment of a standing or special committee shall be effected by a resolution of the Board adopted by a majority of the directors then in office which specifically sets forth the powers and duties delegated to such committee. Each such committee shall consist of two (2) or more directors and shall be presided over by a director selected by the Board. Appointments to such committees shall also be by a majority vote of the directors then in office.

The term “standing committee” or “special committee” shall mean any committee appointed by the Board which is authorized by specific delegation, without further Board action, to make and implement decisions on behalf of the Board, or to implement, with some degree of discretion, decisions of the Board pursuant to guidelines established by the Board. Notice of, and procedures for, meetings of standing or special committees shall be as prescribed by the chair of each such standing or special committee, and meetings of standing or special committees may be called by the Board or the chair of the standing or special committee.

#### Section 3.19. LIMITATIONS UPON COMMITTEES OF THE BOARD.

No committee of the Board, including any executive committee, shall have any of the authority of the Board with respect to:

- (a) The filling of vacancies on the Board or on any committee which has the authority of the Board;
- (b) The amendment or repeal of the Articles or Bylaws or the adoption of new Articles or Bylaws;
- (c) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(d) The appointment of committees of the Board or the members thereof if such committee will have the authority of the Board;

(e) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected;

(f) The approval of any self-dealing transaction, except that when it is not reasonably practicable to obtain approval of the Board prior to entering into such a transaction, a committee authorized by the Board may approve the transaction in a manner consistent with the standards set forth in Section 5233(d) of the Law subject to ratification by a majority of the directors then in office (without counting the vote of any “interested director” as defined in Section 5233 of the Law) at the next meeting of the Board; or

(g) The approval of any other action for which the Law or these Bylaws requires approval of the Board or of a majority of the Board.

Section 3.20. ADVISORY COMMISSIONS. The Chair of the Board, the Board, the executive committee or the Chief Executive Officer may from time to time appoint such advisory commissions as deemed appropriate, consisting of directors or persons who are not directors, but such advisory commissions shall not be deemed committees of the Board and shall not exercise any powers of the Board. Notice of, and procedures for, meetings of advisory commissions shall be as prescribed by the chair of each such advisory commission, and meetings of advisory commissions may be called by

the Chair of the Board, the Board, the executive committee, the Chief Executive Officer or the chair of each such advisory commission.

#### Section 3.21. FEES AND COMPENSATION.

(a) Directors and members of committees or commissions shall not receive compensation, for their services, except for such reasonable reimbursement for expenses as may be fixed or determined by the Board.

(b) Notwithstanding the foregoing, this corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Attorney General; *provided, however*, that the corporation may advance money to a director or an officer of the corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such director or an officer; *provided, however*, that in the absence of any such advance, such director or an officer would be entitled to be reimbursed for such expenses by the corporation. Subject to the provisions of Section 3.04 of these Bylaws, nothing contained in these Bylaws shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee or otherwise, and receiving compensation therefor.

### ARTICLE IV

#### OFFICERS

Section 4.01. OFFICERS. The officers of the corporation shall be a Chair of the Board, a Chief Executive Officer, a Secretary and a Treasurer. The corporation may also have, at the discretion of the Board, one (1) or more Vice Presidents, one (1) or

more Assistant Secretaries, one (1) or more Assistant Treasurers, and such other officers with such titles and duties as shall be stated in these Bylaws or determined by the Board and as may be necessary to enable it to sign instruments and as may be elected or appointed in accordance with the provisions of Section 4.03 of these Bylaws. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve concurrently as the Chief Executive Officer or Chair of the Board.

Section 4.02. ELECTION. The officers of the corporation, except such officers as may be elected or appointed in accordance with the provisions of Section 4.03 or Section 4.05 of these Bylaws, shall be chosen by the Board and shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Such officers shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be elected and qualified. Officers may, but need not be, directors of the corporation.

Section 4.03. SUBORDINATE OFFICERS. The Board may elect, and may empower the Chief Executive Officer to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 4.04. REMOVAL AND RESIGNATION. Any officer may be removed, either with or without cause, by the Board at any time or, except in the case of an officer chosen by the Board, by any officer upon whom such power of removal may

be conferred by the Board. Any such removal shall be subject to the rights, if any, of an officer under any contract of employment.

Any officer may resign at any time upon written notice to the corporation without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4.05. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 4.06. CHAIR OF THE BOARD. The Chair of the Board shall, if present, preside at all meetings of the Board and exercise and perform such other powers and duties as may be from time to time assigned by the Board.

Section 4.07. CHIEF EXECUTIVE OFFICER. Subject to such powers, if any, as may be given by the Board to the Chair of the Board, the Chief Executive Officer is the general manager of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and affairs of the corporation. In the absence of the Chair of the Board, the Chief Executive Officer shall preside at all meetings of the Board. The Chief Executive Officer has the general powers and duties of management usually vested in the office of president and general manager of a corporation and such other powers and duties as may be prescribed by the Board.

Section 4.08. VICE PRESIDENTS. In the absence or disability of the Chief Executive Officer, the Vice Presidents, if any, in order of their rank as fixed by the Board or, if not ranked, the Vice President designated by the Board, shall perform all the duties of the Chief Executive Officer and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chief Executive Officer. The Vice Presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

Section 4.09. SECRETARY. The Secretary shall keep or cause to be kept, at the principal office of the corporation or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present at Board and committee meetings, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California the original or a copy of the corporation's Articles and these Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and its committees required by law or by these Bylaws to be given, shall keep the seal of the corporation (if any) in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board.

Section 4.10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation. The books of account shall at all times be open to inspection by any director.

The Treasurer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the Chief Executive Officer and the directors, whenever they request it, an account of all transactions as Treasurer and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board. The Treasurer shall serve as the Chief Financial Officer of the corporation for purposes of the Law.

## ARTICLE V

### OTHER PROVISIONS

#### Section 5.01. ENDORSEMENT OF DOCUMENTS; CONTRACTS.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing, and any assignment or endorsement thereof, executed or entered into between the corporation and any other person, when signed by any one (1) of the Chair of the Board, the Chief Executive Officer or any Vice President and by any one (1) of the Secretary, any Assistant Secretary, the Treasurer or any Assistant Treasurer of the corporation, is not invalidated as to the corporation by any lack of authority of the signing officers in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority



to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 5.02. REPRESENTATION OF SHARES OF OTHER CORPORATIONS. The Chief Executive Officer, or any other officer or officers authorized by the Board or the Chief Executive Officer, are each authorized to vote, represent and exercise on behalf of the corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of the corporation. The authority herein granted may be exercised either by such officer in person or by any other person authorized to do so by proxy or power of attorney duly executed by said officer.

Section 5.03. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise requires, the general provisions, rules of construction and definitions contained in the General Provisions of the Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws.

Section 5.04. AMENDMENTS. These Bylaws may be amended or repealed by the approval of the Board.

Section 5.05. MAINTENANCE OF CERTAIN RECORDS.

(a) The corporation shall keep at its principal office in the State of California the original or a copy of the Articles and these Bylaws as amended to date.

(b) The accounting books, records, minutes of proceedings of the Board and the executive committee, if any, of the Board shall be kept at such place or places designated by the Board, or, in the absence of such designation, at the principal business office of the corporation. The minutes shall be kept in

written or typed form, and the accounting books and records shall be kept either in written or typed form, or in any other form capable of being converted into written, typed or printed form.

(c) The original or a copy of these Bylaws or of the minutes of any incorporators', members', directors' committee or other meeting or of any resolution adopted by the Board or a committee thereof, certified to be a true copy by a person purporting to be the Secretary or an Assistant Secretary of the corporation, is prima facie evidence of the adoption of such bylaws or resolution or of the due holding of such meeting and of the matters stated therein.

Section 5.06. ANNUAL REPORT. The Board shall cause an annual report to be furnished to the directors not later than one hundred and twenty (120) days after the close of the corporation's fiscal year. The annual report shall be accompanied by any report therein of independent accountants or, if there is no such accountant's report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation. The annual report shall contain in appropriate detail the following:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year; and

(e) Any information required by Section 5.07 of these Bylaws.

Section 5.07. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.

(a) The corporation shall furnish annually to its directors a statement of any covered transaction or indemnifications described below, if such covered transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 5.06 of these Bylaws. A covered transaction under this Section 5.07 is a transaction in which the corporation was a party, and in which either of the following interested persons had a direct or indirect material financial interest (excluding a mere common directorship):

(i) Any director or officer of the corporation, or its parent or subsidiary, or

(ii) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

(b) The statement required by this Section 5.07 shall describe briefly:

(i) Any covered transaction (including compensation of officers and directors) during the previous fiscal year involving more

than \$50,000, or which was one of a number of covered transactions in which the same interested persons had a direct or indirect material financial interest and which transactions in the aggregate involve more than \$50,000.

(ii) The names of the interested persons involved in such transactions, stating such person's relationship to the corporation, the nature of such person's interest in the transaction, and, where practicable, the amount of such interest; *provided that* in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

(iii) The amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation.

Section 5.08. INDEMNIFICATION. The corporation shall, to the maximum extent permitted by the Law and Section 4958 of the Internal Revenue Code of 1986, as amended (the "Code"), indemnify each of its directors and officers against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was a director or an officer of the corporation and shall advance to such director or officer expenses incurred in defending any such proceeding to the maximum extent permitted by the Law and Section 4958 of the Code. For purposes of this Section 5.08, a "director" or an "officer" of the corporation includes any person who is or was a director or an officer of the corporation, or is or was serving at the request of the

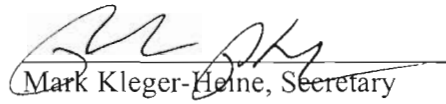
corporation as a director or an officer of another corporation, or other enterprise, or was a director or an officer of a corporation which was a predecessor corporation of the corporation or of another enterprise at the request of such predecessor corporation. The Board may in its discretion provide by resolution for such indemnification of, or advance of expenses to, other agents of the corporation, and likewise may refuse to provide for such indemnification or advance of expenses except to the extent such indemnification is mandatory under the Law.

*[certification follows]*

# CERTIFICATION

I hereby certify that I am the secretary of Partnership for Los Angeles Schools and that the foregoing bylaws are the bylaws as adopted by the Board of Directors on February 6, 2008, and that these bylaws have not been amended or modified since that date.

Dated: February 6, 2008

  
Mark Kleger-Heine, Secretary

# Appendix 4

**Partnership for Los Angeles Schools  
Assurances for School Choice Resolution Application**

**I. Non-profit Status Assurance**

See attached 501(c)(3) certification.

**II. Student Enrollment Assurance**

The Partnership assures the Los Angeles Unified School District that it will enroll all eligible students residing within Carver's boundaries, including any students with disabilities. Any student that provides proof of residency will be enrolled according to District Procedures.

**III. Student Composition Assurance**

The Partnership assures the Los Angeles Unified School District that it will serve all students who are enrolled or are eligible to enroll at Carver. The school will be open to all students in the attendance area and will match the neighborhood composition and surrounding schools in terms of ethnicity, English Learners, Standard English Learners, students with disabilities, foster care placement, gender, socio-economic status, and GATE.

**IV. Fiscal Solvency Assurance**

The Partnership assures the Los Angeles Unified School District that it is fiscally solvent. See attached audited financial statements for our last two fiscal years.

**V. Special Education Modified Consent Decree Assurances**

The Partnership assures the Los Angeles Unified School District that it will comply with all provisions of the Special Education Modified Consent Decree, and that it will use the District's Special Education Policies and Procedures Manual, ISIS and Welligent.

**VI. School Culture and Climate Assurances**

The Partnership assures the Los Angeles Unified School District that it will adhere to Article IX- Hours, Duties and Work Year, Article XXIV- Student Discipline and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements.

**VII. Professional Development Program Assurances**

The Partnership assures the Los Angeles Unified School District that it will adhere to Article IX- Hours, Duties and Work Year, Article IX-B- Professional Development, and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements.



VIII. Professional Culture Assurances

The Partnership assures the Los Angeles Unified School District that it will adhere to Article IX- Hours, Duties and Work Year and Article X- Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements.

IX. School Governance Assurances


The Partnership assures the Los Angeles Unified School District that it will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, we follow the Education Code regarding the formation and operation of the School Site Council.

X. School Leadership and Staffing Plan Assurances

The Partnership assures the Los Angeles Unified School District that it will work with employees of the Los Angeles Unified School District and adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/ Reinstatement, and Salaries as described in LAUSD Collective Bargaining Agreements. In addition, the Partnership assures the Los Angeles Unified School District that it will adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements.



Marshall Tuck  
Chief Executive Officer  
Partnership for Los Angeles Schools



Date

The Partnership assures the Los Angeles Unified School district that it will adhere to Article IX- Hours, Duties and Work Year and Article X- Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements.

IX. School Governance Assurances

The Partnership assures the Los Angeles Unified School district that it will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, we follow the Education Code regarding the formation and operation of the School Site Council.

X. School Leadership and Staffing Plan Assurances

The Partnership Schools work with district employees and assures the Los Angeles Unified School district that it will adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement, and Salaries as described in LAUSD Collective Bargaining Agreements.

# Appendix 5

**Audited Financial Statements**  
**Partnership for Los Angeles Schools**  
***Eight Months Ended June 30, 2008***  
***with Report of Independent Auditors***

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## **Report of Independent Auditors**

### **Board of Directors Partnership for Los Angeles Schools**

We have audited the accompanying statement of financial position of the Partnership for Los Angeles Schools ("Partnership") as of June 30, 2008, and the related statement of activities and cash flows for the eight months then ended. These financial statements are the responsibility of the Partnership's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Partnership for Los Angeles Schools as of June 30, 2008, and the change in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

*Vasquez + Company LLP*

**Los Angeles, California  
October 15, 2008**

**Partnership for Los Angeles Schools**  
**Statement of Financial Position**  
**June 30, 2008**

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**ASSETS**

**Assets**

Cash		\$	675,171
Cash held by fiscal agent			1,352,487
Grant receivable			2,510,000
Office equipment, cost	\$	31,297	
Accumulated depreciation		<u>714</u>	30,583
Other receivables			<u>4,620</u>
<b>Total assets</b>		\$	<u><u>4,572,861</u></u>

**LIABILITIES AND NET ASSETS**

**Liabilities**

Accounts payable and accrued expenses	\$	<u>663,491</u>
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**Net assets**

**Unrestricted:**

Undesignated		3,641,471
Board designated - school site planning		<u>267,899</u>
<b>Total net assets</b>		<u><u>3,909,370</u></u>

<b>Total liabilities and net assets</b>	\$	<u><u>4,572,861</u></u>
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*See notes to financial statements.*

**Partnership for Los Angeles Schools**  
**Statement of Activities**  
**For the Eight Months Ended June 30, 2008**

<b>Revenues and other support</b>	
Grants	\$ 6,039,633
In-kind donation	99,089
Interest income	27,244
<b>Total revenues and other support</b>	<u>6,165,966</u>
<b>Operating expenses</b>	
School site planning	
Transition team	264,292
Operational planning with LAUSD	224,000
School staffing support	178,125
Targeted school site funding	74,151
School facilitators	52,225
Data and surveys	42,224
In-kind donation cost	37,595
Professional development	25,385
	<u>897,997</u>
Connecting communities	
Community outreach	<u>342,876</u>
Partnership support team	
Salaries and wages	416,617
Consultants	243,253
Health and other benefits	88,291
Payroll taxes	33,346
	<u>781,507</u>
Partnership support office	
In-kind donation cost	61,494
Recruitment and advertisement	41,571
Fundraising	40,959
Professional fees	26,105
Non-capitalized equipment	14,958
Travel and conferences	13,154
Insurance	11,733
Communications	9,187
Bank and other fees	8,095
Other operating	6,246
Depreciation	714
	<u>234,216</u>
<b>Total operating expenses</b>	<u>2,256,596</u>
<b>Change in net assets</b>	3,909,370
<b>Net assets, beginning</b>	-
<b>Net assets, ending</b>	<u>\$ 3,909,370</u>

*See notes to financial statements.*



**Partnership for Los Angeles Schools**  
**Statement of Cash Flows**  
**For the Eight Months Ended June 30, 2008**

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**Cash flows from operating activities**

Change in net assets \$ 3,909,370

Adjustments to reconcile operating income to  
net cash provided by operating activities:

Depreciation 714

Changes in operating assets and liabilities:

Cash held by fiscal agent (1,352,487)

Grant receivable (2,510,000)

Other receivables (4,620)

Accounts payable and accrued expenses 663,491

**Net cash provided by operating activities** 706,468

**Cash flows from investing activities**

Acquisition of office equipment 31,297

**Net change in cash** 675,171

**Cash, beginning of year**

**Cash, end of year** \$ 675,171

*See notes to financial statements.*

**NOTE 1      ORGANIZATION PROFILE**

The Partnership for Los Angeles Schools (Partnership) is a nonprofit organization launched by Los Angeles Mayor Antonio Villaraigosa to catalyze the transformation of the Los Angeles Unified School District (LAUSD). The Partnership is the largest alternative public school operator in Los Angeles. Beginning July 1, 2008, the Partnership began serving and supporting ten LAUSD schools—a combination of elementary, middle, and high schools—under an MOU approved by the Board of Education in May 2008. Combined, these ten schools serve approximately 18,000 students and employ approximately 1,500 individuals.

The Partnership is the first project of its kind in Los Angeles and in the State of California. Its goal is to both dramatically improve student achievement within Partnership Schools and to become a model for collaboration, school reform and community advancement that can be replicated throughout Los Angeles and California. In order to accomplish this goal, the Partnership is engaging in the following core activities in close collaboration with school stakeholders and LAUSD: 1) operating among the lowest performing public schools in LAUSD to demonstrate that student achievement can be rapidly accelerated when effective practices are implemented comprehensively; 2) convening other public school operators and LAUSD to collaborate in targeted areas of practice; and 3) collaborating with LAUSD to help the district develop the capabilities in areas such as performance management and per-pupil budgeting.

**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Basis of Accounting**

The financial statements of the Partnership have been prepared on the accrual basis of accounting.

**Basis of Presentation**

The accompanying financial statements have been prepared on the basis of the Statement of Financial Accounting Standards (SFAS) No. 117, Financial Statements of Not-for-Profit Organizations. Under SFAS No. 117, the Partnership is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. The Partnership currently has no temporarily or permanently restricted net assets.

**Cash Held by Fiscal Agent**

The Partnership entered into two separate fiscal agent relationships with LA's BEST and the California Community Foundation (CCF). As fiscal agents, LA's BEST and CCF were designated to receive funds donated to the Partnership until the Partnership received its 501(c)(3) status. Fund disbursements are guided by the Partnership's primary objective. The Partnership received its 501(c)(3) status on March 20, 2008. For LA's BEST, disbursements were made directly by the Organization. For CCF, wire transfers or checks are deposited to the main disbursing account of the Partnership from the fund with CCF when cash requirements are needed by the Partnership's operations.

**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

As of the date of incorporation (November 1, 2007), the cash balance in LA's BEST was \$503,608 and the cash balance in CCF was \$0. The \$503,608 was recorded as grant revenue. As of June 30, 2008, the cash balance in LA's BEST was \$0 and the cash balance held by CCF was \$1,352,487.

**Office Equipment**

Office equipment is recorded at cost. Provision for depreciation is computed using the straight-line method over the useful estimated life of five years.

**Revenue Recognition**

Revenue from grants is recognized on an accrual basis as earned according to the provisions of the grant.

**Unrestricted Net Assets**

Unrestricted net assets represent resources available to be used for transactions relating to the general operations of the Partnership, and may be used at the discretion of the governing board for any purpose. As of June 30, 2008, the Board designated \$267,899 to be used for school site planning in the 2008-2009 fiscal year.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue and expenditures during the reporting period. Actual results could differ from those estimates.

**Income Taxes**

The Partnership is a nonprofit corporation exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and the California Revenue and Taxation Code Section 23701(d). Accordingly, no provision has been made for income taxes.

**NOTE 3      GRANT RECEIVABLE**

The grant is receivable from a major donor owed to the Partnership in the form of an unrestricted grant.

**NOTE 4      OFFICE EQUIPMENT**

Office equipment consists of computers purchased for the Partnership's operations. As of June 30, 2008, office equipment amounted to \$31,297 and total accumulated depreciation amounted to \$714.

**NOTE 5      PENSION PLAN**

Full time employees are eligible to participate in the Partnership's 403(b) retirement plan program. The employee contribution is a percentage amount determined by the employee up to legally mandated limits and treated as an applicable government pre-tax contribution. This deposit is matched by a contribution by the Partnership of up to 6% of an employee's salary. As of June 30, 2008 the employee contributions amounted to \$10,816 while the Partnership match amounted to \$7,800.

**NOTE 6      GRANT REVENUE**

During the period, the Partnership received the grants from private sources. A large portion of the grants received was donated by a major donor amounting to \$5,010,000, of which \$2,500,000 was received as of June 30, 2008. The Partnership received a residual grant from LA's BEST in the amount of \$503,608 which was recorded as grant revenue (Note 2).

**NOTE 7      IN-KIND DONATIONS**

During the year, the Partnership received in-kind donations from various donors in the form of office space use, utilities, phones and equipment estimated at \$61,494 and school materials estimated at \$37,595. Cost of the in-kind donation was also recorded in the amount equal to the donation.

**NOTE 8      CONCENTRATION OF RISK**

The Partnership maintains its cash in deposit accounts in a major bank, which at times may exceed federally insured limits. The Partnership's deposit accounts with the bank exceeded the Federal Deposit Insurance Corporation insured limit by \$719,855 at June 30, 2008.

The Partnership entered into a fiscal sponsorship agreement with California Community Foundation (CCF) wherein the fiscal sponsor will manage a large sum of the Partnership's fund. The balance of cash held by CCF as of June 30, 2008 was \$1,352,487. (See Note 2)

During the year, the Partnership did not generate any revenue from its program services that were provided to the Partnership schools. All of the Partnership's revenues are generated from the private sector in the form of grants.



**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

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**FINANCIAL STATEMENTS**  
**WITH**  
**INDEPENDENT AUDITORS' REPORT**

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**JUNE 30, 2009**

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**JUNE 30, 2009**

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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Partnership for Los Angeles Schools  
Los Angeles, California

We have audited the accompanying statement of financial position of the Partnership for Los Angeles Schools (the Partnership) (A California Non-Profit Public Benefit Organization) as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Partnership's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the financial statements of the Partnership as of June 30, 2009, and in our report dated November 16, 2009, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Partnership for Los Angeles Schools as of June 30, 2009, and the changes in their net assets and their cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

The unaudited supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
November 16, 2009



**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2009**

**ASSETS**

Current Assets

Cash	\$ 2,271,750	
Accounts receivable	113,578	
Prepaid expenses and other current assets	<u>280,108</u>	
Total Current Assets		\$ 2,665,436

Non-Current Assets

Fixed assets	74,004	
Less: accumulated depreciation	<u>9,681</u>	
Total Non-Current Assets		<u>64,323</u>
Total Assets		<u><u>\$ 2,729,759</u></u>

**LIABILITIES**

Current Liabilities

Accounts payable	\$ 498,156	
Compensated absences	<u>7,590</u>	
Total Current Liabilities		\$ 505,746

**NET ASSETS**

Unrestricted	<u>2,224,013</u>	
Total Net Assets		<u>2,224,013</u>
Total Liabilities and Net Assets		<u><u>\$ 2,729,759</u></u>

The accompanying notes are an integral part of these financial statements.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2009**

**REVENUES**

Grants	\$ 6,525,487
In-kind donation	249,320
Interest income	19,790
Other	26,823
Total Revenue	<u>6,821,420</u>

**EXPENSES**

School sites	
Building school culture	665,253
Professional development	544,705
Scholarly uniforms	428,496
Student intervention	418,281
Targeted school site funding	298,486
School site staff	200,747
In-kind donation cost	117,485
School staffing support	106,264
Facilities improvements	72,796
Data and surveys	58,991
Transition team planning	53,101
Technology and data system investments	29,519
Subtotal	<u>2,994,124</u>
Connecting communities	
Community outreach	147,524
Re-granting activities	
Teach for America	1,000,000
Boston Consulting Group	660,828
Network Partners	200,000
Fiscal sponsor	28,466
Subtotal	<u>1,889,294</u>
Partnership support team	
Salaries and wages	2,078,812
Consultants	459,709
Health and other benefits	234,422
Payroll taxes	155,466
Subtotal	<u>2,928,409</u>
Management and general	
Other operating	401,137
In-kind donation cost	131,835
Depreciation	8,967
Fundraising	5,487
Subtotal	<u>547,426</u>
Total Expenses	<u>8,506,777</u>
<b>DECREASE IN UNRESTRICTED NET ASSETS</b>	<u>(1,685,357)</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>3,909,370</u>
<b>NET ASSETS, END OF YEAR</b>	<u><u>\$ 2,224,013</u></u>

The accompanying notes are an integral part of these financial statements.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED JUNE 30, 2009**

**CASH FLOWS FROM OPERATING ACTIVITIES**

Decrease in unrestricted net assets	\$ (1,685,357)
Adjustments to reconcile decrease in net assets to net cash provided by operating activities	
Depreciation expense	8,967
Changes in operating assets and liabilities	
Decrease in accounts receivable	2,401,042
Increase in prepaid expenses	(280,108)
Decrease in accounts payable	(157,745)
Net Cash Provided by Operating Activities	<u>286,799</u>

**CASH FLOWS FROM INVESTING ACTIVITIES**

Capital expenses	<u>(42,707)</u>
Net Cash Used by Investing Activities	<u>(42,707)</u>

**NET INCREASE IN CASH**

244,092

**CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR**

2,027,658

**CASH AND CASH EQUIVALENTS, END OF YEAR**

\$ 2,271,750

The accompanying notes are an integral part of these financial statements.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

***NOTE 1 - GENERAL***

The Partnership for Los Angeles Schools (the Partnership) is a California Non-Profit Public Benefit Organization launched by Los Angeles Mayor Antonio Villaraigosa to catalyze the transformation of the Los Angeles Unified School District (LAUSD). The Partnership is the largest alternative public school operator in Los Angeles. Beginning July 1, 2008, the Partnership began serving and supporting ten LAUSD schools, a combination of elementary, middle, and high schools, under an MOU approved by the Board of Education in May 2008. Combined, these ten schools serve approximately 18,000 students and employ approximately 1,500 individuals.

The Partnership is the first project of its kind in Los Angeles and in the State of California. Its goal is to both dramatically improve student achievement within Partnership Schools and to become a model for collaboration, school reform and community advancement that can be replicated throughout Los Angeles and California. In order to accomplish this goal, the Partnership is engaging in the following core activities in close collaboration with school stakeholders and LAUSD: 1) operating among the lowest performing public schools in LAUSD to demonstrate that student achievement can be rapidly accelerated when effective practices are implemented comprehensively; 2) convening other public school operators and LAUSD to collaborate in targeted areas of practice; and 3) collaborating with LAUSD to help the district develop its capabilities in areas such as performance management and per-pupil budgeting.

***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by the Partnership are described below to enhance the use of the financial statements for the reader.

**Financial Statement Presentation**

The Partnership adopted Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements for Not-for-Profit Organizations*. Under the provisions of this statement, the Partnership is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Partnership had no temporarily or permanently restricted net assets. In addition, the Partnership is required to present a statement of cash flows.

**Accounting Method - Basis of Accounting**

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Partnership uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**Revenue Recognition**

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "net assets released from restrictions." The Partnership had no temporarily or permanently restricted assets as of June 30, 2009.

**Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the reporting date and revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Income Taxes**

The Partnership is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements.

**Donated Services, Materials, and Facilities**

The Partnership receives donated services from a variety of unpaid volunteers. Only those services, which satisfy the criteria for recognition for volunteer effort under SFAS No. 116, are reflected in the statements of activities.

The Partnership has donated facilities that met the criteria for recognition under SFAS No. 116.

**Cash and Cash Equivalents**

For purposes of the statement of cash flows, cash is considered to be cash on hand and demand deposits. Cash equivalents consist of highly liquid investments in a daily sweep account.

**Prepaid Expenses**

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Partnership has chosen to report the expenses when incurred.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**Accounts Receivable**

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. At June 30, 2009, management had determined all accounts receivable are fully collectible, and no allowance for bad debts has been established.

**Fixed Assets**

It is the Partnership's policy to capitalize individual property and equipment purchases over \$1,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Furniture and equipment are depreciated using the straight-line method over 5 years. As of June 30, 2009, depreciation expense was \$8,967.

**NOTE 3 - CASH**

Cash at June 30, 2009, consisted of the following:

	Reported Amount	Bank Balance
Deposits		
Cash on hand and in banks	\$ 2,271,750	\$ 2,466,607

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The Partnership maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Partnership has not experienced any losses in such accounts. At June 30, 2009, the Partnership had deposits in excess of FDIC insured limits.

**NOTE 4 - ACCOUNTS RECEIVABLE**

Receivables at June 30, 2009, consisted of the following:

Advances	\$ 22,916
Los Angeles Trade Technical College	87,287
Other receivable	3,375
Total Accounts Receivable	<u>\$ 113,578</u>

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

***NOTE 5 - PREPAID EXPENSES***

At June 30, 2009, prepaid expenses consisted of the following:

School site staff	\$ 204,117
Data and surveys	16,168
Insurance	24,797
Lease deposit	14,463
Other prepaid expenses	20,563
Total Prepaid Expenses	<u>\$ 280,108</u>

***NOTE 6 - PROPERTY AND EQUIPMENT***

At June 30, 2009, property and equipment consisted of the following:

Computer equipment	\$ 56,260
Work in progress	17,744
	<u>74,004</u>
Less: accumulated depreciation	(9,681)
Total Fixed Assets	<u>\$ 64,323</u>

For the year ended June 30, 2009, depreciation expense amounted to \$8,967.

***NOTE 7 - ACCOUNTS PAYABLE***

Accounts payable at June 30, 2009, consisted of the following:

Due to:	
Los Angeles Unified School District	\$ 34,418
San Diego Unified School District	70,762
Other payables	392,976
Total Accounts Payable	<u>\$ 498,156</u>

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

***NOTE 8 - RETIREMENT PLANS***

Plan Description

The employees of the Partnership may also participate in a voluntary 403(b) plan (the plan). Under the terms of this plan, all employees over the age of 21 and that work over 20 hours per week are eligible to participate. The Partnership matches Elective Deferrals on a 100 percent basis up to six percent of the participant's monthly compensation received during the plan year. There is no waiting period with respect to employee and employer contribution. Employer's contribution is 25 percent vested after two full years of service, 50 percent after 3 years of service, and 100 percent after 4 years of service. A participant's salary reduction contributions during any plan year may not exceed the maximum allowed by the Internal Revenue Code. Total employer contributions for the year ended June 30, 2009, amounted to \$61,089.

***NOTE 9 - PROGRAM SERVICES - OTHER OPERATING EXPENSES***

At June 30, 2009, other operating expenses consisted of the following:

	<u>Program Services</u> <u>Other</u> <u>Operating</u> <u>Expenses</u>
Marketing	\$ 80,224
Other fees	58,849
Training and development	36,223
Telephone expenses	35,812
Mileage	31,977
Office supplies	30,263
Parking	26,894
Travel and conferences	19,678
Building rent	19,568
Legal and audit fees	12,762
General insurance	12,665
Postage expenses	11,312
Internet expenses	8,016
Computer hardware	7,700
Non-capitalized equipment	3,425
Equipment lease	2,776
Vendor repairs	2,713
Dues and membership	220
Software and financial systems	60
Total	<u>\$ 401,137</u>



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***SUPPLEMENTARY INFORMATION - UNAUDITED***

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**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**COMPARATIVE STATEMENT OF FINANCIAL POSITION - UNAUDITED**

	As of June 30, 2009	Eight Month Period Ending June 30, 2008
<b>ASSETS</b>		
Current Assets		
Cash	\$ 2,271,750	\$ 2,027,658
Accounts receivable	113,578	2,510,000
Prepaid expenses and other current assets	280,108	4,620
Total Current Assets	<u>2,665,436</u>	<u>4,542,278</u>
Non-Current Assets		
Fixed assets	74,004	31,297
Less: accumulated depreciation	<u>9,681</u>	<u>714</u>
Total Non-Current Assets	<u>64,323</u>	<u>30,583</u>
Total Assets	<u><u>\$ 2,729,759</u></u>	<u><u>\$ 4,572,861</u></u>
<b>LIABILITIES</b>		
Current Liabilities		
Accounts payable	\$ 498,156	\$ 663,491
Compensated absences	<u>7,590</u>	<u>-</u>
Total Current Liabilities	<u>505,746</u>	<u>663,491</u>
<b>NET ASSETS</b>		
Unrestricted	<u>2,224,013</u>	<u>3,641,471</u>
Board designated - school site planning	<u>-</u>	<u>267,899</u>
Total Net Assets	<u>2,224,013</u>	<u>3,909,370</u>
Total Liabilities and Net Assets	<u><u>\$ 2,729,759</u></u>	<u><u>\$ 4,572,861</u></u>

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**COMPARATIVE STATEMENT OF ACTIVITIES - UNAUDITED**

	As of June 30, 2009	Eight Month Period Ending June 30, 2008
<b>REVENUES</b>		
Grants	\$ 6,525,487	\$ 6,039,633
In-kind donation	249,320	99,089
Interest income	19,790	27,244
Other	26,823	-
Total Revenue	<u>6,821,420</u>	<u>6,165,966</u>
<b>EXPENSES</b>		
School sites		
Building school culture	\$ 665,253	\$ -
Professional development	544,705	25,385
Scholarly uniforms	428,496	-
Student intervention	418,281	-
Targeted school site funding	298,486	74,151
School site staff	200,747	52,225
In-kind donation cost	117,485	37,595
School staffing support	106,264	178,125
Facilities improvements	72,796	-
Data and surveys	58,991	42,224
Transition team planning	53,101	264,292
Technology and data system investments	29,519	-
Operational planning with LAUSD	-	224,000
Subtotal	<u>2,994,124</u>	<u>897,997</u>
Connecting communities		
Community outreach	<u>147,524</u>	<u>342,876</u>
Re-granting activities		
Teach for America	1,000,000	-
Boston Consulting Group	660,828	-
Network Partners	200,000	-
Fiscal sponsor	28,466	-
Subtotal	<u>1,889,294</u>	<u>-</u>
Partnership support team		
Salaries and wages	2,078,812	416,617
Consultants	459,709	243,253
Health and other benefits	234,422	88,291
Payroll taxes	155,466	33,346
Subtotal	<u>2,928,409</u>	<u>781,507</u>
Management and general		
Other operating	401,137	131,049
In-kind donation cost	131,835	61,494
Depreciation	8,967	714
Fundraising	5,487	40,959
Subtotal	<u>547,426</u>	<u>234,216</u>
Total Expenses	<u>8,506,777</u>	<u>2,256,596</u>
<b>INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS</b>	<u>(1,685,357)</u>	<u>3,909,370</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>3,909,370</u>	<u>-</u>
<b>NET ASSETS, END OF YEAR</b>	<u><u>\$ 2,224,013</u></u>	<u><u>\$ 3,909,370</u></u>

# Appendix 6

## GRADE 6

### WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

- Instructional Component 1: Early Man, Mesopotamia, and Egypt (Standards 6.1 and 6.2)
- Instructional Component 2: Hebrews, India, and China (Standards 6.3, 6.5, and 6.6)
- Instructional Component 3: Greece and Rome (Standards 6.4 and 6.7)

# GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

## Instructional Component 1: Early Man, Mesopotamia, and Egypt (Standards 6.1 and 6.2)

First 14 days (traditional) and 10 days (year-round) of the Fall Semester:

- Building classroom community
- Thinking as a historian
- Introduce the 5 Themes of Geography
  - Location, Region, Movement, Place, Human-Environment Interaction
- Introduction of G.R.A.P.E.S.
  - Geography, Religion, Achievements, Politics, Economics, and Social Structures

### Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</b>	1 Question	<ul style="list-style-type: none"> <li>• Adaptation</li> <li>• Agricultural revolution</li> </ul>	<u>Traditional Calendar</u> 19 Days
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.	*	<ul style="list-style-type: none"> <li>• Ancestors</li> <li>• Anthropology</li> <li>• Archeology</li> <li>• Art</li> <li>• Artifact</li> <li>• Hunter/gatherer</li> <li>• Prehistory</li> </ul>	<u>Concept 6 Calendar</u> <u>A-Track</u> 16 Days
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	A		<u>B-Track</u> 16 Days
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	*		<u>C-Track</u> 16 Days
			<u>D-Track</u> 24 Days
			<u>Four by Four Calendar</u> 8 Days

### Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis

# GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</b>	2 Questions	<ul style="list-style-type: none"> <li>• Authority</li> <li>• Barter</li> <li>• City-state</li> <li>• Invention</li> <li>• Irrigation</li> <li>• Myth</li> <li>• Polytheism</li> <li>• Slavery</li> <li>• Trade</li> <li>• Economic system</li> <li>• Legal code</li> <li>• Civilization</li> <li>• Surplus</li> <li>• Architecture</li> <li>• Empire</li> <li>• Kingdom</li> <li>• Culture</li> <li>• Evolution of language and writing</li> </ul>	<u><b>Traditional Calendar</b></u> 29 Days
1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	A		<u><b>Concept 6 Calendar</b></u> <u><i>A-Track</i></u> 24 Days <u><i>B-Track</i></u> 26 Days <u><i>C-Track</i></u> 24 Days <u><i>D-Track</i></u> 29 Days <u><b>Four by Four Calendar</b></u> 11 Days
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	B		
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	A		
4. Know the significance of Hammurabi's Code.	B		
5. Discuss the main features of Egyptian art and architecture.	A		
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	*		
7. Understand the significance of Queen Hatshepsut and Ramses the Great.	*		
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	*		
9. Trace the evolution of language and its written forms.	B		

## **Blue Print Focus Standards:**

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"\*" not ranked for emphasis

# GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

## Instructional Component 2: Hebrews, India, and China (Standards 6.3, 6.5, and 6.6)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</b>	3 Questions	<ul style="list-style-type: none"> <li>• Monotheism</li> <li>• Ethics</li> <li>• Legal code</li> <li>• Judaism</li> <li>• Exodus</li> <li>• Moral codes</li> <li>• Righteousness</li> <li>• Justice</li> <li>• Settlement</li> <li>• Diaspora</li> </ul>	<u><b>Traditional Calendar</b></u> 16 Days
1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.	A		<b>Concept 6 Calendar</b> <u>A-Track</u> 14 Days <u>B-Track</u> 14 Days <u>C-Track</u> 14 Days <u>D-Track</u> 16 Days  <b>Four by Four Calendar</b> 8 Days
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.	A		
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	C		
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.	C		
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.	B		

### Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis



# GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Standards	Blue Print Focus Standards	Concepts	Suggested Instructional Days
<b>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</b>	2 Questions	<ul style="list-style-type: none"> <li>Dharma</li> <li>Karma</li> <li>Non-violence</li> <li>Reincarnation</li> <li>Social class</li> <li>Traditions</li> <li>Irrigation</li> <li>Empire</li> <li>Brahmanism</li> <li>Hinduism</li> <li>Caste system</li> <li>Buddhism</li> <li>Maurya Empire</li> </ul>	<u><b>Traditional Calendar</b></u> 18 Days
1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	*		<u><b>Concept 6 Calendar</b></u> <u><i>A-Track</i></u> 23 Days <u><i>B-Track</i></u> 15 Days <u><i>C-Track</i></u> 15 Days <u><i>D-Track</i></u> 13 Days <u><b>Four by Four Calendar</b></u> 8 Days
2. Discuss the significance of the Aryan invasions.	*		
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	*		
4. Outline the social structure of the caste system.	B		
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	A		
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	*		
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i> ; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).	B		

## Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"\*" not ranked for emphasis

# GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Standards	Blue Print Focus Standards	Concepts	Suggested Instructional Days
<b>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</b>	2 Questions	<ul style="list-style-type: none"> <li>Civil service</li> <li>Social class</li> <li>Traditions</li> <li>Dynasty</li> <li>Isolation</li> <li>Polytheism</li> <li>Irrigation</li> <li>Trade</li> <li>Confucianism</li> <li>Emperor</li> <li>Huangdi</li> </ul>	<u>Traditional Calendar</u> 19 Days
1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 19 Days <i>B-Track</i> 16 Days <i>C-Track</i> 15 Days <i>D-Track</i> 19 Days  <u>Four by Four Calendar</u> 8 Days
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	*		
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	A		
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	*		
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	B		
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.	A		
7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.	B		
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.	*		

## Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"\*" not ranked for emphasis

## GRADE 6

### WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

- Instructional Component 1: Early Man, Mesopotamia, and Egypt (Standards 6.1 and 6.2)
- Instructional Component 2: Hebrews, India, and China (Standards 6.3, 6.5, and 6.6)
- Instructional Component 3: Greece and Rome (Standards 6.4 and 6.7)

# GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

## Instructional Component 3: Greece and Rome (Standards 6.4 and 6.7)

Standards	Blue Print Focus Standards	Concepts	Suggested Instructional Days
<b>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.</b>	3 Questions	<ul style="list-style-type: none"> <li>• Myth</li> <li>• Polytheism</li> <li>• Education</li> <li>• Aristocracy</li> <li>• Classical civilization</li> <li>• Democracy</li> <li>• Monarchy</li> <li>• Oligarchy</li> <li>• Philosophy</li> <li>• Tyranny</li> <li>• Militarism</li> <li>• Scientific inquiry</li> <li>• Ethics</li> <li>• City-state</li> <li>• Education</li> <li>• Citizenship</li> </ul>	<u><b>Traditional Calendar</b></u> 29 Days
1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.	B		<u><b>Concept 6 Calendar</b></u> <u><i>A-Track</i></u> 20 Days <u><i>B-Track</i></u> 24 Days <u><i>C-Track</i></u> 26 Days <u><i>D-Track</i></u> 36 Days  <u><b>Four by Four Calendar</b></u> 12 Days
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles' Funeral Oration</i> ).	A		
3. State the key differences between Athenian, or direct, democracy and representative democracy.	A		
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop's Fables</i> .	B		
5. Outline the founding, expansion, and political organization of the Persian Empire.	*		
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	B		
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	B		
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	A		

### Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"\*" not ranked for emphasis

# GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Standards	Blue Print Focus Standards	Concepts	Suggested Instructional Days
<b>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</b>	3 Questions	<ul style="list-style-type: none"> <li>Autocracy</li> <li>Inflation</li> <li>Legal code</li> <li>Militarism</li> <li>Republic</li> <li>Social institutions</li> <li>Cultural heritage</li> <li>Roman Republic</li> <li>Roman law</li> <li>Legacy</li> </ul>	<u>Traditional Calendar</u> 27 Days
1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.	B		<u>Concept 6 Calendar</u> <i>A-Track</i> 24 Days <i>B-Track</i> 26 Days <i>C-Track</i> 29 Days <i>D-Track</i> 22 Days
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).	A		
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.	*		
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.	B		
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.	*		<u>Four by Four Calendar</u> 11 Days
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).	A		
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	*		
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	A		

## Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"\*" not ranked for emphasis

## Textbook Correlation for the 6<sup>th</sup> Grade Standards

<b>STANDARD</b>	<b><u>Glencoe</u> <i>Ancient Civilizations, Discovering Our Past</i></b>	<b><u>Holt</u> <i>Holt World History: Ancient Civilizations</i></b>	<b><u>TCI</u> <i>History Alive! The Ancient World</i></b>
6.1	Chapters: 1	Chapters: 2	Chapters: 2,3
6.2	Chapters: 1,2,3	Chapters: 3,4,5	Chapters: 5,6,7,8,9,10
6.3	Chapters: 3	Chapters: 8	Chapters: 11,12
6.4	Chapters: 7	Chapters: 9,10	Chapters: 25,26,27,28,29,30,31
6.5	Chapters: 8	Chapters: 6	Chapters: 13,14,15,16,17,18
6.6	Chapters: 5	Chapters: 7	Chapters: 19,20,21,22,23,24
6.7	Chapters: 9	Chapters: 11,12,13	Chapters: 32,33,34,35

# 7th Grade

## World History

### Medieval and Early Modern Times

- Instructional Component 3: Renaissance, Reformation, Scientific Revolution, Exploration, Enlightenment, and Age of Reason (Standards 7.8, 7.9, 7.10, and 7.11)
- Instructional Component 2: China, Japan, and Medieval Europe (Standards 7.3, 7.5, and 7.6)
- Instructional Component 3: Renaissance, Reformation, Scientific Revolution, Exploration, Enlightenment, and Age of Reason (Standards 7.8, 7.9, 7.10, and 7.11)

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

## Instructional Component 1: Fall of Rome, Islam, Africa, and Mesoamerica (Standards 7.1, 7.2, 7.4, and 7.7)

First **9 days (traditional)** and **6 days (year-round)** of the Fall Semester:

- Building classroom community
- Thinking as an historian
- Review of the Five Themes of Geography
  - Location, Region, Movement, Place, Human-Environment Interaction
- Review of G.R.A.P.E.S.
  - Geography, Religion, Achievements, Politics, Economics, and Social Structures

### **Blue Print Focus Standards:**

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</b>	1 Question	<ul style="list-style-type: none"> <li>• decline</li> <li>• internal weakness</li> <li>• corruption</li> <li>• urbanization</li> <li>• citizenship</li> <li>• empire</li> <li>• expansion</li> </ul>	<b><u>Traditional Calendar</u></b> 10 Days
1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).	A		<b><u>Concept 6 Calendar</u></b> <b><u>A-Track</u></b> 7 Days <b><u>B-Track</u></b> 6 Days <b><u>C-Track</u></b> 7 Days <b><u>D-Track</u></b> 10 Days
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	C		<b><u>Four by Four Calendar</u></b> 3 Days
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.	B		

### **Blue Print Focus Standards:**

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis



# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.</b>	2 Questions	<ul style="list-style-type: none"> <li>cultural diffusion</li> <li>climate</li> <li>cultural blending</li> <li>trade route</li> <li>military conquest</li> <li>monotheism</li> <li>pilgrimage</li> <li>commerce</li> <li>golden age</li> <li>region</li> <li>nomads</li> <li>scholarship</li> </ul>	<u>Traditional Calendar</u> 17 Days
1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.	C		<u>Concept 6 Calendar</u> <u>A-Track</u> 15 Days <u>B-Track</u> 16 Days <u>C-Track</u> 14 Days <u>D-Track</u> 17 Days  <u>Four by Four Calendar</u> 8 Days
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.	A		
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.	A		
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.	B		
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.	C		
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.	B		

## Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"\*" not ranked for emphasis

## GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</b>	2 Questions	<ul style="list-style-type: none"> <li>• commerce</li> <li>• kinship</li> <li>• oral traditions</li> <li>• region</li> <li>• slavery</li> <li>• topography</li> <li>• tribalism</li> <li>• empires</li> <li>• oral history</li> <li>• labor specialization</li> <li>• regional commerce</li> <li>• scholarship</li> <li>• caravan</li> </ul>	<u>Traditional Calendar</u> 14 Days
1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 12 Days
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.	*		<u>B-Track</u> 13 Days
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.	B		<u>C-Track</u> 13 Days
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.	B		<u>D-Track</u> 14 Days
5. Describe the importance of written and oral traditions in the transmission of African history and culture.	*		<u>Four by Four Calendar</u> 7 Days

### Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

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“\*” not ranked for emphasis

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.</b>	2 Questions	<ul style="list-style-type: none"> <li>• urban society</li> <li>• class structure</li> <li>• empire</li> <li>• alliance</li> <li>• tribute</li> <li>• sacrifice</li> </ul>	<u><b>Traditional Calendar</b></u> 18 Days
1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.	*		<u><b>Concept 6 Calendar</b></u> <u><i>A-Track</i></u> 18 Days
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.	A		<u><i>B-Track</i></u> 17 Days
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	A		<u><i>C-Track</i></u> 15 Days
4. Describe the artistic and oral traditions and architecture in the three civilizations.	B		<u><i>D-Track</i></u> 18 Days
5. Describe the Mesoamerican achievements in astronomy and mathematics, including the development of the calendar and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems.	B		<u><b>Four by Four Calendar</b></u> 8 Days

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## Textbook Correlation for the 7<sup>th</sup> Grade Standards

<b>STANDARD</b>	<b><u>McDougal Littell</u> <i>World History: Medieval and Early Modern Times</i></b>	<b><u>TCI</u> <i>History Alive! The Medieval World and Beyond</i></b>
7.1	Chapters: 2	Chapters: 1,2,3,4,5,6
7.2	Chapters: 3,4	Chapters: 7,8,9,10,11
7.3	Chapters: 7	Chapters: 16,17,18
7.4	Chapters: 5	Chapters: 12,13,14
7.5	Chapters: 8	Chapters: 20,21,22
7.6	Chapters: 9,10	Chapters: 1,2,3,4,5,6
7.7	Chapters: 11,12	Chapters: 23,24,25,26,27
7.8	Chapters: 13	Chapters: 28,29,30,31,32
7.9	Chapters: 14	Chapters: 28,29,30,31,32
7.10	Chapters: 15	Chapters: 33,34,35
7.11	Chapters: 15,16	Chapters: 33,34,35

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

## Instructional Component 2: China, Japan, and Medieval Europe (Standards 7.3, 7.5, and 7.6)

Standards	Blue Print Focus Standards	Concepts	Suggested Instructional Days
<b>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</b>	2 Questions	<ul style="list-style-type: none"> <li>bureaucracy</li> <li>civil service</li> <li>ethics</li> <li>extended family</li> <li>social stability</li> <li>traditions</li> <li>imperial state</li> <li>scholar class</li> </ul>	<u><b>Traditional Calendar</b></u> 18 Days
1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.	A		<u><b>Concept 6 Calendar</b></u> <u><i>A-Track</i></u> 15 Days <u><i>B-Track</i></u> 15 Days <u><i>C-Track</i></u> 17 Days <u><i>D-Track</i></u> 18 Days  <u><b>Four by Four Calendar</b></u> 8 Days
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.	*		
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.	B		
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.	*		
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.	A		
6. Describe the development of the imperial state and the scholar-official class.	B		

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# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</b>	2 Questions	<ul style="list-style-type: none"> <li>• hierarchy</li> <li>• homogeneity</li> <li>• isolation</li> <li>• bushido</li> <li>• lord-vassal system</li> <li>• militarism</li> <li>• social custom</li> <li>• cultural exchange and cultural diffusion</li> </ul>	<u>Traditional Calendar</u> 19 Days
1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.	B		<u>Concept 6 Calendar</u> <u>A-Track</u> 16 Days <u>B-Track</u> 18 Days <u>C-Track</u> 18 Days <u>D-Track</u> 18 Days  <u>Four by Four Calendar</u> 8 Days
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.	C		
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i> , <i>daimyo</i> , and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.	A		
4. Trace the development of distinctive forms of Japanese Buddhism.	C		
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's <i>Tale of Genji</i> .	*		
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.	A		

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# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</b>	3 Questions	<ul style="list-style-type: none"> <li>chivalry</li> <li>Crusades</li> <li>feudalism</li> <li>guild</li> <li>manorial system</li> <li>self-sufficiency</li> <li>aristocracy</li> <li>constitution</li> <li>natural law</li> <li>political order</li> <li>epidemic</li> <li>hierarchy</li> <li>apprenticeship</li> <li>monasticism</li> </ul>	<u><b>Traditional Calendar</b></u> 19 Days
1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.	*		<u><b>Concept 6 Calendar</b></u> <u><i>A-Track</i></u> 18 Days <u><i>B-Track</i></u> 19 Days <u><i>C-Track</i></u> 18 Days <u><i>D-Track</i></u> 19 Days  <u><b>Four by Four Calendar</b></u> 9 Days
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.	*		
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.	A		
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).	A		
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).	B		
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.	A		
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.	*		
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").	B		
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.	*		

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## Textbook Correlation for the 7<sup>th</sup> Grade Standards

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7.1	Chapters: 2	Chapters: 1,2,3,4,5,6
7.2	Chapters: 3,4	Chapters: 7,8,9,10,11
7.3	Chapters: 7	Chapters: 16,17,18
7.4	Chapters: 5	Chapters: 12,13,14
7.5	Chapters: 8	Chapters: 20,21,22
7.6	Chapters: 9,10	Chapters: 1,2,3,4,5,6
7.7	Chapters: 11,12	Chapters: 23,24,25,26,27
7.8	Chapters: 13	Chapters: 28,29,30,31,32
7.9	Chapters: 14	Chapters: 28,29,30,31,32
7.10	Chapters: 15	Chapters: 33,34,35
7.11	Chapters: 15,16	Chapters: 33,34,35



# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

## Instructional Component 3: Renaissance, Reformation, Scientific Revolution, Exploration, Enlightenment, and Age of Reason (Standards 7.8, 7.9, 7.10, and 7.11)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</b>	2 Questions	<ul style="list-style-type: none"> <li>humanism</li> <li>individualism</li> <li>Renaissance</li> <li>revival</li> <li>classical</li> <li>vernacular</li> <li>secular</li> </ul>	<u>Traditional Calendar</u> 15 Days
1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 15 Days <u>B-Track</u> 14 Days <u>C-Track</u> 12 Days <u>D-Track</u> 15 Days
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.	*		
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.	*		
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).	B		
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).	A		<u>Four by Four Calendar</u> 6 Days

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# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.9 Students analyze the historical developments of the Reformation.</b>	3 Questions	<ul style="list-style-type: none"> <li>• nation state</li> <li>• Reformation</li> <li>• Counter Reformation</li> <li>• missionary</li> <li>• Inquisition</li> <li>• theology</li> <li>• theocracy</li> <li>• self government</li> <li>• federalism</li> <li>• faith</li> <li>• predestination</li> </ul>	<u>Traditional Calendar</u> 10 Days
1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 10 Days <u>B-Track</u> 10 Days <u>C-Track</u> 10 Days <u>D-Track</u> 10 Days <u>Four by Four Calendar</u> 5 Days
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).	A		
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.	B		
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.	A		
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).	B		
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.	C		
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).	B		

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# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</b>	2 Questions	<ul style="list-style-type: none"> <li>rationalism</li> <li>scientific method</li> <li>theories</li> <li>hypothesis</li> </ul>	<u>Traditional Calendar</u> 7 Days
1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 7 Days
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).	A		<u>B-Track</u> 5 Days <u>C-Track</u> 5 Days
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.	B		<u>D-Track</u> 10 Days  <u>Four by Four Calendar</u> 3 Days

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# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</b>	3 Questions	<ul style="list-style-type: none"> <li>capitalism</li> <li>rationalism</li> <li>absolute monarchy</li> <li>aristocracy</li> <li>Enlightenment</li> <li>mercantilism</li> <li>nationalism</li> <li>republic</li> <li>market economy</li> </ul>	<u><b>Traditional Calendar</b></u> 10 Days
1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	A		<u><b>Concept 6 Calendar</b></u> <u><i>A-Track</i></u> 10 Days
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.	B		<u><i>B-Track</i></u> 8 Days
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.	A		<u><i>C-Track</i></u> 8 Days
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.	*		<u><i>D-Track</i></u> 15 Days
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).	A		<u><b>Four by Four Calendar</b></u> 3 Days
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.	*		

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7.5	Chapters: 8	Chapters: 20,21,22
7.6	Chapters: 9,10	Chapters: 1,2,3,4,5,6
7.7	Chapters: 11,12	Chapters: 23,24,25,26,27
7.8	Chapters: 13	Chapters: 28,29,30,31,32
7.9	Chapters: 14	Chapters: 28,29,30,31,32
7.10	Chapters: 15	Chapters: 33,34,35
7.11	Chapters: 15,16	Chapters: 33,34,35

## GRADE 8

### UNITED STATES HISTORY: GROWTH AND CONFLICT

- Instructional Component 1: Foundations of America (Standards 8.1, 8.2, 8.3, 8.4)
- Instructional Component 2: Foreign Policy, Divergent Paths (Standards 8.5, 8.6, 8.7, 8.8, 8.9)
- Instructional Component 3: Civil War, Reconstruction, Industrialization (Standards 8.10, 8.11, 8.12)

# GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

## Instructional Component 1: Foundations of America (Standards 8.1, 8.2, 8.3, 8.4)

First **9 days (traditional)** and **5 days (year-round)** of the Fall Semester:

- Building classroom community
- Constitution Day activities
- Thinking as a historian
- Review of American Geography

### Blue Print Focus Standards:

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“\*” not ranked for emphasis

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</b>	3 Questions	<ul style="list-style-type: none"> <li>• Colonialism</li> <li>• Mercantilism</li> <li>• Enlightenment</li> <li>• Independence</li> <li>• Natural rights</li> <li>• Natural law</li> <li>• Republic</li> <li>• Revolution</li> <li>• Social contract</li> <li>• Sovereignty</li> <li>• Democracy</li> </ul>	<b>Traditional Calendar</b> 19 Days
1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.	B		<b>Concept 6 Calendar</b> <i>A-Track</i> 16 Days
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").	A		<i>B-Track</i> 14 Days <i>C-Track</i> 16 Days
3. Analyze how the American Revolution affected other nations, especially France.	C		<i>D-Track</i> Days
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	A		<b>Four by Four Calendar</b> 8 Days

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## GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</b>	4 Questions	<ul style="list-style-type: none"> <li>• Checks and Balances</li> <li>• Confederation</li> <li>• Executive power</li> <li>• Federalism</li> <li>• Judicial power</li> <li>• Limited government</li> <li>• Legislative power</li> <li>• “Living Document”</li> <li>• Preamble</li> <li>• Representation</li> <li>• republic</li> <li>• Self-government</li> <li>• Separation of powers</li> <li>• States’ rights</li> </ul>	<u>Traditional Calendar</u> 20 Days
1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	C		<b>Concept 6 Calendar</b> <u>A-Track</u> 19 Days <u>B-Track</u> 18 Days <u>C-Track</u> 22 Days <u>D-Track</u> Days  <u>Four by Four Calendar</u> 8 Days
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.	B		
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian Nations under the commerce clause.	A		
4. Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.	B		
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.	B		
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	A		
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.	A		

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## GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</b>	3 Questions	<ul style="list-style-type: none"> <li>Loose construction</li> <li>Strict construction</li> <li>Tariff</li> <li>Federalism</li> <li>Judicial Review</li> </ul>	<u>Traditional Calendar</u> 12 Days
1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.	B		<b>Concept 6 Calendar</b> <u>A-Track</u> 10 Days <u>B-Track</u> 10 Days <u>C-Track</u> 9 Days <u>D-Track</u> Days  <b>Four by Four Calendar</b> 5 Days
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	*		
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.	*		
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	A		
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).	B		
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).	A		
7. Understand the functions and responsibilities of a free press.	*		

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## GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>8.4</b> Students analyze the aspirations and ideals of the people of the new nation.	2 Questions	<ul style="list-style-type: none"> <li>Capitalism</li> <li>Manifest Destiny</li> </ul>	<u>Traditional Calendar</u> 8 Days
1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	*		<u>Concept 6 Calendar</u> <u>A-Track</u> 7 Days
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).	B		<u>B-Track</u> 9 Days
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	B		<u>C-Track</u> 5 Days
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).	A		<u>D-Track</u> Days
			<u>Four by Four Calendar</u> 2 Days

Instructional Component 1 will end two weeks before the 1<sup>st</sup> Periodic Assessment is given.

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# GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

## Instructional Component 2: Foreign Policy, Divergent Paths (Standards 8.5, 8.6, 8.7, 8.8, 8.9)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.5 Students analyze U.S. foreign policy in the early Republic.	2 Questions	<ul style="list-style-type: none"> <li>Manifest Destiny</li> <li>Imperialism</li> <li>Foreign policy</li> </ul>	<u>Traditional Calendar</u> 9 Days
1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.	B		<u>Concept 6 Calendar</u> <u>A-Track</u> 5 Days <u>B-Track</u> 5 Days <u>C-Track</u> 8 Days <u>D-Track</u> Days
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	A		
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	*		<u>Four by Four Calendar</u> 4 Days

### Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis

## GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</b>	3 Questions	<ul style="list-style-type: none"> <li>• Agrarian economy</li> <li>• Frontier</li> <li>• Manifest Destiny</li> <li>• Natural resources</li> <li>• Sectionalism</li> <li>• Social mobility</li> </ul>	<u>Traditional Calendar</u> 15 Days
1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 15 Days
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	A		<u>B-Track</u> 14 Days
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	B		<u>C-Track</u> 14 Days
4. Examine the importance of the great rivers and the struggle over water rights.	B		<u>D-Track</u> Days
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	B		<u>Four by Four Calendar</u> 4 Days
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	A		

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## GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</b>	3 Questions	<ul style="list-style-type: none"> <li>Abolition</li> <li>Factory system</li> <li>Industrial Revolution</li> <li>Natural resources</li> <li>Reform</li> <li>Sectionalism</li> <li>Social mobility</li> <li>Assimilation</li> <li>Immigration</li> </ul>	<u>Traditional Calendar</u> 9 Days
1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	*		<u>Concept 6 Calendar</u> <u>A-Track</u> 10 Days
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).	A		<u>B-Track</u> 10 Days
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	B		<u>C-Track</u> 9 Days
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.	*		<u>D-Track</u> Days
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.	*		<u>Four by Four Calendar</u> 6 Days
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).	A		
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).	B		

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## GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.	2 Questions	<ul style="list-style-type: none"> <li>• Agrarian economy</li> <li>• Cash crops</li> <li>• Natural resources</li> <li>• Sectionalism</li> <li>• Slavery</li> </ul>	<u>Traditional Calendar</u> 11 Days
1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 10 Days <u>B-Track</u> 10 Days <u>C-Track</u> 9 Days <u>D-Track</u> Days
2. Trace the origins and development of slavery; its effect on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).	A		
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	C		<u>Four by Four Calendar</u> 6 Days
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.	C		

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## GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</b>	4 Questions	<ul style="list-style-type: none"> <li>Abolition</li> <li>Justice</li> <li>Freedom</li> <li>Compromise</li> <li>Equality</li> </ul>	<u>Traditional Calendar</u> 12 Days
1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 9 Days
2. Discuss the abolition of slavery in early state constitutions.	C		<i>B-Track</i> 10 Days
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.	B		<i>C-Track</i> 15 Days
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.	A		<i>D-Track</i> Days
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).	B		<u>Four by Four Calendar</u> 5 Days
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	C		

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# GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

## Instructional Component 3: Civil War, Reconstruction, Industrialization (Standards 8.10, 8.11, 8.12)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War.</b>	4 Questions	<ul style="list-style-type: none"> <li>Emancipation</li> <li>Civil War</li> <li>Nullification</li> <li>Secession</li> <li>Sovereignty</li> </ul>	<u><b>Traditional Calendar</b></u> 15 Days
1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	A		<u><b>Concept 6 Calendar</b></u> <u><i>A-Track</i></u> 15 Days <u><i>B-Track</i></u> 14 Days <u><i>C-Track</i></u> 13 Days <u><i>D-Track</i></u> Days
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	B		<u><b>Four by Four Calendar</b></u> 5 Days
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	B		
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	A		
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	B		
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.	A		
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.	*		

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## GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>8.11 Students analyze the character and lasting consequences of Reconstruction.</b>	3 Questions	<ul style="list-style-type: none"> <li>• Impeachment</li> <li>• Reconstruction</li> <li>• Segregation</li> <li>• Discrimination</li> <li>• Civil Rights</li> </ul>	<u>Traditional Calendar</u> 10 Days
1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	A		<b>Concept 6 Calendar</b> <u>A-Track</u> 11 Days <u>B-Track</u> 7 Days <u>C-Track</u> 9 Days <u>D-Track</u> Days <b>Four by Four Calendar</b> 5 Days
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	C		
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.	A		
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.	C		
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	A		

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# GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</b>	2 Questions	<ul style="list-style-type: none"> <li>Labor movement</li> <li>Mass production</li> <li>“Melting Pot”</li> <li>Progressive</li> <li>“Spoils System”</li> <li>Unionism</li> <li>Urbanization</li> <li>Economic growth</li> <li>Capitalism</li> <li>Immigration</li> </ul>	<u>Traditional Calendar</u> 12 Days
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	C		<u>Concept 6 Calendar</u> <u>A-Track</u> 11 Days <u>B-Track</u> 11 Days <u>C-Track</u> 8 Days <u>D-Track</u> Days  <u>Four by Four Calendar</u> 5 Days
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	A		
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.	C		
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	A		
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).	B		
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.	B		
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.	C		
8. Identify the characteristics and impact of Grangerism and Populism.	C		
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	C		

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## Textbook Correlation for the 8<sup>th</sup> Grade Standards

<b>STANDARD</b>	<b><u>Prentice Hall</u> <i>America: History of Our Nation 2006</i></b>	<b><u>McDougal Littell</u> <i>Creating America: Beginnings Through WWI</i></b>	<b><u>TCI</u> <i>History Alive! The United States Through Industrialism</i></b>
8.1	Chapters: 1,2	Chapters: 5,6,7	Chapters: 4,6
8.2	Chapters: 3	Chapters: 8	Chapters: 8,9,10
8.3	Chapters: 4	Chapters: 8,9	Chapters: 10,11
8.4	Chapters: 4,5,6,8	Chapters: 10,12,14	Chapters: 12,13
8.5	Chapters: 5,6	Chapters: 10,11	Chapters: 12
8.6	Chapters: 6,7,8	Chapters: 11,14	Chapters: 18,19,20
8.7	Chapters: 7	Chapters: 11	Chapters: 19,20
8.8	Chapters: 5,6,9	Chapters: 10,12,13	Chapters: 14,15,16,17
8.9	Chapters: 7,8,10	Chapters: 14,15	Chapters: 21
8.10	Chapters: 10,11,12	Chapters: 12,16,17	Chapters: 22
8.11	Chapters: 12,15	Chapters: 18	Chapters: 23
8.12	Chapters: 13,14,15	Chapters: 19,20,21	Chapters: 24,25,26,27

# Unit 1

## Sixth Grade Unit Concept Organizer

### Rational Numbers: How to Connect Properties and Applications


- Transitioning from previous mathematics to Sixth grade mathematics
- Understand the multiplicative identity property and understand relationships (including *equivalence*) among decimals, fractions, and percents **NS 1.1**
- Understand the basic arithmetic operations (+, -,  $\times$ ,  $\div$ ) on *fractions*, and the relationships among these operations **NS 2.1, NS 2.2, NS 2.4**

***Unit 1, Review – Transitioning from Previous Mathematics***  
***Instructional Resources: Grade 6: Harcourt***

<b>Concepts (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<p><b><i>Transitioning from previous mathematics to Sixth Grade Mathematics</i></b></p> <ul style="list-style-type: none"> <li>• Understand the relationship between decimals, fractions and percents and demonstrate on a number line</li> <li>• Interpret percents as part of a hundred</li> <li>• Determine the prime factors of all numbers through 50 and write the products of their prime factors by using exponents to show multiples of a factor</li> <li>• Add, subtract and perform simple multiplication and division of fractions and decimals</li> </ul>	<p>Intervention Resources – TE page 15  PE p.H3,H4  CD Rom –Skill 1,2</p>	<p>Factor  Prime factor  Decimal  Percent  Product</p>

***Unit 1, Concept 2 – Rational Numbers: How to connect Properties and Applications***  
***Instructional Resources: Grade 6: Harcourt***

**Standards:**

 **NS 1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line**


<b>Concepts (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<p><b>Understand the multiplicative identity property and understand relationships (including <i>equivalence</i>) among decimals, fractions, and percents</b></p> <ul style="list-style-type: none"> <li>• Compare and order positive and negative fractions</li> <li>• Place positive and negative fractions, mixed numbers, and decimals on a number line</li> <li>• Convert numbers from one form to an equivalent form (fractions, decimals, mixed numbers, and percents)</li> <li>• Use the multiplicative identity property to find equivalent values</li> </ul>	<p><b>Lessons</b></p> <p><b>3.1</b> – Represent, Compare, and Order Decimals  <b>3.2</b> – Make a Table  <b>8.1</b> – Equivalent Fractions and Simplest Form  <b>8.3</b> – Compare and Order Fractions  <b>8.5</b> – Fractions, Decimals and Percents  <b>11.3</b> – Compare and Order Rational Numbers</p>	<p>Multiplicative identity property  Least common denominator  Least common multiple  Improper fraction  Mixed number  Number line</p>

***Unit 1, Concept 3 – Rational Numbers: How to connect Properties and Applications***  
***Instructional Resources: Grade 6: Harcourt***

**Standards:**

NS 2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.

NS 2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations

 **NS 2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).**

Concepts (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand the basic arithmetic operations (+, -, x, ÷) on <i>fractions</i>, and the relationships among these operations</b></p> <ul style="list-style-type: none"> <li>• Find LCM and GCF of whole numbers</li> <li>• Add and subtract positive fractions and mixed numbers with unlike denominators</li> <li>• Multiply and divide positive fractions and mixed numbers</li> </ul>	<p><b>Lessons</b></p> <p><b>7.3</b> – Least Common Multiple and Greatest Common Factor</p> <p><b>7.4</b> – Make an Organized List</p> <p><b>8.1</b> – Equivalent Fractions and Simplest Form</p> <p><b>8.3</b> – Compare and Order Fractions</p> <p><b>9.2</b> – Model Addition and Subtraction</p> <p><b>9.3</b> – Add and Subtract Fractions</p> <p><b>9.4</b> – Add and Subtract Mixed Numbers</p> <p><b>10.2</b> – Multiply Fractions</p> <p><b>10.3</b> – Multiply Mixed Numbers</p> <p><b>10.4</b> – Division of Fractions</p> <p><b>10.5</b> – Divide Fractions and Mixed Numbers</p>	<p>Greatest common factor</p> <p>Prime factorization</p> <p>Composite</p> <p>Simplest form</p> <p>Factor</p> <p>Multiple</p> <p>Divisor</p>

**Grade 6**  
**Assessment 1**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
🔑 NS1.1	<b>Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.</b>	3	6	1
NS2.1	Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	1/2 (1 Every other year)	2	
NS2.2	Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8$ divided by $15/16 = 5/8 \times 16/15 = 2/3$ ).	1/2	2	
🔑 NS2.4	<b>Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).</b>	3	5	

<b>5<sup>th</sup> Grade Standards</b>	<b><u>Mathematics Review</u> <u>Grade 5 Standards</u></b>	No. of Multiple Choice Items on the Assessment
5NS1.2	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.	1
5NS1.4	Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$ ).	1
5NS1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.	1
5NS2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.	2



# Unit 2

## Sixth Grade Unit Concept Organizer

### **Algebraic Thinking and Proportional Reasoning**

- Understand variables and expressions as *symbolic representations* of numerical values **NS 2.3**
- Understand *equations* **AF 1.1**, AF 1.2, AF 1.3, AF 1.4
- Understand and use *ratios*, proportions, percents and *rates* **AF 2.2**, **NS 1.2**, **NS 1.3**, **NS 1.4**

***Unit 2, Concept 1 – Algebraic Thinking and Proportional Reasoning***  
***Instructional Resources: Grade 6: Harcourt***


**Standards:**

- 🔑 **NS 2.3** Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.

Concepts (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand variables and expressions as <i>symbolic representations</i> of numerical values</b></p> <ul style="list-style-type: none"> <li>• Add, subtract, multiply and divide using integers</li> <li>• Evaluate expressions using order of operations and commutative, associative, and distributive properties</li> <li>• Write verbal expressions using symbolic representations, and vice versa</li> <li>• Translate between verbal expressions and symbolic representations</li> </ul>	<p><b>Lessons</b></p> <p><b>12.1</b> - Model Addition of Integers  <b>12.2</b> – Add Integers  <b>12.3</b> - Model Subtraction of Integers  <b>12.4</b> – Subtract Integers  <b>13.1</b> – Model Multiplication of Integers  <b>13.2</b> – Multiply Integers  <b>13.3</b> – Divide Integers  <b>13.4</b> – Combine Operations with Integers</p>	<p>Integer  Inverse property of addition</p>

***Unit 2, Concept 2 – Algebraic Thinking and Proportional Reasoning***  
***Instructional Resources: Grade 6: Harcourt***

**Standards:**

-  **AF 1.1 Write and solve one-step linear equations in one variable**
- AF 1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.
- AF 1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.
- AF 1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.

Concepts	Textbook Connections	Vocabulary
<p><b>Understand <i>equations</i></b></p> <ul style="list-style-type: none"> <li>Use integers and properties of equality to solve one-step equations</li> </ul>	<p><b>Lessons</b></p> <p>1.5 – Use Expressions  2.1 – Use the Properties  2.3 – Explore Order of Operations  4.6 – Decimal Expressions and Equations  13.4 – Combine Operations with Integers  14.1 – Write Expressions  14.2 – Evaluate Expressions  15.1 – Connect Words and Equations  15.3 – Solve Addition Equations  15.4 – Solve Subtraction Equations  16.1 – Model Multiplication Equations</p>	<p>Expression  Equation  Subtraction property of equality  Division property of equality  Multiplication of equality</p>

**Unit 2, Concept 3 – Algebraic Thinking and Proportional Reasoning**  
*Instructional Resources: Grade 6: Scott Harcourt*

Standards:

- **AF 2.2 Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity**
- AF2.3 Solve problems involving rates, average speed, distance, and time.
- NS 1.2 Interpret and use ratios in different contexts to show the relative sizes of two quantities, using appropriate notations
- **NS 1.3 Use proportions to solve problems. Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.**
- **NS 1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.**

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand and use <i>ratios</i>, proportions, percents and <i>rates</i></b> <ul style="list-style-type: none"> <li>• Write ratios in different ways (1to 5, 1/5, 1:5)</li> <li>• Calculate unit rates</li> <li>• Convert one unit of measurement to another</li> <li>• Interpret and use ratios in different contexts</li> <li>• Solve percentage problems</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li><b>6.2</b> – Find Unknown Values</li> <li><b>16.3</b> – Use Formulas</li> <li><b>20.1</b> – Ratios and Rates</li> <li><b>20.2</b> – Explore Proportions</li> <li><b>20.3</b> – Write an Equation</li> <li><b>20.4</b> – Ratios and Similar figures</li> <li><b>20.5</b> – Proportions and Similar Figures</li> <li><b>20.6</b> – Scale Drawings</li> <li><b>21.3</b> – Estimate and Find Percent of a Number</li> <li><b>21.5</b> – Discount and Sales Tax</li> <li><b>21.6</b> – Simple Interest</li> <li><b>24.1</b> – Customary Measurements</li> </ul>	Unit rate Ratio Proportion Cross multiplication Similar polygons

**Grade 6**  
**Assessment 2**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
• <b>NS1.2</b>	<b>Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (<math>a/b</math>, <math>a</math> to <math>b</math>, <math>a:b</math>).</b>	1	0	
• <b>NS1.3</b>	<b>Use proportions to solve problems (e.g., determine the value of <math>N</math> if <math>4/7 = N/21</math>, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.</b>	6	5	1
• <b>NS1.4</b>	<b>Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.</b>	5	3	
• <b>NS2.3</b>	<b>Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.</b>	6	3	
• <b>AF1.1</b>	<b>Write and solve one-step linear equations in one variable.</b>	6	3	
AF1.2	Write and evaluate an algebraic expression for a given situation, using up to three variables.	1	0	
AF1.3	Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.	1	1	
AF1.4	Solve problems manually by using the correct order of operations or by using a scientific calculator.	1	0	
AF2.1	Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).	1	0	
• <b>AF2.2</b>	<b>Demonstrate an understanding that <i>rate</i> is a measure of one quantity per unit value of another quantity.</b>	6	4	
AF2.3	Solve problems involving rates, average speed, distance, and time.	1	1	

# Unit 3

## Sixth Grade Unit Concept Organizer

### **Statistics, Data Analysis and Probability**

- Understand and use methods for selecting a *representative sample* of a population SDAP 2.1, **SDAP 2.2, SDAP 2.4**
- Understand the factors that influence the *validity* and *interpretation of data* SDAP 1.1, SDAP 1.3, SDAP 1.4, **SDAP 2.3, SDAP 2.5**
- Understand that the *probability* of an event is between 0 and 1 **SDAP 3.3**
- Understand the difference between dependent and independent *events* **SDAP 3.1, SDAP 3.5**
-

***Unit 3, Concept 1 – Statistics Data and Probability***  
***Instructional Resources: Grade 6: Harcourt***

**Standards:**

SDAP 2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.

🔑 **SDAP 2.2 Identify different ways of selecting a sample and which method makes a sample more representative for a population.**

🔑 **SDAP 2.4 Identify data that represent sampling errors and explain why the sample might be biased.**

Concepts (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand and use methods for selecting a <i>representative sample</i> of a population</b></p> <ul style="list-style-type: none"> <li>• Describe, identify and implement sampling methods</li> <li>• Represent data in multiple ways</li> </ul>	<p><b>Lessons</b></p> <p><b>5.1 – Samples</b>  <b>5.2 – Bias in Surveys</b></p>	<p>Population  Sample  Biased sample  Random</p>


***Unit 3, Concept 2 – Statistics Data and Probability***  
***Instructional Resources: Grade 6: Harcourt***


**Standards:**

SDAP 1.1 Compute the range, mean, median, and mode of data sets.

SDAP 1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.

SDAP 1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context

 **SDAP 2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.**

 **SDAP 2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.**

Concepts (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand the factors that influence the <i>validity</i> and <i>interpretation</i> of data</b></p> <ul style="list-style-type: none"> <li>• Calculate range, mean, median, and mode</li> <li>• Recognize outliers and their effect on measures of central tendency</li> <li>• Discuss the factors affecting the validity of claims</li> </ul>	<p><b>Lessons</b></p> <p><b>5.2</b> – Bias in Surveys  <b>5.4</b> – Frequency Tables and Line Plots  <b>5.5</b> – Measures of Central tendency  <b>5.7</b> – Data and Conclusions  <b>6.6</b> – Analyze Graphs</p>	<p>Measure of central tendency  Median  Mode  Histogram  Box-and whisker plot  Range  Coordinate plane  Scatter plot</p>



***Unit 3, Concept 3 – Statistics Data and Probability***  
***Instructional Resources: Grade 6: Harcourt***

**Standards:**

- 🔑 **SDAP 3.3** Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event,  $1 - P$  is the probability of an event not occurring.

Concepts (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand that the <i>probability</i> of an event is between 0 and 1</b></p> <ul style="list-style-type: none"> <li>• Calculate theoretical and experimental probabilities</li> <li>• Represent probabilities as ratios, decimals, and percents</li> <li>• Calculate the probability of an event not occurring</li> <li>• Use probability to make predictions</li> </ul>	<p><b>Lessons</b></p> <p><b>22.1</b> – Theoretical Probability  <b>23.3</b> – Independent and Dependent Events  <b>23.4</b> – Make Predictions</p>	<p>Event  Probability of an event  Independent events  Dependent events  Tree diagram</p>

***Unit 3, Concept 4 – Statistics Data and Probability***  
***Instructional Resources: Grade 6: Harcourt***

**Standards:**

- ✦ **SDAP 3.1** Represent all possible outcomes for compound events in an organized way and express the theoretical probability of each outcome.
- ✦ **SDAP 3.5** Understand the difference between independent and dependent events.

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand the difference between dependent and independent <i>events</i></b> <ul style="list-style-type: none"> <li>• Represent all outcomes for a compound event in multiple ways</li> <li>• Identify events as dependent and independent</li> <li>• Calculate probability for independent events</li> </ul>	<b>Lessons</b>  <b>23.1</b> – Make an Organized List <b>23.2</b> – Compound Events	Disjoint events Tree diagram

**Grade 6**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
SDAP1.1	Compute the range, mean, median, and mode of data sets.	1/3 (1 every 3 years)	1	
SDAP1.2	Understand how additional data added to data sets may affect these computations of measures of central tendency.	1/3	0	
SDAP1.3	Understand how the inclusion or exclusion of outliers affect measures of central tendency.	1/3	0	
🔑 SDAP2.2	Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.	3	6	1
🔑 SDAP2.3	Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.	NA	0	
🔑 SDAP2.4	Identify data that represent sampling errors and explain why the sample (and the display) might be biased.	NA	0	
🔑 SDAP2.5	Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.	1/3	0	
🔑 SDAP3.1	Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.	3	6	
🔑 SDAP3.3	Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if $P$ is the probability of an event, $1 - P$ is the probability of an event not occurring.	3	6	
🔑 SDAP3.5	Understand the difference between independent and dependent events.	1/3	1	

**Grade 6**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
SDAP1.1	Compute the range, mean, median, and mode of data sets.	1/3 (1 every 3 years)	1	
SDAP1.2	Understand how additional data added to data sets may affect these computations of measures of central tendency.	1/3	0	
SDAP1.3	Understand how the inclusion or exclusion of outliers affect measures of central tendency.	1/3	0	
SDAP2.2	Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.	3	6	1
SDAP2.3	Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.	NA	0	
SDAP2.4	Identify data that represent sampling errors and explain why the sample (and the display) might be biased.	NA	0	
SDAP2.5	Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.	1/3	0	
SDAP3.1	Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.	3	6	
SDAP3.3	Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if $P$ is the probability of an event, $1 - P$ is the probability of an event not occurring.	3	6	
SDAP3.5	Understand the difference between independent and dependent events.	1/3	1	

# Unit 4

## Sixth Grade Unit Concept Organizer

### Plane and Solid Shapes

- Understand that the ratio of the circumference to the diameter is the same for any circle (i.e. *the constant*  $\pi$ )  
**MG 1.1**, MG 1.2
- Understand the properties of *two-dimensional* figures MG 2.1, **MG 2.2**, AF 3.1, AF 3.2
- Understand the properties of *three-dimensional* figures MG 1.3

***Unit 4, Concept 1 – Plane and Solid Shapes***  
***Instructional Resources: Grade 6: Harcourt***

**Standards:**

- 🔑 MG 1.1 Understand the concept of a constant such as  $\pi$ ; know the formulas for the circumference and area of a circle.**  
 MG 1.2 Know the common estimates of  $\pi$  and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.

Concepts (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand that the ratio of the circumference to the diameter is the same for any circle (i.e. <i>the constant</i> <math>\pi</math>)</b></p> <ul style="list-style-type: none"> <li>• Know the common estimates of <math>\pi</math></li> <li>• Use formulas to calculate the circumference and area of a circle</li> </ul>	<p><b>Lessons</b></p> <p><b>25.4</b> – Circumference  <b>26.4</b> – Areas of Circles</p>	<p>Circle          Radius          Diameter          Circumference</p>

***Unit 4, Concept 2 – Plane and Solid Shapes***  
***Instructional Resources: Grade 6: Harcourt***

**Standards:**

MG 2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.

 **MG 2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.**

AF 3.1 Use variables in expressions describing geometric quantities.

AF3.2 Express in symbolic form simple relationships arising from geometry

Concepts (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand the properties of <i>two-dimensional</i> figures</b></p> <ul style="list-style-type: none"> <li>• Identify special angle pairs</li> <li>• Solve problems using the properties of special angle pairs and the sum of the angles of a triangle</li> <li>• Classify triangles and quadrilaterals</li> <li>• Calculate area and perimeter</li> <li>• Solve problems using the properties of special angles</li> </ul>	<p><b>Lessons</b></p> <p><b>17.3</b> – Angle Relationships  <b>18.1</b> – Triangles  <b>25.2</b> – Perimeter  <b>26.4</b> – Areas of a Circles</p>	<p>Vertical angles  Complementary angles  Supplementary angles  Adjacent angles  Right angle  Acute angle  Obtuse angle  Parallelogram  Rectangle</p>

***Unit 4, Concept 1 – Plane and Solid Shapes***  
***Instructional Resources: Grade 6: Harcourt***

**Standards:**

MG 1.3 Know and use the formulas for the volume of triangular prisms and cylinders; compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

Concepts (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand the properties of <i>three-dimensional</i> figures</b></p> <ul style="list-style-type: none"> <li>• Calculate the volumes of prisms and cylinders</li> </ul>	<p><b>Lessons</b></p> <p><b>27.1</b> – Estimate and Find Volume  <b>27.3</b> – Algebra: Volumes of Pyramids  <b>27.4</b> – Volumes of a Cylinders</p>	<p>Prism  Bases  Right prism  Circular cylinder  Surface area  Lateral surface</p>



# Unit 1

## Seventh Grade Unit Concept Organizer

### **Linear Relationships and Algebraic Representations**

- Transition from previous mathematics to *Seventh Grade Mathematics*
- Understand *linear relationships* and understand *algebraic representations* **AF 1.3**, AF 1.4, AF 1.5

***Unit 1, Review – Transitioning from Previous Mathematics***  
***Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7***

<b>Concepts (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<p><b><i>Transitioning from previous mathematics to Seventh Grade Mathematics</i></b></p> <ul style="list-style-type: none"> <li>• Compare and order positive and negative fractions, decimals and mixed numbers and place them on a number line</li> <li>• Determine the LCM and GCD of whole numbers; use them to solve problems with fractions</li> <li>• Solve addition, subtraction, multiplication and division problems that use positive and negative integers</li> <li>• Interpret and use ratios in different contexts</li> <li>• Use proportion to solve problems</li> <li>• Calculate given percentages of quantities</li> <li>• Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity</li> </ul>	<p>Prentice Hall Skills Intervention Kit Grade 6 – 9</p>	

***Unit 1, Concept 1 – Linear Relationships and Algebraic Representations***  
*Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7*

**Standards:**

- 🔑 **AF 1.3 Simplify numerical expressions by applying properties of rational numbers and justify the process used.**
- AF 1.4 Use algebraic terminology correctly.
- AF 1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand linear relationships and algebraic representations</b> <ul style="list-style-type: none"> <li>Simplify numerical and variable expressions by applying properties</li> <li>Use the correct order of operations to evaluate expressions</li> <li>Solve one step linear equations and inequalities in one variable</li> <li>Represent solutions graphically</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li><b>1-1</b> – Variables and Expressions</li> <li><b>1-10</b> – The Coordinate plane</li> <li><b>2-1</b> – Properties of Numbers</li> <li><b>2-2</b> – The Distributive Property</li> <li><b>2-3</b> – Simplifying Variable Expressions</li> <li><b>2-4</b> – Variables and Equations</li> <li><b>2-8</b> – Inequalities and Their Graphs</li> </ul>	Additive/multiplicative identity Associative property Coefficient Commutative property Constant term Data Distributive property Equation Equivalent Evaluate Exponent Expression Grouping symbols Inequalities Like terms Linear Order of operations Ordered pair Origin Power Property of equality Quadrant Simplify Solution Squared Substitute Variable x-axis x-coordinate y-axis y-coordinate

**Grade 7**  
**Assessment 1**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
🔑 AF1.3	Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.	5	6	1
AF1.4	Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.	1/3 (1 every 3 years)	2	
AF1.5	Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.	2/3 (2 every 3 years)	3	

**Mathematics Review**  
**Grade 6 Standards**

**6<sup>th</sup> Grade  
Standard**

		No. of Multiple Choice Items on the Assessment
NS1.1	Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.	3
NS1.3	<u>Use proportions to solve problems (e.g., determine the value of <math>N</math> if <math>4/7 = N/21</math>, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.</u>	2
NS2.3	Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.	2
NS2.4	Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).	2

# Unit 2

## Seventh Grade Unit Concept Organizer

### **Rational Numbers: Connections Among Properties, Operations, and Representations**

- Understand the *operations* over rational numbers **NS 1.2, NS 2.3, NS 2.5**
- Understand *representations* of rational numbers **NS 1.1, NS1.3, NS1.5, NS 2.5**
- Understand *applications* of rational numbers **NS 1.6, NS 1.7**

***Unit 2, Concept 1 – Rational Numbers: Connections Among Properties, Operations and Representation***  
*Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7*

**Standards:**

- 🔑 **NS 1.2** Add, subtract, multiply, and divide rational numbers and take positive rational numbers to whole-number powers.
- 🔑 **NS 2.3** Multiply, divide, and simplify rational numbers by using exponent rules.1
- 🔑 **NS 2.5** Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line, and determine the absolute value of real numbers.


Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand the operations over rational numbers</b> <ul style="list-style-type: none"> <li>• Add, subtract, multiply and divide rational numbers in various forms</li> <li>• Multiply, divide, and simplify rational numbers by using exponent rules</li> <li>• Calculate the absolute value of a sum or of a difference</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li><b>1.4</b> - Integers and Absolute Value</li> <li><b>1-5</b> – Adding Integers</li> <li><b>1-6</b> – Subtracting Integers</li> <li><b>1-9</b> – Multiplying and Dividing Integers</li> <li><b>3-3</b> – Mean, Median and Mode</li> <li><b>3-5</b> – Solving Equations by Adding and Subtracting Decimals</li> <li><b>3-6</b> – Solving equations by Multiplying and Dividing Decimals</li> <li><b>4-2</b> – Exponents</li> <li><b>4-6</b> – Rational Numbers</li> <li><b>4--7</b> – Exponents and Multiplication</li> <li><b>4-8</b> – Exponents and Division</li> <li><b>5-3</b> – Adding and Subtracting Fractions</li> <li><b>5-4</b> – Multiplying and Dividing Fractions</li> <li><b>5-7</b> – Solving Equations by Adding and Subtracting Fractions</li> <li><b>5-8</b> – Solving Equations by Multiplying and Dividing Fractions</li> <li><b>5-9</b> – Powers of Products and Quotients</li> </ul>	Absolute value Common factor Common multiple Composite Conjecture Deductive reasoning Factor Greatest common factor Inductive reasoning Integer Inverse Least common multiple Multiple Negative Opposite Positive Prime Reciprocal Zero pairs


***Unit 2, Concept 2 – Rational Numbers: Connections Among Properties, Operations and Representation***  
*Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7*

**Standards:**

NS 1.1 Read, write, and compare rational numbers in scientific notation with approximate numbers using scientific notation.

NS 1.3 Convert fractions to decimals and percents and use these representation in estimations, computations, and applications.

 **NS 1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.**


 **NS 2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line, and determine the absolute value of real numbers**

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand representations of rational numbers</b> <ul style="list-style-type: none"> <li>• Read, write, and compare rational numbers in scientific notation</li> <li>• Convert fractions, decimals, and percents from one form to another</li> <li>• Interpret absolute value as the distance of a number from zero on the number line</li> <li>• Know that every rational number is either a terminating or a repeating decimal</li> </ul>	<b>Lessons</b>  <b>4-9</b> – Scientific Notation <b>5-2</b> – Fractions and Decimals <b>6-5</b> – Fractions, Decimals and Percents <b>6-6</b> – Proportions and Percents <b>6-7</b> – Percents and Equations	Repeating decimal Scientific notation Terminating decimal

***Unit 2, Concept 3 – Rational Numbers: Connections Among Properties, Operations and Representation***  
*Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7*

**Standards:**

NS 1.6 Calculate the percentage of increases and decreases of a quantity.

 **NS 1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.**

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand applications of rational numbers</b> <ul style="list-style-type: none"> <li>Solve problems involving discounts, mark-ups, commission, and profit</li> <li>Compute simple and compound interest</li> <li>Calculate percentage of increase or of decrease</li> </ul>	<b>Lessons</b> <p><b>6-8</b> – Percent of Change  <b>6-9</b> – Mark-up and Discount  <b>6-10</b> – Reasoning Strategy: Make a Table  <b>7-8</b> – Simple and Compound Interest</p>	<p>Commission  Compound interest  Interest rate  Markup discount  Percent of change  Percent of decrease  Percent of increase  Principal  Profit  Sales tax  Simple interest</p>



**Grade 7**  
**Assessment 2**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
NS1.1	Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.	1	1	
🔑 NS1.2	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.	4	5	1
NS1.3	Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.	1	1	
🔑 NS1.5	Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.	1	3	
NS1.6	Calculate the percentage of increases and decreases of a quantity.	1	1	
🔑 NS1.7	Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.	5	4	
🔑 NS2.3	Multiply, divide, and simplify rational numbers by using exponent rules.	3	3	
🔑 NS2.5	Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.	2	2	

**Grade 7**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
NS1.4	Differentiate between rational and irrational numbers.	1	2	
MG3.3	Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.	4	4	
MG3.4	Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.	2	2	
AF4.1	Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.	5	6	
AF4.2	Write and solve one-step linear equations in one variable.	5	6	1

# Unit 3

## Seventh Grade Unit Concept Organizer

### Linear Relationships and Algebraic Representations

- Understand *linear* Relationships **AF 4.1**
- Understand *algebraic* representations **AF 4.2**


### Special Geometric Relationships

- Understand *congruency and similarity* of geometric figures **MG 3.4**
- Understand and apply the *Pythagorean Theorem* and its converse **MG 3.3**
- Understand *Irrational numbers* **NS 1.4**

### ***Unit 3, Concept 1 – Linear Relationships and Algebraic Representations***

*Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7*

#### **Standards:**


-  **AF 4.1** Solve two-step linear equations and inequalities in one variable over the rational number, interpret the solution or solutions in the context from which they rose, and verify the reasonableness of the results.

<b>Concepts (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<b>Understand linear relationships</b> <ul style="list-style-type: none"><li>• Simplify numerical and variable expressions by applying properties</li><li>• Use the correct order of operations to evaluate expressions</li><li>• Solve one and two step linear equations and inequalities in one variable</li><li>• Represent solutions graphically</li></ul>	<b>Lessons</b>  <b>7-1</b> – Solving Two-Step Equations <b>7-2</b> – Solving Multi-Step Equations <b>7-3</b> – Multi-step Equations with Fractions and Decimals <b>7-5</b> – Solving Equations with Variables on Both Sides <b>7-6</b> – Solve Two-Step Inequalities	Consecutive integers Inequality Inverse operations Reverse inequality sign

***Unit 3, Concept 2 – Linear Relationships and Algebraic Representations***  
***Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7***

**Standards:**


AF 1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

 **AF 4.2 Solve multi-step problems involving rate, average speed, distance, and time or a direct variation.**

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand algebraic representations</b> <ul style="list-style-type: none"> <li>• Use algebraic terminology correctly</li> <li>• Use multiple representations for linear relationships including tables and graphs</li> <li>• Solve problems involving rate, average speed, distance, and time</li> </ul>	<b>Lessons</b>  <b>6-2</b> - Proportions <b>6-3</b> – Similar Figures and Scale Drawings <b>7-4</b> – Reasoning Strategy: Write an Equation <b>7-7</b> – Transforming Formulas <b>8.2A</b> – Direct Variation	Cross multiplication Proportions Rate Ratio Solution

**Unit 3, Concept 3 – Special Geometric Relationships**  
*Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7*


**Standard:**

 **MG 3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.**

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand congruency and similarity of geometric figures</b> <ul style="list-style-type: none"> <li>Identify congruent and similar figures and their corresponding parts</li> <li>Find missing parts of congruent or similar figures</li> <li>Determine scale factor and express as a ratio</li> </ul>	<b>Lessons</b>  <b>9-2</b> – Angle Relationships and Parallel Lines <b>9-5</b> – Congruence <b>9-7</b> – Constructions	Acute angle Angle Bisectors Congruent Corresponding angles Parallel Straight angle Supplementary angles Transversal Vertical angles

***Unit 3, Concept 4 – Special Geometric Relationships***  
***Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7***

**Standard:**

-  **MG 3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.**

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand and apply the Pythagorean Theorem and its converse</b> <ul style="list-style-type: none"> <li>• Calculate the missing side of a right triangle</li> <li>• Determine whether a triangle is right</li> <li>• Find areas of squares and right triangles</li> </ul>	<b>Lessons</b>  <b>11-2</b> – The Pythagorean Theorem <b>11-3</b> – Distance and Midpoint Formulas <b>11-5</b> – Special Right Triangles	Hypotenuse Hypothesis Leg Midpoint Pythagorean Theorem Right triangle

***Unit 3, Concept 5– Special Geometric Relationships***  
*Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7*

**Standard:**

 **NS 1.4 Differentiate between rational and irrational numbers.**

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand irrational numbers</b> <ul style="list-style-type: none"> <li>• Distinguish between rational and irrational numbers</li> <li>• Determine between what two consecutive integers an irrational square root lies</li> </ul>	<b>Lessons</b>  <b>11-1</b> – Square Roots and Irrational Numbers	Irrational numbers Radical sign Real numbers Square root



# Unit 4

## Seventh Grade Unit Concept Organizer

### Relationships in Data and Graphs


- Understand, represent, and interpret *data sets* **SDAP 1.1, SDAP 1.2, SDAP 1.3**
- Understand features of *three dimensional* objects **MG 2.3, MG 3.6**
- Understand *proportional relationships* and their representations **AF 1.4, AF 1.5, AF 3.3, AF 3.4, AF 4.2, MG 1.1, MG 1.3, MG 2.4**

***Unit 4, Concept 1– Relationships in Data and Graphs***  
***Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7***

**Standards:**

SDAP 1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

SDAP 1.2 Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables.

 **SDAP 1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.**

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand, represent, and interpret data sets</b> <ul style="list-style-type: none"> <li>• Compute lower quartile, median, and upper quartile of a data set</li> <li>• Identify the maximum and minimum values of a data set</li> <li>• Interpret a box and whisker plot, stem and leaf plot, and scatter plot</li> </ul>	<b>Lessons</b>  <b>8-5</b> – Scatter Plots <b>8-6</b> – Reasoning Strategy: Solve by Graphing <b>12-1</b> – Frequency Tables and Line Plots <b>12-2</b> – Box-and-Whisker Plots <b>12-3</b> – Using Graphs to Persuade <b>12-2A</b> – Stem-and-Leaf Plots	Box and whisker plot Interpret Inter-quartile range Line plot Lower quartile Maximum Mean Median Minimum Mode Negative correlation No obvious correlation Outlier Positive correlation Range Scatter plot Upper quartile

**Unit 4, Concept 2– Relationships in Data and Graphs**  
*Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7*


**Standards:**

AF 1.4 Use algebraic terminology correctly.


AF 1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

 **AF 3.3 Graph linear functions, noting that the vertical change per unit of horizontal change is always the same and know that the ratio is called the slope of a graph.**

 **AF 3.4 Plot the values of quantities whose ratios are always the same. Fit a line to the plot and understand that the slope of the line equals the quantities.**

 **AF 4.2 Solve multi-step problems involving rate, average speed, distance, and time or a direct variation.**

MG 1.1 Compare weights, capacities, geometric measures, time, and temperatures within and between measurement systems.

 **MG 1.3 Use measures expressed as rates to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.**


MG 2.4 Relate the changes in measurement with a change of scale to the units used and to conversions between units.

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand proportional relationships and their representations</b> <ul style="list-style-type: none"> <li>Graph a linear function by plotting points</li> <li>Express relationships between quantities as tables, graphs, and equations</li> <li>Interpret a graph and its parts</li> <li>Recognize that slope is a rate of change that is constant in a linear relationship</li> <li>Use measures expressed as rates or products to solve problems</li> <li>Convert units</li> </ul>	<b>Lessons</b>  <b>3-7</b> – Using the Metric System <b>5-5</b> – Using Customary Units of Measurement <b>6-1</b> – Ratios and Unit Rates <b>8-1</b> – Relations and Functions <b>8-2</b> – Equations with Two Variables <b>8-3</b> – Slope and y-intercept <b>8-7</b> – Solving Systems of Linear Equations <b>8-8</b> – Graphing linear Inequalities <b>9-6</b> - Circles	Slope Slope intercept form Solution of a system of linear equations x-intercept y-intercept

***Unit 4, Concept 3– Relationships in Data and Graphs***  
***Instructional Resources: Prentice Hall: CA Pre-Algebra: Grade 7***

**Standards:**

MG 2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.

 **MG 3.6 Identify elements of three-dimensional geometric objects and describe how two or more objects are related in space.**

Concepts (and related skills)	Textbook Connections	Vocabulary
<b>Understand features of three-dimensional objects</b> <ul style="list-style-type: none"> <li>• Calculate volumes and surface areas</li> <li>• Determine how scale factor affects area and volume</li> <li>• Identify relationships between lines and between planes</li> </ul>	<b>Lessons</b>  <b>9-1</b> – Points, Lines and Planes <b>10-4</b> – Space Figures <b>10-5</b> – Surface Area: Prisms and Cylinders <b>10-6</b> – Surface Area: Pyramids, Cones and Spheres <b>10-9</b> – Volume: Pyramids, Cones and Spheres	Coplanar Skew lines Polyhedron Faces Edge vertex Prism Cylinder Pyramid Base Surface area Volume Cubic units Sphere Radius Hemisphere Similar

# Unit 1

## **Algebra Readiness Unit *Concept Organizer***

### **Number Sense, Fractions, and Algebraic Thinking**

- Understand the composition of whole numbers **7NS 1.2 7AF 1.2, 1.3, 2.1**
- Understand the composition of fractions
- Understand operations on fractions and mixed numbers **7NS 1.2, 2.2**

***Unit 1, Concept 1 – Number Sense, Fractions, and Algebraic Thinking***  
***Instructional Resources: Carnegie Learning: Bridge to Algebra***

**Standards:**

- 7NS 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- 7AF 1.2 Use the correct order of operations to evaluate algebraic expressions such as  $3(2x + 5)^2$ .
- 7AF 1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.
- 7AF 2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand the composition of whole numbers</b> <ul style="list-style-type: none"> <li>• Represent algebraic situations using pictures</li> <li>• Use the order of operations</li> <li>• Relate factors, multiples, and divisibility</li> <li>• Identify numbers as prime or composite</li> <li>• Use powers and exponents to write repeated multiplication</li> <li>• Recognize and use the commutative and associative properties of multiplication</li> <li>• Recognize and use the multiplicative identity</li> </ul>	<b>Lessons</b> <p>1.1 Introduction to Picture Algebra</p> <p>1.2 Factors and Multiples</p> <p>1.3 Least Common Multiple</p> <p>1.4 Prime and Composite Numbers</p> <p>1.5 Prime Factorization</p> <p>1.6 Powers and Exponents</p> <p>1.7 Greatest Common Factor</p>	<div> <div> Associative Property of Multiplication Base Common factor Common Multiple Commutative Property of Multiplication Composite factor Composite Number Divisible Exponent Expression Factor </div> <div> Factor pair Greatest common Factor Least common Multiple Multiple Multiplicative Identity Order of operations Power Prime factor Prime factorization Prime number Variable Variable expression </div> </div>

***Unit 1, Concept 2 – Number Sense, Fractions, and Algebraic Thinking***  
***Instructional Resources: Carnegie Learning: Bridge to Algebra***

Note: This concept does not explicitly address a seventh grade standard, but it is necessary for the development of future concepts.

<b>Concept (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<b>Understand the composition of fractions</b> <ul style="list-style-type: none"> <li>• Use fractions to represent parts of a whole</li> <li>• Use fractions to divide more than one whole into equally sized parts</li> <li>• Write equivalent fractions</li> <li>• Write fractions in simplest form</li> <li>• Compare and order fractions</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li>2.1 Dividing a Whole into Fractional Parts</li> <li>2.2 Dividing More Than One Whole into Parts</li> <li>2.3 Dividing Groups into Fractional Parts</li> <li>2.4 Equivalent Fractions</li> <li>2.5 Simplifying Fractions</li> <li>2.6 Comparing and Ordering Fractions</li> </ul>	Completely simplified Denominator Equation Equivalent fractions Fraction Greater than Least common denominator Less than Numerator Reasonable solution Simplest form Simplest terms

***Unit 1, Concept 3– Number Sense, Fractions, and Algebraic Thinking***  
***Instructional Resources: Carnegie Learning: Bridge to Algebra***

**Standards:**

- 7NS 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- 7NS 2.2 Add and subtract fractions by using factoring to find common denominators.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand operations on fractions and mixed numbers</b> <ul style="list-style-type: none"> <li>• Add and subtract like fractions</li> <li>• Add and subtract unlike fractions</li> <li>• Convert between improper fractions and mixed numbers</li> <li>• Multiply and divide fractions</li> <li>• Add, subtract, multiply, and divide mixed numbers</li> </ul>	<b>Lessons</b> 3.1 Adding and Subtracting Fractions with Like Denominators 3.2 Adding and Subtracting Fractions with Unlike Denominators 3.3 Improper Fractions and Mixed Numbers 3.4 Multiplying Fractions 3.5 Dividing Fractions 3.6 Adding and Subtracting Mixed Numbers 3.7 Multiplying and Dividing Mixed Numbers <b>3.8 Working with Customary Units</b>	Capacity Cup, pint, quart, Gallon Improper fractions Inch, foot, yard, mile Least common Denominator Length Like fractions Metric system Mixed number Multiplicative Identity Multiplicative Inverse Ounce, pound, ton Reciprocal Remainder Unlike fractions Weight



# Unit 2

## **Algebra Readiness Unit *Concept Organizer***

### **Decimals, Ratios and Proportions, and Percents**

- Understand the composition of decimals and operations on decimals **7 NS 1.2, 1.3**
- Understand ratio and Proportion **7 AF 4.2 7MG 1.1, 1.3**
- Understand percents **7 NS 1.3, 1.6, 1.7**

***Unit 2, Concept 1– Decimals, Ratios and Proportions, and Percents***  
***Instructional Resources: Carnegie Learning: Bridge to Algebra***

**Standards:**

7NS 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

7NS 1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand the composition of decimals and operations on decimals</b> <ul style="list-style-type: none"> <li>• Write decimals as fractions</li> <li>• Represent decimals using a place-value chart, in word form, and with expanded form</li> <li>• Compare and order decimals</li> <li>• Round decimals</li> <li>• Add, subtract, multiply, and divide decimals</li> <li>• Represent decimals using base-ten pieces</li> <li>• Use metric units to measure length, mass, capacity</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li>4.1 Decimals as Special Fractions</li> <li>4.2 Place Value and Expanded Form</li> <li><b>4.3</b> Decimals as Fractions: Comparing and Rounding Decimals</li> <li><b>4.4</b> Adding and Subtracting Decimals</li> <li><b>4.5</b> Multiplying Decimals</li> <li><b>4.6</b> Dividing Decimals</li> <li><b>4.7</b> Working with Metric Units</li> </ul>	Decimal Dividend Divisor Expanded form Gram Liter Meter Metric system Place-value Product Quotient Rounding off Standard form

***Unit 2, Concept 2 – Decimals, Ratios and Proportions, and Percents***  
***Instructional Resources: Carnegie Learning: Bridge to Algebra***

**Standards:**

- 7AF 4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.
- 7MG 1.1 Compare weights, capacities, geometric measures, times, and temperatures within an between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).
- 7MG 1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand ratio and proportion</b> <ul style="list-style-type: none"> <li>• Write ratios as fractions</li> <li>• Compare ratios</li> <li>• Write proportions</li> <li>• Solve proportions</li> <li>• Find the means and extremes of a proportion</li> <li>• Find unit rates</li> <li>• Solve problems using proportions</li> </ul>	<b>Lessons</b>  <b>5.1</b> Ratios and Fractions <b>5.2</b> Writing and Solving Proportions <b>5.3</b> Using Ratios and Rates <b>5.4</b> Using Proportions to Solve Problems	Extremes Means Proportion Rate Ratio Unit Rate Variable

***Unit 2, Concept 3 – Decimals, Ratios and Proportions, and Percents***  
***Instructional Resources: Carnegie Learning: Bridge to Algebra***

**Standard:**

- 7NS 1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.  
 7NS 1.6 Calculate the percentage of increases and decreases of a quantity.  
 7NS 1.7 Solve problems that involve discounts, markups, commissions, and profit, and compute simple and compound interest.

<b>Concept (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<b>Understand percents</b> <ul style="list-style-type: none"> <li>• Write percents as decimals and fractions</li> <li>• Write decimals and fractions as percents</li> <li>• Use benchmark percents (1% and 10%) to find the percent of a number</li> <li>• Use a proportion to find the percent of a number and to find a number that corresponds to 100%</li> <li>• Use a proportion to find percent, given two numbers</li> <li>• Find simple interest</li> <li>• Find the percent increase or decrease of a quantity</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li><b>6.1</b> Percents</li> <li><b>6.2</b> Making Sense of Percents</li> <li><b>6.3</b> Finding the Percent of a Number</li> <li><b>6.4</b> Finding One Whole, or 100%</li> <li><b>6.5</b> Finding Percents Given Two Numbers</li> <li><b>6.6</b> Percent Increase and Percent Decrease</li> </ul>	Benchmark percent Commission Discount Markup Percent Percent decrease Percent increase Principal Simple interest

# Unit 3

## **Algebra Readiness Unit *Concept Organizer***

### **Integers, Algebraic Problem Solving, and Linear Functions (Including Graphing)**

- Understand integers and operations on integers **7NS 1.1, 1.2, 2.1, 2.5 7AF 2.1**
- Understand algebraic problem solving (linear applications) and plotting sets of points to represent solutions **7 AF 1.1, 4.1, 4.2**
- Understand linear functions and graphing lines **7 AF 1.1, 1.5, 3.3, 3.4**

***Unit 3, Concept 1 – Integers, Algebraic Problem Solving and Linear functions (Including Graphing)***  
*Instructional Resources: Carnegie Learning: Bridge to Algebra*

**Standards:**

- 7NS 1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
- 7NS 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- 7NS 2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.
- 7NS 2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.
- 7AF 2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand integers and operations on integers.</b> <ul style="list-style-type: none"> <li>Write integers to represent real-life situations</li> <li>Graph integers on a number line</li> <li>Compare integers</li> <li>Add, subtract, multiply, and divide integers</li> <li>Write the absolute value of a number</li> <li>Represent numbers using powers of 10</li> <li>Multiply and divide by powers of 10</li> <li>Read and write numbers using scientific notation</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li><b>7.1</b> Negative Numbers in the Real World</li> <li><b>7.2</b> Adding Integers</li> <li><b>7.3</b> Subtracting Integers</li> <li><b>7.4</b> Multiplying and Dividing Integers</li> <li><b>7.5</b> Absolute Value and Additive Inverse</li> <li><b>7.6</b> Powers of Ten</li> <li><b>7.7</b> Scientific Notation</li> </ul>	<ul style="list-style-type: none"> <li>Absolute value</li> <li>Additive inverse</li> <li>Difference</li> <li>Expanded form</li> <li>Exponent</li> <li>Integer</li> <li>Integer addition</li> <li>Integer subtraction</li> <li>Negative exponent</li> <li>Negative integer</li> <li>Number line</li> <li>Opposites</li> <li>Positive integer</li> <li>Power</li> <li>Power of ten</li> <li>Product</li> <li>Quotient</li> <li>Scientific notation</li> <li>Sum</li> </ul>

***Unit 3, Concept 2 – Integers, Algebraic Problem Solving and Linear functions (Including Graphing)***  
*Instructional Resources: Carnegie Learning: Bridge to Algebra*

**Standards:**

- 7AF 1.1 Use variables and appropriate operations to write an expression, and equation, an inequality, or a system or equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).
- 7AF 4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.
- 7AF 4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.

<b>Concept (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<b>Understand algebraic problem solving (linear applications) and plotting sets of points to represent solutions</b> <ul style="list-style-type: none"> <li>• Use picture algebra to represent and solve problems</li> <li>• Evaluate expressions</li> <li>• Solve one-step equations</li> <li>• Solve two-step equations</li> <li>• Identify and graph points in the coordinate plane</li> <li>• Make tables of values</li> <li>• Create a graph of ordered pairs</li> <li>• Use equations, tables, and graphs to solve problems</li> </ul>	<b>Lessons</b> <p><b>8.1</b> Picture Algebra  <b>8.2</b> Writing, Evaluating, and Simplifying Expressions  <b>8.3</b> Solving One-Step Equations  <b>8.4</b> Solving Two-Step Equations  <b>8.5</b> Plotting Points in the Coordinate Plane</p>	<p>Algebraic expression  Cartesian coordinate system  Coordinate plane  Equation  Evaluate  Inverse operations  One-step equation  Ordered pair  Origin  Solve  Two-step equation  Variable  x-axis and y-axis  x-coordinate and y-coordinate</p>

**Unit 3, Concept 3 – Integers, Algebraic Problem Solving and Linear functions (Including Graphing)**  
*Instructional Resources: Carnegie Learning: Bridge to Algebra*

**Standards:**

- 7AF 1.1 Use variables and appropriate operations to write an expression, and equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).
- 7AF 1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.
- 7AF 3.3 Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio (“rise over run”) is called the slope of a graph.
- 7AF 3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the ratio of the quantities.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand linear functions and graphing lines</b> <ul style="list-style-type: none"> <li>• Use tables and graphs to represent functions</li> <li>• Use function notation</li> <li>• Make input-output tables for linear functions and use these to graph those functions</li> <li>• Find the slope of a line as a ratio and as a rate of change</li> <li>• Find the x- and y-intercepts of a line</li> <li>• Graph lines using slopes and intercepts</li> <li>• Use the slope-intercept form of the equation of a line to graph the line</li> </ul>	<b>Lessons</b>  <b>8.7</b> Solving Problems Using Multiple Representations <b>13.1</b> Relations and Functions <b>13.2</b> Linear Functions <b>13.3</b> Slope and Rates of Change <b>13.4</b> Finding Slope and Y-Intercepts <b>13.5</b> Using Slope and Intercepts to Graph Lines	“Rise” and “Run” Dependent variable Domain and range Function Function notation Graph Independent variable Input-output table Linear equation Linear function Multiple representation Rate of change Relation Slope Slope-intercept form Table x-intercept and y-intercept



# Unit 4

## **Algebra Readiness Unit *Concept Organizer***

**Probability and Statistics, Number Systems,  
Area, and the Pythagorean Theorem**

- Understand rational and irrational numbers **7NS 1.5, 2.1, 2.3**
- Understand elements of probability and statistics **7SDAP 1.1, 1.3**
- Understand areas and the Pythagorean Theorem with applications **7 MG 3.3**

***Unit 4, Concept 1 – Probability and Statistics, Number Systems, Area, and the Pythagorean Theorem***  
***Instructional Resources: Carnegie Learning: Bridge to Algebra***

**Standards:**

7NS 1.5 Know that every rational number is either a terminating or a repeating decimal and be able to convert terminating decimals into reduced fractions.

7NS 2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.

7NS 2.3 Multiply, divide, and simplify rational numbers by using exponent rules.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand rational and irrational numbers</b> <ul style="list-style-type: none"> <li>• Use the number line to compare and order rational numbers</li> <li>• Learn about and classify different types of numbers</li> <li>• Find powers of rational numbers</li> <li>• Multiply and divide powers of rational numbers</li> <li>• Identify decimals as terminating or repeating</li> <li>• Write repeating decimals as fractions</li> <li>• Use and apply the distributive property</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li><b>14.1</b> Rational Numbers</li> <li><b>14.2</b> Powers of Rational Numbers</li> <li><b>14.3</b> Irrational Numbers</li> <li><b>14.4</b> Real Numbers and their Properties</li> <li><b>14.5</b> The Distributive Property</li> </ul>	Distributive property Integer Irrational number Natural number Power Rational number Real number Repeating decimal Terminating decimal Venn diagram Whole number

***Unit 4, Concept 2 – Probability and Statistics, Number Systems, Area, and the Pythagorean Theorem***  
***Instructional Resources: Carnegie Learning: Bridge to Algebra***

**Standards:**

- 7 SDAP 1.1 Know various forms of display for data sets, including a stem-and-leaf or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.
- 7 SDAP 1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand elements of probability and statistics</b> <ul style="list-style-type: none"> <li>Find the probability of an event</li> <li>Distinguish between independent and dependent events</li> <li>Find the probability of a compound event</li> <li>Find the mean, median, mode, and range of a set of data</li> <li>Create and interpret frequency tables and histograms</li> <li>Create and interpret stem-and-leaf plots</li> <li>Create and interpret box-and-whisker plots</li> <li>Create and interpret circle graphs</li> </ul>	<b>Lessons</b> <p> <b>11.1</b> Finding Simple Probabilities  <b>11.2</b> Finding Probabilities of Compound Events  <b>11.3</b> Mean, Median, Mode, and Ranges  <b>11.4</b> Histograms  <b>11.5</b> Stem-and-Leaf Plots  <b>11.6</b> Box-and Whisker Plots  <b>11.7</b> Circle Graphs         </p>	Box-and-whisker plot Circle graph Complementary events Compound event Event Frequency table Histogram Independent and dependent events Mean Median Mode Outcome and favorable outcome Probability of an event Random Range Sample space Stem-and-leaf plot Theoretical and experimental probability Upper and lower quartiles

***Unit 4, Concept 3 – Probability and Statistics, Number Systems, Area, and the Pythagorean Theorem***  
***Instructional Resources: Carnegie Learning: Bridge to Algebra***

**Standard:**

7MG 3.3 Know and understand the Pythagorean Theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths and the lengths of other line segments and, in some situations, empirically verify the Pythagorean Theorem by direct measurement.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand areas and the Pythagorean Theorem with applications</b> <ul style="list-style-type: none"> <li>Find squares of numbers and find and estimate the square roots of numbers</li> <li>Prove the Pythagorean Theorem and use it to solve problems</li> <li>Use the converse of the Pythagorean Theorem</li> <li>Find Pythagorean triples</li> </ul>	<b>Lessons</b> <p><b>10.4</b> Squares and Square Roots  <b>10.5</b> The Pythagorean Theorem  <b>10.6</b> Using the Pythagorean Theorem</p>	Converse Hypotenuse Leg Perfect square Pythagorean theorem Pythagorean triple Radical sign Radicand Square Square root

# Unit 1

## **Algebra 1AB Unit *Concept Organizer*** **Solutions of Linear Sentences in One Variable**

- *Transitioning* from previous mathematics to Algebra 1
- Understand the connections from *arithmetic to algebra* 1.0, **2.0**, **4.0**
- Understand and *solve equations* in one variable (including absolute value) 3.0, **4.0**, **5.0**

***Unit 1, Review – Transitioning from Previous Mathematics***  
***Instructional Resources: Prentice Hall: Algebra 1***

Concept	Textbook Connections	Vocabulary
<b>Transitioning from Seventh grade mathematics to Algebra 1</b> <ul style="list-style-type: none"> <li>• Read, compare and order real numbers</li> <li>• Add, subtract, multiply and divide rational numbers and take positive rational numbers to whole-number powers</li> <li>• Multiply, divide and simplify rational numbers by using exponent rules</li> <li>• Work with rates, ratios and percents to solve problems</li> </ul>	<b>California Standards Key Concepts Book: Algebra 1 P6 – P66</b>  <b>Topic 1:</b> Working with Fractions: P6-P25 <b>Topic 2:</b> Rates, Ratios and Percents: P26-P41 <b>Topic 3:</b> Integers: P42-P66	Absolute value Decimal Difference Equivalent fractions Evaluate (an expression) Fraction Greatest common factor (GCF) Improper fraction Integer Mixed number Opposite Order of operations Percent Product Quotient Rate Ratio Simplest form (of a fraction) Sum Variable Variable expression

***Unit 1, Concept 2 – Solutions of Linear Sentences in One Variable***  
***Instructional Resources: Prentice Hall: Algebra 1***

**Standards:**

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.

➤ **2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.**

➤ **4.0 Students simplify expressions before solving linear equations and inequalities in one variable**

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand the connections from <i>arithmetic to algebra</i></b> <ul style="list-style-type: none"> <li>Understand the meaning of variables and variable expressions</li> <li>Apply the concept of absolute value to simple equations</li> <li>Solve simple equations using mental math</li> <li>Simplify numerical expressions using the properties of real numbers including the distributive property</li> <li>Evaluate variable expressions</li> <li>Translate phrases into algebraic expressions</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li><b>1-1</b> Symbols and Expressions</li> <li><b>1-2</b> The Commutative and Identity Properties</li> <li><b>1-3</b> Exponential Notation</li> <li><b>1-4</b> The Associative Property</li> <li><b>1-5</b> The Distributive Property of Multiplication over Addition</li> <li><b>1-6</b> Writing Expressions</li> <li><b>1-7</b> Solving Equations: An Introduction</li> <li><b>1-9</b> Using Formulas</li> <li><b>2-1</b> Integers and the Number Line</li> <li><b>2-2</b> Rational Numbers</li> <li><b>2-3</b> Addition of Rational Numbers</li> <li><b>2-4</b> Subtraction of Rational Numbers</li> <li><b>2-5</b> Multiplication of Rational Numbers</li> <li><b>2-6</b> Division of Rational Numbers</li> <li><b>2-7</b> Using the Distributive Property</li> <li><b>2-8</b> Inverse of a Sum and Simplifying</li> </ul>	Absolute value Base Closure property Coefficient Distributive property Equation Exponent Inequality Integer Like terms Numerical expression Opposite Order of operations Power Real number Reciprocal Solution Term Variable Variable expression

## *Unit 1, Concept 3 – Solutions of Linear Sentences in One Variable*

*Instructional Resources: Prentice Hall: Algebra 1*

### Standards:




- **4.0** Students simplify expressions before solving linear equations and inequalities in one variable
- **5.0** Students solve multistep problems, including word problems involving linear equations and linear inequalities in one variable and provide justification for each step
- **15.0** Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand and solve equations in one variable (including absolute value)</b> <ul style="list-style-type: none"> <li>• Solve linear equations in one variable (including proportions)</li> <li>• Graph solutions to equations on a number line</li> <li>○ Solve application problems</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li><b>3-1</b> The Addition Property of Equality</li> <li><b>3-2</b> The Multiplication Property of Equality</li> <li><b>3-3</b> Using the Properties Together</li> <li><b>3-4</b> Expressions and Equations</li> <li><b>3-5</b> More on Solving Equations</li> <li><b>3-6</b> Clearing an Equation of Fractions or Decimals</li> <li><b>3-7</b> Formulas</li> <li><b>3-8</b> Solving Equations Involving Absolute Value</li> <li><b>3-9</b> Proportions</li> <li><b>9-3</b> Equations and Absolute Value</li> </ul>	Absolute value Absolute value equation Equivalent equations Formula Identity Inverse operations Linear equation Properties of equality Rounding error



**Algebra 1AB**  
**Assessment 1**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
1.0	Students use properties of numbers to demonstrate whether assertions are true or false.	1/2 (1 Every other year)	<b>1</b>	
 2.0	Students <u>understand</u> and use such operations as taking the <u>opposite</u> , finding the <u>reciprocal</u> , taking a root, and raising to a fractional power. They understand and use the rules of exponents.	4	<b>3</b>	
3.0	Students solve <u>equations</u> and inequalities involving absolute values.	1	<b>2 (=)</b>	
 4.0	Students simplify expressions prior to solving <u>linear equations</u> and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$ .	3	<b>5</b>	
 5.0	Students solve multistep problems, including word problems, involving <u>linear equations</u> and linear inequalities in one variable and provide justification for each step.	6	<b>9</b>	<b>1</b>
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

# Unit 2

## Algebra 1AB Unit *Concept Organizer*

### Solutions and Graphs of Linear Sentences in One and Two Variables

- Understand and *graph* linear equations in one and two variables using a variety of techniques **6.0, 7.0, 8.0, 15.0, 17, 18**
- Understand and *derive* linear equations using a variety of techniques **2.0, 7.0, 8.0**
- Understand and *solve* inequalities in one variable (including absolute value) **2.0, 3.0, 4.0, 5.0**

# Unit 2

## Algebra 1AB Unit *Concept Organizer*

### Solutions and Graphs of Linear Sentences in One and Two Variables

- Understand and *graph* linear equations in one and two variables using a variety of techniques **6.0, 7.0, 8.0, 15.0, 17, 18**
- Understand and *derive* linear equations using a variety of techniques **2.0, 7.0, 8.0**
- Understand and *solve* inequalities in one variable (including absolute value) **2.0, 3.0, 4.0, 5.0**

***Unit 2, Concept 1 – Solutions and Graphs of Linear Sentences in One and Two Variables***  
*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- **6.0 Students graph a linear equation and compute the x- and y-intercepts. They are also able to sketch the region defined by linear inequality.**
- **7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.**
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
- **15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.**

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand and graph linear equations in one and two variables using a variety of techniques</b> <ul style="list-style-type: none"> <li>• Verify that a point lies on, above, or below a line</li> <li>• Evaluate the slope of a line</li> <li>• Graph a linear function by plotting points, using intercepts, and using the slope and y-intercept</li> <li>• Sketch the region defined by a linear inequality</li> <li>• Identify characteristics of parallel and perpendicular lines</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li>7-1 Graphing Ordered Pairs</li> <li>7-2 Graphing Equations</li> <li>7-3 Linear Equations and Their Graphs</li> <li>7-4 Slope</li> <li>7-5 Equations and Slope</li> <li>7-8 Parallel and Perpendicular Lines (the part of this section pertaining to characteristics of parallel and perpendicular lines)</li> <li>9-5 Inequalities in Two Variables</li> </ul>	<ul style="list-style-type: none"> <li>Direct variation</li> <li>Function notation</li> <li>Linear equation</li> <li>Linear inequality in two variables</li> <li>Ordered pair</li> <li>Slope</li> <li>Slope-intercept form</li> <li>x - intercept</li> <li>y - intercept</li> </ul>

**Unit 2, Concept 2 – Solutions and Graphs of Linear Sentences in One and Two Variables**  
*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- **2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents**
- **7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.**
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand and derive linear equations using a variety of techniques</b>  Derive the equation of a line <ul style="list-style-type: none"> <li>• given the slope and a point on a line</li> <li>• given 2 points on the line</li> <li>• parallel or perpendicular to a given line through a given point</li> </ul>	<b>Lessons</b>  7-6 Finding the Equation of a Line 7-7 Fitting Equations to Data 7-8 Parallel and Perpendicular Lines (the part of this section pertaining to writing equations of lines)	Linear model Perpendicular Point-slope form Rate of change Standard form

**Unit 2, Concept 3 – Solutions and Graphs of Linear Sentences in One and Two Variables**  
*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- **2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents**
- 3.0 Students solve equations and inequalities involving absolute values.
- **4.0 Students simplify expressions before solving linear equations and inequalities in one variable**
- **5.0 Students solve multistep problems, including word problems involving linear equations and linear inequalities in one variable and provide justification for each step**

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand and <i>solve</i> inequalities in one variable (including absolute value)</b> <ul style="list-style-type: none"> <li>Solve inequalities in one variable</li> <li>Solve linear absolute value inequalities</li> <li>Graph inequality solutions (including absolute value) on a number line</li> </ul>	<b>Lessons</b> <ul style="list-style-type: none"> <li><b>4-1</b> Inequalities and Their Graphs</li> <li><b>4-2</b> The Addition Property of Inequalities</li> <li><b>4-3</b> The Multiplication Property of Inequalities</li> <li><b>4-4</b> Using the Properties Together</li> <li><b>4-5</b> Using Inequalities</li> <li><b>9-4</b> Inequalities and Absolute Value</li> </ul>	Absolute-value inequality Addition property of inequality Compound inequality Division property of inequality Graph of an inequality Linear inequality in two variables Multiplication property of inequality Subtraction property of inequality

**Algebra 1AB**  
**Assessment 2**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	4	<b>Embedded</b>	
3.0	Students solve equations and <u>inequalities</u> involving absolute values.	1	<b>1 (<math>\diamond</math>)</b>	
4.0	Students simplify expressions prior to solving linear equations and <u>inequalities</u> in one variable, such as $3(2x-5) + 4(x-2) = 12$ .	3	<b>1 (<math>\diamond</math>)</b>	
5.0	Students solve multistep problems, including word problems, involving linear equations and <u>linear inequalities</u> in one variable and provide justification for each step.	6	<b>3 (<math>\diamond</math>)</b>	
6.0	Students graph a linear equation and compute the $x$ - and $y$ - intercepts (e.g. graph $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g. they sketch the region defined by $2x + 6y < 4$ ).	4	<b>7</b>	<b>1</b>
7.0	Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.	4	<b>6</b>	
8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.	1	<b>2</b>	
15.0	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	4	<b>0</b>	
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

# Unit 3

## Algebra 1AB Unit *Concept Organizer*

### Solutions and Graphs of Systems of Linear Sentences in Two Variables

- Understand and *solve systems* of linear equations and linear inequalities graphically and algebraically **9.0, 15.0**

### Quadratic Equations and Functions

- Understand how to *solve quadratic equations* and how to interpret the graphs of quadratic functions **2.0, 15.0, 19.0, 20.0, 21.0, 22.0, 23.0**



***Unit 3, Concept 1 – Solutions and Graphs of Linear Sentences in One and Two Variables***  
*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- **9.0** Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
- **15.0** Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Concept (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand and <i>solve</i> systems of linear equations and linear inequalities graphically and algebraically</b></p> <ul style="list-style-type: none"> <li>• Solve systems of equations by graphing</li> <li>• Solve systems of linear inequalities by graphing</li> <li>• Solve systems of two linear equations using substitution and elimination</li> <li>• Solve application problems using the above techniques</li> </ul>	<p><b>Lessons</b></p> <p><b>8-1</b> Solving Systems of Equations by Graphing  <b>8-2</b> The Substitution Method  <b>8-3</b> The Addition Method  <b>8-4</b> Using Systems of Equations  <b>9-6</b> Graphing Systems of Linear Inequalities</p>	<p>Linear combination  Point of intersection  Solution of a linear system  Solution of a system of linear Inequalities  System of linear equations  System of linear inequality</p>

### ***Unit 3, Concept 2 – Quadratic Equations and Functions***

*Instructional Resources: Prentice Hall: Algebra 1*

#### **Standards:**

- **2.0** Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents
- **15.0** Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- **19.0** Students know the quadratic formula and are familiar with its proof by completing the square.
- **20.0** Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
- **21.0** Students graph quadratic functions and know that their roots are the x-intercepts.
- **23.0** Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

<b>Concept (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<b>Understand how to solve quadratic equations and how to interpret the graphs of quadratic functions</b> <ul style="list-style-type: none"><li>• Solve quadratic equations by<ol style="list-style-type: none"><li>1) graphing (x intercepts)</li><li>2) finding square roots</li><li>3) using the quadratic formula</li></ol></li><li>• Relate the graph of a quadratic function to its related quadratic equation</li><li>• Solve application problems using the above techniques</li></ul>	<b>Lessons</b>  <b>13-1</b> Introduction to Quadratic Equations <b>13-2</b> More Solving Quadratic Equations <b>13-4</b> The Quadratic Formula	Axis of symmetry Discriminant Parabola Perfect square Quadratic equation Quadratic formula Quadratic function Radical expression Radicand Real root Roots of a quadratic equation Square root Vertex Zeros

**Algebra 1AB**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, <u>taking a root</u> , and raising to a fractional power. <u>They understand and use the rules of exponents.</u>	4	2	
9.0	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	5	5	
15.0	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	4	3	
19.0	<u>Students know the quadratic formula</u> and are familiar with its proof by completing the square.	2	2	
20.0	Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	3	3	
21.0	Students graph quadratic functions and know that their roots are the $x$ - intercepts.	3	3	
23.0	Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	3	2	1
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

# Unit 4

## Algebra 1AB Unit *Concept Organizer*

### Quadratic Equations and Operations on Polynomials

- Understand monomials and polynomials and *perform operations* on them (including factoring) and *apply to solutions* of quadratic equations **2.0, 10.0, 11.0, 14.0, 15.0**

### Operations with Rational Expressions and Rational Equations

- Understand the algebra of *rational expressions* **10.0, 12.0, 13.0**
- Understand and solve *rational equations* in one variable **11.0, 12.0, 13.0, 15.0, 16.0**

## Unit 4, Concept 1 – Quadratic Equations and Function; Operations on Polynomials

*Instructional Resources: Prentice Hall: Algebra 1*

### Standards:

- **2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents**
- **10.0 Students add, subtract, multiply and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.**
- 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
- **14.0 Students solve a quadratic equation by factoring or completing the square.**
- **15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.**

Concept (and related skills)	Textbook Connections	Vocabulary
<b>Understand monomials and polynomials and perform operations on them (including factoring) and apply to solutions of quadratic equations.</b> <ul style="list-style-type: none"> <li>Perform arithmetic operations on and with polynomials</li> <li>Factor 2<sup>nd</sup> and 3<sup>rd</sup> degree polynomials over the integers</li> <li>Use the zero-product rule and factoring as well as completing the square to solve simple quadratics</li> </ul> Solve application problems using the above techniques	<b>Lessons</b> <ul style="list-style-type: none"> <li>5-1 Exponents</li> <li>5-2 More with Exponents</li> <li>5-3 Multiplying and Dividing Monomials</li> <li>5-5 Polynomials</li> <li>5-6 More on Polynomials</li> <li>5-7 Addition of Polynomials</li> <li>5-8 Subtraction of Polynomials</li> <li>5-9 Multiplication of Monomials and Binomials</li> <li>5-10 Multiplying Binomials: Special Products</li> <li>5-11 Multiplying Polynomials</li> <li>6-1 Factoring Polynomials</li> <li>6-2 Difference of Two Squares</li> <li>6-3 Trinomial Squares</li> <li>6-4 Factoring <math>x^2 + bx + c</math></li> <li>6-5 Factoring <math>ax^2 + bx + c</math></li> <li>6-6 Factoring by Grouping</li> <li>6-7 Factoring: A General Strategy</li> <li>6-8 Solving Equations by Factoring</li> <li>13-3 Solving by Completing the Square</li> </ul>	Binomial Completing the square Degree of a monomial Degree of a polynomial Factor completely Factored form Factor a trinomial Monomial Perfect square trinomial Polynomial Prime polynomial Standard form Trinomial Zero-product property

## ***Unit 4, Concept 2 – Operations with Rational Expressions and Rational Equations***

*Instructional Resources: Prentice Hall: Algebra 1*

### **Standards:**

- 🔑 **10.0 Students add, subtract, multiply and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques**
  - 12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- 🔑 **13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.**

<b>Concept (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<b>Understand the algebra of <i>rational expressions</i></b> <ul style="list-style-type: none"><li>• Simplify rational expressions</li><li>• Perform arithmetic operations on and with rational expressions</li></ul>	<b>Lessons</b>  <b>10-1</b> Simplifying Rational Expressions <b>10-2</b> Multiplying Rational Expressions <b>10-3</b> Dividing Rational Expressions <b>10-4</b> Addition and Subtraction: Like Denominators <b>10-5</b> Addition and Subtraction: Unlike Denominators	Least common denominator Rational expression Rational number

### ***Unit 4, Concept 3 – Operations with Rational Expressions and Rational Equations***

*Instructional Resources: Prentice Hall: Algebra 1*

#### **Standards:**

- 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
- 12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- ✦ **13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.**
- ✦ **15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.**
- 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

<b>Concept (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<b>Understand and solve <i>rational equations</i> in one variable</b>  • Solve rational equations • Solve applications problems using the above techniques	<b>Lesson</b>  <b>10-6</b> Solving Rational Equations	Rational equation

# Unit 1

## **Geometry Unit *Concept Organizer***

### **Developing Geometric Sense**

- Understand polygons and angles **12.0**, 13.0
- Understand parallel lines cut by transversals **7.0**, **16.0**
- Understand the introduction to logical reasoning **1.0**, **2.0**, **3.0**



# Unit 2

## **Geometry Unit *Concept Organizer***

### **Triangles and Quadrilaterals**

- Understand Triangle Congruency and Similarity **4.0**, 5.0, 6.0
- Understand the Properties of Quadrilaterals **7.0**
- Understand, Derive, and Apply Area Formulas **8.0**, **10.0**, **11.0**

# Unit 3

## **Geometry Unit *Concept Organizer***

### **Circles, Trigonometry, and Volume**

- Understand the properties of right triangles and trigonometry **14.0**, 15.0, **18.0**, **19.0**, 20.0
- Understand the properties of circles **8.0**, **21.0**
- Understand volume and surface area 9.0, **11.0**

# Unit 4

## **Geometry Unit *Concept Organizer*** **Rigid Motion and Coordinate Geometry**

- Understand transformations 22.0
- Understand the relationships in coordinate geometry 17.0

# Unit 1

## **Algebra 2AB Unit *Concept Organizer***

### Linear Functions and Polynomials

- Solve and understand linear equations and inequalities and systems involving absolute value **1.0**
- Graph, solve, and understand linear systems of equations and inequalities in 2 or 3 variables **2.0**
- Understand and know operations with polynomials including factoring **3.0, 4.0, 25.0**

# Unit 2

## **Algebra 2AB Unit *Concept Organizer***

Rational Expressions, Quadratic  
Functions and Complex Numbers

- Understand rational expressions 7.0, 15.0
- Understand and graph quadratic functions and parabolas **8.0, 9.0, 10.0**
- Understand and solve problems involving complex numbers **5.0, 6.0, 8.0**

# Unit 3

## **Algebra 2AB Unit *Concept Organizer***

Exploring Functional Concepts  
and Counting Principles

- Understand exponential and logarithmic functions and solve their equations **11.0, 12.0, 13.0, 14.0, 15.0, 24.0, 25.0**
- Know and understand how to solve problems involving arithmetic and geometric sequences and series **22.0, 23.0**
- Understand and solve problems using combinatorics **18.0, 19.0, 20.0**

# Unit 4

## **Algebra 2AB Unit *Concept Organizer***

Conic Sections and  
Polynomial Theorems

- Understand and use the relationship between the graphs and the coefficients of equations of conic sections 16.0, 17.0
- Understand and apply theorems of polynomials 21.0, 24.0

## SECONDARY MATHEMATICS PERIODIC ASSESSMENTS, *MIDDLE SCHOOLS*

School Calendar	MDTP	Assessment #1	Assessment #2	Assessment #3	<u>CST</u>	MDTP
Single Track		Oct.27 – Nov.9	Jan.22 – Feb.2	Apr. 16-27		

<b><u>Three Track</u></b> A		Oct.16-27	Dec. 11-22	Apr. 16-27	<u>CST</u>	
B		Aug. 14-25	Dec. 11-22	Feb. 12-26		
C		Aug.21 – Sep.1	Oct. 16-27	Feb. 12-26		

<b><u>Four Track</u></b> A		Oct. 9-20	Dec. 4-15	Apr. 9-20	<u>CST</u>	
B		Aug.28–Sep.11	Dec. 4-15	Feb.16 - Mar.2		
C		Oct. 9-20	Dec. 4-15	Apr. 9-20		
D		Aug.28–Sep.11	Oct.23 - Nov.3	Feb.16 - Mar.2		



## SECONDARY MATHEMATICS PERIODIC ASSESSMENTS, *HIGH SCHOOLS*

School Calendar	MDTP	Assessment #1	Assessment #2	Assessment #3	<u>CST</u>	MDTP
Single Track		Oct. 23 - Nov.3	Jan. 22 – Feb.2	Apr. 16-27		

<b><u>Three Track</u></b> A		Oct.23 – Nov.3	Dec. 11-22	Apr.23 - May 4		
B		Aug. 14-25	Dec. 11-22	Feb.16 – Mar. 2		
C		Aug.21 – Sep.1	Oct. 16-27	Feb.26 – Mar.9		



**Grade 6**  
**Assessment 1**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**

		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
 NS1.1	<b>Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.</b>	3	6	1
NS2.1	Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	1/2 (1 Every other year)	2	
NS2.2	Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8$ divided by $15/16 = 5/8 \times 16/15 = 2/3$ ).	1/2	2	
 NS2.4	<b>Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).</b>	3	5	

<b>5<sup>th</sup> Grade Standards</b>	<b><u>Mathematics Review</u> <u>Grade 5 Standards</u></b>	<b><u>No. of Multiple Choice Items on the Assessment</u></b>
5NS1.2	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.	<b>1</b>
5NS1.4	Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$ ).	<b>1</b>
5NS1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.	<b>1</b>
5NS2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.	<b>2</b>

**Grade 6**  
**Assessment 2**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
• <b>NS1.2</b>	<b>Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (<math>a/b</math>, <math>a</math> to <math>b</math>, <math>a:b</math>).</b>	1	0	
• <b>NS1.3</b>	<b>Use proportions to solve problems (e.g., determine the value of <math>N</math> if <math>4/7 = N/21</math>, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.</b>	6	5	1
• <b>NS1.4</b>	<b>Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.</b>	5	3	
• <b>NS2.3</b>	<b>Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.</b>	6	3	
• <b>AF1.1</b>	<b>Write and solve one-step linear equations in one variable.</b>	6	3	
AF1.2	Write and evaluate an algebraic expression for a given situation, using up to three variables.	1	0	
AF1.3	Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.	1	1	
AF1.4	Solve problems manually by using the correct order of operations or by using a scientific calculator.	1	0	
AF2.1	Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).	1	0	
• <b>AF2.2</b>	<b>Demonstrate an understanding that <i>rate</i> is a measure of one quantity per unit value of another quantity.</b>	6	4	
AF2.3	Solve problems involving rates, average speed, distance, and time.	1	1	

**Grade 6**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
SDAP1.1	Compute the range, mean, median, and mode of data sets.	1/3 (1 every 3 years)	1	
SDAP1.2	Understand how additional data added to data sets may affect these computations of measures of central tendency.	1/3	0	
SDAP1.3	Understand how the inclusion or exclusion of outliers affect measures of central tendency.	1/3	0	
🔑 SDAP2.2	Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.	3	6	1
🔑 SDAP2.3	Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.	NA	0	
🔑 SDAP2.4	Identify data that represent sampling errors and explain why the sample (and the display) might be biased.	NA	0	
🔑 SDAP2.5	Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.	1/3	0	
🔑 SDAP3.1	Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.	3	6	
🔑 SDAP3.3	Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if $P$ is the probability of an event, $1 - P$ is the probability of an event not occurring.	3	6	
🔑 SDAP3.5	Understand the difference between independent and dependent events.	1/3	1	

**Grade 7**  
**Assessment 1**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
AF1.3	Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.	5	6	1
AF1.4	Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.	1/3 (1 every 3 years)	2	
AF1.5	Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.	2/3 (2 every 3 years)	3	

**Mathematics Review**  
**Grade 6 Standards**

**6<sup>th</sup> Grade  
Standard**

		No. of Multiple Choice Items on the Assessment
NS1.1	Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.	3
NS1.3	<u>Use proportions to solve problems (e.g., determine the value of <math>N</math> if <math>4/7 = N/21</math>, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.</u>	2
NS2.3	Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.	2
NS2.4	Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).	2

**Grade 7**  
**Assessment 2**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
NS1.1	Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.	1	1	
🔑 NS1.2	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.	4	5	1
NS1.3	Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.	1	1	
🔑 NS1.5	Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.	1	3	
NS1.6	Calculate the percentage of increases and decreases of a quantity.	1	1	
🔑 NS1.7	Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.	5	4	
🔑 NS2.3	Multiply, divide, and simplify rational numbers by using exponent rules.	3	3	
🔑 NS2.5	Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.	2	2	

**Grade 7**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
➤ NS1.4	Differentiate between rational and irrational numbers.	1	2	
➤ MG3.3	Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.	4	4	
➤ MG3.4	Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.	2	2	
➤ AF4.1	Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.	5	6	
➤ AF4.2	Write and solve one-step linear equations in one variable.	5	6	1

**Algebra 1AB**  
**Assessment 1**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
1.0	Students use properties of numbers to demonstrate whether assertions are true or false.	1/2 (1 Every other year)	<b>1</b>	
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	4	<b>3</b>	
3.0	Students solve <u>equations</u> and inequalities involving absolute values.	1	<b>2 (=)</b>	
4.0	Students simplify expressions prior to solving <u>linear equations</u> and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$ .	3	<b>5</b>	
5.0	Students solve multistep problems, including word problems, involving <u>linear equations</u> and linear inequalities in one variable and provide justification for each step.	6	<b>9</b>	<b>1</b>
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

**Algebra 1AB**  
**Assessment 2**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	4	<b>Embedded</b>	
3.0	Students solve equations and <u>inequalities</u> involving absolute values.	1	<b>1 (<math>\diamond</math>)</b>	
4.0	Students simplify expressions prior to solving linear equations and <u>inequalities</u> in one variable, such as $3(2x-5) + 4(x-2) = 12$ .	3	<b>1 (<math>\diamond</math>)</b>	
5.0	Students solve multistep problems, including word problems, involving linear equations and <u>linear inequalities</u> in one variable and provide justification for each step.	6	<b>3 (<math>\diamond</math>)</b>	
6.0	Students graph a linear equation and compute the $x$ - and $y$ - intercepts (e.g. graph $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g. they sketch the region defined by $2x + 6y < 4$ ).	4	<b>7</b>	<b>1</b>
7.0	Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.	4	<b>6</b>	
8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.	1	<b>2</b>	
15.0	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	4	<b>0</b>	
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	



**Algebra 1AB**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, <u>taking a root</u> , and raising to a fractional power. <u>They understand and use the rules of exponents.</u>	4	2	
9.0	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	5	5	
15.0	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	4	3	
19.0	<u>Students know the quadratic formula</u> and are familiar with its proof by completing the square.	2	2	
20.0	Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	3	3	
21.0	Students graph quadratic functions and know that their roots are the $x$ - intercepts.	3	3	
23.0	Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	3	2	1
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

Los Angeles Unified School District  
Secondary Literacy Branch

**SEQUENCE OF ENGLISH/LANGUAGE ARTS COURSES  
MIDDLE SCHOOL  
GRADES 6-8**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Required Year-Long Core Courses<sup>1</sup></b>	English 6AB – 230101/230102	English 7AB - 230103/230104	English 8AB – 230105/230106
<b>Academic Intervention Courses</b>	<p>Academic Literacy MS AB – 231121/231122</p> <p>Literacy for Success MS 1AB – 230131/230132 (Course codes for elective period of DRWC; must be blocked with English 6AB *)</p> <p>Literacy for Success MS 2AB – 230133/230134 (Course codes for elective period of DRWC; must be blocked with English 6AB *)</p> <p>Developing Reading Skills Across the Curriculum AB – 350201/350202</p> <p>Basic Reading Middle School AB – 350101/350102</p> <p>(*See DRWC PLACEMENT MEMORANDUM)</p>	<p>Academic Literacy MS AB – 231123/231124</p> <p>Literacy for Success MS 1AB – 230131/230132 (Course codes for elective period of DRWC; must be blocked with English 7AB *)</p> <p>Literacy for Success MS 2AB – 230133/230134 (Course codes for elective period of DRWC; must be blocked with English 7AB *)</p> <p>Developing Reading Skills Across the Curriculum AB – 350201/350202</p> <p>Basic Reading Middle School AB – 350101/350102</p> <p>(*See DRWC PLACEMENT MEMORANDUM)</p>	<p>Academic Literacy MS AB – 231125/231126</p> <p>Literacy for Success MS 1AB – 230131/230132 (Course codes for elective period of DRWC; must be blocked with English 8AB *)</p> <p>Literacy for Success MS 2AB – 230133/230134 (Course codes for elective period of DRWC; must be blocked with English 8AB *)</p> <p>Developing Reading Skills Across the Curriculum AB – 350201/350202</p> <p>Basic Reading Middle School AB – 350101/350102</p> <p>(*See DRWC PLACEMENT MEMORANDUM)</p>
<b>Elective Courses</b>	<p>Elements of the Short Story &amp; Novel – 230401</p> <p>Elements of Expository and Informational Text – 230403</p>	<p>Creative Writing MS AB – 230209/230210</p> <p>Creative Expression MS – AB 230211/230212</p> <p>Journalism MS AB – 230501/230502</p> <p>Speech MS – 230801/230802</p> <p>Photo Journalism – 230605</p>	<p>Humanities MS AB – 230901/230902</p> <p>Creative Writing MS AB – 230209/230210</p> <p>Creative Expression MS – AB 230211/230212</p> <p>Journalism MS AB – 230501/230502</p> <p>Speech MS – 230801/230802</p> <p>Photo Journalism – 230605</p>
<b>Summer/ Intersession Academic Intervention Courses – DRWC</b>	<p>Literacy in Action MS 1AB – 232501/232502</p> <p>Literacy in Action MS 2AB – 232503/232504</p>	<p>Literacy in Action MS 1AB – 232501/232502</p> <p>Literacy in Action MS 2AB – 232503/232504</p>	<p>Literacy in Action MS 1AB – 232501/232502</p> <p>Literacy in Action MS 2AB – 232503/232504</p>

<sup>1</sup>. For students meeting specific placement criteria, English as a Second Language (ESL) is substituted in place of the required two-semester core English/Language Arts course.

**MIDDLE SCHOOL**  
**English/Language Arts**  
**COURSES**  
**Grades 6-8**

# **Middle School Core English Courses**

Los Angeles Unified School District  
*Secondary Literacy Branch*

**English 6 AB**

**(Annual Course – Grade 6)**

**Prerequisite: English 5**

**230101            ENGLISH 6A**

**230102            ENGLISH 6B**

**Course Description**

The major purpose of this course is to develop student focus and active engagement with text. Students are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. The *California Reading/Language Arts Framework* (referred to as the Framework) require that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). The Framework highlights that sixth grade students are expected to write narrative, persuasive, and descriptive texts (responses to literature and research reports) of at least 500 to 700 words in each genre and continue to demonstrate a command of standard English.

The curriculum is organized into four instructional components: Narrative, Exposition, Response to Literature/Text, and Persuasion, to address the instructional needs of students in establishing proficiency in the California English-Language Arts Standards. During the narrative component, students will study narration as one of the four traditional forms of composition in speech and writing, identify its purpose to tell a story or give an account of something dealing with sequences of events and experiences, and analyze features of fictional and nonfictional narrative texts such as theme and characterization. During the exposition component in which they learn that the primary purposes of expository text are to explain, give information, or clarify an idea, students are required by the Framework to identify the structural features of popular media and use those features to obtain information, and to analyze instructional materials that use a compare-and-contrast organizational pattern. In addition, they learn how to write expository compositions that involve the use of textual evidence, explanation, and interpretation. During the response to literature/text component, students will read and think about a wide variety of literary selections and analyze the writing of extended responses to literature. During the persuasion component, students will develop skills used to determine the adequacy and appropriateness of evidence presented in an author's proposition and be able to identify instances of unsupported inferences, fallacious reasoning, and propaganda in order to develop arguments of their own.

**COURSE SYLLABUS**

**Instructional Component 1: Narrative**

**Representative Standards (Standards sets included)**

**R 3.2** Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

**R 3.6** Identify and analyze features of themes conveyed through characters, actions, and images.

**W 2.1** Write narratives:

- a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- b. Include sensory details and concrete language to develop plot and character.
- c. Use a range of narrative devices (e.g., dialogue, suspense).

**Scope and Sequence (8 to 12 Weeks)**

Instructional Component 1 identifies and groups key skills and concepts in the area of narration. Students will read a rich selection of texts to examine features of literary themes, analyze and examine how authors create characters to convey those themes, and examine how authors use character development to affect the plot of a story. They will examine setting, point of view, and literary devices through the lens of characterization and plot development. They will use what they have learned from examining the fictional and nonfictional narratives of others as they create

Los Angeles Unified School District  
*Secondary Literacy Branch*

their own narratives using the writing process to develop plot, characters, and settings. They will read and write narratives, listen to stories read aloud, and speak about what they have read, written, and heard.

**Instructional Component 2: Exposition**

**Representative Standards (Standards sets included)**

**R 2.4** Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

**R 2.7** Make reasonable assertions about a text through accurate, supporting citations.

**W 2.2** Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

- a. State the thesis or purpose.
- b. Explain the situation.
- c. Follow an organizational pattern appropriate to the type of composition.
- d. Offer persuasive evidence to validate arguments and conclusions as needed.

**Scope and Sequence (8 to 12 Weeks)**

Instructional Component 2 identifies and groups key skills and concepts in the area of exposition in which students learn the primary purposes of expository text and how writers achieve their purpose by using details, facts, and content-specific information. Students will read a rich selection of texts to make reasonable assertions through accurate, supporting citations and by creating outlines, logical notes, summaries and reports. They will listen to texts read aloud, and speak about what they have read, written, and heard. Students will use what they have learned from examining the works of others as they write a variety of their own compositions. They are guided through the writing process by writing expository compositions of description, explanation, comparison and contrast, and problem and solution. They will listen to stories read aloud and speak about what they have read, written, and heard.

**Instructional Component 3: Response to Literature/ Text**

**Representative Standards (Standards sets included)**

**R 3.2** Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

**R 3.8** Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

**W 2.4** Write responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.
- c. Develop and justify the interpretation through sustained use of examples and textual evidence.

**Scope and Sequence (8 to 12 Weeks)**

Instructional Component 3 extends the strategies described in the fifth grade to more complex narrative and informational texts that allow students to access the full range of the English-Language Arts Standards around literary response and analysis. Students will learn to document character actions by reading and analyzing multiple examples under teacher-guided conditions to eventually produce independent written analyses. They will analyze the effect of the qualities of character in a text and critique the credibility of the characterization and the degree to which the plot is contrived. Students will advance their writing to extended responses to literature by engaging in discussions, using forms of writing that best suit the intended purpose, creating multiple-paragraph expository compositions around literature/text, and using a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

**Instructional Component 4: Persuasion**

**Representative Standards**

**R 2.6** Determine the adequacy and appropriateness of the evidence for an author's conclusions.

**R 2.8** Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

**W 2.5** Write persuasive compositions:

- a. State a clear position on a proposition or proposal.
- b. Support the position with organized and relevant evidence.
- c. Anticipate and address reader concerns and counterarguments.

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**Scope and Sequence (8 to 12 weeks)**

Instructional Component 4 identifies and groups key skills and concepts in the area of persuasion that include skills used to identify, evaluate, and analyze the credibility, accuracy and efficacy of an author's argument. Students will read a rich selection of texts to determine the adequacy and appropriateness of the evidence for an author's conclusions and note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in a text. Students will use what they have learned from examining the works of others as they learn to construct successful arguments of their own and create their own persuasive compositions, both orally and in writing. Using research, students will write persuasive compositions that state a clear position on a proposition or proposal, support the position with organized and relevant evidence, and anticipate and address reader concerns and counterarguments.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read aloud narrative and expository text fluently and accurately, with appropriate pacing, intonation, and expression; demonstrate the characteristics of a proficient reader.
- Use opportunities for reading to identify and interpret figurative language and words with multiple meanings.
- Make connections between main ideas and their relationships to other sources and related topics.
- Demonstrate that connections and relationships are found in different forms of fiction and expository text.
- Demonstrate how different forms of writing (e.g., personal letter, letter to the editor, review, poem, narrative, report on a historical figure) best suit their intended purpose.
- Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information related to history or science standards.
- Use scaffolding strategies.
- Have instructional conversations using academic vocabulary.
- Defend a position using appropriate evidence.
- Write for multiple purposes.
- Engage in research and individual inquiry to locate, analyze and evaluate information.
- Develop grade-level appropriate academic vocabulary.

**Assessments**

- Teacher designed quizzes and tests
- Essays and oral presentations
- Periodic assessments and other formative assessments

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grade 6
- District approved standards-based textbook (McDougal Littell *The Language of Literature*, Grade 6 or Prentice Hall *Literature: Timeless Voices, Timeless Themes*, Copper Level, CA Edition)

**District Approved Texts and Instructional Resources**

- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## 6<sup>TH</sup> GRADE STANDARDS SET 1 – NARRATIVE

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 3.2</b> Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p><b>R 3.6</b> Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p><b>W 2.1</b> Write narratives:</p> <ol style="list-style-type: none"> <li>Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</li> <li>Include sensory details and concrete language to develop plot and character.</li> <li>Use a range of narrative devices (e.g., dialogue, suspense).</li> </ol>	<p><b>R 3.3</b> Analyze the influence of setting on the problem and its resolution.</p> <p><b>R 3.5</b> Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p><b>R 3.7</b> Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p><b>R 3.8</b> Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p> <p><b>W 1.6</b> Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p><b>LS 2.1</b> Deliver narrative presentations:</p> <ol style="list-style-type: none"> <li>Establish a context, plot, and point of view.</li> <li>Include sensory details and concrete language to develop the plot and character.</li> <li>Use a range of narrative devices (e.g., dialogue, tension, or suspense).</li> </ol>	<p><b>R 3.1</b> Identify the forms of fiction and describe the major characteristics of each form.</p> <p><b>W 1.1</b> Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p><b>LS 1.1</b> Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p><b>LS 1.2</b> Identify the tone, mood, and emotion conveyed in the oral communication.</p> <p><b>LS 1.3</b> Restate and execute multiple-step oral instructions and directions.</p> <p><b>LS 1.4</b> Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p><b>LS 1.5</b> Emphasize salient points to assist the listener in following the main ideas and concepts.</p> <p><b>LS 1.8</b> Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p>	<p><b>R 1.1</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p><b>R 1.2</b> Identify and interpret figurative language and words with multiple meanings.</p> <p><b>R 1.3</b> Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p><b>R 1.4</b> Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p><b>R 1.5</b> Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p> <p><b>LC 1.1</b> Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p><b>LC1.2</b> Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p><b>LC 1.3</b> Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p><b>LC1.4</b> Use correct capitalization.</p> <p><b>LC1.5</b> Spell frequently misspelled words correctly (e.g., their, they're, there).</p>



## 6<sup>TH</sup> GRADE STANDARDS SET 2 –EXPOSITION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 2.4</b> Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p><b>R 2.7</b> Make reasonable assertions about a text through accurate, supporting citations</p> <p><b>W 2.2</b> Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution)</p> <ol style="list-style-type: none"> <li>State the thesis or purpose.</li> <li>Explain the situation.</li> <li>Follow an organizational pattern appropriate to the type of composition.</li> <li>Offer persuasive evidence to validate arguments and conclusions as needed.</li> </ol>	<p><b>R 2.2</b> Analyze text that uses the compare-and-contrast organizational pattern.</p> <p><b>R 2.3</b> Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p><b>R 2.6</b> Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p><b>W 1.2</b> Write multiple-paragraph expository compositions:</p> <ol style="list-style-type: none"> <li>Engage the interest of the reader and state a clear purpose.</li> <li>Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</li> <li>Conclude with a detailed summary linked to the purpose of the composition.</li> </ol> <p><b>W 1.3</b> Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of important, or climactic order.</p> <p><b>W 1.6</b> Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p><b>W 2.3</b> Write research reports:</p> <ol style="list-style-type: none"> <li>Pose relevant questions with a scope narrow enough to be thoroughly covered.</li> <li>Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</li> <li>Include a bibliography.</li> </ol> <p><b>LS 2.2</b> Deliver informative presentations:</p> <ol style="list-style-type: none"> <li>Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</li> <li>Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</li> </ol> <p><b>LS 2.5</b> Deliver presentations on problems and solutions:</p> <ol style="list-style-type: none"> <li>Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.</li> <li>Offer persuasive evidence to validate the definition of the problem and the proposed solution.</li> </ol>	<p><b>R 2.1</b> Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p> <p><b>R 2.5</b> Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p> <p><b>W 1.1</b> Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p><b>W 1.5</b> Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins tabs, spacing, columns, page orientation).</p> <p><b>LS 1.1</b> Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p><b>LS 1.3</b> Restate and execute multiple-step oral instructions and directions.</p> <p><b>LS 1.4</b> Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p><b>LS 1.6</b> Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p><b>LS 1.9</b> Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>	<p><b>R 1.1</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p><b>R 1.2</b> Identify and interpret figurative language and words with multiple meanings.</p> <p><b>R 1.3</b> Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p><b>R 1.4</b> Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p><b>R 1.5</b> Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p> <p><b>LC 1.1</b> Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p><b>LC1.2</b> Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p><b>LC 1.3</b> Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p><b>LC1.4</b> Use correct capitalization.</p> <p><b>LC1.5</b> Spell frequently misspelled words correctly (e.g., their, they're, there).</p>

## 6<sup>TH</sup> GRADE STANDARDS SET 3 – RESPONSE TO LITERATURE/TEXT

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 3.2</b> Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p><b>R 3.8</b> Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p> <p><b>W 2.4</b> Writing responses to literature:</p> <ol style="list-style-type: none"> <li>Develop an interpretation exhibiting careful reading, understanding, and insight.</li> <li>Organize the interpretation around several clear ideas, premises, or images.</li> <li>Develop and justify the interpretation through sustained use of examples and textual evidence.</li> </ol>	<p><b>R 2.7</b> Make reasonable assertions about a text through accurate, supporting citations.</p> <p><b>R 3.3</b> Analyze the influence of setting on the problem and its resolution.</p> <p><b>R 3.4</b> Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p> <p><b>R 3.5</b> Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p><b>R 3.6</b> Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p><b>R 3.7</b> Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p><b>W 1.3</b> Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p><b>W 1.6</b> Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p><b>W 2.2</b> Write multiple-paragraph expository compositions:</p> <ol style="list-style-type: none"> <li>State the thesis or purpose.</li> <li>Explain the situation.</li> <li>Follow an organizational pattern appropriate to the type of composition.</li> <li>Offer persuasive evidence to validate arguments and conclusions as needed.</li> </ol> <p><b>LS 2.3</b> Deliver oral responses to literature:</p> <ol style="list-style-type: none"> <li>Develop an interpretation exhibiting careful reading, understanding, and insight.</li> <li>Organize the selected interpretation around several clear ideas, premises, or images.</li> <li>Develop and justify the selected interpretation through sustained use of examples and textual evidence.</li> </ol>	<p><b>R 3.1</b> Identify the forms of fiction and describe the major characteristics of each form.</p> <p><b>W 1.1</b> Choose the form of writing (e.g., personal letter, letter to the editor review, poem, report, narrative) that best suits the intended purpose.</p> <p><b>W 1.2</b> Create multiple-paragraph expository compositions.</p> <ol style="list-style-type: none"> <li>Engage the interest of the reader and state a clear purpose.</li> <li>Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</li> <li>Conclude with a detailed summary linked to the purpose of the composition.</li> </ol> <p><b>W 1.5</b> Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p> <p><b>LS 1.1</b> Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p><b>LS 1.3</b> Restate and execute multiple-step oral instructions and directions.</p> <p><b>LS 1.4</b> Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p><b>LS 1.6</b> Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p><b>LS 1.8</b> Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p>	<p><b>R 1.1</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p><b>R 1.2</b> Identify and interpret figurative language and words with multiple meanings.</p> <p><b>R 1.3</b> Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p><b>R 1.4</b> Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p><b>R 1.5</b> Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p> <p><b>LC 1.1</b> Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p><b>LC1.2</b> Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p><b>LC 1.3</b> Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p><b>LC1.4</b> Use correct capitalization.</p> <p><b>LC1.5</b> Spell frequently misspelled words correctly (e.g., their, they're, there).</p>

## 6<sup>TH</sup> GRADE STANDARDS SET 4 – PERSUASION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 2.6</b> Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p><b>R 2.8</b> Note instances of unsupported inferences, fallacious reasoning, persuasions, and propaganda in text.</p> <p><b>W 2.5</b> Write persuasive compositions:</p> <ol style="list-style-type: none"> <li>State a clear position on a proposition or proposal.</li> <li>Support the position with organized and relevant evidence.</li> <li>Anticipate and address reader concerns and counterarguments.</li> </ol>	<p><b>R 2.3</b> Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p><b>R 2.4</b> Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p><b>R 2.7</b> Make reasonable assertions about a text through accurate, supporting citations.</p> <p><b>W 1.1</b> Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p><b>W 1.3</b> Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p><b>W 1.6</b> Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p><b>W 1.2</b> Create multiple-paragraph expository compositions:</p> <ol style="list-style-type: none"> <li>Engage the interest of the reader and state a clear purpose.</li> <li>Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</li> <li>Conclude with a detailed summary linked to the purpose of the composition.</li> </ol> <p><b>LS 2.4</b> Deliver persuasive presentations:</p> <ol style="list-style-type: none"> <li>Provide a clear statement of the position.</li> <li>Include relevant evidence.</li> <li>Offer a logical sequence of information.</li> <li>Engage the listener and foster acceptance of the proposition or proposal.</li> </ol>	<p><b>R 2.1</b> Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p> <p><b>W 1.4</b> Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p><b>W 1.5</b> Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p> <p><b>W 2.3</b> Write research reports:</p> <ol style="list-style-type: none"> <li>Pose relevant questions with a scope narrow enough to be thoroughly covered.</li> <li>Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</li> <li>Include a bibliography.</li> </ol> <p><b>LS 1.1</b> Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p><b>LS 1.3</b> Restate and execute multiple-step oral instructions and directions.</p> <p><b>LS 1.4</b> Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p><b>LS 1.7</b> Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.</p> <p><b>LS 1.9</b> Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>	<p><b>R 1.1</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p><b>R 1.2</b> Identify and interpret figurative language and words with multiple meanings.</p> <p><b>R 1.3</b> Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p><b>R 1.4</b> Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p><b>R 1.5</b> Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p> <p><b>LC 1.1</b> Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p><b>LC 1.2</b> Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p><b>LC 1.3</b> Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p><b>LC1.4</b> Use correct capitalization.</p> <p><b>LC1.5</b> Spell frequently misspelled words correctly (e.g., <i>their</i>, <i>they're</i>, <i>there</i>).</p>

Los Angeles Unified School District  
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**English 7AB**

**(Annual Course – Grade 7)**

**Prerequisite: English 6AB**

**230103            ENGLISH 7A**

**230104            ENGLISH 7B**

**Course Description**

The major purpose of this course is to provide students with the skills and content knowledge to transition from the process of learning to read to the more advanced processes of reading to learn. Students will build academic vocabulary, in oral and written forms, and independent reading skills to significantly improve reading comprehension and vocabulary. An increased familiarity with models of good writing and the conventions of writing and spelling will be developed in order to apprentice students in building proficiency in the California English-Language Arts Standards for seventh grade. The *California Reading/Language Arts Framework* requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). Seventh grade students are expected to continue to develop strategies for organizing and giving focus to their writing with an increased emphasis on the documentation of support and extension of organizational strategies. Students are expected to write texts of between 500 and 700 words in the form of responses to literature, research reports, persuasive compositions, and summaries.

The curriculum is organized into four instructional components: Narrative, Research/ Exposition, Response to Literature/Text, and Persuasion, to address the instructional needs of students in establishing proficiency in the California English-Language Arts Standards. During the narrative component, students will read and analyze works that will allow them to explore how events advance the plot, how events explain past/present actions or foreshadow future actions, and how a character's thoughts, words, speech patterns, and actions reveal characterization. During the research/exposition component, students will learn how to identify and trace the development of an author's argument, write reports that use a formal research process, and deliver persuasive oral presentations that employ well-articulated evidence. During the response to literature/text component, students will read a variety of texts, analyze characterization in various works, identify recurring themes across works, and write extended responses to literature based on developed interpretations that use support for statements and claims. During the persuasion component, students will develop skills used to identify, evaluate, and analyze the credibility, accuracy, and efficacy of an author's argument, point of view, and perspective while noting instances of bias and stereotyping. These elements will be apprenticed and applied in the classroom for students to construct successful arguments of their own.

**COURSE SYLLABUS**

**Instructional Component 1: Narrative**

**Representative Standards (Standards sets included)**

**R 3.2** Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**R 3.4** Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

**W 2.1** Write fictional or autobiographical narratives:

- a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- b. Develop complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

**Scope and Sequence (8 to 12 Weeks)**

In Instructional Component 1, students will read a rich selection of fictional and nonfictional texts to trace the

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development of an author's point of view or perspective by identifying events that advance the plot and by determining how each event explains past or present actions or foreshadows future actions. Students will analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions, the narrator's description, and the thoughts, words, and actions of other characters. Students will apply their examination of other works to create their own fictional or autobiographical narratives and are guided through the writing process to develop a standard plot line, establish a point of view, develop complex major and minor characters, and describe a setting. They will develop a repertoire of strategies for writing including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, and expressions). They will read and write narratives, listen to stories read aloud, and speak about what they have read, written and heard.

**Instructional Component 2: Research/Exposition**

**Representative Standards (Standards sets included)**

**R 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

**R 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**W 1.4** Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

**W 2.3** Write research reports:

- a. Pose relevant and tightly drawn questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
- d. Document reference sources by means of footnotes and a bibliography.

**Scope and Sequence (8 to 12 Weeks)**

Instructional Component 2 identifies and groups key skills in the area of research/exposition. Students will read and discuss a rich selection of informational texts to identify and analyze the author's argument, point of view, or perspective in text and assess the author's evidence to support claims and assertions, noting instances of bias and stereotyping. Students identify topics, ask and evaluate questions, and develop ideas leading to inquiry, investigation, and written research reports. Students will use what they learn from examining the works of others as they pose relevant and tightly drawn questions about a specific topic, convey clear and accurate perspectives, and include evidence. They learn how to accurately and appropriately present evidence in the form of quotes and paraphrases as well as reference the citations using a standard format.

**Instructional Component 3: Response to Literature/ Text**

**Representative Standards (Standards sets included)**

**R 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**R 3.4** Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

**W 2.2** Write responses to literature:

- a. Develop interpretations exhibiting careful reading, understanding, and insight.
- b. Organize interpretations around several clear ideas, premises, or images from the literary work.
- c. Justify interpretations through sustained use of examples and textual evidence.

**Scope and Sequence (8 to 12 Weeks)**

Instructional Component 3 focuses on the analysis of prose using more complex narrative and informational texts that allow students to access the full range of the literary response and analysis standards. Students will read and think about a variety of literary selections, with emphasis placed on how classroom conversations about literature lead to content focused writing. Students will work on developing sophistication in their extended responses to literature by developing interpretations through careful reading, understanding and insight, organizing interpretations around clear ideas, premises or images, and justifying these interpretations through the sustained use of examples and textual evidence. In order to develop more sophisticated interpretations, students will identify and analyze recurring themes across works.

**Instructional Component 4: Persuasion**

**Representative Standards (Standards sets included)**

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**R 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

**R 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**W 2.4** Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

**Scope and Sequence (8 to 12 weeks)**

In Instructional Component 4, students will learn key skills and concepts in the area of persuasion by reading a rich selection of texts to identify and trace the development of an author's argument, point of view, or perspective. Students learn to assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions while noting instances of bias and stereotyping. Students will access models of writing and use content knowledge to create their own extended persuasive compositions, both orally and in writing. They will utilize the writing process in their persuasive compositions by developing clear positions or perspectives in support of a proposition or proposal, describing the points in support of the position by employing well-articulated evidence, and anticipating and addressing the reader concerns and counterarguments. Students read and write about persuasive texts that include the use of research, listening to texts, and speaking about what they read, write, and hear.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional materials, signs).
- Use opportunities for reading to identify and interpret figurative language and words with multiple meanings.
- Make connections between main ideas and their relationships to other sources and related topics.
- Demonstrate that connections and relationships are found in different forms of fiction and expository text.
- Identify and develop statements and claims that are supported by anecdotes, descriptions, facts and statistics, and specific examples.
- Examine informational materials for an organizational structure that balances all aspects of the composition and note effective transitions between sentences that unify important ideas.
- Have instructional conversations using academic vocabulary and develop grade-level appropriate vocabulary.
- Defend a position using appropriate evidence and determine whether evidence is accurate, adequate, and/or appropriate.
- Create materials in which credit for quoted and paraphrased information in a bibliography/works cited page is given in a consistent and sanctioned format; use appropriate and accurate methodology for citations.
- Revise writing to improve organization and word choice after checking the logic of ideas and precision of vocabulary.
- Engage in research and individual inquiry to locate, analyze and evaluate information.

**Assessments**

- Teacher designed quizzes and tests
- Essays and oral presentations
- Periodic assessments and other formative assessments

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grade 7, which includes the 7<sup>th</sup> Grade Modules

**District Approved Texts and Instructional Resources**

- District approved textbook and corresponding district-approved novel(s) and complete works
- McDougal Littell *The Language of Literature, Grade 7* or Prentice Hall *Literature: Timeless Voices, Timeless Themes, Bronze Level* CA Edition
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## 7<sup>TH</sup> GRADE STANDARDS SET 1 - NARRATIVE

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 3.2</b> Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p><b>R 3.3</b> Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p> <p><b>R 3.4</b> Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</p> <p><b>W 2.1</b> Write fictional or autobiographical narratives:</p> <ul style="list-style-type: none"> <li>a Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</li> <li>b Develop complex major and minor characters and a definite setting.</li> <li>c Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</li> </ul>	<p><b>R 2.3</b> Analyze text that uses the cause-and-effect organizational pattern.</p> <p><b>R 2.4</b> Identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p><b>R 3.1</b> Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</p> <p><b>R 3.5</b> Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p> <p><b>W 1.1</b> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p><b>W 1.2</b> Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples</p> <p><b>W 1.7</b> Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p><b>W 2.5</b> Write summaries of reading materials:</p> <ul style="list-style-type: none"> <li>a Include the main ideas and most significant details.</li> <li>b Use the student's own words, except for quotations.</li> <li>c Reflect underlying meaning, not just the superficial details.</li> </ul> <p><b>LS 2.1</b> Deliver narrative presentations:</p> <ul style="list-style-type: none"> <li>a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.</li> <li>b. Describe complete major and minor characters and a definite setting.</li> <li>c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).</li> </ul> <p><b>LS 2.2</b> Deliver oral summaries of articles and books:</p> <ul style="list-style-type: none"> <li>a. Include the main ideas of the event or article and the most significant details.</li> <li>b. Use the student's own words, except for material quotes from sources.</li> <li>c. Convey a comprehensive understanding of sources, not just superficial details.</li> </ul>	<p><b>W 1.4</b> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry investigation, and research.</p> <p><b>LS 1.1</b> Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p><b>LS 1.2</b> Determine the speaker's attitude toward the subject.</p> <p><b>LS 1.5</b> Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.</p> <p><b>LS 1.6</b> Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.</p>	<p><b>R 1.1</b> Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p><b>R 1.2</b> Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p><b>R 1.3</b> Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p><b>LC 1.1</b> Place modifiers properly and use the active voice.</p> <p><b>LC 1.2</b> Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p><b>LC 1.3</b> Identify all parts of speech and types and structure of sentences.</p> <p><b>LC 1.4</b> Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p><b>LC 1.5</b> Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p><b>LC 1.6</b> Use correct capitalization.</p> <p><b>LC 1.7</b> Spell derivatives correctly by applying the spellings of bases and affixes.</p>

## 7<sup>TH</sup> GRADE STANDARDS SET 2 – RESEARCH / EXPOSITION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 2.4</b> Identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p><b>R 2.6</b> Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p><b>W 1.4</b> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry investigation, and research.</p> <p><b>W 2.3</b> Write research reports:</p> <ol style="list-style-type: none"> <li>Pose relevant and tightly drawn questions about the topic.</li> <li>Convey clear and accurate perspectives on the subject.</li> <li>Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries).</li> <li>Document reference sources by means of footnotes and a bibliography.</li> </ol>	<p><b>R 2.1</b> Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).</p> <p><b>R 2.2</b> Locate information by using a variety of consumer, workplace, and public documents.</p> <p><b>R 2.5</b> Understand and explain the use of a simple mechanical device by following technical directions.</p> <p><b>W 1.2</b> Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p><b>W 1.5</b> Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.</p> <p><b>W 1.7</b> Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p><b>W 2.5</b> Write summaries of reading materials:</p> <ol style="list-style-type: none"> <li>Include the main ideas and most significant details.</li> <li>Use the student's own words, except for quotations.</li> <li>Reflect underlying meaning, not just the superficial details.</li> </ol> <p><b>LS 2.2</b> Deliver oral summaries of articles and books:</p> <ol style="list-style-type: none"> <li>Include the main ideas of the event or article and the most significant details.</li> <li>Use the student's own words, except for material quotes from sources.</li> <li>Convey a comprehensive understanding of sources, not just superficial details.</li> </ol> <p><b>LS 2.3</b> Deliver research presentations:</p> <ol style="list-style-type: none"> <li>Pose relevant and concise questions about the topic.</li> <li>Convey clear and accurate perspectives on the subject.</li> <li>Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, dictionaries).</li> <li>Cite reference sources appropriately.</li> </ol>	<p><b>W 1.3</b> Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.</p> <p><b>LS 1.1</b> Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p><b>LS 1.2</b> Determine the speaker's attitude toward the subject.</p> <p><b>LS 1.3</b> Respond to persuasive messages with questions, challenges, or affirmations.</p> <p><b>LS 1.4</b> Organize information to achieve particular purposes and to appeal to the background and interests of the audience.</p> <p><b>LS 1.6</b> Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.</p> <p><b>LS 1.7</b> Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p> <p><b>LS 1.8</b> Analyze the effect on the viewer of images text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.</p>	<p><b>R 1.1</b> Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p><b>R 1.2</b> Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p><b>R 1.3</b> Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p><b>LC 1.1</b> Place modifiers properly and use the active voice.</p> <p><b>LC 1.2</b> Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p><b>LC 1.3</b> Identify all parts of speech and types and structure of sentences.</p> <p><b>LC 1.4</b> Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p><b>LC 1.5</b> Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p><b>LC 1.6</b> Use correct capitalization.</p> <p><b>LC 1.7</b> Spell derivatives correctly by applying the spellings of bases and affixes.</p>



## 7<sup>TH</sup> GRADE STANDARDS SET 3 – RESPONSE TO LITERATURE/TEXT

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 3.2</b> Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p><b>R 3.3</b> Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p> <p><b>R 3.4</b> Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</p> <p><b>W 2.2</b> Write a response to literature:</p> <ul style="list-style-type: none"> <li>a Develop interpretations exhibiting careful reading, understanding, and insight.</li> <li>b Organize interpretations around several clear ideas, premises, or images from the literary work.</li> <li>c Justify interpretations through sustained use of examples and textual evidence.</li> </ul>	<p><b>R 2.3</b> Analyze text that uses the cause-and-effect organizational pattern.</p> <p><b>R 3.1</b> Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</p> <p><b>R 3.5</b> Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p> <p><b>R 3.6</b> Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.</p> <p><b>W 1.1</b> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p><b>W 1.2</b> Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p><b>W 1.7</b> Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p><b>W 2.5</b> Write summaries of reading materials:</p> <ul style="list-style-type: none"> <li>a. Include the main ideas and most significant details.</li> <li>b. Use the student's own words, except for quotations.</li> <li>c. Reflect underlying meaning, not just the superficial details.</li> </ul> <p><b>LS 2.2</b> Deliver oral summaries of articles and books:</p> <ul style="list-style-type: none"> <li>a Include the main ideas of the event or article and the most significant details.</li> <li>b Use the student's own words, except for material quotes from sources</li> <li>c Convey a comprehensive understanding of sources, not just superficial details.</li> </ul>	<p><b>W 1.4</b> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry investigation, and research.</p> <p><b>LS 1.1</b> Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p><b>LS 1.2</b> Determine the speaker's attitude toward the subject.</p> <p><b>LS 1.4</b> Organize information to achieve particular purposes and to appeal to the background and interests of the audience.</p> <p><b>LS 1.5</b> Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to audience.</p> <p><b>LS 1.6</b> Use speaking techniques, including voice modulation, inflection, temp, enunciation, and eye contact, for effective presentations.</p> <p><b>LS 1.7</b> Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p>	<p><b>R 1.1</b> Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p><b>R 1.2</b> Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p><b>R 1.3</b> Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p><b>LC 1.1</b> Place modifiers properly and use the active voice.</p> <p><b>LC 1.2</b> Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p><b>LC 1.3</b> Identify all parts of speech and types and structure of sentences.</p> <p><b>LC 1.4</b> Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p><b>LC 1.5</b> Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p><b>LC 1.6</b> Use correct capitalization.</p> <p><b>LC 1.7</b> Spell derivatives correctly by applying the spellings of bases and affixes.</p>

## 7<sup>TH</sup> GRADE STANDARDS SET 4 – PERSUASION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 2.4</b> Identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p><b>R 2.6</b> Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p><b>W 2.4</b> Write persuasive compositions:</p> <ol style="list-style-type: none"> <li>State a clear position or perspective in support of a proposition or proposal.</li> <li>Describe the points in support of the position, employing well-articulated evidence.</li> <li>Anticipate and address reader concerns and counterarguments.</li> </ol>	<p><b>R 2.1</b> Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).</p> <p><b>R 2.2</b> Locate information by using a variety of consumer, workplace, and public documents.</p> <p><b>R 2.3</b> Analyze text that uses the cause-and-effect organizational pattern.</p> <p><b>W 1.1</b> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p><b>W 1.2</b> Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p><b>W 1.3</b> Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.</p> <p><b>W 1.5</b> Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.</p> <p><b>W 1.7</b> Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p><b>W 2.5</b> Write summaries of reading materials:</p> <ol style="list-style-type: none"> <li>Include the main ideas and most significant details.</li> <li>Use the student's own words, except for quotations.</li> <li>Reflect underlying meaning, not just the superficial details.</li> </ol> <p><b>LS 2.4</b> Deliver persuasive presentations:</p> <ol style="list-style-type: none"> <li>State a clear position or perspective in support of an argument or proposal.</li> <li>Describe the points in support of the argument and employ well-articulated evidence.</li> </ol>	<p><b>W 1.4</b> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry investigation, and research.</p> <p><b>LS 1.1</b> Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p><b>LS 1.2</b> Determine the speaker's attitude toward the subject.</p> <p><b>LS 1.3</b> Respond to persuasive messages with questions, challenges, or affirmations.</p> <p><b>LS 1.4</b> Organize information to achieve particular purposes and to appeal to the background and interests of the audience.</p> <p><b>LS 1.5</b> Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to audience.</p> <p><b>LS 1.6</b> Use speaking techniques, including voice modulation, inflection, temp, enunciation, and eye contact, for effective presentations.</p> <p><b>LS 1.7</b> Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p>	<p><b>R 1.1</b> Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p><b>R 1.2</b> Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p><b>R 1.3</b> Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p><b>LC 1.1</b> Place modifiers properly and use the active voice.</p> <p><b>LC 1.2</b> Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p><b>LC 1.3</b> Identify all parts of speech and types and structure of sentences.</p> <p><b>LC 1.4</b> Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p><b>LC 1.5</b> Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p><b>LC 1.6</b> Use correct capitalization.</p> <p><b>LC 1.7</b> Spell derivatives correctly by applying the spellings of bases and affixes.</p>

Los Angeles Unified School District  
*Secondary Literacy Branch*

**English 8AB**

**(Annual Course – Grade 8)**

**Prerequisite: English 7AB**

**230105            ENGLISH 8A**

**230106            ENGLISH 8B**

**Course Description**

The major purpose of this course is to build student readiness required for successful achievement with secondary content in grades nine through twelve and to support the culmination of curriculum activities and proficiency in the California English-Language Arts Standards for grade eight. The Framework requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). Eighth grade students will continue to produce texts of 500 to 700 words in the following categories: fictional or autobiographical narratives, responses to literature, research reports, and persuasive compositions.

The curriculum is organized into four instructional components: Narrative, Research/ Exposition, Response to Literature/Text, and Persuasion, to address the instructional needs of students in establishing proficiency in the standards. During the narrative component, students will learn how to analyze a variety of literary elements and devices, such as character qualities, plot, figurative language, poetic devices, and features of themes. In the research/exposition component, students will write and discuss expository compositions that involve the use of textual evidence, explanation, and interpretation. For the response to literature/text component, students will read and think about a wide variety of literary selections and study the writing of extended responses to literature. During the persuasion component, students will develop skills used to identify, evaluate, and analyze the credibility, accuracy, and efficacy of an author's argument and the elements of application required for them to construct successful arguments of their own.

In this course, students are expected to demonstrate their ability to grapple with the treatment, scope, and organization of ideas by finding similarities and differences among texts. They will be asked to compare an original text with a summary to determine whether it accurately captures the main ideas, includes critical details, and conveys the underlying meaning. They are also expected to evaluate the unity, logic, internal consistency, and structural patterns of text.

**COURSE SYLLABUS**

**Instructional Component 1: Narrative**

**Representative Standards (Standards sets included)**

**R 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

**R 3.7** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

**W 2.1** Write biographies, autobiographies, short stories, or narratives:

- a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
- b. Reveal the significance of, or the writer's attitude about, the subject.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

**Scope and Sequence (8 to 12 Weeks)**

The first instructional component identifies and groups key skills and concepts in the area of narration. Students will read a rich selection of fictional and nonfictional texts to compare and contrast the motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. They will identify and

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analyze recurring themes across traditional and contemporary works and show how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author. Students will be asked to use what they have learned from examining the works of others as they write narratives of their own. They will be guided through the writing process to relate clear, coherent incidents, events, or situations by using well-chosen details. They will investigate the significance of the narrator's attitude about the subject and employ narrative and descriptive strategies.

**Instructional Component 2: Research/Exposition**

**Representative Standards (Standards sets included)**

**R 2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas.

**R 2.4** Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**W 2.3** Write research reports:

- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- d. Organize and display information on charts, maps, and graphs.

**Scope and Sequence (8 to 12 Weeks)**

Instructional Component 2 identifies and groups key skills and concepts in the area of research/exposition. Students will read a rich selection of informational texts to find similarities and differences between texts in the treatment, scope, or organization of ideas. Students will compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. Students will also evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. Students will be asked to use skills that they have learned from examining the works of others as they write research reports that define a thesis; record important ideas, concepts, and direct quotations from significant informational sources and paraphrase and summarize perspectives on the topic, as appropriate; use a variety of primary and secondary resources and distinguish the nature and value of each; and organize and display informational charts, maps, and graphs. They will read and write research reports, listen to expository texts read aloud, and speak about what they have read, written and heard.

**Instructional Component 3: Response to Literature/ Text**

**Representative Standards (Standards sets included)**

**R 3.4** Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

**W 2.2** Write responses to literature:

- a. Exhibit careful reading and insight in their interpretations.
- b. Connect the student's own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

**Scope and Sequence (8 to 12 Weeks)**

This instructional component is designed to ensure that eighth grade students are thoroughly familiar with the basic elements of fiction. The Framework also states that the literary emphasis in grade eight is on analyzing the purposes and characteristics of both prose and different kinds of poetry. Students' writing should continue to be characterized by a controlling thesis well-supported by details or evidence from the text and also display more sophistication and polish, including the use of transitions, parallelism, and consistent points of view. Students should be taught that a response to literature/text requires a persuasive stance with a thesis that is organized around main ideas within paragraphs that contain a topic sentence, several textual examples, explanations, and a concluding statement that effectively transitions into the next paragraph or ends the essay. Instruction is maximized to build bridges in reading, writing and speaking so students can read, discuss, and think about a wide variety of literary selections, with emphasis placed on how classroom conversations about literature lead to rich, well-written responses. In grade eight, students demonstrate the ability to identify and analyze recurring themes (a message about life or human

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nature usually expressed in one or two complete sentences) found in multiple traditional and contemporary works of literature. Students should be taught that a theme is different from a topic, and that a theme is usually expressed in general terms and not specific to characters or events in a particular selection.

**Instructional Component 4: Persuasion**

**Representative Standards (Standards sets included)**

**R 2.2** Analyze text that uses proposition and support patterns.

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**W 2.4** Write persuasive compositions:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

**LS 2.4** Deliver persuasive presentations:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
- c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
- d. Maintain a reasonable tone.

**Scope and Sequence (8 to 12 weeks)**

Instructional Component 4 identifies key skills and concepts in the area of persuasion. In grade eight, students are required to read and analyze a rich selection of texts that use proposition and support patterns. In addition, students will evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. They learn to note instances of bias, stereotyping, unsupported references, fallacious reasoning, and propaganda in text. They use what they have learned from examining the works of others as they create their own persuasive compositions, both orally and in writing. They are guided through the writing process as they write persuasive compositions that include a well-defined thesis; present detailed evidence, examples, and reasoning to support arguments; differentiate between facts and opinions; and provide details, reasons and examples, effectively arranged by anticipating and addressing reader concerns and counterarguments. They will read and write persuasive texts that include the use of research. Students will also listen to texts aloud and speak about what they read, write, and hear.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Use word meanings within the appropriate context and show an ability to verify those meanings by definition, restatement, example, comparison, or contrast.
- Compare and contrast motivations and reactions of literary characters from different historical eras or cultures who confront similar situations or conflicts.
- Use vocabulary, concepts, and writing related to the science, history – social science, and mathematics standards in some activities and assignments.
- Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- Achieve an effective balance between researched information and original ideas.
- Revise for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas.
- Write narratives, employing narrative and descriptive strategies.
- Write texts of different genres for multiple purposes and audiences.
- Use correct punctuation, capitalization, and spelling.
- Organize information to match the message, vocabulary, and voice modulation, expression, and tone to the audience and purpose.
- Deliver presentations for a specific purpose and effect.

**Assessments**

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- Teacher designed quizzes and tests
- Essays and oral presentations
- Periodic assessments and other formative assessments

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grade 8, which includes the 8<sup>th</sup> *Grade Modules*

**District Approved Texts and Instructional Resources**

- District approved textbook and corresponding district-approved novel(s) and complete works
- McDougal Littell *The Language of Literature, Grade 8* or Prentice Hall *Literature: Timeless Voices, Timeless Themes, Silver Level* CA Edition
- Supplemental district approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## 8<sup>TH</sup> GRADE STANDARDS SET 1 - NARRATIVE

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 3.3</b> Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p> <p><b>R 3.5</b> Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p><b>R 3.7</b> Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach).</p> <p><b>W 2.1</b> Write biographies, autobiographies, short stories, or narratives:</p> <ol style="list-style-type: none"> <li>Relate a clear, coherent incident, event, or situation by using well-chosen details.</li> <li>Reveal the significance of, or the writer's attitude about, the subject.</li> <li>Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</li> </ol>	<p><b>R 3.2</b> Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p><b>R 3.4</b> Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p><b>R 3.6</b> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p> <p><b>W 1.2</b> Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p><b>W 1.6</b> Revise writing for word choice, appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p><b>LS 1.9</b> Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p><b>LS 2.1</b> Deliver narrative presentations (e.g., biographical, autobiographical):</p> <ol style="list-style-type: none"> <li>Relate a clear, coherent incident, event, or situation by using well-chosen details.</li> <li>Reveal the significance of, and the subject's attitude about, the incident, event, or situation.</li> <li>Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</li> </ol>	<p><b>R 2.3</b> Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p><b>W 1.3</b> Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p><b>LS 1.3</b> Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</p> <p><b>LS 1.1</b> Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</p> <p><b>LS 1.4</b> Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p><b>LS 1.5</b> Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p><b>LS 1.6</b> Use appropriate grammar, word choice, enunciation, and pace during formal presentations.</p> <p><b>LS 1.7</b> Use audience feedback (e.g., verbal and nonverbal cues):</p> <ol style="list-style-type: none"> <li>Reconsider and modify the organizational structure or plan.</li> <li>Rearrange words and sentences to clarify the meaning.</li> </ol>	<p><b>R 1.1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p><b>R 1.2</b> Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p><b>R 1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p><b>LC 1.1</b> Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p><b>LC 1.2</b> Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p><b>LC 1.3</b> Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p><b>LC 1.4</b> Edit written manuscripts to ensure that correct grammar is used.</p> <p><b>LC 1.5</b> Use correct punctuation and capitalization.</p> <p><b>LC 1.6</b> Use correct spelling conventions.</p>

## 8<sup>TH</sup> GRADE STANDARDS SET 2 – RESEARCH/EXPOSITION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 2.3</b> Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p><b>R 2.4</b> Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p><b>R 2.7</b> Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p><b>W 2.3</b> Write research reports:</p> <ol style="list-style-type: none"> <li>Define a thesis.</li> <li>Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.</li> <li>Use a variety of primary and secondary sources and distinguish the nature and value of each.</li> <li>Organize and display information on charts maps, and graphs.</li> </ol>	<p><b>R 2.1</b> Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p> <p><b>R 2.5</b> Understand and explain the use of a complex mechanical device by following technical directions.</p> <p><b>R 2.6</b> Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p><b>W 1.1</b> Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p><b>W 1.3</b> Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p><b>W 1.4</b> Plan and conduct multiple-step information searches by using computer networks and modems.</p> <p><b>W 1.5</b> Achieve an effective balance between researched information and original ideas.</p> <p><b>W 1.6</b> Revise writing for word choice, appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p><b>LS 1.9</b> Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p><b>LS 1.9</b> Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p><b>LS 2.3</b> Deliver research presentations:</p> <ol style="list-style-type: none"> <li>Define a thesis.</li> <li>Record important ideas, concepts, and direct quotations from significant information sources and paraphrases and summarize all relevant perspectives on the topic, as appropriate.</li> <li>Use a variety of primary and secondary sources and distinguish the nature and value of each.</li> <li>Organize and record information on charts, maps, graphs.</li> </ol>	<p><b>R 2.2</b> Analyze text that uses proposition and support patterns.</p> <p><b>LS 1.2</b> Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery and purpose.</p> <p><b>LS 1.3</b> Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</p> <p><b>LS 1.4</b> Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p><b>LS 1.5</b> Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p><b>LS 1.6</b> Use appropriate grammar, word choice, enunciation, and pace during formal presentations.</p> <p><b>LS 1.7</b> Use audience feedback (e.g., verbal and nonverbal cues):</p> <ol style="list-style-type: none"> <li>Reconsider and modify the organizational structure or plan.</li> <li>Rearrange words and sentences to clarify the meaning.</li> </ol>	<p><b>R 1.1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p><b>R 1.2</b> Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p><b>R 1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p><b>LC 1.1</b> Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p><b>LC 1.2</b> Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p><b>LC 1.3</b> Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p><b>LC 1.4</b> Edit written manuscripts to ensure that correct grammar is used.</p> <p><b>LC 1.5</b> Use correct punctuation and capitalization.</p> <p><b>LC 1.6</b> Use correct spelling conventions.</p>



## 8<sup>TH</sup> GRADE STANDARDS SET 3 – RESPONSE TO LITERATURE/TEXT

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 3.4</b> Analyze the relevance of the setting (e.g. place, time, customs) to the mood, tone, and meaning of the text.</p> <p><b>R 3.5</b> Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p><b>R 3.6</b> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p> <p><b>W 2.2</b> Write responses to literature:</p> <ol style="list-style-type: none"> <li>Exhibit careful reading and insight in their interpretations.</li> <li>Connect the student's own responses to the writer's techniques and to specific textual references.</li> <li>Draw supported inferences about the effects of a literary work on its audience.</li> <li>Support judgments through references to the text, other works, other authors, or personal knowledge.</li> </ol>	<p><b>R 2.4</b> Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p><b>R 3.1</b> Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).</p> <p><b>R 3.2</b> Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p><b>R 3.3</b> Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p> <p><b>W 1.1</b> Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p><b>W 1.2</b> Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p><b>W 1.3</b> Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p><b>W 1.6</b> Revise writing for word choice, appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p><b>LS 1.9</b> Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p><b>LS 2.2</b> Deliver oral responses to literature:</p> <ol style="list-style-type: none"> <li>Interpret a reading and provide insight.</li> <li>Connect the students' own responses to the writer's techniques and to specific textual references.</li> <li>Draw supported inferences about the effects of a literary work on its audience.</li> <li>Support judgments through references to the text, other works, other authors, or personal knowledge.</li> </ol> <p><b>LS 2.5</b> Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, gestures expressively to enhance the meaning.</p>	<p><b>LS 1.1</b> Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</p> <p><b>LS 1.2</b> Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery and purpose.</p> <p><b>LS 1.3</b> Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</p> <p><b>LS 1.4</b> Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p><b>LS 1.5</b> Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p><b>LS 1.6</b> Use appropriate grammar, word choice, enunciation, and pace during formal presentations.</p> <p><b>LS 1.7</b> Use audience feedback (e.g., verbal and nonverbal cues):</p> <ol style="list-style-type: none"> <li>Reconsider and modify the organizational structure or plan.</li> <li>Rearrange words and sentences to clarify the meaning.</li> </ol>	<p><b>R 1.1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p><b>R 1.2</b> Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p><b>R 1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p><b>LC 1.1</b> Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p><b>LC 1.2</b> Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p><b>LC 1.3</b> Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p><b>LC 1.4</b> Edit written manuscripts to ensure that correct grammar is used.</p> <p><b>LC 1.5</b> Use correct punctuation and capitalization.</p> <p><b>LC 1.6</b> Use correct spelling conventions.</p>

## 8<sup>TH</sup> GRADE STANDARDS SET 4 - PERSUASION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p><b>R 2.2</b> Analyze text that uses proposition and support patterns.</p> <p><b>R 2.7</b> Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p><b>W 2.4</b> Write persuasive compositions:</p> <ol style="list-style-type: none"> <li>Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</li> <li>Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions.</li> <li>Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.</li> </ol>	<p><b>R 2.3</b> Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p><b>R 2.4</b> Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p><b>R 2.6</b> Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p><b>W 1.1</b> Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p><b>W 1.2</b> Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p><b>W 1.3</b> Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p><b>W 1.6</b> Revise writing for word choice, appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p><b>LS 1.9</b> Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p><b>LS 2.4</b> Deliver persuasive presentations:</p> <ol style="list-style-type: none"> <li>Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</li> <li>Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.</li> <li>Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.</li> <li>Maintain a reasonable tone.</li> </ol>	<p><b>R 2.1</b> Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p> <p><b>W 1.4</b> Plan and conduct multiple-step information searches by using computer networks and modems.</p> <p><b>W 1.5</b> Achieve an effective balance between researched information and original ideas.</p> <p><b>LS 1.2</b> Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery and purpose.</p> <p><b>LS 1.3</b> Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</p> <p><b>LS 1.4</b> Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p><b>LS 1.5</b> Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p><b>LS 1.6</b> Use appropriate grammar, word choice, enunciation, and pace during formal presentations.</p> <p><b>LS 1.8</b> Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).</p>	<p><b>R 1.1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p><b>R 1.2</b> Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p><b>R 1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p><b>LC 1.1</b> Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p><b>LC 1.2</b> Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p><b>LC 1.3</b> Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p><b>LC 1.4</b> Edit written manuscripts to ensure that correct grammar is used.</p> <p><b>LC 1.5</b> Use correct punctuation and capitalization.</p> <p><b>LC 1.6</b> Use correct spelling conventions.</p>

# **Core Academic Intervention Courses**

Los Angeles Unified School District  
Secondary Literacy Branch

**Literacy for Success 1AB**  
**(Annual Course – Grades 6-8)**

**Prerequisite:**

**230131            LIT SUCCESS MS 1A**  
**230132            LIT SUCCESS MS 1B**

**Course Description**

This is the first level of the *Developing Readers and Writers Course (DRWC)*, which is an accelerated intervention program that addresses the needs of the students in grades 6 through 8 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The District's Secondary Literacy Plan requires that all students, grades five through eight, who are Far Below Basic on the English-Language Arts California Standards Test, are to be further assessed to determine whether *DRWC* is an appropriate placement. Middle schools are to use *LANGUAGE!* as the curriculum for *DRWC*. A middle school may use *READ 180* with the approval of the Local District Superintendent. Both of the district adopted programs focus on the explicit teaching of these major components: phonemic awareness, decoding, fluency, comprehension, encoding (spelling), vocabulary building, grammar usage, speaking and listening, writing, and wide reading of fiction and non-fiction.

**COURSE SYLLABUS**

Both *LANGUAGE!* and *Scholastic READ 180* are intensive reading intervention program developed to address the instructional needs and reading skills of students whose reading achievement is below grade level. The program directly addresses individual needs through adaptive instruction, high-interest literature, and direct instruction in reading and writing skills.

**Representative Standards** – At the end of Level 1 or Stage B, students should have mastered the following standards to develop grade-level proficiency in reading, writing, listening, and speaking:

**Step 1: Phonemic Awareness and Phonics**

**Grade 3 R 1.2** Decode regular multisyllabic words.

**Step 2: Word Recognition and Spelling**

**Grade 5 LC 1.5** Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

**Grade 6 LC 1.5** Spell frequently misspelled words correctly (e.g. their, there, they're).

**Grade 7 LC 1.7** Spell derivatives correctly by applying the spelling of bases and affixes.

**Grade 8 LC 1.6** Use correct spelling conventions.

**Step 3: Vocabulary and Morphology**

**Grade 5 LC 1.2** Identify and correctly use verbs that are often misused, modifiers, and pronouns.

**Grade 7 LC 1.2** Identify and use infinitives and participles and make clear references between pronouns and antecedents.

**Grade 7 LC 1.3** Identify all parts of speech and types and structure of sentences.

**Grade 5 R. 1.2** Understand and explain frequently used synonyms, antonyms, and homographs.

**Grade 5 R 1.4** Know abstract, revised roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words.

**Grade 7 R 1.2** Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

**Step 4: Grammar and Usage**

**Grade 5 LC 1.1** Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

**Grade 5 LC 1.2** Identify and correctly use verbs that are often misused, modifiers, and pronouns.

**Grade 6 LC 1.3** Use colons after the salutation in business letters, semicolons to connect independent clauses, and

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commas when linking two clauses with a conjunction in compound sentences.

**Grade 7 LC 1.3** Identify all parts of speech and types and structure of sentences.

**Grade 8 LC 1.5** Use correct punctuation and capitalization.

**Step 5: Listening and Reading**

**Grade 4 R 2.2** Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

**Grade 5 R 2.3** Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

**Grade 6 R 1.4** Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

**Step 6: Speaking and Writing**

**Grade 4 W 2.4** Write summaries that contain the main ideas of reading selection and the most significant details.

**Grade 6 W 1.3** Use a variety of effective and coherent organizational patterns including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

**Grade 6 W 2.2a** State the thesis or purpose.

**Grade 7 W1.1** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

**Grade 7 W 1.2** Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

**Grade 7 W 1.3** Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

**Grade 8 W 1.2** Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar techniques.

**Scope and Sequence for *LANGUAGE!* Level 1**

**Skills Overview:**

Scientific-based reading research has identified these five skills as essential components of effective reading instruction. Brief overview of each skill is given below:

1. Phonemic Awareness – The ability to hear, identify and manipulate the individual sounds –phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. Decoding and Phonics – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. Vocabulary Development – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
  - Listening vocabulary – the words needed to understand what is heard
  - Speaking vocabulary – the words used when speaking
  - Reading vocabulary – the words needed to understand what is read
  - Writing vocabulary – the words used in writing
4. Reading fluency, including oral reading skills – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. Reading comprehension strategies – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

**Book A: Units 1- 6 (10-12 Weeks)**

**Step 1: Phonemic Awareness and Phonics**

- Phoneme and syllable awareness
- Sound-spelling conventions for common phoneme/grapheme relationships: short vowels /a/, /i/, /o/ and stable consonants
- Closed syllables

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Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 essential words
- Fluency: word recognition
- Spelling: Doubling Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, and attributes
- Multiple meanings, multiple uses
- Idiomatic expressions
- Compound words
- Nouns: number, singular possession ('s)
- Noun/verb agreement
- Verbs present and past tense

Step 4: Grammar and Usage

- Grammatical forms: nouns, pronouns (nominative, objective), verbs (actions), adverbs, adjectives, prepositions
- Grammatical functions: subject, predicate, direct object, object of preposition; verb tense: present
- Sentence pattern: simple
- Mechanics: capitals and end punctuation

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: sentences
- Read (and listen to) varied genre selections
- Text structure: identification of topic and details in informational text
- Comprehension: interpretation and response questions: *who, what, when, where, why, how*

Step 6: Speaking and writing

- Kinds of sentences: telling, asking
- Complete sentence written responses to *who, what, when, where, why*, and *how* questions
- Pre-writing: content selection, organization (using text as source)
- Graphic organizer scaffolding: topic/detail

**Book B: Units 7-12 (10-12 Weeks)**

Step 1: Phonemic Awareness and Phonics

- Phoneme and syllable awareness
- Sound-spelling conventions for common phoneme/grapheme relationships: short vowels /e/, /u/ ; long vowels—final silent *e* pattern; consonant digraphs, blends, clusters
- Syllable types: closed; final silent *e*

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition
- Contractions with *not*, *would*, and *will*
- Spelling: Drop “*e*” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, and homophones
- Definition development
- Common expressions
- Plural possession (s')
- Verb tense: irregular past tense forms; future; past, present, and future progressive forms

Step 4: Grammar and Usage

- Grammatical forms: pronouns (possessive), conjunctions, verbs (irregular)
- Verb tense: present, past, future
- Grammatical functions: complete subject, complete predicate, direct object
- Sentence pattern: simple, compound (and, but)
- Mechanics: commas

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Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: retrieve and recall (remember), construct meaning (understand)
- Text structure: classification, time sequence

Step 6: Speaking and writing

- Written responses linked to Step 5 thinking skills: remember, understand
- Paragraph development: classification, time sequence, summary
- Prewriting: graphic organizer scaffolding: topic/detail, time sequence

**Book C: Units 13-18 (10-12 Weeks)**

Step 1: Phonemic Awareness and Phonics

- Syllable awareness in multisyllable words
- Syllable types: closed; r-controlled; open; final silent e
- Schwa (con' vict vs. con vict')
- Phonemes for y, based on word position

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition
- Syllabication process in multisyllable words
- Contractions with *be* and *have*
- Spelling: Change “y” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Idiomatic and common expressions
- Number: irregular plural nouns
- Prefixes: 12 most common for meaning expansion of base words
- Comparative and superlative adjectives

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping), adjectives (comparative/superlative), adverbs (-ly)
- Grammatical functions: complete subject, complete predicate, direct object, object of preposition
- Sentence patterns: compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates; compound sentences
- Text-based analysis and application of grammatical forms and functions
- Mechanics: end punctuation, various types

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: use information (apply); breakdown information (analyze)
- Read (and listen to) varied genre selections
- Text structure: classification, time sequence
- 12 literary terms and devices in text

Step 6: Speaking and Writing

- Sentence types: statement; question; command
- Written responses linked to Step 5 thinking skills: apply; analyze
- Paragraph development: classification, time sequence; summary
- Essay development: multi-paragraph classification (informational)

**Scope and Sequence for *Scholastic READ 180* Stage B, Enterprise Edition (Middle School)**

**Comprehension:** The Gradual Release Model is a sequence of instruction that leads to independent skill and strategy application used along with explicit comprehension instruction and questioning strategies. Explicit comprehension instruction equips students with a “tool kit” for understanding text through direct, systematic, and

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scaffolded guidance in using comprehension skills to derive meaning from a text. Students are taught strategies for questioning before, during, and after reading, leading to increased understanding and independence. The teacher guides students in learning critical skills for reading to learn. The scope and sequence for comprehension includes mastering the following components: main idea and details, sequence of events, character, setting, plot, theme, summarize, problem and solution, cause and effect, compare and contrast, and making inferences.

**Reading Fluency:** Fluency is built throughout the program with a focus on practice and modeled readings. This is done through read-alouds where students have an assigned active and accountable role, modeled readings, independent readings of paperbacks and audio-books, and recorded sessions on the computer. Student's fluency progression is based individually.

**Vocabulary and Word Study:** Vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples and providing ample practice. The focus for vocabulary development is based on high utility academic words, word families, morphemes, and structured instruction routines while working with narrow reading selections. The scope and sequence for vocabulary/word study includes the following: prefixes, suffixes, synonyms, antonyms, word families, using a dictionary, multiple-meaning words, verb endings, synonyms, homophones, compound words, noun endings, idioms, context clues, and Latin and Greek roots.

**Grammar, Usage, and Mechanics:** Grammar, usage, and mechanics instruction is focused on shaping, sharpening, and honing students' speaking and writing skills. The focus is on writing and speaking skills while teaching students using concrete tasks and addressing common errors. The scope and sequence for this area includes the following: identifying sentences and fragments, correcting sentence fragments, using end punctuation, using capitals, correcting run-on sentences, using correct verb tense, using correct word order, using commas in a series, using irregular verbs, subject-verb agreement, using commas with introductory words, using possessives, using subject and object pronouns, using adjectives that compare, avoiding double negatives, using quotation marks, and using adverbs.

**Writing:** Scaffolded writing instruction is used for developing writing skills while working with struggling readers. Students are provided with the support tools they need to meet the demands of academic writing through systematic writing instruction that is structured, coached, and monitored. The instructional focus is on recognizing the key features necessary to structure the content and organization of academic writing and reading as a process. The process followed is: generating ideas, planning, writing, revising, editing, final draft and presentation. The scope and sequence for writing includes the following genres with an emphasis on both writing and reading: descriptive, expository, literature response, literature review or critique, personal narrative, persuasive, poetry, research writing, and functional writing.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Hear, identify and manipulate the phonemes in spoken words to understand that the sounds of spoken language work together to make words. (Phonemic Awareness)
- Understand the predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. They will use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. (Decoding and Phonics)
- Develop listening, speaking, reading, and writing vocabulary as stored information about the meanings and pronunciation of words necessary for communication. (Vocabulary Development)
- Read text accurately and quickly to provide a bridge between word recognition and comprehension and recognize words and comprehend at the same time. (Reading Fluency, including oral reading skills)
- Use strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text. (Reading Comprehension strategies)
- Develop pre-writing skills and produce written responses
- Use scaffolding strategies

### **Assessments**

- Degrees of Reading Power (DRP) Placement Test



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- Content Mastery Tests or Skills Tests
- Summative Assessments
- Reading Counts and *Scholastic* Reading Inventory

**District Approved Texts and Instructional Resources**

- *LANGUAGE!* Student Textbooks, Interactive Textbooks, and Assessments: Books A, B, and C  
or
- *Scholastic READ 180* Student Textbooks: Stages A & B

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

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**Literacy for Success 2AB**

(Annual Course – Grades 6-8)

**Prerequisite: Literacy for Success 1AB**

**230133 LIT SUCCESS MS 2A**

**230134 LIT SUCCESS MS 2B**

**Course Description**

This is the second level of the *Developing Readers and Writers Course (DRWC)*, an accelerated intervention program that addresses the needs of the students in grades 6 through 8 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The District's Secondary Literacy Plan requires that all students, grades five through eight, who are Far Below Basic on the English-Language Arts California Standards Test, are to be further assessed to determine whether *DRWC* is an appropriate placement. Middle schools are to use *LANGUAGE!* as the curriculum for *DRWC*. A middle school may use *READ 180* with the approval of the Local District Superintendent. Both district adopted programs focus on the explicit teaching of these major components: phonemic awareness, decoding, fluency, comprehension, encoding (spelling), vocabulary building, grammar usage, speaking and listening, writing, and wide reading of fiction and non-fiction.

**COURSE SYLLABUS**

Both *LANGUAGE!* and Scholastic *READ 180* are intensive reading intervention program developed to address the instructional needs and reading skills of students whose reading achievement is below grade level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills.

**Representative Standards** - At the end of Level 2 or Stage C, students should have mastered the following standards to develop grade-level proficiency in reading, writing, listening, and speaking:

**Step 1: Phonemic Awareness and Phonics**

**Grade 2 LC 1.8** Spell basic short-vowel, long vowel, r-controlled, and consonant blend patterns correctly.

**Step 2: Word Recognition and Spelling**

**Grade 6 LC 1.5** Spell frequently misspelled words correctly.

**Grade 7 LC 1.7** Spell derivatives correctly by applying the spelling of bases and affixes.

**Grade 8 LC 1.6** Use correct spelling conventions.

**Step 3: Vocabulary and Morphology**

**Grade 6 R 1.5** Understand and explain the “shades of meaning” in related words (e.g., softly and quietly).

**Grade 7 LC 1.3** Identify all parts of speech and types and structure of sentences.

**Grade 7 LC 1.2** Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

**Step 4: Grammar and Usage**

**Grade 6 LC 1.1** Use simple, compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

**Grade 6 LC 1.3** Use colons after salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

**Grade 7 LC 1.3** Identify all parts of speech and types and structure of sentences.

**Grade 7 LC 1.5** Identify hyphens, dashes, brackets, and semi-colons and use them correctly.

**Grade 8 LC 1.5** Use correct punctuation and capitalization.

**Step 5: Listening and Reading**

**Grade 5 R 2.1** Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, and

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maps) make information accessible and usable.

**Grade 5 R 3.1** Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

**Grade 5 R 3.4** Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.

**Grade 5 R 3.7** Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic, and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

**Grade 6 R 1.4** Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

**Grade 6 R 3.4** Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

**Grade 6 R 3.7** Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

**Grade 8 R 3.5** Identify and analyze recurring themes (e.g. good versus evil) across traditional and contemporary works.

### **Step 6: Speaking and Writing**

**Grade 5 R 2.4** Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

**Grade 6 W 1.3** Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

**Grade 7 W 1.1** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

**Grade 7 W 1.3** Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

**Grade 7 W 2.2a** Develop interpretations exhibiting careful reading, understanding, and insight.

**Grade 7 W 2.2b** Organize interpretations around several clear ideas, premises, or images from the literary work.

**Grade 7 W 2.2c** Justify interpretations through sustained use of examples and textual evidence.

**Grade 8 W 1.6** Revise writing for word choice; appropriate organization; consistent point of view, and transitions between paragraphs, passages and ideas.

### **Scope and Sequence for *LANGUAGE!* Level 2**

#### **Skills Overview:**

Scientifically-based reading research has identified these five skills as essential components of effective reading instruction. Brief overview of each skill is given below:

1. **Phonemic Awareness** – The ability to hear, identify and manipulate the individual sounds –phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. **Decoding and Phonics** – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. **Vocabulary Development** – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
  - Listening vocabulary – the words needed to understand what is heard
  - Speaking vocabulary – the words used when speaking
  - Reading vocabulary – the words needed to understand what is read
  - Writing vocabulary – the words used in writing
4. **Reading fluency, including oral reading skills** – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. **Reading comprehension strategies** – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

### **Book C: Units 13-18 (10-12 Weeks)**

Step 1: Phonemic Awareness and Phonics

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- Syllable awareness in multisyllable words
  - Syllable types: closed; r-controlled; open; final silent e
  - Schwa (con' vict vs. con vict')
  - Phonemes for y, based on word position
- Step 2: Word Recognition
- Read/spell: new sound-spelling combinations
  - Read/spell: 36 new essential words
  - Fluency: word recognition
  - Syllabication process in multisyllable words
  - Contractions with *be* and *have*
  - Spelling: Change “y” Rule
- Step 3: Vocabulary and Morphology
- Antonyms, synonyms, attributes, homophones, and analogies
  - Idiomatic and common expressions
  - Number: irregular plural nouns
  - Prefixes: 12 most common for meaning expansion of base words
  - Comparative and superlative adjectives
- Step 4: Grammar and Usage
- Grammatical forms: verbs (helping), adjectives (comparative/superlative), adverbs (-ly)
  - Grammatical functions: complete subject, complete predicate, direct object, object of preposition
  - Sentence patterns: compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates; compound sentences
  - Text-based analysis and application of grammatical forms and functions
  - Mechanics: end punctuation, various types
- Step 5: Listening and Reading
- Vocabulary: context-based strategies
  - Fluency: passages
  - Read (and listen to) varied genre selections
  - Higher-order thinking: use information (apply), break down information (analyze)
  - Read (and listen to) varied genre selections
  - Text structure: classification, time sequence
  - 12 literary terms and devices in text
- Step 6: Speaking and Writing
- Sentence types: statement, question, command
  - Written responses linked to Step 5 thinking skills: apply, analyze
  - Paragraph development: classification, time sequence, summary
  - Essay development: multi-paragraph classification (informational)

**Book D: Units 19-24 (10-12 Weeks)**

- Step 1: Phonemic Awareness and Phonics
- Syllable types: Closed, r-controlled, final silent g; vowel digraph; consonant + le; diphthong
  - Syllabication process in multisyllable words
  - Multiple spellings for long vowels
  - Expansion of conditions governing schwa
  - English loan words, Romance languages: i = /ē/, a = /ō/, e = /ā/
- Step 2: Word Recognition
- Read/spell: new syllable patterns
  - Read/spell: new essential words
  - Fluency: word recognition
  - Spelling: Advanced Doubling Rule
- Step 3: Vocabulary and Morphology
- Antonyms, synonyms, attributes, homophones, and analogies
  - Vocabulary expansion through Latin roots (6), prefixes (20), and suffixes (20)
  - Number: irregular plural nouns
  - Use of dictionary (advanced)
  - Use of thesaurus

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Step 4: Grammar and Usage

- Grammatical forms: verbs (helping, linking), phrasal verbs, participles (present, past)
- Grammatical functions: subject/verb agreement, indirect object, compound indirect objects
- Sentence patterns: predicate nominative, predicate adjective
- Text-based analysis and application of grammatical forms and functions

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: judge information against criteria (evaluate), put information together in a new way (create)
- Text structure: reasons, persuasion
- 12 literary terms and devices in context

Step 6: Speaking and Writing

- Written responses linked to Step 5 thinking skills: evaluate, create
- Paragraph development: reasons, persuasion, personal narrative
- Pre-writing: graphic organizer scaffolding, reasons, persuasion, personal narrative, notetaking and outlining

**Book E: Units 25-30 (10-12 Weeks)**

Step 1: Phonemic Awareness and Phonics

- Alternate spellings for consonant sounds
- Common phonograms
- Suffixation: pronunciation, spelling, word function impact
- English loan words: African; Asian, Native American

Step 2: Word Recognition

- Read/spell: new sound-spellings and phonograms
- Read/spell: new essential words
- Fluency: word recognition
- Spelling: review and apply all rules

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Vocabulary expansion through Latin roots (15), prefixes (10), and suffixes (20); Greek combining forms (10)
- Suffixes: spelling rules
- Number: irregular plural nouns
- Use of dictionary and thesaurus

Step 4: Grammar and Usage

- Grammatical forms: relative pronouns, subordinating conjunctions, irregular verbs
- Grammatical functions: subject/verb agreement
- Clauses: dependent formed with relative pronouns and subordinating conjunctions, independent
- Sentence patterns: complex

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Read (and listen to) varied genre selections
- Higher-order thinking: application of all levels
- Text structure: compare and contrast
- 12 literary terms and devices in context
- Metacognition and comprehension: sampling, predicting, confirming in challenging text

Step 6: Speaking and Writing

- Write responses linked to higher-order thinking skills: all levels
- Paragraph development: comparison and contrast; narrative
- Pre-writing: graphic organizer scaffolding, comparison-contrast, narrative, note-taking, outlining
- Organize information across sources
- Revise and edit

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**Scope and Sequence for *Scholastic READ 180* Level 2 (Middle School)**

**Comprehension:** The Gradual Release Model is a sequence of instruction that leads to independent skill and strategy application used along with explicit comprehension instruction and questioning strategies. Explicit comprehension instruction equips students with a “tool kit” for understanding text through direct, systematic, and scaffolded guidance in using comprehension skills to derive meaning from a text. Students are taught strategies for questioning before, during, and after reading, leading to increased understanding and independence. The teacher guides students in learning critical skills for reading to learn. The scope and sequence for comprehension includes mastering the following components: main idea and details, sequence of events, character, setting, plot, theme, summarize, problem and solution, cause and effect, compare and contrast, and making inferences.

**Reading Fluency:** Fluency is built throughout the program with a focus on practice and modeled readings. This is done through read-alouds where students have an assigned active and accountable role, modeled readings, independent readings of paperbacks and audio-books, and recorded sessions on the computer. Student’s fluency progression is based individually.

**Vocabulary and Word Study:** Vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples and providing ample practice. The focus for vocabulary development is based on high utility academic words, word families, morphemes, and structured instruction routines while working with narrow reading selections. The scope and sequence for vocabulary/word study includes the following: prefixes, suffixes, synonyms, antonyms, word families, using a dictionary, multiple-meaning words, verb endings, synonyms, homophones, compound words, noun endings, idioms, context clues, and Latin and Greek roots.

**Grammar, Usage, and Mechanics:** Grammar, usage, and mechanics instruction is focused on shaping, sharpening, and honing students’ speaking and writing skills. The focus is on writing and speaking skills while teaching students using concrete tasks and addressing common errors. The scope and sequence for this area includes the following: identifying sentences and fragments, correcting sentence fragments, using end punctuation, using capitals, correcting run-on sentences, using correct verb tense, using correct word order, using commas in a series, using irregular verbs, subject-verb agreement, using commas with introductory words, using possessives, using subject and object pronouns, using adjectives that compare, avoiding double negatives, using quotation marks, and using adverbs.

**Writing:** Scaffolded writing instruction is used for developing writing skills while working with struggling readers. Students are provided with the support tools they need to meet the demands of academic writing through systematic writing instruction that is structured, coached, and monitored. The instructional focus is on recognizing the key features necessary to structure the content and organization of academic writing and reading as a process. The process followed is: generating ideas, planning, writing, revising, editing, final draft, and presentation. The scope and sequence for writing includes the following genres with an emphasis on both writing and reading: descriptive, expository, literature response, literature review or critique, personal narrative, persuasive, poetry, research writing, and functional writing.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Hear, identify, and manipulate the phonemes in spoken words to understand that the sounds of spoken language work together to make words. (Phonemic Awareness)
- Understand the predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. They will use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. (Decoding and Phonics)
- Develop listening, speaking, reading, and writing vocabulary as stored information about the meanings and pronunciation of words necessary for communication. (Vocabulary Development)
- Read text accurately and quickly to provide a bridge between word recognition and comprehension and recognize words and comprehend at the same time. (Reading Fluency, including oral reading skills)
- Use strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text. (Reading Comprehension strategies)

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- Develop pre-writing skills and produce written responses.
- Revise and edit essay development.
- Use scaffolding strategies.

**Assessments**

- Degrees of Reading Power (DRP) Placement Test
- Content Mastery Tests or rSkills Tests
- Summative Assessments
- Reading Counts and *Scholastic* Reading Inventory

**District Approved Texts and Instructional Resources**

- *LANGUAGE!* Student Textbooks, Interactive Textbooks, and Assessments: Books C, D, and E  
or
- *Scholastic READ 180* Student Textbooks: Stage B, Enterprise Edition

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## **Developing Reading Skills Across the Curriculum AB**

**(Annual Course – Grades 6 - 8)**

**Prerequisite: See Memorandum on Intervention Options for Students with Disabilities at Targeted Schools**

**350201            DEV READ MS A**

**350202            DEV READ MS B**

### **Course Description**

The major emphasis of this course is to promote a balanced language arts program, which provides students with opportunities to develop skills to comprehend materials in the content area and to make meaningful connections between the text and the students' experiences. The course will provide sequential and structured opportunities for students with disabilities who are reading at least at the second grade level. The students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. The framework provides an opportunity to use skills for exploring ideas, attitudes, and values as they relate to self and the larger community. Systematic instruction is based on student needs.

#### Elective Offered Within the Learning Center:

Identified students with disabilities served in the resource specialist program, who are not currently enrolled in a two-hour block program (DRW, ESL, etc.) or are not currently programmed into the Learning Center could be scheduled into this Learning Center elective.

All middle schools on the Targeted Schools List are required to provide targeted evidence-based interventions in English to students with disabilities who scored at the Below Basic or Far Below basic level on the CSTs in English. Middle schools on the Targeted Schools List should program students into the option that best meets the intervention needs of the students.

For assistance in the identification and placement of students, consult Memorandum or the Office of Secondary Instruction and Transition Services.



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**Basic Reading Middle School AB**

**(Annual Course – Grades 6 - 8)**

**Prerequisite: See Memorandum on Intervention Options for Students with Disabilities at Targeted Schools**

**350101            B READ MS A**

**350102            B READ MS B**

**Course Description**

Specially Designed Intervention Elective or SDP English Classes:

Students served in special day programs (SDP) not currently enrolled in a two-hour block program (DRW or ESL) who are performing at the FBB level in ELA may participate in a specially designed reading elective in addition to the core English class. This intervention must consist of the use of evidence-based intervention.

All middle schools on the Targeted Schools List are required to provide targeted evidence-based interventions in English to students with disabilities who scored at the Below Basic or Far Below basic level on the CSTs in English. Middle schools on the Targeted Schools List should program students into the option that best meets the intervention needs of the students.

For assistance in the identification and placement of students, consult Memorandum or the Office of Secondary Instruction and Transition Services.

# **Correlated Academic Intervention Courses**

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**Academic Literacy for Middle School 6AB**

(Annual Course – Grade 6)

Co-requisite: English 6AB

231121 ACAD LIT MS 6A

231122 ACAD LIT MS 6B

**Course Description**

The primary goal of this elective course, which is aligned to the corresponding grade level core English course (English 6AB), is to provide strategic instruction that supports student access to rigorous grade level English/ language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this elective course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by grade level ELA California Standards Tests and ELA periodic assessments. The *California Reading/Language Arts Framework* requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). The Framework highlights that sixth, seventh, and eighth grade students are expected to write narrative, persuasive, and descriptive texts (responses to literature and research reports) of at least 500 to 700 words in each genre and continue to demonstrate a command of standard English. These courses do not replace the grade level core English course and are recommended for students who are below and far below proficiency as measured by grade level CSTs, CELDT, and/or English learners preparing to redesignate. The curriculum and instructional materials for this course parallel those of the core English course.

**Focus Standards**

**Component 1 –  
Narrative**

**Grade 6**

**R 3.2** Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

**R 3.6** Identify and analyze features of themes conveyed through characters, actions, and images.

**W 2.1** Write narratives:

- Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- Include sensory details and concrete language to develop plot and character.
- Use a range of narrative devices (e.g., dialogue, suspense).

**Applicable Listening and  
Speaking Access  
Standards**

**SA 2.1** Deliver narrative presentations:

- Establish a context, plot, and point of view.
- Include sensory details and concrete language to develop the plot and character.
- Use a range of narrative devices (e.g., dialogue, tension, or suspense).

**Component 2 –  
Research/Exposition**

**Grade 6**

**R 2.4** Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

**R 2.7** Make reasonable assertions about a text through accurate, supporting citations.

**W 2.2** Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

- State the thesis or purpose.
- Explain the situation.
- Follow an organizational pattern appropriate to the type of composition.
- Offer persuasive evidence to validate arguments and conclusions as needed.

**Applicable Listening and  
Speaking Access  
Standards**

**SA 2.2** Deliver informative presentations:

- Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.

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- b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

**SA 2.5** Deliver presentations on problems and solutions:

- a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
- b. Offer persuasive evidence to validate the definition of the proposed problem and the proposed solution.

**Component 3 – Response to Literature/Text**

**Grade 6**

**R 3.2** Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

**R 3.8** Critique the credibility of characterization and the degree to which a plot is contrive or realistic (e.g., compare use of fact and fantasy in historical fiction).

**W 2.4** Write responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.
- c. Develop and justify the interpretation through sustained use of examples and textual evidence.

**Applicable Listening and Speaking Access Standards**

**SA 2.3** Deliver oral responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the selected interpretation around several clear ideas, premises, or images.
- c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

**Component 4 – Persuasion/End-of-Course**

**Grade 6**

**R 2.6** Determine the adequacy and appropriateness of the evidence for an author's conclusions.

**R 2.8** Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

**W2.5** Write persuasive compositions:

- a. State a clear position on a proposition or proposal.
- b. Support the position with organized and relevant evidence.
- c. Anticipate and address reader concerns and counterarguments.

**Applicable Listening and Speaking Access Standards**

**SA 2.4** Deliver persuasive presentations:

- a. Provide a clear statement of the position.
- b. Included relevant evidence.
- c. Offer a logical sequence of information.
- d. Engage the listener and foster acceptance of the proposition or proposal.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a theme expressed in the work; connect those elements to texts that express similar positions and themes; and describe the rhetorical devices used to convey those controlling ideas.
- Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
- Find similarities and differences between texts in treatment, scope, and organization of ideas.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.

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- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).

**Assessments**

- Periodic assessments and other formative data
- Teacher-designed quizzes and tests
- Essays and oral presentations
- CELDT results

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grade 6, including *ELA Modules*

**District Approved Texts and Instructional Resources**

- District approved textbook and corresponding district-approved novel(s) and complete works
- McDougal Littell *The Language of Literature, Grade 6* or Prentice Hall *Literature: Timeless Voices, Timeless Themes, Copper Level* CA Edition
- Supplemental district approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

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**Academic Literacy for Middle School 7AB**

(Annual Course – Grade 7)

Co-requisite: English 7AB

231123 ACAD LIT MS 7A

231124 ACAD LIT MS 7B

**Course Description**

The primary goal of this elective course, which is aligned to the corresponding grade level core English course (English 7AB), is to provide strategic instruction that supports student access to rigorous grade level English/language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this elective courses advances student proficiency in reading, writing, speaking, listening, and thinking as measured by grade level ELA California Standards Tests and ELA periodic assessments. The *California Reading/Language Arts Framework* requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). The Framework highlights that sixth, seventh, and eighth grade students are expected to write narrative, persuasive, and descriptive texts (responses to literature and research reports) of at least 500 to 700 words in each genre and continue to demonstrate a command of standard English. These courses do not replace the grade level core English course and are recommended for students who are below and far below proficiency as measured by grade level CSTs, CELDT, and/or English learners preparing to redesignate. The curriculum and instructional materials for this course parallel those of the core English course.

**Focus Standards**

**Component 1 –  
Narrative**

**Grade 7**

**R 3.2** Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**R 3.4** Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

**W 2.1** Write fictional or autobiographical narratives:

- a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- b. Develop complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

**Applicable Listening and  
Speaking Access  
Standards**

**SA 2.1** Deliver narrative presentations:

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complete major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of the specific narrative action (e.g., movement, gestures, expressions).

**SA 2.2** Deliver oral summaries of articles and books:

- a. Include the main ideas of the event or article and the most significant details.
- b. Use the student's own words, except for material quotes from sources.
- c. Convey a comprehensive understanding of sources, not just superficial details.

**Component 2 –  
Research/Exposition**

**Grade 7**

**R 2.4** Identify and trace the development of an author's argument, point of view, or

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perspective in text.

**R 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**W 2.3** Write research reports:

- a. Pose relevant and tightly drawn questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
- d. Document reference sources by means of footnotes and a bibliography.

**Applicable Listening and Speaking Access Standards**

**SA 2.3** Deliver research presentations:

- a. Pose relevant and concise questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process (e.g., use of a card catalogue, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
- d. Cite reference sources appropriately.

**Component 3 – Response to Literature/Text**

**Grade 7**

**R 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**R 3.4** Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

**W 2.2** Write responses to literature:

- a. Develop interpretations exhibiting careful reading, understanding, and insight.
- b. Organize interpretations around several clear ideas, premises, or images from the literary work.
- c. Justify interpretations through sustained use of examples and textual evidence.

**Applicable Listening and Speaking Access Standards**

**SA 2.2** Deliver oral summaries of articles and books:

- a. Include the main ideas of the event or article and the most significant details.
- b. Use the student's own words, except for material quoted from sources.
- c. Convey a comprehensive understanding of sources, not just superficial details.

**Component 4 – Persuasion/End-of-Course**

**Grade 7**

**R 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

**R 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**W2.4** Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

**Applicable Listening and Speaking Access Standards**

**SA 2.4** Deliver persuasive presentations:

- a. State a clear position or perspective in support of an argument or proposal.
- b. Describe the points in support of the argument and employ well-articulated evidence.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.

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- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a theme expressed in the work; connect those elements to texts that express similar positions and themes; and describe the rhetorical devices used to convey those controlling ideas.
- Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
- Find similarities and differences between texts in treatment, scope, and organization of ideas.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).

**Assessments**

- Periodic assessments and other formative data
- Teacher-designed quizzes and tests
- Essays and oral presentations
- CELDT results

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grade 7, including *ELA Modules*

**District Approved Texts and Instructional Resources**

- District approved textbook and corresponding district-approved novel(s) and complete works
- McDougal Littell *The Language of Literature, Grade 7* or Prentice Hall *Literature: Timeless Voices, Timeless Themes, Bronze Level* CA Edition
- Supplemental district approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*



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**Academic Literacy for Middle School 8AB**  
**(Annual Course – Grades 6-8)**

**Co-requisite: English 8AB**

**231125 ACAD LIT MS 8A**  
**231126 ACAD LIT MS 8B**

**Course Description**

The primary goal of this elective course, which is aligned to the corresponding grade level core English course (English 8AB), is to provide strategic instruction that supports student access to rigorous grade level English/Language Arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this elective course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by grade level ELA California Standards Tests and ELA periodic assessments. The *California Reading/Language Arts Framework* requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). The Framework highlights that sixth, seventh, and eighth grade students are expected to write narrative, persuasive, and descriptive texts (responses to literature and research reports) of at least 500 to 700 words in each genre and continue to demonstrate a command of standard English. These courses do not replace the grade level core English course and are recommended for students who are below and far below proficiency as measured by grade level CSTs, CELDT, and/or English learners preparing to redesignate. The curriculum and instructional materials for this course parallel those of the core English course.

**Focus Standards**

**Component 1 –  
Narrative**

**Grade 8**

- R 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- R 3.7** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)
- W 2.1** Write biographies, autobiographies, short stories, or narratives:
- Relate a clear, coherent incident, event, or situation by using well-chosen details.
  - Reveal the significance of, or the writer's attitude about, the subject.
  - Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

**Applicable Listening and  
Speaking Access  
Standards**

- SA 2.1** Deliver narrative presentations (e.g., biographical, autobiographical):
- Relate a clear, coherent incident, event or situation by using well-chosen details.
  - Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
  - Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- SA 2.2** Deliver oral responses to literature:
- Interpret a reading and provide insight.
  - Connect the students' own responses to the writer's techniques and to specific textual references.
  - Draw supported inferences about the effects of a literary work on its audience.

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<b>Component 2 – Research/Exposition</b>	<p>d. Support judgments through references to the text, other works, other authors, or personal knowledge.</p> <p><b>Grade 8</b></p> <p><b>R 2.3</b> Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p><b>R 2.4</b> Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p><b>R 2.7</b> Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p><b>W 2.3</b> Write research reports:</p> <ol style="list-style-type: none"> <li>Define a thesis.</li> <li>Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.</li> <li>Use a variety of primary and secondary sources and distinguish the nature and value of each.</li> <li>Organize and display information on charts, maps, and graphs.</li> </ol>
<b>Applicable Listening and Speaking Access Standards</b>	<p><b>SA 2.3</b> Deliver research presentations:</p> <ol style="list-style-type: none"> <li>Define a thesis.</li> <li>Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.</li> <li>Use a variety of primary and secondary sources and distinguish the nature and value of each.</li> <li>Organize and record information on charts, maps, and graphs.</li> </ol>
<b>Component 3 – Response to Literature/Text</b>	<p><b>Grade 8</b></p> <p><b>R 3.4</b> Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p><b>R 3.5</b> Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p><b>R 3.6</b> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p> <p><b>W 2.2</b> Write responses to literature:</p> <ol style="list-style-type: none"> <li>Exhibit careful reading and insight in their interpretations.</li> <li>Connect the student's own responses to the writer's techniques and to specific textual references.</li> <li>Draw and supported inferences about the effects of a literary work on its audience.</li> <li>Support judgments through references to the text, other works, other authors, or to personal knowledge.</li> </ol>
<b>Applicable Listening and Speaking Access Standards</b>	<p><b>SA 2.2</b> Deliver oral responses to literature:</p> <ol style="list-style-type: none"> <li>Interpret a reading and provide insight.</li> <li>Connect the students' own responses to the writer's techniques and to specific textual references.</li> <li>Draw supported inferences about the effects of a literary work on its audience.</li> <li>Support judgments through references to the text, other works, other authors, or personal knowledge.</li> </ol>
<b>Component 4 – Persuasion/End-of- Course</b>	<p><b>Grade 8</b></p> <p><b>R 2.2</b> Analyze text that uses proposition and support patterns.</p> <p><b>R 2.7</b> Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p><b>W2.4</b> Write persuasive compositions:</p> <ol style="list-style-type: none"> <li>Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</li> </ol>

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**Applicable Listening and Speaking Access Standards**

- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
  - d. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- SA 2.4** Deliver persuasive presentations:
- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
  - b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
  - c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
  - d. Maintain a reasonable tone.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a theme expressed in the work; connect those elements to texts that express similar positions and themes; and describe the rhetorical devices used to convey those controlling ideas.
- Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
- Find similarities and differences between texts in treatment, scope, and organization of ideas.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).

**Assessments**

- Periodic assessments and other formative data
- Teacher-designed quizzes and tests
- Essays and oral presentations
- CELDT results

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grade 8, including *ELA Modules*

**District Approved Texts and Instructional Resources**

- District approved textbook and corresponding district-approved novel(s) and complete works
- McDougal Littell *The Language of Literature, Grade 8* or Prentice Hall *Literature: Timeless Voices, Timeless Themes, Silver Level* CA Edition
- Supplemental district approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

# **Intersession/Summer Academic Intervention Courses**

## **Literacy in Action 1AB**

**(Summer Session/ Intersession – Grades 6-8)**

**Prerequisite: Enrollment in Literacy for Success 1AB**

**232501 LIT ACTN MS 1A**

**232502 LIT ACTN MS 1B**

### **Course Description**

This is a transitional summer/intersession course for students in *Developing Readers and Writers Course (DRWC)*, an accelerated intervention program that addresses the needs of the students in grades 6 through 8 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The major purpose of this course is to address core English-Language Arts content standards and give students experience with literature and writing to prepare them for grade level work and the California High School Exit Exam.

### **COURSE SYLLABUS**

#### **Scope and Sequence**

*DRW-ELA* is a four-week, four hours/day course that uses McDougal Littell's *Bridges to Literature, Book 1* and Great Source's *Reading and Writing Sourcebook* for instruction in writing. The designated block includes:

- 1) Pre-reading (see Connect to Your Life, "Key" to ...)
- 2) Vocabulary introduction and instruction (Words to Know and Vocabulary Strategy lessons)
- 3) Direct instruction with the reading selection (the teacher guiding the students' reading with appropriate questions and strategies)
- 4) Post-reading activities

#### **Focus 1: Fiction**

##### **Representative Standards**

###### **Grade 6**

**R 1.1** Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

**R 1.2** Identify and interpret figurative language and words with multiple meanings.

**R 3.1** Identify the forms of fiction and describe the major characteristics of each form.

**R 3.6** Identify and analyze features of themes conveyed through characters, actions and images.

**R 3.8** Critique the credibility of characterization and the degree to which a plot is contrived or realistic.

**W 2.1** Write narratives.

###### **Grade 7**

**R 1.3** Clarify word meanings through the use of definition, example, restatement, or contrast.

**R 2.3** Analyze text that uses the cause-and-effect organizational pattern.

**R 3.1** Articulate the expressed purposes and characteristics of different forms of prose.

**R 3.2** Identify events that advance the plot and determine how each even explains past or present action(s) or foreshadows future action(s).

**R 3.4** Identify and analyze recurring themes across works.

**W 2.1** Write fictional and autobiographical narratives.

###### **Grade 8**

**R 1.3** Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

**R 2.7** Evaluate the unity coherence, logic, internal consistency, and structural patterns of text.

**R 3.2** Evaluate the structural elements of plot, the plot's development, and the way in which conflicts are addressed/resolved.

**R 3.5** Identify and analyze recurring themes across traditional and contemporary works.

**W 2.1** Write biographies, autobiographies, short stories, or narratives.

In Focus 1: Fiction component, students will work with short stories to develop vocabulary and work with vocabulary words in context in order to derive multiple meanings and understand figurative language. Students

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begin to analyze the expressed purposes and characteristics of prose while studying thematic elements, events of the plot, and the credibility of characterization. Students will develop their own autobiographical or fictional narratives.

**Focus 2: Nonfiction /Poetry**

**Representative Standards**

**Grade 6 Nonfiction**

**R 2.3** Connect and clarify main ideas by identifying their relationships to other sources and related topics.

**R 2.7** Make reasonable assertions about a text through accurate, supporting citations.

**W 2.3** Write research reports.

**Grade 6 Poetry**

**R 3.4** Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

**R 3.6** Identify and analyze features of themes conveyed through characters, actions, and images.

**R 3.7** Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

**Grade 7 Nonfiction**

**R 2.1** Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

**R 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**W 2.3** Write research reports.

**Grade 7 Poetry**

**R 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

**R 3.4** Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

**Grade 8 Nonfiction**

**R 2.6** Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**W 2.3** Write research reports.

**Grade 8 Poetry**

**R 3.1** Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

In Focus 2: Nonfiction/Poetry component, students will study nonfiction text to write research reports that make reasonable assertions about a text through accurate citations. Students will develop connections to main ideas and assertions, make connections between relationships of source material, and assess the adequacy, accuracy and appropriateness of the author's evidence. In developing their own research reports, students will make assertions, develop an organizational structure and use a variety of texts to support their ideas. In this component, students will also learn how tone, meaning, and themes are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. Students will use poetry to analyze recurring themes and explain the effects of common literary devices.

**Focus 3: Fiction**

**Representative Standards**

**Grade 6**

**R 3.2** Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

**Grade 7**

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**Grade 8**

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

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In Focus 3: Fiction component, students will participate in a more sophisticated analysis of characterization by examining how the qualities of a character has an effect on the plot and how characterization is delineated through a character's thoughts, words, speech patterns, and actions. Students will use the knowledge they have learned to construct their own fictional or autobiographical narrative.

**Focus 4: Biography/ Autobiography**

**Representative Standards**

**Grade 6**

**R 2.3** Connect and clarify main ideas by identifying their relationships to other sources and related topics.

**R 2.6** Determine the adequacy and appropriateness of the evidence for an author's conclusions.

**Grade 7**

**R 2.3** Analyze text that uses the cause-and-effect organizational pattern.

**R 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

**R 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**Grade 8**

**R 2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas.

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

In Focus 4: Biography/Autobiography, students will read biographical texts and connect and clarify main ideas, trace the development of an author's argument, point of view, or perspective, and assess the adequacy, accuracy, and appropriateness of an author's evidence to support claims and assertions, noting instances of bias and stereotyping. They will also have opportunities to evaluate the unity, coherence, logic, internal consistency, and structural patterns of text to apply to their own fictional or autobiographical narratives.

**Focus 5: Drama**

**Representative Standards**

**Grade 6**

**R 3.1** Identify the forms of fiction and describe the major characteristics of each form.

**R 3.8** Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

**Grade 7**

**R 3.1** Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**Grade 8**

**R 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

In Focus 5: Drama component, students will study drama as a different form of prose to articulate the expressed purposes and characteristics. Students will also examine the structural elements of the plot and characterization, the plot's development, and the way in which conflicts are or are not addressed and resolved. Students will investigate the credibility of characterization in this genre and analyze characterization through a character's thoughts, words, speech patterns, and actions and the thoughts, words, and actions of other characters.

**Focus 6: Reading a Novel Excerpt**

**Representative Standards**

**Grade 6**

**R 3.1** Identify the forms of fiction and describe the major characteristics of each form.

**R 3.6** Identify and analyze features of themes conveyed through characters, actions, and images.

**R 3.7** Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

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**Grade 7**

**R 3.1** Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

**R 3.2** Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**Grade 8**

**R 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

**R 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

In Focus 6: Reading a Novel Excerpt, students will deepen their understanding of the literary analysis standards by identifying and analyzing features of themes, identify and analyze recurring themes, explain the effects of common literary devices, and compare and contrast the motivations of characters.

**Options for reading aloud as a part of the *DRW-ELA Course***

- Chapter books from the school library
- Books from personal collections
- Books suggested and offered by students
- Appropriate articles from magazines and newspapers
- Stories in *Bridges to Literatures*: Book I which are not used for lessons.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Clarify the literal and figurative meanings of words within the context through the use of definition, example, restatement or contrast.
- Identify forms of fiction and the characteristics of the different forms of prose and poetry.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic.
- Identify the events of the plot and determine how events explain past, present, or foreshadow future actions.
- Connect and clarify main ideas and the cause and effect relationships to other sources and related topics in nonfiction text.
- Assess the adequacy and appropriateness of an author's argument.
- Explain the effects of common literary devices in a variety of fictional and nonfictional texts.
- Write fictional and autobiographical narratives.
- Use scaffolding strategies.

**Assessments**

- Assessments found in the assessment booklet
- Teacher designed quizzes and tests
- Fictional and autobiographical narratives

**District Approved Texts and Instructional Resources**

- McDougal Littell *Bridges to Literature, Level 1* Book 1 (District adopted standards-based textbook )
- Supplemental District approved standards-based instructional materials and resources
- Texts used for read aloud to elicit student interest in reading.

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*



## **Literacy in Action 2 AB**

**(Summer Session/Intersession Course – Grades 6-8)**

**Prerequisite: Enrollment in Literacy Success 2 AB**

**232503 LIT ACTN MS 2A**

**232504 LIT ACTN MS 2B**

### **Course Description**

This is a transitional summer/intersession course for students in *Developing Readers and Writers Course (DRWC)*, an accelerated intervention program that addresses the needs of the students in grades 6 through 8 who have demonstrated delayed reading in the areas of decoding, encoding, fluency, and comprehension. The major purpose of this course is to address core English-Language Arts content standards and give students experience with literature and writing to prepare them for grade level work and the California High School Exit Exam.

### **COURSE SYLLABUS**

*DRW-ELA* is a four-week, four hours/day that uses McDougal Littell's *Bridges to Literature, Book II* and Great Source's *Reading and Writing Sourcebook* for instruction in writing. Please refer to the *Bridges to Literature: Book II—Four Week Lesson Plan*. The designated block includes:

- 1) Pre-reading (see Connect to Your Life, "Key" to ...)
- 2) Vocabulary introduction and instruction (Words to Know and Vocabulary Strategy lessons)
- 3) Direct instruction with the reading selection (the teacher guiding the students' reading with appropriate questions and strategies)
- 4) Post-reading activities

#### **Focus 1: Fiction**

##### **Representative Standards**

###### **Grade 6**

**R 1.1** Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

**R 3.1** Identify the forms of fiction and describe the major characteristics of each form.

**R 3.8** Critique the credibility of characterization and the degree to which a plot is contrived or realistic.

**W 2.1** Write narratives.

###### **Grade 7**

**R 1.3** Clarify word meanings through the use of definition, example, restatement, or contrast.

**R 3.1** Articulate the expressed purposes and characteristics of different forms of prose.

**R 3.2** Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

**W 2.1** Write fictional and autobiographical narratives.

###### **Grade 8**

**R 1.3** Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

**R 3.2** Evaluate the structural elements of plot, the plot's development, and the way in which conflicts are addressed/resolved.

**W 2.1** Write biographies, autobiographies, short stories, or narratives.

In Focus 1: Fiction component, students will work with short stories to develop vocabulary and work with vocabulary words in context in order to derive multiple meanings and understand figurative language. Students begin to analyze the expressed purposes and characteristics of prose while studying thematic elements, events of the plot, and the credibility of characterization. Students will develop their own autobiographical or fictional narratives. Although this is similar to the work in *Literacy in Action 1 AB*, the readings and activities are derived from Book II.

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**Focus 2: Fiction/Poetry**

**Representative Standards**

**Grade 6 Fiction**

**R 3.1** Identify the forms of fiction and describe the major characteristics of each form.

**R 3.2** Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

**W 2.1** Write narratives.

**Grade 6 Poetry**

**R 3.4** Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

**R 3.6** Identify and analyze features of themes conveyed through characters, actions, and images.

**R 3.7** Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

**Grade 7 Fiction**

**R 3.1** Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**W 2.3** Write autobiographical or fictional narratives.

**Grade 7 Poetry**

**R 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

**R 3.4** Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

**Grade 8 Fiction**

**R 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

**W 2.1** Write biographies, autobiographies, short stories, or narratives.

**Grade 8 Poetry**

**R 3.1** Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

In Focus 2: Nonfiction/Poetry component, students will study a more sophisticated perspective in examining characterization by analyzing the qualities of character on the plot and the resolution of the conflict, comparing and contrasting motivations and reactions of literary characters from different eras confronting similar situations or conflicts, and analyzing characterization as delineated through a character's thoughts, words, speech patterns, and actions. Students will utilize the content knowledge to write their own fictional and autobiographical narratives. In this component, students will also learn how tone, meaning, and themes are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. Students will use poetry to analyze recurring themes and explain the effects of common literary devices.

**Focus 3: Nonfiction**

**Representative Standards**

**Grade 6**

**R 2.3** Connect and clarify main ideas by identifying their relationships to other sources and related topics.

**R 3.6** Identify and analyze features of themes conveyed through characters, actions, and images.

**W 2.1** Write responses to literature.

**Grade 7**

**R 2.1** Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

**R 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

**R 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**W 2.1** Write responses to literature.

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**Grade 8**

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**W 2.1** Write technical documents.

In Focus 3: Nonfiction component, students will study nonfiction text to write research reports that make reasonable assertions about a text through accurate, supporting citations. Students will develop connections to main ideas and assertions, make connections between relationships of source material, and assess the adequacy, accuracy and appropriateness of the author's evidence. In developing their own research reports, students will make assertions, develop an organizational structure, and use a variety of texts to support their ideas.

**Focus 4: Biography**

**Representative Standards**

**Grade 6**

**R 2.3** Connect and clarify main ideas by identifying their relationships to other sources and related topics.

**R 2.6** Determine the adequacy and appropriateness of the evidence for an author's conclusions.

**W 2.5** Write persuasive compositions.

**Grade 7**

**R 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

**W 1.2** Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

**W 2.4** Write persuasive compositions.

**Grade 8**

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**W 2.4** Write persuasive compositions.

In Focus 4: Biography component, students will read biographical texts and connect and clarify main ideas, trace the development of an author's argument, point of view, or perspective, and assess the adequacy, accuracy, and appropriateness of an author's evidence to support claims and assertions, noting instances of bias and stereotyping. They will also have opportunities to evaluate the unity, coherence, logic, internal consistency, and structural patterns of text to apply to their analysis in the form of a persuasive composition.

**Focus 5: Drama**

**Representative Standards**

**Grade 6**

**R 3.1** Identify the forms of fiction and describe the major characteristics of each form.

**R 3.8** Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

**Grade 7**

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**Grade 8**

**R 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

In Focus 5: Drama component, students will study drama as a different form of prose to articulate the expressed purposes and characteristics. Students also examine the structural elements of the plot and characterization, the plot's development, and the way in which conflicts are or are not addressed and resolved. Students will continue to analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions, the narrator's description, and the thoughts, words, and actions of other characters. Students will utilize the content knowledge to apply to their own fictional and autobiographical narratives.

**Focus 6: Reading a Novel Excerpt**

**Representative Standards**

**Grade 6**

**R 3.1** Identify the forms of fiction and describe the major characteristics of each form.

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**R 3.5** Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).

**R 3.6** Identify and analyze features of themes conveyed through characters, actions, and images.

**R 3.8** Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

**Grade 7**

**R 3.1** Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

**R 3.2** Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**R 3.4** Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

**Grade 8**

**R 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

**R 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

In Focus 6: Reading a Novel Excerpt, students will deepen their understanding of the literary analysis standards by identifying and analyzing features of themes conveyed through characters, actions, and images, identify and analyze recurring themes, explain the effects of common literary devices, and compare and contrast the motivations of characters. Students will also learn to identify the speaker and recognize the difference between first- and third-person narrations and compare and contrast motivations and reactions of literary characters from different historical era confronting similar situations or conflicts. Students will utilize the content knowledge to write a response to literature.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Clarify the literal and figurative meanings of words within the context through the use of definition, example, restatement or contrast.
- Identify forms of fiction and the characteristics of the different forms of prose and poetry.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic.
- Identify the events of the plot and determine how events explain past, present, or foreshadow future actions.
- Connect and clarify main ideas and the cause and effect relationships to other sources and related topics in nonfiction text.
- Assess the adequacy and appropriateness of an author's argument.
- Explain the effects of common literary devices in a variety of fictional and nonfictional texts.
- Write fictional and autobiographical narratives, persuasive compositions, and responses to literature.
- Articulate the expressed purposes and characteristics of different forms of prose.
- Use scaffolding strategies.

**Assessments**

- Assessments found in the assessment booklet
- Teacher-designed quizzes and tests
- Fictional and autobiographical narratives

**District Approved Texts and Instructional Resources**

- McDougal Littell *Bridges to Literature, Level I* Book II (District adopted standards-based textbook )
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## **Elective Courses – Composition**

**Creative Writing for Middle School AB**  
**(Semester Course – Grades 7-8)**  
**Prerequisite: English 6AB**

**230209            CREAT WRIT MS A**  
**230210            CREAT WRIT MS B**

**Course Description**

The major purpose of this elective course is to create a positive writing experience for students interested in creative writing through experiential, literature-rich focused instruction. Students will keep a daily journal of unique writing exercises that encourages both the enjoyment of writing as well as practice in various skills such as point of view, characterization techniques, sensory detail development, effective dialogue, creating suspense, figurative language, and much more. In addition to responding to high interest prompts, students will have multiple opportunities to read and discuss examples of good writing. It is recommended that students use technology to develop and publish work.

**Focus Standards**

**Reading**

**Grade 7**

- R 3.1** Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).  
**R 3.2** Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).  
**R 3.5** Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

**Grade 8**

- R 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.  
**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.  
**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

**Writing**

**Grade 7**

- W 2.1** Write fictional or autobiographical narratives:  
a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.  
b. Develop complex major and minor characters and a definite setting.  
c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).  
**W 2.2** Write responses to literature:  
a. Develop interpretations exhibiting careful reading, understanding, and insight.  
b. Organize interpretations around several clear ideas, premises, or images from the literary work.  
c. Justify interpretations through sustained use of examples and textual evidence.

**Grade 8**

- W 2.1** Write biographies, autobiographies, short stories, or narratives:  
a. Relate a clear, coherent incident, event, or situation by using well-chosen details.  
b. Reveal the significance of, or the writer's attitude about, the subject.  
c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast

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of characters).

**W 2.2** Write responses to literature:

- a. Exhibit careful reading and insight in their interpretations.
- b. Connect the student's own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

**Listening and Speaking**

**Grade 7**

**SA 2.1** Deliver narrative presentations:

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

**Grade 8**

**SA 2.2** Deliver oral responses to literature:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Select and use words with sensory and emotional appeal for descriptive purposes.
- Recognize and use figurative language in contexts where it enhances the author's purpose.
- Manipulate syntactic structures, sentence patterns, and poetic forms for specific effects and purpose.
- Develop a character sketch with concrete details that clarify appearance and personality.
- Compose dialogue and stage directions appropriate to the characters involved in a dramatic episode.
- Distinguish the elements of a short story and employ these elements in an original short story.
- Define point of view and illustrate how it controls the content and effects of imaginative writing.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Work portfolios

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 7 – 8
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Creative Expression for Middle School AB**  
**(Annual Course – Grades 7-8)**

**Prerequisite: Department Recommendation**

**230211            CREAT EXP MS A**  
**230212            CREAT EXP MS B**

**Course Description**

The major purpose of this elective course is to provide instruction in the writing of original prose, poetry, and drama using models of oral and written interpretation from literature. Students demonstrate their ability to read and discuss literature, and use it as a vehicle for understanding their own historical periods, values, and cultures. Through discussions, journal entries, and papers, students demonstrate knowledge of literary terms and techniques. Development of speaking and listening skills, refinement of reading comprehension skills, and reading appreciation are other desired outcomes of this intensive enrichment course. Students will develop dramatic and artistic interpretations of written work.

**Focus Standards**

**Reading**

**Grade 7**

**R 3.1** Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

**R 3.2** Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

**R 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**Grade 8**

**R 3.1** Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

**R 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

**Writing**

**Grade 7**

**W 1.1** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

**W 2.1** Write fictional or autobiographical narratives:

- a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- b. Develop complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

**Grade 8**

**W 2.1** Write biographies, autobiographies, short stories, or narratives:

- a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
- b. Reveal the significance of, or the writer's attitude about, the subject.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

**W 2.2** Write responses to literature:

- a. Exhibit careful reading and insight in their interpretations.
- b. Connect the student's own responses to the writer's techniques and to specific



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textual references.

- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

**Listening and Speaking**

**Grade 7**

**SA 2.1** Deliver narrative presentations:

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

**Grade 8**

**LS 2.1** Deliver narrative presentations (e.g., biographical, autobiographical):

- a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
- b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

**LS 2.2** Deliver oral responses to literature:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Compose a selection of prose or poetry that appeals to one or more of the five senses, using specific nouns and descriptive verbs with appropriate modifiers.
- List words and phrases that express the appearance and emotions of a person in a particular situation (picture, news story, etc.) and incorporate notes in a descriptive sketch.
- Identify the essential elements of a narrative and use these elements in composing an original narrative.
- Write a dialogue or dramatic skit to reveal plot or character.
- Use diction and voice appropriate to the subject and purpose of the composition.
- Engage in dramatic and artistic interpretations.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Work portfolios

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 7 – 8
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## **Elective Courses – Humanities**

**Humanities for Middle School AB**  
**(Annual Course – Grade 8)**  
**Prerequisite: English 7AB**

**230901 HUMANIT MS A**  
**230902 HUMANIT MS B**

**Course Description**

The major purpose of this elective course is to provide an investigation of historical eras and the connected cultural manifestations as expressed through literature, art, music, law, politics, religion, and philosophy. Students will examine significant works of the historical eras and analyze how they reflect the heritage, traditions, attitudes, and beliefs of the writers, artists, and/or musicians in relationship to the time period. Literary and specialized works are examined for the ideas expressed and the artistry in expression. The course requires practice in structured writing, oral discussions, and critical and creative responses to reading, art, and music. Eighth grade students are expected to produce major texts of 500 to 700 words in these categories: fictional or autobiographical narratives, responses to literature, research reports, and persuasive compositions. This is an interdisciplinary course (English and History/Social Science).

**Focus Standards**

**Reading**

**Grade 8**

**R 3.1** Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

**R 3.7** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

**Writing**

**Grade 8**

**W 1.1** Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

**W 2.2** Write responses to literature:

- a. Exhibit careful reading and insight in their interpretations.
- b. Connect the student's own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

**Listening and Speaking**

**Grade 8**

**SA 2.2** Deliver oral responses to literature:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Define the term humanities and discuss the relevance of humanities studies to contemporary living.

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- Recognize some basic human concerns and how people have sought to meet these concerns in various cultures and epochs.
- Analyze the origins and uses of myths and symbols in various cultures.
- Demonstrate an understanding of certain general aesthetic principles by applying them to selected examples from several arts.
- Compare and contrast motivations and reactions of literary characters from different historical eras or cultures who confront similar situations or conflicts.
- Identify some major cultural epochs and their contributions to contemporary cultures.
- Formulate evaluative criteria for judging the products of a culture.
- Maintain an independent reading, viewing, and listening schedule, including a plan for recording and reporting on choices.
- Engage in discussions around the works of significance and their contributions to historical eras.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Interdisciplinary portfolios

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 8
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## **Elective Courses – Journalism**

**Journalism for Middle School AB**  
**(Annual Course – Grades 7-8)**

**Prerequisite: None**

**230501 JOURNALSM MS A**  
**230502 JOURNALSM MS B**

**Course Description**

The major purpose of this elective course is to offer introductory training in writing news stories, feature articles, and editorials. Students will develop skills in basic interviewing techniques, collecting research, selecting appropriate evidence and support, and organizing material from other sources. Laboratory experiences in preparation of the school newspaper provide practice in editing and publication procedures, including copyreading, headline writing, page makeup, proofreading, and achieving a balanced publication through a selection of editorial accounts.

**Focus Standards**

**Reading**

**Grade 7**

**R 2.1** Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

**R 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**Grade 8**

**R 2.1** Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

**R 2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas.

**R 2.4** Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**Writing**

**Grade 7**

**W 1.2** Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

**W 1.3** Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

**W 1.4** Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

**W 1.5** Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

**W 1.6** Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

**W 1.7** Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

**W 2.3** Write research reports:

- a. Pose relevant and tightly drawn questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
- d. Document reference sources by means of footnotes and a bibliography.

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**W 2.4** Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

**Grade 8**

**W 1.1** Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

**W 1.2** Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

**W 1.3** Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

**W 1.4** Plan and conduct multiple-step information searches by using computer networks and modems.

**W 1.5** Achieve an effective balance between researched information and original ideas.

**W 1.6** Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

**W 2.3** Write research reports:

- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- d. Organize and display information on charts, maps, and graphs.

**W 2.4** Write persuasive compositions:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

**Listening and Speaking**

**Grade 7**

**LS 1.1** Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

**LS 1.2** Determine the speaker's attitude toward the subject.

**LS 1.3** Respond to persuasive messages with questions, challenges, or affirmations.

**Grade 8**

**LS 1.8** Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

**LS 1.9** Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Distinguish among the major types of material in newspapers and magazines.
- Identify parts of the lead paragraph of a news story that tell who, what, when, where, why, and how.
- Recognize the elements of an event that make it newsworthy.
- Plan for and conduct interviews, using preliminary research.
- Take notes with attention to key ideas.
- Compose effective leads for new stories.

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- Write various types of articles for the school newspaper.
- Prepare copy according to established standards.
- Cover a newsbeat or perform specified duties of an editor systematically and responsibly.
- Complete writing assignments to meet production deadlines.
- Perform editing functions efficiently and accurately, including copyreading, headline writing, and proofreading.
- Evaluate individual issues and volumes of the school newspaper according to established criteria.
- Identify propaganda and other devices used to influence the reader.
- Compare the contents and influences of the mass media.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and articles
- Oral presentations

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 7 & 8
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*



**Photo Journalism for Middle School**  
**(Semester Course – Grades 7-8)**

**Prerequisite: English 6AB**

**230605 PHOTO JOUR MS**

**Course Description**

The major purpose of this elective course is to introduce the student to the language of still photography, organized around picture journalism in newspapers and magazines. Students are involved in the development of picture pages, picture stories, picture essays, and character studies. Instruction in basic camera techniques and development of skills in picture taking and caption writing is included. Students will learn how a good photo for journalistic purposes enhances the written word and tells its own story. Depending on the available resources and materials, this class can incorporate desktop publishing. Students will learn how to use the 35 mm camera, digital camera, scanner, and a computer-based publishing application to produce a magazine.

**Focus Standards**

**Reading**

**Grade 7**

**R 2.1** Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

**R 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**Grade 8**

**R 2.1** Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

**R 2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas.

**R 2.4** Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**Writing**

**Grade 7**

**W 1.2** Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

**W 1.3** Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

**W 1.4** Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

**W 1.5** Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

**W 1.6** Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

**W 1.7** Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

**W 2.4** Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

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**Grade 8**

**W 1.1** Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

**W 1.2** Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

**W 1.3** Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

**W 1.4** Plan and conduct multiple-step information searches by using computer networks and modems.

**W 1.5** Achieve an effective balance between researched information and original ideas.

**W 1.6** Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

**W 2.4** Write persuasive compositions:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

**Listening and Speaking**

**Grade 7**

**LS 1.1** Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

**LS 1.2** Determine the speaker's attitude toward the subject.

**LS 1.3** Respond to persuasive messages with questions, challenges, or affirmations.

**Grade 8**

**LS 1.8** Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

**LS 1.9** Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Distinguish among the major types of material in a newspaper.
- Identify parts of the lead paragraph of a news story that tell who, what, when, where, why, and how.
- Recognize the elements of an event that make it newsworthy.
- Plan for and conduct interviews, using preliminary research.
- Take notes with attention to key ideas.
- Identify propaganda and other devices used to influence the reader.
- Compare the contents and influences of the mass media.
- Demonstrate knowledge of the elements of a photograph that are used to tell a story.
- Write effective captions that tell who, what, when, where, why, and how.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Student portfolio

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 7-8
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## **Elective Courses – Literature/Reading**

**Elements of the Short Story and Novel**  
**(Semester Course in an Annual Sequence – Grade 6)**

**Co-requisite: English 6A**

**230401 SH STORY MS**

**Course Description**

The major purpose of this semester elective course is to supplement the core English 6AB curriculum. This course aligns to the Focus and Assessed Standards in the *LAUSD English/Language Arts Instructional Guide, Grade 6* and is scheduled concurrently with English 6A.

In this course, students will read, discuss, and respond to a wide variety of short stories, narrative fiction and nonfiction, and novels in support of the focus on literary analysis in *Component 1 – Narrative* and *Component 3 – Response to Literature/Text*. Students will focus on elements of author’s craft by conducting literary analyses that examine: qualities of characters, features of themes, figurative language, credibility of characterization and the extent to which the plot is realistic or contrived. In studying these literary genres, students will also examine informational texts that support their understanding of author’s craft and the themes explored in the literary works, including biographies, poetry, critiques, essays, and feature articles.

**Focus Standards**

**Reading**

**R 3.2** Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

**R 3.6** Identify and analyze features of themes conveyed through characters, actions, and images.

**R 3.8** Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

**Writing**

**W 2.4** Write responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.
- c. Develop and justify the interpretation through sustained use of examples and textual evidence.

**Listening and Speaking**

**SA 2.3** Deliver oral responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the selected interpretation around several clear ideas, premises, or images.
- c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Identify the forms of fiction and narrative text and describe the major characteristics of each form.
- Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
- Analyze the influence of the setting on the problem and its resolution.
- Identify and analyze features of themes conveyed through characters, actions, and images.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction) in classroom discussions and in writing.
- Identify and interpret figurative language, literary devices, and shades of meaning in related words.
- Write narratives that establish and develop a plot, character(s), setting, and point of view through sensory details, concrete language, and narrative devices.
- Write responses to literature that develop an interpretation organized around clear ideas and justified

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through textual examples.

**Assessments**

- ELA periodic assessments
- Teacher-designed quizzes and tests
- Student-written narratives and essays
- Oral presentations: narrative and responses to literature

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grade 6
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, novels)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Elements of Expository and Informational Text**  
**(Semester Course in an Annual Sequence – Grade 6)**

**Co-requisite: English 6B**

**230403 EXPO TEXT MS**

**Course Description**

The major purpose of this semester elective course is to supplement the core English 6AB curriculum. This elective course aligns to the Focus and Assessed Standards in the *LAUSD English/Language Arts Instructional Guide, Grade 6* and is scheduled concurrently with English 6B.

In this course, students will read, discuss, and respond to a wide variety of expository and persuasive genres in support of the focus on informational text in *Component 2 – Exposition* and *Component 4 – Persuasion*. Students will focus on elements of author's craft by describing and connecting the essential ideas, arguments, and perspectives of the text. Students will also develop their knowledge of text structure, organization, and purpose and produce expository compositions (description, explanation, comparison and contrast, problem and solution) and persuasive compositions of 500 to 700 words. They will also be expected to deliver informative presentations.

**Focus Standards**

**Reading**

- R 1.4** Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- R 2.4** Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- R 2.6** Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- R 2.7** Make reasonable assertions about a text through accurate, supporting citations.
- R 2.8** Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

**Writing**

- LC 1.1** Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.
- W 1.3** Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
- W 2.2** Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):
  - a. State the thesis or purpose.
  - b. Explain the situation.
  - c. Follow an organizational pattern appropriate to the type of composition.
  - d. Offer persuasive evidence to validate arguments and conclusions as needed.
- W 2.5** Write persuasive compositions:
  - a. State a clear position on a proposition or proposal.
  - b. Support the position with organized and relevant evidence.
  - c. Anticipate and address reader concerns and counterarguments.

**Listening and Speaking**

- SA 2.2** Deliver informative presentations:
  - a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
  - b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

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**SA 2.4** Deliver persuasive presentations:

- a. Provide a clear statement of the position.
- b. Include relevant evidence.
- c. Offer a logical sequence of information.
- d. Engage the listener and foster acceptance of the proposition or proposal.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Identify the structural features of informational and persuasive texts found in primary and secondary sources, including media.
- Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- Make reasonable assertions about a text through accurate, supporting citations.
- Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.
- Write expository and persuasive compositions that provide a clear thesis or position, support the central purpose with organized and relevant evidence, and address all sides of an issue.
- Deliver informative presentations that pose and answer relevant questions and develop the topic with details from multiple authoritative sources.
- Deliver persuasive presentations that state and support a clear position with organized and relevant evidence, and engage and foster the listener's acceptance of the position.

**Assessments**

- Released LAUSD Periodic Assessments
- Teacher-designed quizzes and tests
- Student-written persuasive and expository compositions
- Expository and persuasive oral presentations

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grade 6
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (news and magazine articles, editorials, commentaries, longer works of nonfiction)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

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**Speech for Middle School AB**  
(Annual Course – Grades 7-8)

**Prerequisite:** None

**230801**            **SPEECH MS A**  
**230802**            **SPEECH HS A**

**Course Description**

The major purpose of this elective course is to offer students an opportunity to gain skill, confidence, and fluency required to function in today's society. Students develop an understanding of both basic communication principles and public speaking strategies through their application of these principles to a variety of speaking assignments (e.g., one-on-one situations, public speaking, and small groups). The fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience will be addressed. Instruction stresses academic communication. Students will participate in panel discussions and debates.

**Focus Standards**

**Reading**

**Grade 7**

**R 2.1** Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

**R 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**Grade 8**

**R 2.4** Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**Writing**

**Grade 7**

**W 1.2** Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

**W 1.3** Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

**W1.4** Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

**Grade 8**

**W 1.1** Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

**W 1.5** Achieve an effective balance between researched information and original ideas.

**W 1.6** Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

**Listening and Speaking**

**Grade 7**

**LS 1.2** Determine the speaker's attitude toward the subject.

**LS 1.4** Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

**LS 1.7** Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

**SA 2.3** Deliver research presentations:

- a. Pose relevant and concise questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process(e.g., use of a



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card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).

- d. Cite reference sources appropriately.

**SA 2.4** Deliver persuasive compositions:

- a. State a clear position or perspective in support of an argument or proposal.  
b. Describe the points in support of the argument and employ well-articulated evidence.

**Grade 8**

**LS 1.2** Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

**LS 1.4** Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

**LS 1.5** Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

**LS 1.6** Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

**SA 2.3** Deliver research presentations:

Define a thesis.

- a. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.  
b. Use a variety of primary and secondary sources and distinguish the nature and value of each.  
c. Organize and record information on charts, maps, and graphs.

**SA 2.4** Deliver persuasive presentations:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).  
b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.  
c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.  
d. Maintain a reasonable tone.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Apply principles of informal speech to practice social introductions, social conversations, and telephoning.
- Conduct an interview that successfully achieves its purpose.
- Identify the audience for a speech and cite specific examples of how the speech was adapted to its audience.
- Take notes that identify the central idea, main points, and essential details of a speech.
- Employ posture and gestures that express desired meaning to an audience.
- Practice effective voice and articulation skills in a variety of speaking situations.
- Prepare for and participate in several types of effective group discussions.
- Write an outline to organize patterns of arrangement and development for speech assignments.
- Recognize and use valid types of evidence and reasoning.
- Include different forms of media, including visuals and digital media, in speeches and presentations.
- Evaluate and provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- Engage in self-assessment of the development, delivery, and effectiveness of speeches.
- Evaluate the unity, coherence, logic, internal consistency, and structural patterns of oral and written text.

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**Assessments**

- Teacher-designed quizzes and tests
- Student-written speeches and oral presentations
- Classroom panels and discussion

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 7 – 8
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (including audio, visual, and digital formats)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## Proposed Calendar for Science Periodic Assessments Grades 6 & 8 2008-2009

Calendar	Science Periodic Deadline for Assessment Windows	85% of School Year for STAR Testing *
Single Track	December 12 March 20 June 3*	~ May 15
Year-Round (4-Track) 90/30		
Track A	November 14 April 10 June 10*	~ May 22
Track B	December 1 March 6 June 10*	~ May 22
Track C	November 14 February 13 June 10*	~ May 22
Track D	September 26 February 13 April 22*	~ April 3
Year-Round (3-Track) Concept 6		
Track A	December 19 April 17 June 3*	~ May 27
Track B	December 19 February 13 June 3*	~ May 27
Track C	September 26 February 13 April 8	~ March 27

\*The STAR testing period is traditionally a 3 week window that includes the date by which 85% of the school year has been completed. Depending on the window decided by the district, the last *Periodic Assessment* date may need to be adjusted.

\*\*Grade 7 assessment dates are 1 for each term course offered.

**Proposed Calendar for Science Periodic Assessments  
For Grade 7 2008-2009**

<b>Calendar</b>	<b>Science Periodic Deadline for Assessment Window</b>	<b>85% of School Year for STAR Testing +</b>
Single Track	November 7* May 1**	~ May 15
<b>Year-Round (4-Track) 90/30</b>		
Track A	October 31* April 24**	~ May 22
Track B	September 5* March 13**	~ May 22
Track C	October 31* April 24**	~ May 22
Track D	September 5* March 13**	~April 1
<b>Year-Round (3-Track) Concept 6</b>		
Track A	November 7* May 22**	~ May 27
Track B	November 14* May 22**	~ May 26
Track C	September 15* March 13**	~ March 29

\*First Semester Life Science

\*\*Second Semester Life Science

+The STAR testing period is traditionally a 3 week window that includes the date by which 85% of the school year has been completed. Depending on the window decided by the district, the last *Periodic Assessment* date may need to be adjusted.

# 6th Grade

## Periodic Assessments Organizer

This page will serve as a reference for you. Please fill in your appropriate track periodic assessment dates. Also fill in the dates for 4 days of reflection, intervention, and enrichment following the first two periodic assessments.

Grade 6 Periodic Assessment	Periodic Assessment I	4 day Reflection, Intervention, Enrichment	Periodic Assessment II	4 day Reflection, Intervention, Enrichment	Periodic Assessment III	Reflection, Intervention, Enrichment
Assessment Window Single Track						
Assessment Window Three Tracks						
Assessment Window Four Tracks						

# Science Instructional Guide Graphic Organizer

## Overview For Grade 6

### **Instructional Component 1**

Standard Set I:

(1a, 1c, 1e, 1b, 3c, 4c), (1d, 1f, 3a, 1g, 2d), (7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h)

Periodic Assessment 1 Administered

### **Instructional Component 2**

Standard Set II:

(4a, 4b, 4d, 4e, 3a, 3d), (2a, 2b, 2c, 2d), (7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h)

Periodic Assessment 2 Administered

### **Instructional Component 3**

Standard Set III:

(5a, 5b, 5c, 5d, 5e), (6a, 6b, 6c, 2d, 3b), (7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h)

## LAUSD - Sixth Grade Science Matrix Chart

### Instructional Component 1 - *Plate Tectonics and Earth's Structure, Shaping Earth's Surface, Heat, Energy in the Earth System, Investigation and Experimentation: Standard Sets 1, 2, 3, 4, and 7*

#### Standards for Instructional Component 1

**Standard Set 1 Plate Tectonics and Earth's Structure-** Plate tectonics accounts for important features of Earth's surface and major geological events. As a basis for understanding this concept:

- 1a. Students know evidence of plate tectonics is derived from the fit of the continents, the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
- 1b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
- 1c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
- 1d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
- 1e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
- 1f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
- 1g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

**Standard Set 2: Shaping Earth's Surface-** Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:

- 2d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

**Standard Set 3: Heat (Thermal Energy)-** Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:

- 3. a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
- 3c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).

**Standard Set 4: Energy in the Earth System-** Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

4c. Students know heat from Earth's interior reaches the surface primarily through convection.

**Standard Set 7: Investigation and Experimentation-** Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

7a. Develop a hypothesis.

7b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

7c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

7d. Communicate the steps and results from an investigation in written reports and oral presentations.

7e. Recognize whether evidence is consistent with a proposed explanation.

7f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.

7g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).

7h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

### **6th Grade Instructional Component 1 Content Standard Group 1**

#### **Standards for Component 1 Standard Group 1**

1a. Students know evidence of plate tectonics is derived from the fit of the continents, the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.

1c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.

1e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.

1b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.

3c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).

4c. Students know heat from Earth's interior reaches the surface primarily through convection.



<b>Key Concept for Component 1 Standard Group 1:</b> The model of the Earth’s structure reflects the dynamic changes occurring on the surface.		
<b>Content Standard Group</b>	<b>Analyzed Standard</b>	<b>Instructional Resources</b>
1a, 1c, 1e, 1b, 3c, 4c	<ul style="list-style-type: none"> <li>Students determine how the fit of the continents, the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones provide evidence of plate tectonics (1a)</li> <li>Students explain how lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle. (1c)</li> <li>Students explain how major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions. (1e)</li> <li>Students will identify the layers of the Earth on a diagram and explain the relationship among the layers. (1b)</li> </ul>	<p><b>Sample Performance Task</b> In groups students create a poster or electronic presentation of three geological events: earthquake, volcano and mountain range. Presentations must include:</p> <ul style="list-style-type: none"> <li>Students must label and explain the type of plate movement</li> <li>Identify the cause of the plate movement. (Demonstrate an understanding of convection cell(s) in Earth’s mantle, causing slow lithosphere plate movement which results in the following major geologic events: earthquakes, volcanic eruptions, and mountain building.)</li> <li>Label the mantle and lithosphere (crust), include convection cell(s) in mantle and demonstrate movement. (1b, 1c, 1e, 3c, 4c, 7e, 7g)</li> </ul> <p><b>Sample Scoring Criteria for Performance Task</b> Student product should have the following labeled characteristics: mantle, and lithosphere in proper vertical sequence, convection cell(s) in mantle rising, moving laterally in contact with the lithosphere (crust) and then sinking, lateral crust movement, and resulting geologic events: mountain building, earthquakes, volcanic eruptions, etc.).</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Earth’s layers, convection, conduction, lithospheric (crust) plates, their movement and interactions (e.g., convergent, divergent boundaries, subduction, etc.)</li> <li>Locations of various surface features of Earth in relation to lithospheric plate location, movement, and interaction</li> <li>Experience using electronic presentation software and graphics, if used.</li> <li>Authentic photographs of world regions</li> </ul> <p><b>Possible Resources Aligned to Standards</b> A. References from State-Adopted Textbooks</p>

	<ul style="list-style-type: none"> <li>• Students compare/contrast conduction (which involves no flow of matter) and conduction and by convection (which involves flow of matter). (3c)</li> <li>• Students explain how heat from Earth's interior reaches the surface primarily through convection. (4c)</li> </ul>	<p><u>Glencoe</u>  (1a, 7e) pp. 166-173,186-187  (1c) pp. 183-189  (1e) pp. 215-220, 221, 249-251, 295-299  (1b) pp. 102-105, 108  (3c) pp. 145-149  (4c) pp. 106-108,188-190</p> <p><u>Holt</u>  (1a) pp. 193-194, 196, 208-209, 232, 266  (1c) pp. 198-199 202-203  (1e) pp. 200–201, 208-209, 232-235, 266-267, 270-271, 273-274, 409-411  (1b) pp. 85, 190–192  (3c) pp. 90, 92-94, 100-102, 441, 476-477  (4c) pp. 100-101</p> <p>B. Sample Activities Aligned to the Standards  *Exploring Earth Plate Tectonics 6<sup>th</sup> grade Immersion Unit</p> <p><u>Glencoe Activities</u>  (1a) Drifting Continents, p. 172  (1e) The Ring of Fire, pp. 320-321  (1b) Earth’s Layers, pp. 110-111</p> <p><u>Holt Activities</u>  (1a, 1d, 1e, 7f) Locating Earth’s Volcanoes, p. 282  (1e) Continental Collisions, p. 189  (3c, 4c) Modeling Convection, p. 102  (3c) Stop the Energy Transfer, pp. 112 -113</p> <p><u>LAUSD Anchor Activities</u>  (1a) Planet ZEB – Are the Continents Drifting?  (1a, 1b, 1c) Plate Time Machine  (1b, 1c) Layers of the Erath: A Scale Model  (4c) Heating the Earth</p>
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		<u>Catastrophic Events STC Kit</u> (1a, 1e, 7f, 7b) 13.1 Plotting Earthquakes to Identify Patterns (1b, 1a, 7e) 14.1 Examining the Earth's Interior (1c, 1e, 1a, 1f, 7e, 7g) 15.1 Using a Simple Model of Plate Movement (1a, 1c, 1f, 1e, 7e, 7g) 15.2 Using the Moving Plates Model (1f, 1a, 1e, 7a-e) 19.1 Investigating Magma and New Landforms (1f, 1a, 1e, 7a-e) 19.2 Investigating Lava and New Landforms (1b, 1a, 7e) Walk through the Earth (Scaling the Earth's layers) (1b, 1a, 7e) 14.1 Examining the Earth's Interior ( 4c, 1c, 3c, 7e)16.1 CE Modeling Convection in the Mantle
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### Grade 6 Instructional Component 1 Content Standard Group 2

#### Standards for Component 1 Standard Group 2

1d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.

1f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.

3a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.

1g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

2d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

**Key Concept for Component 1 Standard Group 2:** Earthquakes occur and volcanoes erupt because of factors below the Earth's surface.

Content Standard Group	Analyzed Standard	Instructional Resources
1d, 1f, 3a, 1g, 2d	<ul style="list-style-type: none"> <li>Students explain the causes of earthquakes and volcanoes. (1d)</li> <li>Students explain major features of California</li> </ul>	<b>Sample Performance Task</b> Student describes how to locate an earthquake epicenter, and then locates an earthquake epicenter on a map. Using P and S wave data and a P and S wave time-travel graph available in their textbook, student determines the distances from the epicenter of an earthquake to three different seismograph stations in three different cities. Student uses

	<p>geology (including mountains, faults, volcanoes) in terms of plate tectonics. (1f)</p> <ul style="list-style-type: none"> <li>• Students explain the mechanism of energy transfer. (3a)</li> <li>• Students determine the epicenter of an earthquake and explain how the effects of the earthquake depend on several variables. (1g)</li> <li>• Students evaluate the effects of earthquakes, volcanic eruptions, landslides, and floods on human and wildlife habitats. (2d)</li> </ul>	<p>these distances to generate scale distances, using the scale given in the map in the textbook. Using these scale distances as radii, student draws three circles on the map from the textbook; with each city in the center of a circle, and the radius of the circle is the scale distance to the epicenter. The three circles intersect at the location of the epicenter. Write a description of the epicenter location. (1g, 7b, 7c, 7d, 7f) Note: standard 1g also includes earthquake effects and building structure, soil type, etc. that would require an additional performance task to demonstrate mastery of the entire standard)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  Student product should have a description of the procedure used to obtain and process data, data table with data and distance interpolation, calculation results for P-S wave lag time (if necessary), accurately drawn circles that intersect at the epicenter of the earthquake, and a written identification of the epicenter location.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• Earthquake characteristics; epicenter, P and S waves, seismographs and seismograms</li> <li>• Scale modeling, compass use, and map reading skills</li> </ul> <p><b>Possible Resources Aligned to Standards</b>  A. References from State-Adopted Textbooks  <u>Glencoe</u>  (1d) pp. 246-247, 294-299, 304, 305  (1f) pp. 223-226, 307  (3a) pp. 131-134  (1g) pp. 253-258, 263-267, 270, 271, 276, 279  (2d) pp. 270-275, 313-315  <u>Holt</u>  (1d) pp. 204-207, 232-235, 266, 270-274, 276  (1f) pp. 210-216  (3a) pp. 92-96, 235, 474, 476  (1g) pp. 236-247</p>
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		<p>(2d) pp. 248-250, 278-281, 349, 531</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u></p> <p>(1d) How Do Volcanoes Form, p. 300</p> <p>(1g) Can You Locate An Earthquakes Epicenter?, pp. 268-269</p> <p>(1g) Can You Locate Areas at Risk for an Earthquake?, p. 279</p> <p>(2d) Preparing For an Earthquake, pp. 280-281</p> <p>(2d) How Does Lava Affect Habitats. p. 318</p> <p><u>Holt Activities</u></p> <p>(1d) Modeling Strike Slip Faults, p. 207</p> <p>(1d) Modeling an Explosive Eruption, p. 275</p> <p>(1f) Modeling Accretion, p. 213</p> <p>(3a) Heat Transfer, p.95</p> <p>(3a) Seismic Spring Toys, p. 236</p> <p>(1g, 7b) Investigating Building Materials, p. 231</p> <p>(1g) Locating an Epicenter, p. 239</p> <p>(1g) Earthquake Epicenters, p. 252</p> <p>(1g) Earthquakes and Buildings, p. 246</p> <p>(2d) Modeling a Tsunami, p. 250</p> <p><u>Catastrophic Events STC Kit (CE)</u></p> <p>(1c, 1e, 1a, 1f, 7e, 7g) CE15.1 Using a Simple Model of Plate Movement</p> <p>(1a, 1c, 1f, 1e, 7e, 7g) CE 15.2 Using the Moving Plates Model</p> <p>(4c, 1c, 3c, 7e) CE 16.3 Modeling Convection in the Mantle</p> <p>(1a, 1e, 7f, 7b) CE 13.1 Plotting Earthquakes to Identify Patterns</p> <p>(1c, 1e, 1a, 1f, 7e, 7g) CE 15.1 Using a Simple Model of Plate Movement</p> <p>(1a, 1c, 1f, 1e, 7e, 7g) CE 15.2 Using the Moving Plates Model</p> <p>(1f, 1a, 1e, 7a-e) CE 19.1 Investigating Magma and New Landforms</p> <p>(1f, 1a, 1e, 7a-e) CE 19.2 Investigating Lava and New Landforms</p> <p>(1d, 7a-e) CE 15.2 Investigating faults with Models</p> <p>(1c, 1e, 1a, 1f, 7e, 7g) CE 15.1 Using a Simple Model of Plate Movement</p> <p>(1a, 1c, 1f, 1e, 7e, 7g) CE 15.2 Using the Moving Plates Model</p>
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		(1f, 1a, 1e, 7a-e) CE 19.1 Investigating Magma and New Landforms (1f, 1a, 1e, 7a-e) CE 19.2 Investigating Lava and New Landforms (1e, 1f, 7a-e) CE 20.1 Investigating Viscosity and Volcano Type (2d, 1g, 7b) CE 11.2 Designing and building an Earthquake Resistant House (1g, 7b) CE 12.1 Recording Vibrations (1g, 7b, 7c) CE 12.2 Reading a Seismogram (1g, 7b, 7c, 7e, 7g) CE 12.3 Locating the Epicenter of an Earthquake (2d) CE 10.1 Thinking about Earthquakes (2d, 1g, 7b) CE 11.2 Designing and building an Earthquake Resistant House (2d, 7h) CE 18.1 Thinking about Volcanoes (2d, 7e) CE 23.1 Investigating Properties of Volcanic Ash (2d, 7e, 7c) CE 24.1 Investigating Ash Fall (3a, 7e, 7d) CE 12.3 (3a, 7b, 7d) CE 11.1 Testing the Motion of Waves
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## LAUSD - Sixth Grade Science Matrix Chart

### Instructional Component 2 - *Shaping Earth's Surface, Heat, Energy in the Earth System, Investigation and Experimentation:* Standard Sets 2, 3, 4, and 7

#### Standards for Instructional Component 2

**Standard Set 2: Shaping Earth's Surface-** Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:

2a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.

2b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.

2c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.

2d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

**Standard Set 3: Heat-** Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:

3a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.

3c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).

3d. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

**Standard Set 4: Energy in the Earth System-** Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

4b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.

4d. Students know convection currents distribute heat in the atmosphere and oceans.

4e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

**Standard Set 7: Investigation and Experimentation-** Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

7a. Develop a hypothesis.

7b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

- 7c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
- 7d. Communicate the steps and results from an investigation in written reports and oral presentations.
- 7e. Recognize whether evidence is consistent with a proposed explanation.
- 7f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
- 7g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
- 7h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

### Grade 6 Instructional Component 2 Content Standard Group 1

#### Standards for Component 2 Standard Group 1:

- 4a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle. [Framework: p 95]
- 4b. *Students know* solar energy reaches Earth through radiation, mostly in the form of visible light. [Framework: p 95]
- 4d. *Students know* convection currents distribute heat in the atmosphere and oceans. [Framework: p 96]
- 4e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.
- 3a. *Students know* energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects. [Framework: p 92]
- 3d. *Students know* heat energy is also transferred between objects by radiation (radiation can travel through space). [Framework: p 94]

**Key Concept for Component 2 Standard Group 1:** The dynamic systems on Earth are affected by the Sun's energy.

Content Standard Group	Analyzed Standard	Instructional Resources
4a, 4b, 4d, 4e 3a, 3d	<ul style="list-style-type: none"> <li>Students identify the sun as the major source of energy for phenomena on Earth's surface (the phenomena being the winds, ocean currents and the water cycle) (4a)</li> <li>Students explain how solar energy reaches the</li> </ul>	<p><b>Sample Performance Task</b></p> <p>Student makes a labeled diagram of a convection current in a weather system (e.g., afternoon onshore local wind at a beach) that includes the role of the Sun in heating the surface of the Earth, and the transfer of heat by conduction from the land surface to the lower atmosphere. Also include the upward movement of warmed air within the system, the cooling of the air as it reaches the upper atmosphere and transfers heat to the surrounding air, the subsequent downward movement of cooled air over the ocean, and the horizontal onshore wind movement from over the sea to over the land. Include explanation that demonstrates student understanding of the above, and includes use of academic vocabulary. (4a, 4d, 4e, 7e, 7g)</p>



	<p>Earth through radiation, mostly in the form of visible light. (4b)</p> <ul style="list-style-type: none"> <li>• Students apply prior knowledge of convection (from Standard 4c) as it applies to the heat distribution in the atmosphere and oceans. (4d)</li> <li>• Students differentiate the different components of weather and analyze their interactions that result in changes in weather. (4e)</li> <li>• Students analyze how energy is transferred in different forms. (3a)</li> <li>• Students differentiate between the forms of heat energy transfers, radiation, convection and conduction. (3d)</li> </ul>	<p><b>Sample Scoring Criteria for Performance Task</b>  Student product should depict solar radiation striking the Earth’s land surface, the transfer of heat by conduction from Earth’s surface to the air at the surface, the upward movement of warmed air, the cooling of air in the upper atmosphere, the downward movement of cooled air, and the horizontal movement of air from the sea to the land.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• The role of radiation from the Sun in heating the Earth, and the transfer of heat by conduction and convection</li> <li>• The structure of a local wind system, or other convective weather systems used for the diagram (e.g., hurricane, global wind system, thunderstorm, etc.)</li> <li>• Students should have an opportunity to observe a convection current (e.g., a glass pan of water, with food color dropped in, and heated below one end of the pan)</li> <li>• Creation of a word bank/wall for ELL learners.</li> </ul> <p><b>Possible Resources Aligned to Standards</b>  A. References from State-Adopted Textbooks  <u>Glencoe</u>  (3a) pp., , 131-134, 142  (3d) pp. 150, 397-398  (4a) pp. 388-389, 401-403, 430-432, 472-474  (4b) pp. 384-387,  (4d) pp. 394-395, 401-409, 430-437  (4e) pp. 401-409, 468-474, 475-482, 483-488, 490-496,  <u>Holt</u>  (4a) pp. 98-103, 108, 367, 438-439, 474-483, 506, 517, 530-533  (4b) pp. 86, 99, 474-479, 521-522, 530-533  (4d) pp. 86-89, 403-405, 438-440, 441-443, 477,479-483, 523-526,  (4e) pp. 444-447,471,473,481-483, 506-520</p>
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		<p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u></p> <p>(4b) Why is the Sky Blue?, p. 391</p> <p>Pg 395 How do Clouds Form? (4d)</p> <p>Pg 433 Different Densities (4d)</p> <p>Pg 497 How do the Santa Ana Winds Move (4e)</p> <p>LAUSD Earth Science Model Lesson: Convection Connections</p> <p><u>Holt Activities</u></p> <p>Pg. 365(lab) Sun &amp; Water Cycle (4a)</p> <p>Pg. 83(lab) Heat Transfer by Radiation (4b)</p> <p>Pg. 435 (lab) Ups &amp; Downs of Convection (4d)</p> <p>Pg. 456-457(lab) Modeling the Coriolis Effect (4d)</p> <p>Pg. 534-535 (lab) Convection Currents (4d)</p> <p>Pg. 492-493(lab) Under Pressure (4c)</p> <p>Pg. 505 (lab) Meeting of Air Masses (4e)</p> <p><u>LAUSD Anchor Activities:</u></p> <p>(3a, 3c, 3d) How Heat Travels</p> <p><u>STC Catastrophic Events Kit</u></p> <p>3.1 Differential Heating and Cooling of soil and water (4b, 4a, 3d, 7a-e)</p> <p>4.1 Investigating Temperature of air (3d 7a-e)</p> <p>4.2 Investigating How Warm Air and Cool Air Move (4a, 7a-e)</p> <p>5.1 Investigating Effects of Colliding Air Masses (4d, 4e, 7a-e)</p> <p>6.1 Observing Evaporation and Condensation (4a, 7a, 7d)</p> <p>6.2 Modeling the effects of air pressure on cloud formation (4e, 7a, 7d)</p> <p>6.3 Reading Weather Maps (4e, 7f, 7b)</p> <p>7.1 Investigating Effect of Temperature on Ocean Currents (4a, 4d, 7a-e)</p> <p>7.2 Investigating Surface Currents, (4a, 4d, 7f)</p>
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### Grade 6 Instructional Component 2 Content Standard Group 2

#### **Standards for Component 2 Standard Group 2:**

2a. *Students know* water running downhill is the dominant process in shaping the landscape, including California's landscape.

2b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.

2c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.

2d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

**Key Concept for Component 2 Standard Group 2:** Human populations are affected by flooding, earthquakes and volcanoes.

Content Standard Group	Analyzed Standards	Instructional Resources
2a, 2b, 2c, 2d	<ul style="list-style-type: none"> <li>Students identify that water running downhill is the dominant process in shaping California's landscape. (2a)</li> <li>Students explain how beaches are formed. (2b)</li> <li>Students analyze rivers and streams systems that erode, transport sediment, change course and flood, thereby determining their patterns. (2c)</li> <li>Students evaluate the damages caused by earthquakes, volcanic eruptions, landslides</li> </ul>	<p><b>Sample Performance Task</b>  Student, using a lab tray with a layer of fine sand or clay in the bottom as a stream table, creates a small streambed with a small volume of water in a measured amount of time. After measuring the width of the resulting streambed and noting the amount of sediment at the bottom end of the stream, student makes a labeled drawing of the streambed. Student then hypothesizes how a larger volume of water (in the same amount of time as the first flow) would change the streambed. Student next uses a larger volume of water to flood the streambed, overflowing the banks. Student measures the width of the resulting changed streambed, makes a labeled drawing of it, and writes an illustrated explanation of how water flow can change a streambed. Be sure to include two labeled (e.g., "First stream, width, amount of water used", etc.) illustrations of the two streams, and written descriptions of what the two streambeds were like and how they are different from each other. Include observations of the relative amount of sediment at the bottom end of the stream flows. Include a discussion of how running water changes landscapes (e.g., creates valleys, sandbars, lower mountains, etc.) Student presents findings to class. (2a, 2b, 7a, 7d, 7e, 7g)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  Student product has two labeled (e.g., "First stream, width, amount of water used", etc.)</p>

	<p>and floods and how they change human wildlife habitats. (2d)</p> <p>illustrations of the two streams, and written descriptions of what the two streambeds were like and how they are different from each other. Include observations of the relative amount of sediment at the bottom end of the stream flows. Include discussion of how running water changes landscapes.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• Relevant geological formations and terms (mountains, valleys, sediment, etc.)</li> <li>• Measuring with a ruler</li> <li>• Teacher should give explicit instructions for components of written explanation.</li> </ul> <p><b>Possible Resources Aligned to Standards</b></p> <p><b>A. References from State-Adopted Textbooks</b></p> <p><u>Glencoe</u></p> <p>(2a) pp. 80-84, 334-335, 339-341, 349, 352</p> <p>(2b) pp. 341-353, 359-361</p> <p>(2c) pp. 349-350, 360, 438-444</p> <p>(2d) pp. 342-344, 480-481</p> <p><u>Holt</u></p> <p>(2a) pp. 344-347, 365-358, 371-377, 379-383</p> <p>(2b) pp. 330-337, 368-377, 388-391</p> <p>(2c) pp. 304-30, 332-338</p> <p>(2d) pp 246-251, 256-259, 278-281, 286-289, 348-351, 376-390,</p> <p><b>B. Sample Activities Aligned to the Standards</b></p> <p><u>Glencoe Activities</u></p> <p>(2b) Will it Slump or Will it Creep?, p. 362</p> <p>(2c) Isn't All Sand the Same?, p. 443</p> <p><u>Holt Activities</u></p> <p>(2a) Weathering, p. 306</p> <p>(2c) Beach Erosion, pp. 352-352</p>
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**LAUSD - Sixth Grade Science Matrix Chart**  
**Instructional Component 3 - *Ecology, Resources, Shaping Earth's Surface, Heat, Investigation and Experimentation:***  
***Standard Sets 5, 6, 2, 3, and 7***

**Standards for Instructional Component 3**

**Standard Set 5: Ecology-** Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

5a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.

5b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.

5c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

5d. Students know different kinds of organisms may play similar ecological roles in similar biomes.

5e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

**Standard Set 6: Resources-** Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

6a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.

6b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

6c. Students know the natural origin of the materials used to make common objects.

**Standard Set 2: Shaping Earth's Surface-** Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:

2d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

**Standard Set 3: Heat-** Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:

b. Students know that when fuel is consumed, most of the energy released becomes heat energy.

**Standard Set 7: Investigation and Experimentation-** Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their

own questions and perform investigations. Students will:

- 7a. Develop a hypothesis.
- 7b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- 7c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
- 7d. Communicate the steps and results from an investigation in written reports and oral presentations.
- 7e. Recognize whether evidence is consistent with a proposed explanation.
- 7f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
- 7g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
- 7h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

### Grade 6 Instructional Component 3 Content Standard Group 1

#### Standards for Component 3 Standard Group 1:

- 5a. *Students know* energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
- 5b. *Students know* matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
- 5c. *Students know* populations Students demonstrate a conceptual understanding of population and ecosystems, such as the roles of producers, consumers, and decomposers in a food web: and the effects of resources and energy transfer on populations by creating a food pyramid.  
of organisms can be categorized by the functions they serve in an ecosystem.
- 5d. *Students know* different kinds of organisms may play similar ecological roles in similar biomes.
- 5e. *Students know* the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

**Key Concept for Component 3 Standard Group 1:** Energy and matter is exchanged in an ecosystem.

Standard Groups	Analyzed Standard	Instructional Resources
5a, 5b, 5c, 5d, 5e	<ul style="list-style-type: none"> <li>Students map the energy entering ecosystems as sunlight is transferred by producers into chemical</li> </ul>	<b>Sample Performance Task</b> Given a list of organisms in an ecosystem, student designs an ecosystem display (PowerPoint, diorama, poster, etc.) that depicts the ecological relationships that transfer energy and matter from organisms to other organisms in the ecosystem. Descriptions of

	<p>energy through photosynthesis and then from organism to organism through food webs. (5a)</p> <ul style="list-style-type: none"> <li>• Students illustrate how matter is transferred over time from one organism to others in the food web and between organisms and the physical environment. (5b)</li> <li>• Students classify populations of organisms by the functions they serve in the ecosystem. (5c)</li> <li>• Students compare and contrast different kinds of organisms and the similar ecological roles they play in similar biomes. (5d)</li> <li>• Students explain the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range temperatures, and soil composition. (5e)</li> </ul>	<p>organisms should include the name of the organism, indicate their trophic level (producer, primary, secondary, tertiary consumer, decomposer) along with other appropriate descriptors (e.g., omnivore, carnivore, herbivore). Be sure to include at least one producer, one primary consumer, one secondary consumer, one top-level carnivore (tertiary consumer), and one decomposer. Students present ecosystem displays to the class, and class classifies organisms from each other's displays into similar ecological roles, from different ecosystems. (5a, 5b, 5c, 5d)</p> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>Items on the display should include appropriate organisms in the following categories: a photosynthetic plant or cyanobacterium (producer) that uses sunlight for its energy, a primary consumer (herbivore or omnivore) animal or protist that eats the plant for its energy, a secondary consumer (carnivore or omnivore) that eats the primary consumer for its energy, a tertiary consumer (top-level predator) that eats the secondary consumer for its energy, and a decomposer (fungus or moneran) that eats the top predator for its energy.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• Food chains, webs, and roles within them, and energy pyramids</li> </ul> <p><b>Possible Resources Aligned to Standards</b></p> <p><i>A. References from State-Adopted Textbooks</i></p> <p><u>Glencoe</u>  (5a,b,c,d) pp. 552-565  (5b) pp. 568-572  (5d) pp. 536-537  (5e) pp. 516-522, 538-539 lab</p> <p><u>Holt</u>  (5a) 554-556, 592-593  (5b) 554-557, 558-560, 562-563</p>
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		<p>(5c) 554-555, 582  (5d) 583-590, 592-598  (5e) 309-310, 312, 314, 550, 560, 581</p> <p><b>B. Sample Activities Aligned to the Standards</b>  <u>Glencoe Activities</u>  (5e) Counting Populations, pp. 538-539  (5c) Can you classify animals by diet?, pp. 557  (5b) What do they eat if they live that biome?, pp. 564  (5a, b, c) Is it primary, secondary, or tertiary?, pp 574-575</p> <p><u>Holt Activities</u>  (5b) Who Eats Whom?, p. 549  (5b, 5e) How are the Organisms in a Food Chain Connected?, p. 558  (5c) How to Categorize Organisms, p. 598  (5c) Pond-Food Relationships, p. 601  (7e) Organizing and Analyzing Evidence, p. 606</p> <p><u>LAUSD Anchor Activities</u>  (5a, 5b, 5c, 5e) Food Chain Simulation</p>
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### Grade 6 Instructional Component 3 Content Standard Group 2

#### **Standards for Component 3 Standard Group 2**

- 6a. *Students know* the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
- 6b. *Students know* different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
- 6c. *Students know* the natural origin of the materials used to make common objects.
- 2d. *Students know* earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.
- 3b. *Students know* that when fuel is consumed, most of the energy released becomes heat energy.
- Key Concept for Component 3 Standard Group 2:** Renewable and nonrenewable are resources important to the economy of California.



Content Standard Groups	Analyzed Standards	Instructional Resources
6a, 6b, 6c, 2d, 3b	<ul style="list-style-type: none"> <li>Students evaluate the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process. (6a)</li> <li>Students classify different natural energy and material resources including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests as renewable or nonrenewable. (6b)</li> <li>Students identify the natural origin of the materials used to make common objects. (6c)</li> <li>Students evaluate damages caused by earthquakes, volcanic eruptions, landslides, and floods and how they change human and wildlife habitats. (2d)</li> <li>Students understand that when fuel is consumed, most of the energy released</li> </ul>	<p><b>Sample Performance Task</b>  Student will collaborate to research and write a presentation that proposes and defends an alternative source of energy that could be developed and used by Californians to help avoid another state energy crisis as happened in 2002. The presentation should discuss the origin, production, and use of the alternative energy resource, the consequences of its production and use, and an explanation of why it is renewable or nonrenewable. (6a, 6b, 7a)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  Presentation should have an accurate description of the origin of the energy source, a complete and plausible sequence of events describing the production and use of the energy source, the monetary and non monetary consequences of its production and use, and an explanation of why it is renewable or nonrenewable.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Current main sources of energy used in California, their origin, production, and use</li> <li>Compare and contrast Renewable versus nonrenewable energy sources using a T chart.</li> <li>How to find information sources about alternative energy resources</li> <li>How to research, organize, write, and edit a presentation (for example: power point, scientific demonstration, poster presentation, etc.) according to the teacher's specifications</li> <li></li> </ul> <p><b>Possible Resources Aligned to Standards</b>  A. References from State-Adopted Textbooks  <u>Glencoe</u>  (6a) pp. 595-617  (6b) pp. 588-605  (6c) pp. 588-589, 607-608</p>

	<p>becomes heat energy. (3b)</p> <p>(2d) pp. 313-315, 270-271 (3b) p. 564</p> <p><u>Holt</u> (2d) pp. 279, 518, 513 (3b) pp. 158, 531 (6a) pp. 158, 160, 164, 166-172, 280, 418 -419, 486-487, 489, 532-533 (6b) pp. 128-133, 138, 158-162, 164, 166-169, 170-172, 314, 382, 412-414, 531 (6c) pp. 134, 136-143, 415</p> <p>B. Sample Activities Aligned to the Standards <u>Glencoe Activities</u> (6a) How can you make the sun work for you?, p. 606 (6a, 6b) Energy Usage-Appling Math, p. 615 (6a) Become an energy expert, pp. 616-617</p> <p>Holt Activities (6b, 6c) Natural Resources Used at Lunch, p. 144 (7c) Constructing Graphs from Data, p. 176</p> <p><u>Web Activities</u> Energy Webquest- <a href="http://www.energyquest.ca.gov">www.energyquest.ca.gov</a> NEED Books <a href="http://www.need.org/EnergyInfobooks">www.need.org/EnergyInfobooks</a></p>
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# 7th Grade

## Periodic Assessments Organizer

This page will serve as a reference for you. Please fill in your appropriate track periodic assessment dates. Also fill in the dates for 4 days of reflection, intervention, and enrichment following the first periodic assessments.

Grade 7 Periodic Assessment	Periodic Assessment I	4 day Reflection, Intervention, Enrichment	Periodic Assessment II	Reflection, Intervention, Enrichment
Assessment Window Single Track				
Assessment Window Three Tracks				
Assessment Window Four Tracks				

# Science Instructional Guide Graphic Organizer **Overview For Grade 7**

## **Instructional Component 1**

Standard Set I:

(6a, 6c, 6d, 6f, 6g), (6d, 1a, 1b, 1c, 1f), (1d), (1e, 2e), (5d, 5e, 2b), (2a, 5f, 2b), (2c, 2d), (7a, 7b, 7c, 7d, 7e)

Periodic Assessment 1 Administered

## **Instructional Component 2**

Standard Set II

(5a, 5b), (5g, 6e, 6b), (6h, 5c, 6i), (6j), (3a, 3e, 3b, 4f), (4e, 4g, 4b), (4c, 4a, 4d, 3c, 3d), (7a, 7b, 7c, 7d, 7e)

Periodic Assessment 2 Administered

**LAUSD - Middle School Instructional Guide  
Seventh Grade Science**

**Instructional Component 1 - *Cell Biology, Genetics, Structure and Function in Living Systems, Physical Principles in Living Systems, Investigation and Experimentation: Standard Sets 1, 2, 5, 6, and 7***

**Standards for Instructional Component 1**

**Standard Set 1: Cell Biology-** All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:

- 1a. Students know cells function similarly in all living organisms.
- 1b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
- 1c. Students know the nucleus is the repository for genetic information in plant and animal cells.
- 1d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
- 1e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
- 1f. Students know that as multicellular organisms develop, their cells differentiate.

**Standard Set 2: Genetics** - A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:

- 2a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
- 2b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.
- 2c. Students know an inherited trait can be determined by one or more genes.
- 2d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
- 2e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

**Standard Set 5: Structure and Function in Living Systems** ( \*Note Parent permission is necessary to teach these standards, they might be addressed in Health) - The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:

- \*5d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
- \*5e. Students know the function of the umbilicus and placenta during pregnancy.
- 5f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.

**Standard Set 6: Physical Principles in Living Systems** - Physical principles underlie biological structures and functions. As a basis for understanding this concept:

- 6a. Students know visible light is a small band within a very broad electromagnetic spectrum.
- 6c. Students know light travels in straight lines if the medium it travels through does not change.
- 6d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
- 6f. Students know light can be reflected, refracted, transmitted, and absorbed by matter
- 6g. Students know the angle of reflection of a light beam is equal to the angle of incidence.
- 6d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.

**Standard Set 7: Investigation and Experimentation** - Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- 7a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data and display data.
- 7b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
- 7c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
- 7d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g. motion of Earth's plates and cell structure).
- 7e. Communicate the steps and results from an investigation in written reports and oral presentations.

### **Grade 7 Instructional Component 1 Content Standard Group 1**

**Standards for Component 1 Standard Group 1:**

- 6a. Students know visible light is a small band within a very broad electromagnetic spectrum.
- 6c. Students know light travels in straight lines if the medium it travels through does not change.
- 6d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
- 6f. Students know light can be reflected, refracted, transmitted, and absorbed by matter.
- 6g. Students know the angle of reflection of a light beam is equal to the angle of incidence.

**Key Concept for the Component 1 Standard Group 1:** The properties of light explain how images are perceived as light moves through

different media and into the eye.		
<b>Content Standard Group</b>	<b>Analyzed Standards</b>	<b>Instructional Resources</b>
6a, 6c, 6d, 6f, 6g	<ul style="list-style-type: none"> <li>•Students differentiate the components of the electromagnetic spectrum. (6a)</li> <li>•Students analyze the pathways light travels through one or more media. (6c)</li> <li>•Students categorize how light interacts with different types of media. (6f)</li> <li>•Students determine the angle of reflection based on the angle of incidence. (6g)</li> </ul>	<p><b>Sample Performance Task</b> In cooperative groups students will construct labeled diagrams of light traveling through at least 3 media of their choice showing the reflected, refracted and transmitted light and the angle incidence. Media may include air, water, lens, prisms and optical instruments. Students will include written explanations for each diagram using the proper academic language. (6a, 6c, 6g, I&amp;E 7a, 7b, 7c)</p> <p><b>Sample Scoring Criteria for Performance Task</b> Students diagrams should include accurately labeled diagrams that clearly and correctly demonstrate how light interacts with each of their chosen media using the proper academic language. The written explanation should include an accurate description of how light travels through each of the chosen media.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• diagrams showing light reflecting and refracting through convex and concave lenses</li> <li>• light behavior through different media such as air, glass, water</li> <li>• diagrams showing how instruments such as a pinhole camera, microscope and telescope work</li> </ul> <p><b>Possible Standards Aligned Resources</b> <i>A. References from State-Adopted Textbooks</i> <u>Glencoe</u> (6a) 430-431, 432, 434 (6c) 428, 438-439, (6d) 443-444, 446, 447, 40-452, 456 (6f) 440-441, 435-437, 438, 433-445, 451, 452 (6g) 440-441</p>

		<p><u>Holt</u>  (6a) pp 77-79, 80 lab  (6c) pp 82-83, 86-91  (6d) pp 93-96, 98 lab  (6f) pp, 82, 84-88, 90-92  (6g)pg. 82-83, 83 lab</p> <p><i>B. Sample Activities Aligned to the Standards</i></p> <p><u>Glencoe Activities</u>  (6c, 6e) Why does the pencil look broken?, p. 438  (6d) How does the image change?, p. 444</p> <p><u>Holt Activities</u>  (6c, 6g) Reflecting Mirror. p. 83  (6c, 6f) Refracting Water p. 92</p> <p><u>LAUSD Anchor Activities</u>  (6a) Marker Chromatograph  (6a, 6b, 6c, 6e) Pinhole Viewer</p> <p><u>Web Activities</u>  <a href="http://dev.physicslab.org/">http://dev.physicslab.org/</a>  <a href="http://www.light-science.com/reflectorexper.html">www.light-science.com/reflectorexper.html</a></p>
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### Grade 7 Instructional Component 1 Content Standard Group 2

#### Standards for Component 1 Standard Group 2:

6d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.

1a. Students know cells function similarly in all living organisms.

1b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.

1c. Students know the nucleus is the repository for genetic information in plant and animal cells.

1f. Students know that as multi-cellular organisms develop, their cells differentiate.

**Key Concept for Component 1 Standard Group 2:** The development of lenses and microscopes led to the discovery of cells and their



functions.		
<b>Content Standard Group</b>	<b>Analyzed Standards</b>	<b>Instructional Resources</b>
6d, 1a, 1b, 1c, 1f	<ul style="list-style-type: none"> <li>• Students correlate the structure of a lens with its function. (6d)</li> <li>• Students explain the effect of using multiple lenses. (6a)</li> <li>• Students differentiate between plant and animal cells. (1b)</li> <li>• Students identify nuclei in prepared slides. (1c)</li> <li>• Students explain the function of nucleus. (1c)</li> <li>• Students explain that the genetic material for the cell is found in the nucleus in both plants and animals. (1c)</li> </ul>	<p><b>Sample Performance Task</b> In partner pairs students will create a Venn Diagram, using proper academic language to compare characteristics of plant cells to animal cells. Students should make sure that the characteristics that are held in common are in the shared space and that those that are unique are in the proper outer areas of the Venn Diagram. (1b, I&amp;E 7d)</p> <p><b>Sample Scoring Criteria for Performance Task</b> A proficient response should include the following (from the CA Framework): Plant cell outer area of Venn Diagram: chloroplast, large central vacuole, cell wall determines shape of cell. Animal cell outer area of Venn Diagram: cytoskeleton determines shape of cell. Shared area of Venn Diagram: cell membrane, nucleus, mitochondria, and cytoplasm.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• plant cell parts from CA Framework</li> <li>• animal cell parts from CA Framework</li> <li>• Venn Diagram usage</li> </ul> <p><b>Possible Standards Aligned Resources</b> A. References from State-Adopted Textbooks <u>Glencoe</u> (6d) pp. 443-445, 450-453, 456 (1b) pp. 58-60 (1c) p. 60 (1f) pp. 100-106</p>

	<ul style="list-style-type: none"> <li>•Students construct a timeline of the development of a multi-cellular organism that reflect cell differentiation. (1f)</li> <li>•Students compare different types of cells in a multi-cellular organism. (1f)</li> <li>•Students diagram the various levels of organization in a multi-cellular organism. (1f)</li> </ul>	<p><u>Holt</u>  (1a) pp. 51 lab, 52-60, 113-130, 212-217, 338-342  (1b) pp. 120-122, 124 -126, 148-151, 147 lab, 360-361, 396-397  (1c) pp. 117-119, 122, 126, 134-135 lab,  (1f) pp. 128-133; 113 lab, 425-427, 448-449, 467-470, 563-567  B. Sample Activities Aligned to the Standards  <u>Glencoe Activities</u>  (6d) Can a Cow Teach You about your Eyes, p. 458-459  (6d) Brain Pop Movie, “The Eye”  (6d) Real World Science, p. 469-461  (6d, 1b) Launch Lab, p.45  (1a) How can you observe DNA in the Cell, p. 54</p> <p><u>Holt Activities</u>  (1a) Cellular Similarity, p. 51  (1b) What are Plants Made of?, p. 113  (1b) Observing Cells, p. 115  (1b) Reading Strategy (comparison table of Plant vs. Animal cells), p. 120  (1b) Quick Lab: Cell Diagrams, p. 121  (1b) Internet Activity: Cell World, p. 125  (1b) Cells Alive Lab, p. 134</p> <p><u>LAUSD/S.C.A.L.E. Immersion Unit</u>  (1c, 7a-e) Fast plants</p> <p><u>LAUSD Anchor Activities</u>  (1a, 1b, 1c, 1d, 7d) Cell and Cell Parts  (1a, 1b, 1c, 1d, 1e, 1f, 5a, 7d) Under the Microscope, The Unseen World, What Lies in the Eye? Cow Eye Dissection</p> <p><u>Web Activities</u>  <a href="http://www.cellsalive.com/cells/animcell.htm">http://www.cellsalive.com/cells/animcell.htm</a></p>
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		<u>Microscope Activities</u> (7a, 7, c, 7d) Explore with magnifying glass and microscope: <ul style="list-style-type: none"> <li>• Prepared slides</li> <li>• Red Onion</li> <li>• Goldfish tails</li> <li>• Prepared slides of root cells</li> </ul>
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### Grade 7 Instructional Component 1 Content Standard Group 3

#### Standard for Component 1 Content Standard Group 3:

1d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.

**Key Concept for Component 1 Content Standard Group 3:** Chloroplasts capture solar energy in the form of glucose that is used by mitochondria to liberate energy for the work that cells do.

Content Standard Group	Analyzed Standards	Instructional Resources
1d	<ul style="list-style-type: none"> <li>•Students compare how plants and animals obtain and use energy. (1d)</li> <li>•Students diagram the relationship between photosynthesis and respiration. (1d)</li> </ul>	<p><b>Sample Performance Task</b>  Students will illustrate a picture book/poster or present a skit to explain how energy available for most organisms is obtained from the energy captured by plants from sunlight. Describe the processes of photosynthesis and respiration and the relationship between photosynthesis and respiration, simple chemical equations, labeled pictures including the functions of mitochondria and chloroplasts. Be sure to explain the proper sequence of events in all pictures and labeled diagrams starting with energy from the sun. Information should be gathered from a variety of print and Internet resources. (1d, I&amp;E 7b, 7d)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  A proficient response should include the following (from the CA Framework):  Role of chloroplasts (include discussion of pigment) in photosynthesis to capture energy from sunlight; simple correct chemical formulae: chemical energy transfer from plants to animals; role of mitochondria in respiration in liberating energy for work in cells</p>

		<p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• ways in which plants and animals obtain energy</li> <li>• parts of a chemical equation – reactants and products</li> <li>• chemical equations for respiration and photosynthesis</li> <li>• flow-charts of energy transfer to plants and to animals</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (1d) 61, 68-71</p> <p><u>Holt</u> (1d) pp. 124-126, 148-151, 147 lab, 360, 396-399, 410-411 lab</p> <p><b>B. Sample Activities Aligned to the Standards</b></p> <p><u>Glencoe Activities</u> (1d) Yeast Cell Respiration, p.70</p> <p><u>Holt Activities</u> (1d) The purpose of pigment, p. 147 (1d) Currency of the Cell, p. 149</p> <p><u>Web Activities</u>  <a href="http://chem.lapeer.org/Bio1Docs/PhotoLab.html">http://chem.lapeer.org/Bio1Docs/PhotoLab.html</a> 1d  <a href="http://www.bio.net/bionet/mm/plant-ed/2006-July/008059.html">http://www.bio.net/bionet/mm/plant-ed/2006-July/008059.html</a> (several photosynthesis labs) 1d  <a href="http://departments.oxy.edu/tops/Photosynthesis/PHOTOSYN2-S.pdf">http://departments.oxy.edu/tops/Photosynthesis/PHOTOSYN2-S.pdf</a>  <a href="http://labsdatabase.benttreepress.com/dbContent/labs/Biology/JN07-005.pdf">http://labsdatabase.benttreepress.com/dbContent/labs/Biology/JN07-005.pdf</a> Go to page 7  <a href="http://www.johnkyrk.com/photosynthesisdark.html">http://www.johnkyrk.com/photosynthesisdark.html</a> A true computer simulation  <a href="http://highered.mcgraw-hill.com/sites/0072437316/student_view0/chapter10/animations.html#">http://highered.mcgraw-hill.com/sites/0072437316/student_view0/chapter10/animations.html#</a>  <a href="http://www.tvdsb.on.ca/westmin/science/Biology12/Metabolic%20Processes/Metabolic%20Processes.htm">http://www.tvdsb.on.ca/westmin/science/Biology12/Metabolic%20Processes/Metabolic%20Processes.htm</a> </p>
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### Grade 7 Instructional Component 1 Content Standard Group 4

#### **Standards for Component 1 Standard Group 4:**

1e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.

2e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

**Key Concept for Component 1 Standard Group 4:** The process of mitosis passes DNA, the genetic material, to every new cell in an organism.

Content Standard Group	Analyzed Standards	Instructional Resources
1e, 2e	<ul style="list-style-type: none"> <li>•Students illustrate the sequence of events in the process of mitosis. (1e)</li> <li>•Students construct a model of DNA. (2e)</li> </ul>	<p><b>Sample Performance Task</b> Students will create a mobile/flipbook/story board/foldable or poster including captions using the academic language showing the stages of mitosis. The product should begin with the parent cell and show all the in-between stages leading up to the two resulting daughter cells. Appropriate labels and explanations of each of these stages of the mitotic division should be documented and included. (1e, 2e, I&amp;E: 7d, 7e)</p> <p><b>Sample Scoring Criteria for Performance Task</b> A proficient product should contain the following: models or illustrations representing each step in mitosis; a clear sequence of events leading from mother cell to the two daughter cells; detailed explanations of each of these stages.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• mitosis stages and descriptions of stages</li> <li>• construct a simple mobile</li> <li>• graph the cell cycle</li> <li>• research mitosis from standards-aligned resources</li> <li>• graph bacterial growth through textbook or cut-and-paste activity</li> <li>• view time-lapse sequence of mitosis to observe chromosome segregation via internet, DVD, VHS, or other media source</li> </ul>

		<p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u>  (1e) p. 94  (2e) pp. 54, 60</p> <p><u>Holt</u>  (1e) pp. 152-157, 158-159 lab</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u>  (1e) Cell Division, p. 93</p> <p><u>Holt Activities</u>  (1e) Lab Phases of Mitosis, p. 158  (1e) Drawing Conclusions from Data, p. 160  (1e) Activity Making Exact Models, p. 152  (1e, 7d) Flip Book, p. 155  (1e, 2e, 7d) Phases of Mitosis, p. 158  (7c) Drawing Conclusions from Data, p. 160</p> <p><u>Web Activities</u>  <a href="http://www.cellsalive.com/mitosis.htm">http://www.cellsalive.com/mitosis.htm</a>_Animated cell mitosis  <a href="http://video.wnbc.com/player/?id=63037">video.wnbc.com/player/?id=63037</a>  (2e) <a href="http://learn.genetics.utah.edu/units/basics/builddna/">http://learn.genetics.utah.edu/units/basics/builddna/</a>  (2e) <a href="http://biology.about.com">http://biology.about.com</a>  (2e) various DNA models  <a href="http://www.pbs.org/wgbh/aso/tryit/dna/#">http://www.pbs.org/wgbh/aso/tryit/dna/#</a> requires shockwave which is free</p> <p><u>Microscope Activities</u>  (1e) Prepared Slides of Onion Root tips showing the stages of Mitosis</p>
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### Grade 7 Instructional Component 1 Content Standard Group 5

#### Standards for Component 1 Standard Group 5:

5d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.

5e. Students know the function of the umbilicus and placenta during pregnancy.

2b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.

**Key Concept for Component 1 Standard Group 5:** Sexual Reproduction in humans requires the combination of an egg and a sperm.

Content Standard Group	Analyzed Standards	Instructional Resources
5d, 5e, 2b	<p><b>OBTAIN PARENT PERMISSION</b></p> <ul style="list-style-type: none"> <li>•Students diagram the male and female human reproductive organs. (5d)</li> <li>•Students describe the sequence of events that may lead to fertilization. (5d)</li> <li>•Students explain how the umbilicus and placenta support the fetus during gestation. (5e)</li> <li>•Students describe the transmission of</li> </ul>	<p><b>Sample Performance Task</b> Students will create an infomercial or billboard on how selected activities and behaviors impact a developing fetus. Projects should include objective as well as subjective arguments with supporting details from research. Projects should include pictures and diagrams. (5e, I&amp;E 7b, 7d, 7e)</p> <p><b>Sample Scoring Criteria for Performance Task</b> A proficient project will include at least three cited pieces of evidence to support the students position.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• diagram and study the uterus of a pregnant woman</li> <li>• diagram the flow of materials across the placenta and identify the structures involved in the process</li> <li>• discuss how a fetus gets nutrients and eliminates (gets rid of ) wastes</li> <li>• research and review articles on “drug-babies”</li> </ul> <p><b>Possible Standards Aligned Resources</b> A. References from State-Adopted Textbooks <u>Glencoe</u> (5d) pp. 504-509, 512-513, 510-511, (5e) pp. 515-516, ( 517 definitions, 518-523 tell of substances that pass through the placenta and</p>

	<p>materials across the placenta. (5e)</p> <p>umbilicus) (2b) pp. 126-133 ( pp. 172, 175, 178, 179 Mendel’s pea plants, just review pp. 182-184 Punnett squares/p. 187 mitochondrial DNA/framework)/ p. 501 launch lab)</p> <p><u>Holt</u> (2b) pp. 188-193, 194-195 lab, 555-559 (5d) pp. 556-559, 562 (5e) pp. 563-564, Quick labs 568-569</p> <p>B. Sample Activities Aligned to the Standards <u>Glencoe Activities</u> (2b) Launch Lab, p. 501</p> <p><u>Holt Activities</u> (2b) Explore Activity, p. 555 (2b) Quick Lab Modeling Inheritance, p. 559 (2b) Meiosis in Action, p. 190 (2b) Meiosis Skit, p. 191</p> <p><u>Web Activities</u> <a href="http://www.cellsalive.com/meiosis.htm">http://www.cellsalive.com/meiosis.htm</a></p>
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### Grade 7 Instructional Component 1 Content Standard Group 6

#### Standards for Component 1 Standard Group 6:

- 2a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
- 5f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
- 2b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.

**Key Concept for Component 1 Standard Group 6:** There are two types of reproduction in multicellular organisms.



Content Standard Group	Analyzed Standards	Instructional Resources
2a, 5f, 2b	<p>•Students summarize the sequence of events in the life cycles of organisms that reproduce sexually and asexually. (2a)</p> <p>•Students compare sexual reproduction and asexual reproduction. (2a)</p> <p>•Students describe the sequence of events that may lead to fertilization. (5f)</p> <p>•Students illustrate the reproductive process of flowering plants. (5f)</p> <p>•Students discuss how the diploid number of chromosomes is maintained in humans. (2b)</p>	<p><b>Sample Performance Task</b>  Student will use a graphic organizer (Venn Diagram) to compare sexual to asexual reproduction in organisms. Include at least three items in each area of the diagram. The outer areas should be sexual and asexual reproduction, with the center shared area showing the shared characteristics (2a, 5f; I&amp;E: 7d)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  A proficient response will include the following: Venn Diagram with at least three items/characteristics of organisms that reproduce sexually and asexually; for example, in the outer area for sexual reproduction, separate male and female reproductive organs, meiosis, fertilization; for the outer area for asexual reproduction, simple mitosis, budding, spore production; for the shared area, offspring, transmission of traits, and continuation of gene pool. Students should also address the genetic outcome of asexual and sexual reproduction.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• utilize multimedia to study life cycles of organisms that reproduce sexually and asexually</li> <li>• review fertilization in various organisms</li> <li>• outline the characteristics of organisms that reproduce sexually</li> <li>• outline the characteristics of organisms that reproduce asexually</li> <li>• use semantic analysis (comparison chart using plusses and minuses) for the comparison of the characteristics of organisms that reproduce sexually and asexually</li> </ul> <p><b>Possible Standards Aligned Resources</b>  A. References from State-Adopted Textbooks  <u>Glencoe</u>  (2a) pp. 88-95, 126-132  (5f) pp. 144-145, 136-139,  (2b) p. 129    <u>Holt</u>  (2a) p. 54, 62- 63, 152, 366, 372, 400-404, 427, 557</p>

		<p>(2b) pp 188-193, 194-195 lab, 555-559, 189  (5f) pp 368-369, 372-373, 379-380, 400-403 Quick lab 382-383</p> <p>B. Sample Activities Aligned to the Standards  <u>Glencoe Activities</u>  (2a) Demonstration Stages of Life, p. 89</p> <p><u>Holt Activities</u>  (2a) Comparing Methods of Reproduction, p. 62  (5f) Build a Flower, pp. 382-383  (5f) Dissecting, p. 369  (2a) Plant Cuttings, p. 402  (2b) Meiosis Skit, p. 191</p> <p><u>LAUSD/S.C.A.L.E. Immersion Unit</u>  (2a, 5f, 2b, 7a-e) Fast plants</p> <p><u>LAUSD Anchor Activities</u>  (2b, 2c, 2e) DNA Karotyping</p> <p><u>Web Activities</u>  <a href="http://www.zephyrus.co.uk/flowerrepro.html">http://www.zephyrus.co.uk/flowerrepro.html</a> 5f  <a href="http://www.emc.maricopa.edu/faculty/farabee/biobk/BioBookflowers.html">http://www.emc.maricopa.edu/faculty/farabee/biobk/BioBookflowers.html</a> 5f</p>
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### Grade 7 Instructional Component 1 Content Standard Group 7

#### Standards for Component 1 Standard Group 7:

2c. Students know an inherited trait can be determined by one or more genes.

2d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.

**Key Concept for Component 1 Standard Group 7:** Inherited traits are determined by genes.

Content Standard Group	Analyzed Standards	Instructional Resources									
2c, 2d	<p>•Students correlate the genes of an organism to its inherited traits. (2c, 2d)</p> <p>•Students discuss the relationship between genotype and phenotype. (2c)</p> <p>•Students predict phenotypes of potential based on an understanding of dominant and recessive alleles. (2c)</p>	<p><b>Sample Performance Task</b></p> <p>Given a pre-made Punnet square Bb x Bb, students will create a display of at least two drawings of characteristics that illustrate the relationship between genotype and phenotype. An explanation of dominant and recessive alleles with their expression using proper academic language should be included. (2c, 2d, I&amp;E: 7b, 7d,)</p> <table border="1" data-bbox="611 561 779 675"> <tr> <td></td><td><b>B</b></td><td><b>b</b></td></tr> <tr> <td><b>B</b></td><td></td><td></td></tr> <tr> <td><b>b</b></td><td></td><td></td></tr> </table> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>The display should include the following: a brief explanation of the relationship between phenotype and genotype; a clear description of dominant and recessive alleles; a minimum of two illustrations showing characteristics of dominant and recessive gene alleles.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• review how to create posters and charts and how to organize information for visual impact/effectiveness ( poster, chart)</li> <li>• discuss and identify certain traits of several organisms and include the terms dominant and recessive alleles/traits in your discussion</li> <li>• research and discuss examples of organisms exhibiting multiple gene inheritance</li> <li>• create a fictitious living organism with specific dominant and recessive traits and then use a Punnet square to indicate a possible cross</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (2c) pp. 175,177 (2d) pp. 184-187</p>		<b>B</b>	<b>b</b>	<b>B</b>			<b>b</b>		
	<b>B</b>	<b>b</b>									
<b>B</b>											
<b>b</b>											

		<p><u>Holt</u>  (2c) pp. 177-178, 180-186, 192, 310, 312  (2d) pp. 174-186, 194-195 lab</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u>  (2d) Punnett Squares, p. 183</p> <p><u>Holt Activities</u>  (2d) Quick lab Flower Cross, p. 177  (2d) Exploring Probability, p. 182  (2d, 7d) Quick Lab Punnet Square, p. 181  (2d, 7c) Quick Lab Exploring Probability, p. 182  (2b, 2d, 7c, 7d) Modeling Space Bug Genetics, pp. 194-195</p> <p><u>LAUSD/S.C.A.L.E. Immersion Unit</u>  (2d, 2c, 7a-e) Fast plants</p> <p><u>LAUSD Anchor Activities</u>  (2d, 2c) DNA Karotyping</p>
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**LAUSD - Middle School Instructional Guide  
Seventh Grade Science**

**Instructional Component 2 - Evolution, Earth and Life History, Structure and Function in Living Systems, Physical Principles in Living Systems, Investigation and Experimentation: Standard Sets 3, 4, 5, 6, and 7**

**Standards for Instructional Component 2**

**Standard Set 3: Evolution** - Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:

- 3a. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.
- 3b. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
- 3c. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the basis for the theory of evolution.
- 3d. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
- 3e. Students know that extinction of a species occurs when the environment changes and that the adaptive characteristics of a species are insufficient for its survival

**Standard Set 4: Earth and Life History** - Evidence from rocks allows us to understand the evolution of life. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:

- 4a. Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
- 4b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
- 4c. Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
- 4d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
- 4e. Students know fossils provide evidence of how life and environmental conditions have changed
- 4f. Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
- 4g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

**Standard Set 5: Structure and Function in Living Systems** - The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. Physical principles underlie biological structures and functions. As a basis for understanding this concept:

5a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.

5b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.

5c. Students know how bones and muscles work together to provide a structural framework for movement.

5g. Students know how to relate the structures of the eye and ear to their functions.

**Standard Set 6: Physical Principles in Living Systems** - Physical principles underlie biological structures and functions. As a basis for understanding this concept:

6b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.

6e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.

6h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).

6i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.

6j. Students know that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.

**Standard Set 7: Investigation and Experimentation** - Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

7a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data and display data.

7b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.

7c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.

7d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g. motion of Earth's plates and cell structure).

7e. Communicate the steps and results from an investigation in written reports and oral presentations.

### Grade 7 Instructional Component 2 Content Standard Group 1

#### **Standards for Component 2 Standard Group 1:**

5a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.

5b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.

**Key Concept for Component 2 Standard Group 1:** Living things have levels of organization that are specific, yet all levels work together in that living thing.

Content Standard Group	Analyzed Standards	Instructional Resources
5a, 5b	<ul style="list-style-type: none"> <li>• Students compare the levels of organizational structure and function in plants and animals. (5a)</li> <li>• Students explain how organs, tissues, and cells work together to keep an organism alive. (5b)</li> <li>• Given a system and failure of an organ or part in that system, predict the effect. (5b)</li> </ul>	<p><b>Sample Performance Task</b>            Student uses a graphic organizer to chart five levels of organization in both plant structure and human body and rank them in order of complexity starting from the cell and moving to the more complex. Student should explain with details the relationship among the organizational levels in the graph. Include illustrations of each level of organization. (5a, 5b, I&amp;E: 7d, 7e)</p> <p><b>Sample Scoring Criteria for Performance Task</b>            A proficient response should include a completed graphic organizer showing the following: at least five levels of organization in plants and animals ranked from simplest to the most complex, a detailed and complete explanation of the relationship including diagrams of the organizational levels. (5a, 5b)</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• use multimedia resources to review the organization levels in both plants and animals</li> <li>• describe basic types and functions of tissues in both plants and animals</li> <li>• outline examples of relationships that exist among the different levels of organization</li> </ul>

		<p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u></p> <p>(5a) pp. 100-106, 364-365</p> <p>(5a, 5b, 7d) pp. 108-109 lab, 414-415</p> <p>(5b) pp. 106, 400-402, 410</p> <p><u>Holt</u></p> <p>(5a) pp. 128-129, 130-133, 167, 374-380, 425, 466-471, 382 quick labs</p> <p>(5b) pp. 445-447, 468-471</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u></p> <p>(5a) National Geographic –Differentiated Human Cells, p. 101</p> <p>(5a) Mini Lab-What's in a Tissue, p. 103</p> <p>(5b) Concepts in Motion interactive table, p.105</p> <p>(5a, 5b) Lab-Design an Organ, pp. 108-109</p> <p>(5b) Data Lab, p. 404</p> <p><u>Holt Activities</u></p> <p>(5a) Math Practice-A Pet Protist, p. 131</p> <p><u>LAUSD Anchor Activities</u></p> <p>(5a, 5b) Owl Pellets</p>
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### **Grade 7 Instructional Component 2 Content Standard Group 2**

#### **Standards for Component 2 Standard Group 2:**

5g. Students know how to relate the structures of the eye and ear to their functions.

6e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.

6b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.

**Key Concept for Component 2 Standard Group 2** The eye and the ear have specific structures which function in specific ways so sight and hearing are possible.



Content Standard Group	Analyzed Standards	Instructional Resources
5g, 6e, 6b	<ul style="list-style-type: none"> <li>• Students identify the structures/functions of the ear and eye and explain how the parts work together. (5g)</li> <li>• Students recall that the retinal cells react differently to different wavelengths.</li> <li>• Students discuss that white light is a mixture of different wavelengths. (6e)</li> <li>• Students compare and contrast the difference between light and pigment. (6e)</li> <li>• Students diagram the pathway of light for objects to be seen. (6b)</li> </ul>	<p><b>Sample Performance Task</b>  Student diagrams the path of light rays as they move through the nearsighted eye, identifying each part of the eye and explaining what happens to the light rays. Student repeats the same procedure for the farsighted eye. (5g, I&amp;E: 7d, 7c)</p> <p>Student diagrams the path of a sound wave as it passes from the external to the middle and inner ear identifying each part of the ear and explaining what happens to the sound wave as it reaches the eardrum. (5g, I&amp;G: 7g, 7e)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  A proficient response should include the following: the major anatomical parts of both the eye and the ear including the lens, retina (with its cones and rods), iris, pupil, the outer ear, the middle ear and its corresponding parts (eardrum or tympanic membrane, malleus, incus, stapes,) and the inner ear should be labeled. The eye diagram should correctly show the different focal points for the farsighted and nearsighted eye. The ear diagram should correctly show the path of the sound waves and have the correct description of what the major parts of the ear do.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• review the following topics: vibrations, sound waves, concave and convex lenses, nearsightedness and farsightedness</li> <li>• Look up information to answer the following questions for a teacher-led class discussion: How do you see? How does light travel? How does light enter the eye? How is light focused? How do the major parts of the eye and ear function?</li> </ul> <p><b>Possible Standards Aligned Resources</b>  A. References from State-Adopted Textbooks  <u>Glencoe</u>  (5g) pp. 450-456, 474-476, 482, 486-488 labs 458-459, 469, 477, 489, 490-491  (6b) pp. 450-456, 431, 441, 445-446  (6e) pp. 439, lab 425, 454</p>

		<p><u>Holt</u>  (5g &amp; 6b) pp. 536-537, 82-88  (5g) pp. 538-539, Quick Lab 539  (6e) pp. 75-81, 83 labs 86-88, 90-93</p> <p>B. Sample Activities Aligned to the Standards  <u>Glencoe Activities</u>  (5g) Concepts in Motion interactive table-ca.7,msscience.com, p. 453  (5g) Lab- Can a Cow Teach You about Your Eyes?, pp. 458-459  (5g) Mini Lab-How does an Ear Hear?, p. 489</p> <p><u>Holt Activities</u>  (5g) Dissecting a Cow's eye, p. 542  (5g) Quick Lab-What Does the Ear Drum Do?, p. 539</p> <p>LAUSD Anchor Activities  (5g) Paper eye model</p>
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### Grade 7 Instructional Component 2 Content Standard Group 3

<b>Standards for Component 2 Standard Group 3</b> 6h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints). 5c. Students know how bones and muscles work together to provide a structural framework for movement. 6i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system. <b>Key Concept for Component 2 Standard Group 3:</b> Muscles, bones, and joints work in specific ways so movement is possible.		
Content Standard Group	Analyzed Standards	Instructional Resources
6h, 5c, 6i	<ul style="list-style-type: none"> <li>Students compare joints in the body with</li> </ul>	<b>Sample Performance Task</b> Student will choose one body joint (wrist, shoulder, and thigh) to illustrate, annotate, and explain in detail.

	<p>structures used in machines and simple devices. (6h)</p> <ul style="list-style-type: none"> <li>• Students analyze the interactions between bones, muscles and joints to allow for movement in a particular joint. (5c)</li> <li>• Students demonstrate and exemplify how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system. (6i)</li> </ul>	<p>The diagram or model should include all the bones and muscles involved in the movement of this joint, name of the joint, and identification as of the type of joint (hinge, ball-and-socket, sliding). The student will also identify an example of an everyday device with movement similar to that of the chosen body joint. The student will diagram the device, label its parts, and describe how its movement is similar to that of the chosen body joint. (6h, 5c, I&amp;E: 7b, 7d, 7e)</p> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>The diagram or model should include the following: an annotated drawing of a specific body joint with a detailed explanation of the type of body joint and the bones and muscles used to move the joint; a detailed and labeled drawing of a device exhibiting movement similar to that of the chosen body joint; a description of the comparison between both joints.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• In-class discussion of the following topics: What is a joint? What is an immovable joint? A movable joint? Range of Motion?</li> <li>• brainstorm and then research (using the web) the types of body joints and devices with similar joints</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u></p> <p>(5c) pp. 362-363, 357, 377, 360-367</p> <p>(6h) pp. 363-367, 369, 377-379, lab 378-379</p> <p>(6i) pp. 368-375, 377, lab 378-379, 376</p> <p><u>Holt</u></p> <p>(5c) pp. 428, 445, 472-477, 450 Quick Labs 465</p> <p>(6h) pp. 465 lab, 474-475</p> <p>(6i) pp. 478-479, 482-483 lab</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u></p> <p>(6h) Concepts in Motion–Joints, p. 363</p> <p>(6i) Concepts in Motion–Levers, p. 371</p>
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		<p>(6i) Lab-Levers, pp. 378-379</p> <p><u>Holt Activities</u></p> <p>(6i) How Do Levers Work?, p. 479</p> <p>(6i, 7d) Levers and Mechanical Advantage, p. 482</p> <p>(5c) Power in Pairs, p. 480</p> <p><u>LAUSD Anchor Activities</u></p> <p>(5c, 6h, 6i) Body Levers and Simple Machines</p>
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#### Grade 7 Instructional Component 2 Content Standard Group 4

##### Standard for Component 2 Standard Group 4:

6j. Students know that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.

**Key Concept for Component 2 Standard Group 4:** The heart's contractions pumps blood that flows one way because of the heart valves preventing backflow.

Content Standard Group	Analyzed Standards	Instructional Resources
6j	<ul style="list-style-type: none"> <li>Students illustrate, and explain how contractions of the heart generate blood pressure. (6j)</li> <li>Students describe how a heart valve works and provide a correlation or example</li> </ul>	<p><b>Sample Performance Task</b></p> <p>Students will illustrate and describe the functions of two types of valves in the body. Include a brief description of the type and function of each valve. (6j, I&amp;E: 7b, 7d)</p> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>A proficient response will include an accurately labeled illustration and written descriptions of the functions in proper academic language</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Review the route that blood follows through the circulatory system.</li> <li>Using models or science textbooks investigate how heart valves work and briefly describe their</li> </ul>

	<p>of a valve. (6j)</p>	<p>operation.</p> <ul style="list-style-type: none"> <li>• Use library resources to research the function of different types of valves.</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (6j) pp. 407-409, lab 412, 414-415</p> <p><u>Holt</u> (6j) pp. 495 lab, 496-498, 500-507</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u> (6j) Virtual Lab-Hypertension, p. 407 (6j) Concepts in Motion-Blood Flow, p. 409 (6j) Lab-What Happens When the Cardiopulmonary System Breaks Down?, pp. 414-415 (6j) Real World Science, pp. 416-417</p> <p><u>Holt Activities</u> (6j) Modeling a Valve, p. 495 (6j) Quick Lab-Vessel Blockage, p. 500 (6j) Modeling Blood Pressure, p. 504</p> <p><u>Web Activities</u> (6j) <a href="http://www.digitalfrog.com">www.digitalfrog.com</a></p>
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### Grade 7 Instructional Component 2 Content Standard Group 5

#### Standards for Component 1 Standard Group 5:

- 3a. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.
- 3e. Students know that extinction of a species occurs when the environment changes and that the adaptive characteristics of a species are insufficient for its survival
- 3b. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
- 4f. Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic

connections, have affected the past and present distribution of organisms.

**Key Concept for Component 1 Standard Group 5:** Diversity, evolution and extinction are caused by genetic variation, environmental and geographic factors.

Content Standard Group	Analyzed Standards	Instructional Resources
3a, 3e, 3b, 4f	<ul style="list-style-type: none"> <li>•Students examine the role that genetic variation and environmental factors play in the process of evolution. (3a)</li> <li>• Students determine the role of these factors in the diversity of organism. (3a)</li> <li>• Students given an environmental change, relate an animal's characteristics to its survival. (3e)</li> <li>• Students summarize, outline or diagram the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution. (3b)</li> </ul>	<p><b>Sample Performance Task</b>  Student will design an organism that will survive a teacher defined environment . The student will also describe the two characteristics and tell how these characteristics relate to their organisms survival in a teacher-defined environment. (3a, 3e, I&amp;E: 7d.)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  The organism should include at least two genetic variations for each of the two different characteristics, explain how the characteristics affect survival in the teacher-defined environment.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• The following topics should be discussed: animal adaptation to their physical environment, weather, food chains</li> <li>• Review the events that could possibly lead to extinction of a species (habitat loss, increased competition for resources, newly introduced predators).</li> <li>• Discuss Natural Selection</li> </ul> <p><b>Possible Standards Aligned Resources</b>  A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u>  (3a) pp. 215, 220,258  (3b) pp. 210 –217  (3e) pp. 224, 226-227  (4f) pp. 257-259  (7d) p. 214 lab</p>

	<ul style="list-style-type: none"> <li>• Students identify and explain factors that contribute to the distribution of animals. (4f)</li> </ul>	<p><u>Holt</u>  (3a) pp. 296-327 318-319 Inquiry Lab 312-317  (3b) pp. 306 - 311 Quick Labs, 306-311  (3e) pp. 313-317  (4f) pp. 275 Quick Labs, 270-283  (7d) p. 214 lab</p> <p>B. Sample Activities Aligned to the Standards  <u>Glencoe Activities</u>  (3b) Virtual Lab-Natural Selection, p. 212  (3a) National Geographic-Natural Selection, p. 213  (3a, 3b, 7c) Mini Lab–Bird Beaks, p. 214  (3e) Concepts in Motion-Extinction, p. 226  (4f) National Geographic-Geographic Isolation, p. 258</p> <p><u>Holt Activities</u>  (3b) Growth vs. Food supply, p. 309  (3a, 3e) Bird Beak adaptations. p. 313  (3a, 7c, 7e) Surviving Climate Change, pp. 318-319  (3a) Explore Activity-Modeling Successful Traits, p. 297  (3b) Quick Lab-Population Growth vs. Food Supply, p. 309  (3a, 7c, 7e) Inquiry Lab-Survival of the Chocolates, p. 319</p>
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### Grade 7 Instructional Component 2 Content Standard Group 6

#### Standards for Component 2 Standard Group 6:

4e. Students know fossils provide evidence of how life and environmental conditions have changed.

4g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

4b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.

**Key Concept for Component 2 Standard Group 6 :** Fossils are a significant factor in determining the geological time scale and can also indicate how life and environmental conditions have changed over time.

Content Standard Group	Analyzed Standards	Instructional Resources
4e, 4g, 4b	<ul style="list-style-type: none"> <li>• Students justify that fossils evidence indicates how life and environmental conditions have changed over time. (4e)</li> <li>• Students propose a reason for mass extinction and justify your reasoning. (4g)</li> <li>• Students describe the effect of catastrophic events that have disrupted life on Earth. (4b)</li> </ul>	<p><b>Sample Performance Task</b>  Student will create a travel brochure of at least four panels to promote and advertise a period within a given Geological Era. Brochure should include a include title page, examples of fossils, environmental conditions, at least two plants and two animals from that Era, examples of possible extinctions at the end of the Era with justified reasoning based on fossil records, environmental condition changes, or possible catastrophic events. (4e, 4g, 4b, I&amp;E 7d, 7b)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  A proficient response will include the following: a brochure of at least four panels (one of the panels is the title page) with fossil samples, at least two animals and plants from that era, information on possible extinctions and their possible cause(s), a description of environmental conditions and changes, and any catastrophic events that occurred.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• Look up brochure samples and styles on the web</li> <li>• Research fossil evidence and environmental conditions of the various Eras</li> <li>• Discuss living organisms that inhabited the Earth during the various eras</li> <li>• Review major catastrophic events</li> </ul> <p><b>Possible Standards Aligned Resources</b>  A. References from State-Adopted Textbooks  <u>Glencoe</u>  (4e) pp. 247-248, 316-317, 325-339, lab 249  (4b) pp. 325-339, 316-323,  (4g) pp. 316-323, 325-339</p> <p><u>Holt</u>  (4b) pp. 236 Explore Activity, Quick Lab 233  (4e) pp. 236, 267, 275 Quick Lab 237, 264-269, 272-275, 277-282, Lab 284-285  (4g) pp. 276-283</p>



		<p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u></p> <p>(4c, 7d) Virtual Lab-Fossil age, p. 247</p> <p>(4g, 7c) Launch Lab and Foldable, p.313</p> <p>(4g, 7c) Graphic Organizers, pp. 314-315</p> <p>(4g) Concepts in Motion-Geologic Times Scale, p. 317</p> <p>(4e, 7d) Mini Lab-Fossils, p. 327</p> <p>(4g) National Geographic-Marine Reptiles Adaptations. p. 335</p> <p>(4e, 7c) Mini Lab-Fossil Evidence, p. 340</p> <p><u>Holt Activities</u></p> <p>(4b) Explore Activity-Quick Lab p. 236</p> <p>(4e) Skills Practice Lab, pp. 284-285</p> <p><u>LAUSD Anchor Activities</u></p> <p>(4e) Prehistoric Remains</p> <p><u>Web Activities</u></p> <p><a href="http://www.ucmpberkeley.edu">www.ucmpberkeley.edu</a> Explorations through Time</p>
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### Grade 7 Instructional Component 2 Content Standard Group 7

#### Standards for Component 2 Standard Group 7:

- 4c. Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
- 4a. Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
- 4d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
- 3c. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
- 3d. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and

how to expand the diagram to include fossil organisms.

**Key Concept for Component 2 Standard Group 7:** The major factors that are used to determine Earth's history are radioactive dating, geological layers, and fossils.

Content Standard Group	Analyzed Standards	Instructional Resources
4c, 4a, 4d, 3c, 3d	<ul style="list-style-type: none"> <li>• Students determine the relative age of fossils based on their position or location in the rock strata. (4c)</li> <li>• Students predict the long-term geologic effect of a particular geologic process. (4a)</li> <li>• Students know the age of the Earth and life has existed for more than 3 billion years and be able to justify or explain with evidence from geologic layers and radioactive dating. (4d)</li> <li>• Students distinguish between relative and absolute dating. (4d)</li> </ul>	<p><b>Sample Performance Task</b> Students will write a summary on how a geologist find the relative age of a rock, and outline the differences between relative and absolute dating. This summary could be modeled after a scientific abstract. (4c, 4d, I&amp;E: 7e)</p> <p><b>Sample Scoring Criteria for Performance Task</b> The summary should include a detailed explanation of how rocks are dated. An explanation comparing relative and absolute dating should also be included in the summary. The summary should be written in 75 words or less.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>• Introduce students to the concepts of relative time, absolute time, radioactivity and rates of radioactive decay.</li> <li>• Explain that relative age is a concept often used in the study of rocks.</li> <li>• Research for the type of information required to write scientific abstracts and review some examples with students.</li> </ul> <p><b>Possible Standards Aligned Resources</b> A. References from State-Adopted Textbooks <u>Glencoe</u> (3c) pp. 244-245,249-254,256 (3d) pp. 264-267 (4a) pp. 284-285, (4c) pp. 246-249, 286 – 291 (4d) pp. 293-299 (7d) pp. 264 lab, 267 lab</p>

	<ul style="list-style-type: none"> <li>• Students evaluate how genetic variation, the fossil record, and geologic events account for the evolution or extinction of organisms.(3c)</li> <li>• Students construct a simple fossil branching diagram based on shared characteristics. (3d)</li> </ul>	<p><u>Holt</u>  (3c) pp. 239-241, 246-249, 263-269, 299-305  (3d) pp. 301, 336  (4a) pp. 234-237, 270-275  (4c) pp. 243-244  (4d) pp. 246-251, 243-244, 246-251, 276-282</p> <p>B. Sample Activities Aligned to the Standards  <u>Glencoe Activities</u>  (3c, 7d) Mini Lab-How Fossils Form, p. 249  (3a) Data Lab-Evolution, p. 255  (3b, 7d) Mini Lab-Dichotomous Key, p. 264</p> <p><u>Holt Activities</u>  (4c) Solve A Rock-Layer Puzzle, p. 244  (4d) Radioactive Decay, p. 248  (4d, 4g) Timeline of Earth’s History, p. 278  (4e, 7d) Interpreting Fossil Finds, p. 284  (3d) Fossils and Branching Diagrams, p. 342</p> <p><u>LAUSD Anchor Activities</u>  (4c) Making the Rock Cycle Childs Play</p>
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# 8th Grade

## Periodic Assessments Organizer

This page will serve as a reference for you. Please fill in your appropriate track periodic assessment dates. Also fill in the dates for 4 days of reflection, intervention, and enrichment following the first two periodic assessments.

Grade 8 Periodic Assessment	Periodic Assessment I	4 day Reflection, Intervention, Enrichment	Periodic Assessment II	4 day Reflection, Intervention, Enrichment	Periodic Assessment III	Reflection, Intervention, Enrichment
Assessment Window Single Track						
Assessment Window Three Tracks						
Assessment Window Four Tracks						

# Science Instructional Guide Graphic Organizer

## Overview For Grade 8

### **Instructional Component 1**

Standard Set I:

(1a, 1b, 1c, 1d, 1e, 1f), (2a, 2b, 2c, 2d, 2e, 2f), (8a, 8b, 8c, 8d), (9a, 9b, 9c, 9d, 9e, 9f, 9g)

Periodic Assessment 1 Administered

### **Instructional Component 2**

Standard Set II:

(3a, 3b, 3c, 3d, 3e, 3f) (5a, 5b, 5c, 5d, 5e) (7a, 7b, 7c) (9a, 9b, 9c, 9d, 9e, 9f, 9g)

Periodic Assessment 2 Administered

### **Instructional Component 3**

Standard Set III:

(2g), (4a, 4b, 4c, 4d, 4e), (6a, 6b, 6c), (9a, 9b, 9c, 9d, 9e, 9f, 9g)

Periodic Assessment 3 Administered

**LAUSD- Middle School Instructional Guide  
Eighth Grade Science**

**Instructional Component 1 – Motion, Forces, Density & Buoyancy, Investigation and Experimentation: Standard Sets 1,2,8, and 9**

**Standards for Instructional Component 1**

**Standard Set 1: Motion** -*The velocity of an object is the rate of change of its position. As a basis for understanding this concept:*

- 1a. *Students know* position is defined in relation to some choice of a standard reference point and a set of reference directions.
- 1b. *Students know* that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
- 1c. *Students know* how to solve problems involving distance, time, and average speed.
- 1d. *Students know* the velocity of an object must be described by specifying both the direction and the speed of the object.
- 1e. *Students know* changes in velocity may be due to changes in speed, direction, or both.
- 1f. *Students know* how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

**Standard Set 2: Forces**--*Unbalanced forces cause changes in velocity. As a basis for understanding this concept:*

- 2a. *Students know* a force has both direction and magnitude.
- 2b. *Students know* when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
- 2c. *Students know* when the forces on an object are balanced; the motion of the object does not change.
- 2d. *Students know* how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
- 2e. *Students know* that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
- 2f. *Students know* the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.

**Standards set 8: Density and Buoyancy** - *All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:*

- 8a. *Students know* density is mass per unit volume.
- 8b. *Students know* how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
- 8c. *Students know* the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
- 8d. *Students know* how to predict whether an object will float or sink.

**Standard Set 9: Investigation and Experimentation** - *Scientific progress is made by asking meaningful questions and conducting careful*

*investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.*

9a. Plan and conduct a scientific investigation to test a hypothesis.

9b. Evaluate the accuracy and reproducibility of data.

9c. Distinguish between variable and controlled parameters in a test.

9d. Recognize the slope of the linear graph as the constant in the relationship  $y = mx$  and apply this principle in interpreting graphs constructed from data.

9e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.

9f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance / time, density = mass / volume, force = pressure x area, volume = area x height).

9g. Distinguish between linear and nonlinear relationships on a graph of data.

### Grade 8 Instructional Component 1 Content Standard Group 1

#### Standards for Component 1 Standard Group 1:

1a. *Students know* position is defined in relation to some choice of a standard reference point and a set of reference directions. (Framework pp. 125-126)

**Key Concept for Component 1 Standard Group 1:** The position of an object is defined in relation to a reference point and reference directions.

Content Standard Group	Analyzed Standard	Instructional Resources
1a	<ul style="list-style-type: none"> <li>Students identify the position of an object relevant to a reference point and a set of reference directions</li> <li>Students differentiate the position of an object by</li> </ul>	<p><b>Sample Performance Task</b> Student diagrams and describes the position of an object in the classroom relative to a standard reference point (identified by the teacher). Label the diagram using <i>meters</i> as the unit of measure. Use a plus sign (+) for right of and in front of the reference point. Use a minus sign (-) for left of and behind the reference point. The diagram should have a labeled reference point. The student's position must be labeled with both distance measurements, and directions relative to the reference point. (e.g., - 2 meters to the left and + 5 meters in front of the back door) (1a)</p> <p><b>Sample Scoring Criteria for Performance Task</b> Student product should have a labeled reference point. The indicated distances from the reference point to the object must be labeled with 1) distance measurements in meters and 2) direction relative to reference point.</p>

	<p>assigning a negative or positive sign to the displacement of the object relevant to the reference point</p> <ul style="list-style-type: none"> <li>Students illustrate the motion of an object in a two dimensional (x, y) coordinate system</li> </ul>	<p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Reference point (academic language, TPS)</li> <li>Distance measurement (cooperative groups)</li> <li>Practice relating plus and minus to directions (e.g., left and right) (cooperative groups)</li> <li>Diagramming reference point and distances on an x-y coordinates (graphic organizers)</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (1a) pp. 48-49, 51- 52, 55, 78</p> <p><u>Holt</u> (1a) pp. 336-337</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u> (1a) Mini Lab-Negative Positions, p. 49 (1a) Data Lab-How can a graph show relative position?, p. 55</p> <p><u>Holt Activities</u> (1a) Quick Lab-Reference points and position, p. 337</p> <p><u>LAUSD Force and Motion Immersion Unit</u> (1a) Unit 1.1 Find a seat</p>
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### Grade 8 Instructional Component 1 Content Standard Group 2

#### Standards for Component 1 Standard Group 2

1b. *Students know* that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary. (Framework pp. 126-127)

1c. *Students knows* how to solve problems involving distance, time, and average speed. (Framework p. 127)



**Key Concept for Component 1 Standard Group 2:** The average speed of a moving object is defined as the total distance traveled divided by the total time

Content Standard Group	Analyzed Standard	Instructional Resources
1b, 1c	<ul style="list-style-type: none"> <li>Students measure the total distance of an object's motion relevant to a reference point as well as the time it took for the object to travel that distance (1b)</li> <li>Students calculate the average speed of the object's motion by using the algebraic expression: <math>v=d/t</math> (1b)</li> <li>Students solve speed problems using the algebraic expression: <math>d=rt</math>; given any two of these quantities (variables), students can calculate the third</li> </ul>	<p><b>Sample Performance Task</b></p> <p>Students conduct a Student lab using a moving object. Students collect the time and distance data at several distance intervals during the object's motion. Students calculate speed for each interval and the average speed Student.</p> <p>Students graph Student lab data in a distance vs. time graph.</p> <p>Student report should include:</p> <ul style="list-style-type: none"> <li>detailed procedures</li> <li>data table,</li> <li>calculations for speed and average speed,</li> <li>Distance and Time graph,</li> <li>calculation of slope,</li> <li>analysis section relating slope to average speed</li> <li>discussion (conclusion) - explanation of what the slope tells you about the motion of the object, (1b, 1c, 9a, 9d, 9e, 9f,)</li> </ul> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>Student product should have a</p> <ul style="list-style-type: none"> <li>detailed procedures</li> <li>data table,</li> <li>calculations for speed and average speed,</li> <li>distance and time graph,</li> <li>calculation of slope,</li> <li>analysis section relating slope to average speed,</li> <li>discussion (conclusion) - explanation of what the slope tells you about the motion of the object.</li> </ul> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Distance measurement (cooperative group)</li> </ul>

	<p>quantity (variable) using: <math>d=rt</math>, <math>t=d/r</math>, <math>r=d/t</math> (1c)</p>	<ul style="list-style-type: none"> <li>• Measuring time with a stopwatch (cooperative group)</li> <li>• Graphing in a Cartesian coordinate system (academic language) (graphic organizer)</li> <li>• Calculating and interpreting the slope of a line in a graph. (TPS)</li> <li>• Multiplication and division, and/or use of a calculator (cooperative group)</li> <li>• Solving a three-variable mathematic expression for a given variable, given values for the other two variables. (cooperative group)</li> <li>• Writing a procedure, and making a data table (cooperative group)</li> <li>• How to research, organize, write, and edit a report according to the teacher’s specifications (cooperative group)</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (1b) pp. 56-58, 78</p> <p><u>Holt</u> (1b, 1c) p. 338</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u> (1b) Mini Lab “Can you measure average speed?”, p. 63 (1c) (virtual lab CD) “What is the relationship between distance, average speed and time.” (1c) Applying Math, p. 62</p> <p><u>Holt Activities</u> (1b, 1c) Explore Activity, The Domino Derby, p. 335 (1b, 1c) Quick Lab-Changing Average Speed 11, Inquiry Challenge (Measure and calculate speed of windup toy). p. 339 (1b, 1c) Math Focus, calculating average speed, p. 338</p> <p><u>LAUSD Force and Motion Immersion Unit</u> (1b, 1c) Lesson 1.2 Runner’s Speed</p> <p><u>LAUSD Anchor Activities</u></p>
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		(1b, 1c) Roller Coasters  <u>STC/MS Energy, Motion, and Machines</u> (1b, 1c)_Part 3, Lessons 18, 19, & 21
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### Grade 8 Instructional Component 1 Content Standard Group 3

#### Standards for Component 1 Standard Group 3

1d. *Students know* the velocity of an object must be described by specifying both the direction and the speed of the object. (Framework pp. 127-128)

1e. *Students know* changes in velocity may be due to changes in speed, direction, or both. (Framework p. 128)

**Key Concept for Component 1 Content Standard Group 3:** Velocity describes speed and direction

Content Standard Group	Analyzed Standard	Instructional Resources
1d, 1e	<ul style="list-style-type: none"> <li>Students describe the velocity of an object's motion by specifying speed and direction (vector) (1d)</li> <li>Students describe a change in velocity as a change in speed, direction or both (1e)</li> <li>Students describe acceleration as the</li> </ul>	<p><b>Sample Performance Task</b> Student walks a pre-determined, non-linear course holding a full cup of water. Spills are evidence of changes in direction or speed. Student makes a labeled diagram of his/her path in the course, identifying the location of each spill as a change of velocity because he/she was speeding up, slowing down, or changing direction. (1d, 1e)</p> <p><b>Sample Scoring Criteria for Performance Task</b> Student product should indicate path taken. Student labels turns, Labels should describe velocity changes,. (Example: slowing down going into the turn, changing direction during the turn, and speeding up going out of the turn.)</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Review Speed (<math>\text{speed} = d/t</math>) (TPS)</li> <li>Velocity (speed and direction) (Academic language)</li> <li>velocity changes (acceleration: speeding up, slowing down and changing direction) (Academic Language)</li> <li>conduct activity in small groups</li> </ul>

	<p>rate at which [an object's] velocity changes with time (1e)</p>	<p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (1d) pp. 59, 53 (1e) p. 60</p> <p><u>Holt</u> (1d, 1e) pp. 340-341</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Holt Activities</u> (1d, 1e) Skills Practice Lab “Detecting Acceleration, p. 356 (1d, 1e) Velocity Poster, TE p. 340 (1d, 1e) CD, Roller Coaster Lab</p> <p><u>LAUSD Force and Motion Immersion Unit</u> (1d, 1e) Lesson 2.1 Velocity &amp; Vectors</p> <p><u>STC/MS Energy, Motion, and Machines</u> (1d, 1e) Part 3, Lessons 18, 19, &amp; 21 (1d, 1e) Part 3, Lessons 18, 19, &amp; 21</p>
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#### Grade 8 Instructional Component 1 Content Standard Group 4

##### Standards for Component 1 Standard Group 4:

1f. *Students know* how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction. (Framework pp. 128-129)

**Key Concept for Component 1 Standard Group 4:** The motion of an object in a single direction can be interpreted from graphs of position or speed versus time

Content Standard	Analyzed Standard	Instructional Resources
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Group		
1f	<ul style="list-style-type: none"> <li>Students create and interpret graphs of distance vs. time to examine the velocity of an object</li> <li>Students determine whether an object is speeding up, slowing down, moving towards or away from the point or origin by analyzing the slope of the line in distance vs. time graph.</li> <li>Students create and interpret graphs of speed vs. time to examine the changes in velocity (acceleration) of an object's motion.</li> </ul>	<p><b>Sample Performance Task</b></p> <p>Student writes a report about the speed of an object. Student holds a ramp (e.g., wrapping paper tube or foam pipe insulation cut in half) at an angle and rolls a marble down the ramp. Student collects and records data of distance and time measurements at regular distance intervals along the ramp. Student calculates average speed at the different distance intervals and then creates two graphs: a <i>position (distance) vs. time</i> and a <i>speed vs. time</i> graph of the motion of the marble as it gains speed rolling down the ramp.</p> <p>Student report should include</p> <ul style="list-style-type: none"> <li>detailed procedures</li> <li>data table,</li> <li>calculations for speed and average speed,</li> <li>Distance/Time graph, and a speed/time graph</li> <li>calculation of slope,</li> <li>analysis comparing and contrasting the distance/time and speed/time graphs</li> <li>discussion (conclusion) - explanation of the speed of the marble as it is rolling down the ramp (1f, 9a, 9d, 9e, 9g)</li> </ul> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>Student lab report should include</p> <ul style="list-style-type: none"> <li>detailed procedures</li> <li>data table,</li> <li>calculations for speed and average speed,</li> <li>Distance/Time graph, and a speed/time graph</li> <li>calculation of slope,</li> <li>analysis - describe the motion of the object on both the distance/time and speed/time graphs</li> <li>discussion (conclusion) - explanation of the speed of the marble as it is rolling down the ramp</li> </ul> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Review distance measurement (TPS)</li> <li>Review measuring time with a stopwatch (TPS)</li> <li>Review graphing in a Cartesian coordinate system (Cooperative groups) (graphic organizing)</li> </ul>

		<ul style="list-style-type: none"> <li>• Interpreting distance/time graphs ( straight line equals constant speed, horizontal line equals object has stopped) (academic language) (instructional conversation) (cooperative groups)</li> <li>• Interpreting speed/time graph ( upward line = increasing speed, downward line = decreasing speed, horizontal line = constant speed) (academic language) (instructional conversation) (cooperative groups)</li> <li>• Review speed and velocity changes (instructional conversation)</li> <li>• Review writing a procedure and making a data table (instructional conversation)</li> <li>• Review how to research, organize, write, and edit a report according to the teacher's specifications(academic language) (instructional conversation)</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u>  (1f) pp. 64-71, 78  (9d) pp. 66-67  (9g) pp. 68-71</p> <p><u>Holt</u>  (1f) pp. 339, 342</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u>  (1f, 9e) What can you learn from a graph?, p. 73  (1f, 9e) Design you own lab, graphing motion, p. 75</p> <p><u>Holt Activities</u>  (1f, 9d, 9e) Acceleration Poster, TE p. 342  (1f, 9e) Quick Lab-Graphing Acceleration, p. 342</p> <p><u>LAUSD Force and Motion Immersion Unit</u>  (1f) Lesson 2.2 Pinewood Racer</p> <p><u>STC/MS Energy, Motion, and Machines</u>  (1f) Part 3, Lesson 18</p>
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### Grade 8 Instructional Component 1 Content Standard Group 5

#### Standards for Component 1 Standard Group 5:

2a. *Students know* a force has both direction and magnitude. (Framework pp. 129-130)

**Key Concept for Component 1 Standard Group 5:** Direction and magnitude are characteristics of forces.

Content Standard Group	Analyzed Standard	Instructional Resources
2a	<ul style="list-style-type: none"> <li>Students identify a force as a push or a pull acting on an object</li> <li>Students illustrate forces acting on an object by using vectors</li> <li>Students judge the magnitude of a force by comparing and contrasting the length of the vector which describes the force</li> <li>Students illustrate forces acting in opposite directions to each other by assigning a</li> </ul>	<p><b>Sample Performance Task</b>            Student makes a diagram with an explanation describing the forces between opponents in two <i>tug-of-war</i> scenarios where A) one side wins, and B) no side wins. Student should make a diagram for each scenario and show forces with vector arrows where relative magnitude is shown by relative vector length, and direction is shown by vector direction. A written explanation should describe the relative magnitudes, directions of the forces, the net force and direction of movement for each scenario. (2a)</p> <p><b>Sample Scoring Criteria for Performance Task</b>            Student product should include a labeled diagram for each scenario with horizontal vector arrows in opposite directions, with a larger vector arrow in the direction of the winning side in scenario A, and equal vector arrows in scenario B. Explanation should describe directions, relative magnitude of forces, net force and direction of movement in both scenarios.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Forces, magnitudes of forces, and directions of forces (cooperative groups for labs) (academic language)</li> <li>Vector arrows to represent force magnitude and direction (cooperative groups for labs) (academic language)</li> <li>Net force and direction of movement (cooperative groups for labs) (academic language)</li> <li>Explanation of <i>tug-of-war</i> if necessary( instructional conversation)</li> </ul> <p><b>Possible Standards Aligned Resources</b>            A. References from State-Adopted Textbooks  <u>Glencoe</u></p>

	negative and positive sign to the magnitude of the vector.	<p>(2a) pp. 88, 89</p> <p><u>Holt</u> (2a) pp. 344-345</p> <p>B. Sample Activities Aligned to Standards <u>Glencoe Activities</u> (2a) Launch Lab-Can you feel the force?, p. 85</p> <p><u>Holt Activities</u> (2a, 2b) Quick Lab-Finding Net Force, p. 346 (2a) Quick Lab-Feeling Friction, p. 351 (2a, 2b, 2c, 2d) Quick Lab-Identifying Forces, p. 348 (2a, 2b, 2e) Quick Lab-Parachutes &amp; Air Resistance, p. 379</p> <p><u>LAUSD Anchor Activities</u> (2a, 2b, 2c, 2e, 2f ) Simple Machines</p> <p><u>STC/MS Energy, Motion, and Machines</u> (2a) Part 1, Lesson 5; Part 3, Lessons 18, 19, &amp; 21</p>
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### Grade 8 Instructional Component 1 Content Standard Group 6

#### Standards for Component 1 Standard Group 6:

2b. *Students know* when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces. (Framework p. 130)

2d. *Students know* how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction. (Framework p. 131)

**Key Concept for Component 1 Standard Group 6:** When two or more identifiable forces act on a single static object, the result is a cumulative effect of all the forces.

Content Standard Group	Analyzed Standard	Instructional Resources
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2b, 2d	<ul style="list-style-type: none"> <li>Students determine the net force acting on an object after algebraic evaluation of the magnitudes of the vectors (2b)</li> <li>Students calculate (algebraically) and illustrate the resultant force vector acting on an object, where forces acting in the same line and at the same time are acting on an object (2b)</li> <li>Students determine whether a force applied to a static object can be classified as gravitational,</li> </ul>	<p><b>Sample Performance Task</b>  Student makes a drawing of a book resting on a meter stick suspended between two student desks. Student draws and labels vector arrows where force magnitude is shown by vector length, and vector direction shows force direction. Labels should identify the type of force (i.e., gravity, tension, compression, or friction). Student writes an explanation describing the types of forces involved and gives evidence for why they are equal or unequal. (2a, 2b, 2d )</p> <p><b>Sample Scoring Criteria for Performance Task</b>  Student product should include a labeled drawing of the book on the meter stick, including a downward gravity vector, and an equal-length upward tension vector from the meter stick. Explanation should describe the origin of the opposing forces and provide evidence that they are equal.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Review forces, magnitudes of forces, and directions of forces (instructional conversation) (academic language)</li> <li>Review use of vector arrows to represent force magnitude and direction (instructional conversation)</li> <li>Gravity, tension, compression, and friction (cooperative groups – labs) (instructional conversation)</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u>  (2b) pp. 90-91  (2d) pp. 96, 99, 101-103</p> <p><u>Holt</u>  (2b) pp. 345-346  (2d) pp. 345-346, p. 347, p. 353, p. 374-375</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u>  (2a, 2d) Mini lab-Can you measure the force of friction?, p. 105  (2a, 2d) Data Lab-Can you add vertical forces?, p. 95  (2a, 2d) Mini Lab-Elastic Forces, p. 102</p>
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	frictional, or elastic (tension or compression) (2d)	<p><u>Holt Activities</u>  (2a, 2b) Quick Lab-Finding Net Force, p. 346  (2a, 2b, 2c, 2d) Quick Lab-Identifying Forces, p. 348  (2a, 2b) Quick Lab-Feeling Friction, p. 351  (2b, 2d) Activity-Finger Prints, TE p. 350  (2b, 2d) School to Home comparing friction, p. 352</p> <p><u>LAUSD 8th Grade Model Lesson</u>  (2b, 2d) Forces, Forces Every where</p> <p><u>LAUSD Force and Motion Immersion Unit</u>  (2d) Lesson 3.1, Describing Forces  (2d) Lesson 4.1, Force Stations  (2d) Lesson 5.1, Opposing Forces  (2d) Lesson 5.3, Frictional Forces</p> <p><u>STC/MS Energy, Motion, and Machines</u>  (2b, 2d) Part 1, Lessons 5 &amp; 6; Part 3, Lessons 19 &amp; 21</p> <p><u>Web Activities</u>  (2b) <a href="http://www.explorellearning.com/index.cfm?method=cResource.dspResourcesForCourse&amp;CourseID=310">http://www.explorellearning.com/index.cfm?method=cResource.dspResourcesForCourse&amp;CourseID=310</a></p>
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### Grade 8 Instructional Component 1 Content Standard Group 7

<p><b>Standards for Component 1 Standard Group 7:</b>  2c. <i>Students know</i> when the forces on an object are balanced; the motion of the object does not change. (Framework pp. 130-131)  2e. <i>Students know</i> that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction). (Framework pp. 131-132)  <b>Key Concept Component 1 Standard Group 7:</b> Unbalanced forces acting on an object change its velocity, but balanced forces do not</p>		
Content Standard Group	Analyzed Standard	Instructional Resources

2c, 2e	<ul style="list-style-type: none"> <li>Students deduce that the velocity of an object (speed and direction) will remain unchanged if the net force from all forces acting on an object is equal to zero (2c)</li> <li>Students predict how an object's velocity will change if the net force from all forces acting on the object is not equal to zero (2e)</li> </ul>	<p><b>Sample Performance Task</b>  Students are given an object to place on their table. Students will produce a labeled diagram showing what happened to the object as it sits on the table. The diagram should show the forces acting on the object. Students will represent the forces with vector arrows showing magnitude and direction. Students will push the object and produce another labeled diagram showing what happens to the object as it was pushed. This diagram should show the forces acting upon the object. Students will represent the forces with vector arrows showing magnitude and direction. Students will explain when the object did not move and why it did not move. Students will also explain when the object moved and why it moved.</p> <p><b>Sample Scoring Criteria for Performance Task</b>  Students should have a diagram of an object sitting on the table. The diagram should include labeled vectors showing the magnitude and direction of the force. The diagram should explain that the object does not move because all the forces are balanced and the net force is zero.</p> <p>Students should have another diagram showing the object drawing in motion. This diagram should include labeled vectors showing the magnitude and direction of the forces. Students should explain that the object is in motion because a force was applied to the object and the forces are no longer balanced. Students should explain in writing or by their diagram that the object moved in the direction of the net force.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Forces, magnitudes of forces, and directions of forces</li> <li>Use of vector arrows to represent force magnitude and direction</li> <li>Gravity, tension, compression, and friction</li> <li>Balanced forces produces no movement and no net forces</li> <li>Unbalanced forces result in a net force and object will move in the direction of the net force</li> </ul> <p><b>Possible Standards Aligned Resources</b>  A. State Adopted Textbook References  <u>Glencoe</u>  (2c) pp. 92-93  (2e) pp. 106-108</p>
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		<p><u>Holt</u>  (2c) pp. 347, 374-375, 384-385  (2e) pp. 341, 348-349, 353, 382, 386</p> <p>B. Sample Activities Aligned to the Standards  <u>Glencoe Activities</u>  (2c, 2e) Glencoe p. 110 Mini Lab-Does water exert a force?, p. 110</p> <p><u>Holt Activities</u>  (2b, 2c, 2d, 2e) Science Friction, p. 351  (2b, 2c, 2d, 2e) Organize Pyramid, TE p. 368  (2e) Explore Activity-Gravity and Falling, p. 369  (2c, 2e) Skills Practice Lab-Exploring Inertia, p. 392  (2b, 2c, 2d, 2e) Quick Lab-Mass &amp; Weight, p. 374</p> <p><u>LAUSD Force and Motion Immersion Unit</u>  (2e) Lesson 5.2, Unbalanced Forces  (2e) Lesson 5.4, Change in Motion  (2e) Lesson 5.6, Circular Motion  (2e) Lesson 6.1, Unbalanced Forces</p> <p><u>STC/MS Energy, Motion, and Machines</u>  (2e) Part 1, Lesson 6; Part 3, Lessons 19 &amp; 21</p>
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### Instructional Component 1 Content Standard Group 8

#### Standards for Component 1 Standard Group 8:

2f. *Students know* the greater the mass of an object, the more force is needed to achieve the same rate of change in motion. (Framework p. 132)

**Key Concept for Component 1 Standard Group 8:** For the same rate of change in motion, force varies directly with mass.

Content Standard Group	Analyzed Standard	Instructional Resources
2f	<ul style="list-style-type: none"> <li>Students determine that the amount of force needed to accelerate an object is directly proportional to the object's mass</li> <li>Students determine that the acceleration of an object is directly proportional to the force applied to the object, given the mass of the object remains constant.</li> </ul>	<p><b>Sample Performance Task</b>  Student writes a letter to a third-grader, using diagrams and terms (other than force, mass, acceleration) that the third-grader would understand, to explain why he/she can push an empty shopping cart faster than a full shopping cart. The letter should have two labeled diagrams, for the full and empty shopping cart being pushed, along with complete explanations of the similarities and differences between the two situations. (2f)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  Student product should have two labeled diagrams, for the full and empty shopping cart being pushed, with complete explanations, using simple, non-scientific terms that encourages student comprehension of those terms, that if they push as hard as they can in both cases, the empty cart goes faster because it doesn't weigh as much, so it's easier to push, and the opposite is true for the full cart.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Force, mass, acceleration (cooperative groups) (academic language)</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u>  (2f) p. 109</p> <p><u>Holt</u>  (2f) pp. 387-388</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u>  (2f) Glencoe Virtual Lab CD–Newton's second law of Motion</p> <p><u>Holt Activities</u>  (2f) Quick Lab-Testing Newton's Second Law, p. 338</p>

		<u>STC/MS Energy, Motion, and Machines</u> (2f) Part 1, Lessons 5 & 6
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### Grade 8 Instructional Component 1 Content Standard Group 9

<b>Standards for Component 1 Content Standard Group 9:</b> 8a. <i>Students know</i> density is mass per unit volume. (Framework p. 148) 8b. <i>Students know</i> how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume. (Framework p. 148) <b>Key Concept for Component 1 Content Standard Group 9:</b> Density is a measure of an object's mass per unit volume		
Content Standard Group	Analyzed Standard	Instructional Resources
8a, 8b	<ul style="list-style-type: none"> <li>Students demonstrate that density is a physical property of an object and is independent of the amount of substance being examined (8a)</li> <li>Students calculate the density of an object from measurements of mass and volume taken from the</li> </ul>	<p><b>Sample Performance Task</b>  Student writes a report where he/she identifies the composition of unknown objects (regular and irregular objects) by calculating its density, using measurements of mass and volume made by the student, and comparing that value to a table of known densities of materials. The report should have detailed procedures, data table density calculations. A discussion should include a comparison of densities of unknown objects to list of known densities, with an accurate identification of the unknown materials. (8a, 8b, 9b, 9f)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  The report should have detailed procedures, data table, density calculations. A discussion should include a comparison of densities of unknown objects to a list of known densities , with an accurate identification of the unknown materials</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Mass measurement using a balance (cooperative groups)</li> <li>Measurement of liquid volume using a graduated cylinder cooperative groups)</li> </ul>

	<p>object (8b)</p> <ul style="list-style-type: none"> <li>Students measure the volume of regular solids (cubes, cylinders) using the relevant algebraic expressions (8b)</li> <li>Students measure the volume of an irregular solid by water displacement (8b)</li> </ul>	<ul style="list-style-type: none"> <li>Use of water displacement to obtain representative volumes of irregularly-shaped objects cooperative groups)</li> <li>Measurement of rectangular solids in three dimensions with a ruler cooperative groups)</li> <li>Use of subtraction, multiplication, division, and/or use of calculator to calculate volumes and density cooperative groups) (academic languages)</li> <li>Writing a procedure and making a data table (instructional conversation) (graphic organizer)</li> <li>How to research, organize, write, and edit a report according to the teacher's specifications (instructional conversation)</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u>  (8a) pp. 130-131  (8b) pp. 134- 136, 152</p> <p><u>Holt</u>  (8a) pp. 85, 409, 415  (8b) pp. 80-81, 85-87</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u>  (8a, 8b) Virtual Lab CD-Sinking or Floating  (8a, 8b) Volume equations, p. 135  (8a, 8b) Science Concepts, TE p. 134  (8a, 8b) Science Concepts, TE p. 136  (8a, 8b) Applying Math, p. 138  (8a, 8b) Data Lab-Can you calculate the density?, p. 139</p> <p><u>Holt Activities</u>  (8a, 8b) Demonstration-Sink or Float, TE p. 86  (8a, 8b) Quick Lab-Finding the densities of unknown metals, p. 87</p> <p><u>LAUSD/S.C.A.L.E. Immersion Unit</u></p>
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		<p>(8a, 8b) Density and Buoyancy</p> <p><u>LAUSD Anchor Activities</u></p> <p>(8a, 8b) Density of Water</p> <p>(8a, 8b) Density Blocks</p> <p><u>STC/MS Energy, Motion, and Machines</u></p> <p>(8a, 8b) Part 1, Lesson 2, 3, 4, 9</p> <p><u>Web Activities</u></p> <p>(8a, 8b)</p> <p><a href="http://www.explorelearning.com/index.cfm?method=cResource.dspResourcesForCourse&amp;CourseID=308">http://www.explorelearning.com/index.cfm?method=cResource.dspResourcesForCourse&amp;CourseID=308</a></p>
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### Grade 8 Instructional Component 1 Content Standard Group 10

#### Standards for Component 1 Content Standard Group 10

8c. *Students know* the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced. (Framework pp. 148-149)

8d. *Students know* how to predict whether an object will float or sink. (Framework pp. 149-150)

**Key Concept for Component 1 Content Standard Group 10:** The upward buoyant force on an object in a fluid is equal to the weight of the displaced fluid, and the relative densities of the object and the fluid determine whether an object will float or sink.

Content Standard Group	Analyzed Standard	Instructional Resources
8c, 8d	<ul style="list-style-type: none"> <li>Students explain that the buoyant force acting on an object, immersed in a fluid, is an upward force equal to the weight of the fluid displaced by the</li> </ul>	<p><b>Sample Performance Task</b></p> <p>Student writes a report of experiments made to test predictions of whether rectangular solid objects will float or sink (or float at different depths). Student first makes mass and volume measurements of objects (e.g., blocks, candy bars), and then calculates their densities. Based upon comparison of object densities to the density of water, student writes predictions of whether objects will float, sink, or be neutrally buoyant, and then tests predictions by placing objects in water. Student then writes observations of relative buoyancy of objects, and compares experimental results to prior predictions. Student report should have a description of the procedure used to obtain and process data, data table with data, calculation results for densities of the objects, and a discussion that includes a comparison of the densities</p>



	<p>object. (8c)</p> <ul style="list-style-type: none"> <li>Students explain that the buoyant force acting on an object opposes the force of gravity acting on the object and the magnitude of the buoyant force depends on the difference between the object's density and the density of the fluid in which the object is immersed (8c)</li> <li>Students predict whether an object will float or sink by comparing the object's density to the density of the fluid in which the object is immersed. (8d)</li> </ul>	<p>of the rectangular objects to the density of water, the basis for predictions made, the results of the buoyancy tests, and a discussion that compares those results to prior predictions. (8d, 9a, 9b, 9f)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  Student product should have float/sink predictions for the objects, a description of procedure used to obtain and process data, data table with data, calculation results for densities of the objects, results of buoyancy tests, and a discussion comparing predictions to buoyancy test results.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Mass measurement using a balance (cooperative groups)</li> <li>Measurement of rectangular solids in three dimensions with a ruler (cooperative groups)</li> <li>Use of subtraction, multiplication, division, and/or use of calculator to calculate volumes and density (cooperative groups) (instructional conversation) (academic language)</li> <li>Density of water, and relative buoyancy of objects placed in water due to their densities (cooperative groups) instructional conversation) (academic language)</li> <li>Writing a procedure and making a data table (instructional conversations), ( graphic organizer)</li> <li>How to research, organize, write, and edit a report according to the teacher's specifications (instructional conversation) (academic language)</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u>  (8c) pp. 146-149  (8d) pp. 150-153</p> <p><u>Holt</u>  (8c) pp. 412-414  (8d) p. 87</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u>  (8c) Mini Lab-Can you feel the buoyant force?, p. 149</p>
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		<p>(8d) Investigation Lab-Home made hydrometer, pp. 156-157</p> <p><u>Holt Activities</u></p> <p>(8d) Quick Lab-Will it sink or float?, p.416</p> <p>(8c, 8d) Skills Practice Lab-Fluids, Force, and Floating, p. 421</p> <p>(8d) Website for density and buoyancy</p> <p><u>LAUSD/S.C.A.L.E. Immersion Unit</u></p> <p>(8a, 8b) Density and Buoyancy</p> <p><u>LAUSD Anchor Activities</u></p> <p>(8a, 8b, 8c, 8d, 9d, 9e, 9f, 9g) Density of Water</p> <p>(8a, 8b, 8c, 8d) Density Blocks</p> <p><u>STC/MS Energy, Motion, and Machines</u></p> <p>(8d) Part 1, Lesson 3</p> <p><u>Web Activities</u></p> <p>(8d)</p> <p><a href="http://www.explorellearning.com/index.cfm?method=cResource.dspResourcesForCourse&amp;CourseID=308">http://www.explorellearning.com/index.cfm?method=cResource.dspResourcesForCourse&amp;CourseID=308</a></p>
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**LAUSD- Middle School Instructional Guide  
Eighth Grade Science**

**Instructional Component 2 – *Structure of Matter, Reactions, Periodic Table, Investigation and Experimentation: Standard Sets 3, 5, 7, and 9***

**Standards for Instructional Component 2**

**Standard Set 3: Structure of Matter** - *Each of the more than 10 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:*

- 3a. Students know the structure the atom and know it is composed of protons, neutrons and electrons.
- 3b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
- 3c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
- 3d. Students know the states of matter (solid, liquid, and) depend on molecular motion.
- 3e. Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
- 3f. Students know how to use the periodic table to identify elements in simple compounds.

**Standard Set 5: Reactions** - *Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept,:*

- 5a. Students know reactant atoms and molecules interact to form products with different chemical properties.
- 5b. Students know the idea of atoms explains the conservation of matter. In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
- 5c. Students know chemical reactions usually liberate heat or absorb heat.
- 5d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
- 5e. Students know how to determine whether a solution is acidic, basic, or neutral.

**Standard Set 7: Periodic Table** - *The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:*

- 7a. Students know how to identify regions corresponding to metals, nonmetals, and inert gases.
- 7b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a

different but specific number of neutrons in the nucleus.

7c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

**Standard Set 9: Investigation and Experimentation** - *Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.*

9a. Plan and conduct a scientific investigation to test a hypothesis.

9b. Evaluate the accuracy and reproducibility of data.

9c. Distinguish between variable and controlled parameters in a test.

9d. Recognize the slope of the linear graph as the constant in the relationship  $y = x$  and apply this principle in interpreting graphs constructed from data.

9e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.

9f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms  
(Including speed = distance / time, density = mass / volume, force = pressure area, volume = area x height).

9g. Distinguish between linear and nonlinear relationships on a graph of data.

### Grade 8 Instructional Component 2 Content Standard Group 1

#### Standards for Component 2 Standard Group 1:

3d. *Students know* the states of matter (solid, liquid, and gas) depend on molecular motion. (Framework pp. 135-136)

3e. *Students know* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently. (Framework pp. 136-137)

5d. *Students know* physical processes include freezing and boiling, in which a material changes form with no chemical reaction. (Framework p. 142)

**Key Concept for Component 2 Standard Group 1:** States of matter are dependent upon molecular motion and compactness of particles, and changes of state are not chemical changes.

Content Standard Group	Analyzed Standard	Instructional Resources

3d, 3e, 5d	<ul style="list-style-type: none"> <li>Students compare and contrast molecular motion, attraction and distance between molecules for solid, liquid, and gas</li> <li>Students match temperature with the average molecular energy of motion (kinetic energy) at one atmospheric pressure</li> <li>Students identify that physical changes (e.g. states of matter) do not involve chemical reactions</li> <li>Students carry out investigations that demonstrate</li> </ul>	<p><b>Sample Performance Task</b>  <b>LAUSD Model Lesson : Matter Matters</b></p> <p>Students in groups will choose how to kinesthetically represent the solid, liquid and gas states. From a list of elements or compounds and make labeled diagrams illustrating particle motion, for the selected element or compound. They will also perform the different states and explain their rationale. Students will make a graphic organizer which includes labeled diagrams of the particle motion of different states. The diagrams should include labels for the appropriate freezing, melting, and boiling points. Diagrams should show the chosen molecule in appropriate molecular motion arrangements for solid, liquid, and gas phases, illustrate changes between phases, and include a written explanation of particle motion in the three phases, and between phases. (3d, 3e)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  Verbal explanations and performances should reflect student understanding of changes in motion and arrangement of particles during and between phases. Student product should include labeled diagrams showing chosen molecule molecules in appropriate molecular motion arrangements for solid, liquid, and gas phases. Graphic organizers should illustrate transitions between phases showing that the molecular structure remains constant throughout the process. Explanation should reflect student understanding of changes in motion and arrangement of particles between phases, but constancy of molecular structure. Differentiated Activity (Advanced): Students choose and represent molecules instead of individual atoms in performance during the above tasks.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Use of the Periodic Table to name elements</li> <li>All matter is made of atoms</li> <li>Elements and compounds</li> <li>Phase changes and particle motion</li> <li>Boil water and melt ice</li> <li>Show a phase change that isn't water (examples: Dry ice, videos of metals melting)</li> <li>Thermal expansion (Ball and ring, balloon over soda bottle in hot and cold)</li> <li>Review thermal and kinetic energy</li> </ul>
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	that physical changes are reversible	<p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (3d) pp.256-260, 261– 263, 270-271 (3e) p. 264 (5d) pp. 264-269, 272-273</p> <p><u>Holt</u> (3d) pp. 110-113, Chapter Summary, p. 123 (5d) pp. 94, 95, 115-119.</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Holt Activities</u> (3d) Skills Practice Lab-Boiling and Temperature, pp. 120-121</p> <p><u>STC/MS Properties of Matter</u> (3d, 3e, 5d) Part 1, Lessons 6 &amp; 7</p>
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### Grade 8 Instructional Component 2 Content Standard Group 2

<p><b>Standards for Component 2 Standard Group 2:</b></p> <p>3f. <i>Students know</i> how to use the periodic table to identify elements in simple compounds. (Framework p. 137)</p> <p>7a. <i>Students know</i> how to identify regions corresponding to metals, nonmetals, and inert gases. (Framework pp. 145-146)</p> <p>7c. <i>Students know</i> substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity. (Framework pp. 146-147)</p> <p><b>Key Concept for Component 2 Standard Group 2:</b> Elements can be classified by their properties, and the Periodic Table is a way to identify and group elements by their properties</p>		
Standard Group	Analyzed Standard	Instructional Resources
3f, 7a, 7c	<ul style="list-style-type: none"> <li>Students identify elements in</li> </ul>	<p><b>Sample Performance Task</b></p> <p>Student in small groups, students researches physical properties (appearance, melting point, density, state),</p>

	<p>simple compounds (NaCl, H<sub>2</sub>O) (3f)</p> <ul style="list-style-type: none"> <li>Students identify atomic number, symbol, name and atomic weight (3f) Students identify where metals, nonmetals, semi-metals are on the periodic table (7a)</li> <li>Students classify metals, nonmetals (include explanation of why noble gases are called inert gases), semi-metals by their physical properties (i.e. thermal conductivity, electrical conductivity, melting</li> </ul>	<p>atomic number, symbol, name, and atomic weight of an assigned element and makes a 3-D representation of that element (sample of element or object containing the element). The 3-D representation will go on a 25 cm x 25 cm card that includes all of the above information. Each card will be placed correctly on the classroom periodic table where the metals, nonmetals and semimetals are distinguished by color. (3f, 7a, 7c) Alternatively, assign more advanced learners elements with higher atomic numbers and multiple elements. More advanced students can research common products and uses of their element.</p> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>Student product should include physical properties, atomic number, symbol, name, atomic weight, and a 3D representation of the assigned element. Card should have attractive design and appropriate color for class periodic table group.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>The location of metals, nonmetals, and semimetals in the Periodic Table</li> <li>Atomic number, symbol, name, and atomic weight of elements in the Periodic Table</li> <li>Teacher should direct students to sources of information about physical properties of elements and examples of common objects containing various elements (e.g., CRC handbook)</li> <li><b>Pencil graphite vs. lead</b></li> <li><b>Different types of periodic tables</b></li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u>  (3f) pp. 195-196, 290-293  (7a) pp. 294-298, 306-309  (7c) pp. 313-317, 338-343, 386</p> <p><u>Holt</u>  (3f) pp. 194-195, 262-265  (7a) pp. 196-199, 202-208, 240-241  (7c) pp. 85, 282-285</p>
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	<p>temperature, density, hardness) (7c)</p> <ul style="list-style-type: none"> <li>Students identify patterns and trends in the physical and chemical properties elements of periodic table (7c)</li> </ul>	<p><b>B. Sample Activities Aligned to the Standards</b></p> <p><u>Glencoe Activities</u></p> <p>(3f) How do atoms differ?, p. 203</p> <p>(7c) Which parachute will drop first?, p. 319</p> <p>(7c) Investigating Physical Changes, pp. 320-321</p> <p><u>Holt Activities</u></p> <p>(7c) Classifying Substances, p. 96</p> <p><u>STC/MS Properties of Matter</u></p> <p>(7a, 7c, 3f) Part 3, Lesson 21, 22, 23</p> <p><u>Web Activities</u></p> <p>(7a, 7c, 3f) Periodic Table <a href="http://www.chemicalelements.com">www.chemicalelements.com</a>, <a href="http://www.periodictable.com/">http://www.periodictable.com/</a></p>
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### Grade 8 Instructional Component 2 Content Standard Group 3

Standards for Component 2 Standard Group 3:		
3a. <i>Students know</i> the structure the atom and know it is composed of protons, neutrons and electrons. (Framework p. 134)		
7b. <i>Students know</i> each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus. (Framework p. 146)		
<b>Key Concept for Component 2 Standard Group 3:</b> Atoms of an element have a specific number of protons (the atomic number), and electrons, and occur as isotopes, with different but specific numbers of neutrons.		
Content Standard Group	Analyzed Standard	Instructional Resources
3a, 7b	<ul style="list-style-type: none"> <li>Students compare and contrast Rutherford's and Bohr's atomic models (3a)</li> </ul>	<p><b>Sample Performance Task</b></p> <p>Students create 3-D models of an atom and for more advanced learners, one of its most common isotopes. Models can be created using household items or food, representing the nucleus' protons, neutrons, and rings containing the electrons. Since the isotopes differ by quantity of neutrons, the students may weigh the models to see that the difference in weight is what distinguishes isotopes from one another. Models should include a key for identification of particles, and the name and mass number of each isotope.</p>



	<ul style="list-style-type: none"> <li>Students construct the Bohr atomic model with electrons in definite energy levels in orbital (3a)</li> <li>Students construct atomic nuclei of the same element (different isotopes) (7b)</li> <li>Students recognize that some isotopes are radioactive (e.g. Uranium) (7b)</li> <li>Students infer not all atomic weight are in sequential order on the periodic table due to the isotopes (7b)</li> </ul>	<p>Students present their model to the class describing the atomic structure.(3a, 7b)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  Student product should be one or two labeled models, one of each isotope of an element, with proper number and arrangement of subatomic particles, differing only by number of neutrons. Subatomic particles should be differentiated in size and charge where electrons are negatively charged and smaller than protons and neutrons while protons are positively charged. Models should include a key for identification of particles, and the name and weight of each model. Presentations should include the correct use of academic language.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Elements in the Periodic Table</li> <li>Atomic number, atomic weight, mass number, protons, neutrons and electrons, and structure of the atom</li> <li>Isotopes</li> <li>Different atom models</li> </ul> <p><b>Possible Standards Aligned Resources</b>  A. References from State-Adopted Textbooks  <u>Glencoe</u>  (3a) pp. 175, 176-178, 184-193, 200-201, 223  (7b) pp. 197-198, 200, 301-306  <u>Holt</u>  (3a) pp. 164-169 Structure of Matter, pp. 172-173 Sec. Review Summary  (7b) pgs. 174, 175-177, 200  B. Sample Activities Aligned to the Standards  <u>Glencoe Activities</u>  (3a) Applying Math-Mass of Subatomic Particles, p. 180  (3a) Mini Lab-How big are the particles in an atom?, p. 181  (3a) Data Lab-How do atoms differ?, p. 203</p>
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		<p>(3a) Design your own Lab-Build an Atom, pp. 204-205</p> <p><u>Holt Activities</u></p> <p>(3a) Model making Lab-Building Atomic Nuclei, p. 180-181</p> <p>(7b) Quick Lab-Atomic Bead Models, p. 177</p> <p><u>Web Activities</u></p> <p>(7b, 3a) Website for atom structure http: <a href="http://www.Colorado.edu/physics/2000/applets/a2.html">www.Colorado.edu/physics/2000/applets/a2.html</a> (or a3.html)</p>
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### Grade 8 Instructional Component 2 Content Standard Group 4

<p><b>Standards for Component 2 Standard Group 4:</b></p> <p>3c. <i>Students know</i> atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers. (Framework p. 135)</p> <p><b>Key Concept for Component 2 Standard Group 4:</b> Crystals and polymers form solids by repeating patterns of atoms or molecules</p>		
Content Standard Group	Analyzed Standard	Instructional Resources
3c	<ul style="list-style-type: none"> <li>Students understand the repeating patterns of atoms and molecules in crystal lattices and in polymers</li> <li>Students explain how the model (3-D or 2-D) represents the crystals</li> <li>students make</li> </ul>	<p><b>Sample Performance Task</b></p> <p>Each student brings a sample of a crystalline solid and an amorphous solid from home. In groups, students choose the best two samples and create two labeled models and diagrams comparing the 3-D molecular structure of the two different compounds; using straws and marshmallows or other sticks and soft candy available, students will make a 3-D crystalline model and a 3-D non-repeating, non-crystalline model. Labels should identify each compound as crystalline or non-crystalline (amorphous solid), and give examples of real solid compounds that are similar to each of the models in the structures. Conduct a gallery walk of all posters and samples. (3c)</p> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>Student product should be a poster showing two models; one orderly crystalline structure and one disordered, non-crystalline or amorphous solid. Student should place their examples of real solid compounds in front of their poster prior to the gallery walk.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p>

	crystals from a salt solution  • Students hypothesize what physical changes will occur when crystals are formed from the salt solution in the experiment	<ul style="list-style-type: none"> <li>• Structure of crystal lattices and amorphous solids, and examples of both</li> <li>• Examples of real crystalline solids and amorphous solids</li> <li>• Molecules and compounds</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (3c) pp. 232-235, 434</p> <p><u>Holt</u> (3c) pp. 234-235, 282, 314-317, 319</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u> (5c) Growing Crystals, pp. 240-242</p> <p><u>Holt Activities</u> (3c) Explore Activity-A Model of Salt, p. 281</p>
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### Grade 8 Instructional Component 2 Content Standard Group 5

<b>Standards for Component 2 Standard Group 5:</b> 3b. <i>Students know</i> that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements. (Framework pp. 134-135) 5b. <i>Students know</i> the idea of atoms explains the conservation of matter. In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same. (Framework pp. 141-142) 5a. <i>Students know</i> reactant atoms and molecules interact to form products with different chemical properties. (Framework p. 141) <b>Key Concept for Component 2 Standard Group 5:</b> When elements combine to form compounds, or reactant molecules form products, substances with different properties are formed, but no mass is lost or gained since the number and types of atoms remains the same.		
Content Standard	Analyzed Standard	Instructional Resources

Group		
3b, 5b, 5a	<ul style="list-style-type: none"> <li>Students explain why some elements combine to form ionic (metals and nonmetals) and some elements combine to form covalent compounds (organic) (3b)</li> <li>Students compare and contrast the properties of compounds and constituent atoms (3b, 5a)</li> <li>Students identify reactants and products of chemical reactions to carry out simple experiments (5a)</li> <li>Students create a diagram of a</li> </ul>	<p><b>Sample Performance Task</b></p> <p>In small groups, students make a labeled diagram about the chemical reaction that happens when a match is burned, explaining the observable differences between an unlit match and a burned match. Students make observations of an unlit match (e.g., state of matter and other physical properties, possible composition, etc.), then strike the match to light it (i.e. combine it with oxygen in the air). Students make observations of the match during and after burning is complete, including the smoke and ash produced. Students then attempt to re-light ashes using another match, and make observations of results of the attempt. Students' diagrams should include identification and descriptions, along with illustrations, of the reactants and the products in the reaction. The reactions should be drawn left-to-right as an illustrated chemical equation using words to describe the reactants and products. Captions should include an explanation of what happened, and why the match would not re-light. (5a)</p> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>Student product should depict and label the unlit match and oxygen as reactants, and smoke and ash as the products of a chemical reaction. Captions should describe the appearance and composition of the unlit match, atmospheric oxygen, and the observable products of combustion of the match (e.g., smoke and ash). The students should explain the failure of the ashes to re-light by stating that the ashes are a chemical reaction product, with different chemical properties (i.e. not flammable) than the original unlit match, which was flammable.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Chemical and physical changes</li> <li>Chemical reactions, reactants and products</li> <li>Combustion and the role of oxygen</li> <li>Conservation of mass</li> <li>Balancing chemical equations</li> <li>Review chemical formulas and equations</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u></p>

	<p>simple chemical reaction in to demonstrate the law of conservation of mass (5b)</p> <p>(3b) pp. 218-222, 225 – 227, 350, 354 (5a) pp. 339, 341-342, 349, 354-355 (5b) pp. 346-347, 351-355</p> <p><u>Holt</u> (3b) pp. 138-141, 151, 228-229, 233-239, 262-265, 282-285, 230-235 (5b) pp. 262-267 (5a) pp. 90, 92-95, 139-141, 151, 256-259, 261, 271</p> <p><b>B. Sample Activities Aligned to the Standards</b> <u>Glencoe Activities</u> (3b) How can you model molecules?, p. 229 (3b, 5b) Can you model the burning of methane?, p. 357 (5a) How can you tell a chemical change from a physical change?, p. 345 (5a) Dirty Jewelry, pp. 366-367 (5b) Where does the tablet go?, p. 348</p> <p><u>Holt Activities</u> (3b) Skills Practice Lab-Flame Tests, pp. 148-149 (3b) Skills Practice Lab-Putting Elements Together, pp. 268-269</p> <p><u>STC/MS Properties of Matter</u> (3b, 5a) Part 3, Lessons 20, 22 (5b) Part 3, Lessons 25, 26</p>
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### Grade 8 Instructional Component 2 Content Standard Group 6

#### Standards for Component 2 Content Standard Group 6

5c. *Students know* chemical reactions usually liberate heat or absorb heat. (Framework p. 142)

**Key Concept for Component 2 Content Standard Group 6:** Chemical reactions liberate or absorb heat.

Content Standard	Analyzed Standard	Instructional Resources
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Group		
5c	<ul style="list-style-type: none"> <li>Students evaluate simple chemical reactions and determine whether there is a net release (exothermic) or net absorption (endothermic) of energy</li> </ul>	<p><b>Sample Performance Task</b></p> <p>In small group, students develop and conduct an experiment to explore and write a report identifying and describing an endothermic and an exothermic reaction based on observations of chemical reactions. In each reaction, students will record initial temperature and final temperature readings of the solution in which the reaction takes place, and find the difference in temperature. For one reaction, students will put a small sample of calcium chloride with a small sample of baking soda in a half-filled test-tube of water. For the other reaction, students will combine baking soda and vinegar in a beaker. Student reports should have the following; a description of the procedure used to obtain and process data, data table with data, calculation results for temperature changes, and a discussion with an identification of each reaction as exothermic or endothermic, with justification using data. The end result should include a lab report that contains the data, results and conclusions of the experiment produced by each student.</p> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>Student product should have the following descriptions; the procedure used to obtain and process data, data table with data, and calculation results for temperature for both reactions. Students should also identify the calcium chloride (<math>\text{CaCl}_2</math>) and baking soda (<math>\text{NaHCO}_3</math>) reaction as exothermic because heat is released from the system to the surroundings as indicated by a rise in temperature of the solution. Students should identify the baking soda (<math>\text{NaHCO}_3</math>) and vinegar (<math>\text{CH}_3\text{COOH}</math>) reaction as endothermic because heat is absorbed, as indicated by a drop in temperature in the solution. Advanced students should construct a graph of temperature vs. time and include it in their data section.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Exothermic and endothermic reactions</li> <li>Measuring temperature with a thermometer</li> <li>Writing a procedure and making a data table</li> <li>How to research, organize, write, and edit a report according to the teacher's specifications</li> <li>How to draw and write conclusions.</li> <li>Review graphing skills.</li> </ul> <p><b>Possible Standards Aligned Resources</b></p>

		<p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (5c) pp. 358-364</p> <p><u>Holt</u> (5c) pp. 93, 259-260</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u> (5c) How does temperature change as chemicals react?, pp. 364-365</p> <p><u>Holt Activities</u> (5c) Quick Lab-Endothermic and Exothermic Processes, pp. 260-261</p> <p><u>LAUSD Anchor Activities</u> (5a, 5c) Penny Experiment (5a, 5b, 5c) Baggie Chemistry</p> <p><u>STC/MS Properties of Matter</u> (5c) Part 1, Lesson 5</p>
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### Grade 8 Instructional Component 2 Content Standard Group 7

<b>Standards for Component 2 Standard Group 7:</b> 5e. <i>Students know</i> how to determine whether a solution is acidic, basic, or neutral. (Framework p. 143) <b>Key Concept for Component 2 Standard Group 7:</b> Solutions can be identified as acidic, basic, or neutral, using pH indicators and electronic meters		
Content Standard Group	Analyzed Standard	Instructional Resources
5e	<ul style="list-style-type: none"> <li>Students use the pH scale to</li> </ul>	<b>Sample Performance Task</b> In small groups, students develop and conduct an experiment where they can differentiate and identify

	<p>determine the acidity of a solution</p> <ul style="list-style-type: none"> <li>Students test acidity using different indicators such as pH paper, litmus paper, indicator solutions (i.e. universal indicator, phenolphthalein, bromothymol blue)</li> </ul>	<p>acids from bases. Students write a report where they were assigned several common household products and identified them as either acids or bases. Given several unknown solutions, students use various indicators such as litmus paper, red cabbage juice, phenolphthalein, bromothymol blue, etc., to test the solutions, and record the results. Based upon evidence from indicators, students identify solutions as either acids or bases, and indicate the possible pH range for each solution. Be sure to make a chart that has rows for the labels for the unknown solutions (e.g., solution A, B etc.), and columns for the indicators used where you can enter the resulting color of the indicator for each solution. Add columns to record whether each solution is an acid or a base, and the pH range of each unknown solution, based upon indicator results. As a class, create a pH chart with each group's unknown solution. Advanced students can exchange unknown solutions with other groups to retest and practice peer review. (5e, 9b)</p> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>Student report should have a chart for entering observations and conclusions as indicated in the performance task for the unknown solutions and their effect on indicators used. Sample household solutions are; lime juice, vinegar, baking soda solution, soap solution, etc. Students should identify each solution used as an acid or base, depending upon indicator color observations, and relate household solutions that are acids to a pH of 1-6, and bases as pH of 8-14.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Properties of acid and bases</li> <li>pH ranges of acids and bases</li> <li>Use of a variety of indicators to identify acid and bases</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (5e) pp, 394-395</p> <p><u>Holt</u> (5e) pp. 286-287, 289-290, 293-294, 299</p> <p>B. Sample Activities Aligned to the Standards</p>
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		<p><u>Glencoe Activities</u> (5e) How Can You Determine pH?, p. 406</p> <p><u>Holt Activities</u> (5e) Skills Practice Lab-Cabbage Patch Indicators, p. 296</p> <p><u>LAUSD Anchor Activities</u> (5e, 9a, 9b) Neutralization-Acid or Base</p>
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**LAUSD- Middle School Instructional Guide**

**Eighth Grade Science**

**Instructional Component 3 – *Chemistry of Living Systems, Earth in the Solar System (Earth Science), Investigation and Experimentation:***  
***Standard Sets 4, 6 and 9***

**Standard Set 6: Chemistry of Living Systems (Life Science)** - *Principles of chemistry underlie the functioning of biological systems.*

6a. *Students know* that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.

6b. *Students know* that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.

6c. *Students know* that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

**Standard Set 2: Forces** – *Unbalanced forces cause changes in velocity.*

2g. *Students know* the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

**Standard Set 4: Earth in the Solar System (Earth Science)** - *The structure and composition of the universe can be learned from studying stars and galaxies and their evolution.*

4e. *Students know* the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

4d. *Students know* that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.

4c. *Students know* how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.

4b. *Students know* that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.

4a. *Students know* galaxies are clusters of billions of stars and may have different shapes.

**Standard Set 9: Investigation and Experimentation** - *Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.*

9a. Plan and conduct a scientific investigation to test a hypothesis.

9b. Evaluate the accuracy and reproducibility of data.

9c. Distinguish between variable and controlled parameters in a test.

- 9d. Recognize the slope of the linear graph as the constant in the relationship  $y = x$  and apply this principle in interpreting graphs constructed from data.
- 9e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
- 9f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms  
(Including speed = distance / time, density = mass / volume, force = pressure  $\times$  area, volume = area  $\times$  height).
- 9g. Distinguish between linear and nonlinear relationships on a graph of data.

### Grade 8 Instructional Component 3 Content Standard Group 1

#### Standards for Component 3 Standard Group 1:

6a. *Students know* that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms. (Framework pp. 143)

**Key Concept for Component 3 Standard Group 1:** The versatility of carbon atoms in bond arrangement makes carbon important in living organisms.

Content Standard Group	Analyzed Standard	Instructional Resources
6a.	<ul style="list-style-type: none"> <li>Students diagram or construct models of simple carbon-based molecules including the tetrahedral (e.g., methane and carbon tetrachloride), planar (e.g., formaldehyde and ethylene), and linear (e.g., acetylene and carbon dioxide)</li> </ul>	<p><b>Sample Performance Task</b> Student makes a poster of a selected common organic molecule from a provided list (e.g., octane, Freon, polyunsaturated oil, fructose, etc.). Student researches its nomenclature (what the name means), composition (number and types of atoms of elements), and molecular structure, its use by humans, and presents the poster to the class, including a model or illustration of the molecule. Poster should include the name and meaning of the name of the molecule, the chemical formula (which elements and how many of each), a drawing or model of the molecular structure with a description of the molecular shape (tetrahedral, planar, linear) and types of bonds present (single, double, triple), and how the molecule is used by people. (6a)</p> <p><b>Sample Scoring Criteria for Performance Task</b> Poster should include the name and meaning of the name of the molecule, the chemical formula, a drawing or model of the molecular structure with a description of the molecular shape and types of bonds present, and how the molecule is used by people.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p>

	<ul style="list-style-type: none"> <li>Students evaluate why carbon has a central role in the chemistry of living organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Structural formulas of molecules</li> <li>Single, double, triple bonds, and tetrahedral, planar, and linear molecules</li> <li>Teacher should direct students to sources of information about common organic molecules (e.g., CRC handbook)</li> <li>How to research, organize, write, and edit a report according to the teacher's specifications</li> </ul> <p><b>Possible Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u> (6a) pp. 428-430</p> <p><u>Holt</u> (6a) pp. 310 -312</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Holt Activities</u> (6a) Explore Activity-Building organic molecules, p. 309</p>
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### Grade 8 Instructional Component 3 Content Standard Group 2

#### Standards for Component 3 Standard Group 2

6b. *Students know* that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur. (Framework p. 144)

6c. *Students know* that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA. (Framework p. 144)

**Key Concept for Component 3 Standard Group 2:** Living things are made mostly of only a few types of elements, but many kinds of molecules, including small ones such as water and salt, and large ones such as carbohydrates, fats, proteins and DNA.

Content Standard Group	Analyzed Standard	Instructional Resources
6b, 6c	<ul style="list-style-type: none"> <li>Students identify carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur as the primary elements in the molecules that compose living organisms that make up most of the Earth's biomass</li> <li>Students distinguish between large organic molecules such as DNA, proteins, carbohydrates, and fats that make up organisms and control their biochemical reactions</li> </ul>	<p><b>Sample Performance Task</b>  Student creates a poster for one of the following types of molecules found in living things; DNA, protein, carbohydrate, or fat. Poster should have an illustration or model of the molecule showing and labeling the major structural parts (e.g., smaller molecules from which it is made). Be sure to identify the elements from which it is made. Include a paragraph where you distinguish it from the other three main types of molecules in living things, based upon its structural characteristics, and explain its role in the structure and/or biochemical function of living things. (6b, 6c)</p> <p><b>Sample Scoring Criteria for Performance Task</b>  Student product should have an illustration or model of the molecule showing and labeling the types of subunits that comprise the molecule (e.g., glycerol, fatty acids, amino acids, etc.). Student should list the types of elements that make up the molecule, and include an explanation of the characteristics that distinguish it from the other three main types of molecules in living things, and its role in the structure and/or biochemical function of living things.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Structure and function of DNA, proteins, carbohydrates, and fats</li> <li>How to research, organize, write, and edit a report according to the teacher's specifications</li> </ul> <p><b>Possible Standards Aligned Resources</b>  A. References from State-Adopted Textbooks  <u>Glencoe</u>  (6b) p. 422  (6c) pp. 434-435, 439-441    <u>Holt</u>  (6b, 6c) pp. 314 - 317</p>

	<ul style="list-style-type: none"> <li>Students show that salt and water are required for the support of the functions of living organisms.</li> </ul>	<p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u></p> <p>(6c) Lab-Which fat is healthy for you?, p. 443</p> <p>(6c) Lab-Polarity and Living systems, pp. 444-445</p> <p>(6b) Launch Lab-What is a life chemical?, p. 419</p> <p><u>Holt Activities</u></p> <p>(6b, 6c) Skills Practice-Enzymes in Action, pp. 320-321</p>
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### Grade 8 Instructional Component 3 Content Standard Group 3

#### Standards for Component 3 Standard Group 3:

2g. *Students know* the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system. (Framework pp. 132-133)

4e. *Students know* the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids. (Framework pp. 139-140)

4c. *Students know* how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth. (Framework p. 138)

**Key Concept for Component 3 Standard Group 3:** Objects in the Solar System have a wide variety of characteristics, have shapes and motions influenced by gravity, and have distinctive units for distance measurement.

Content Standard Group	Analyzed Standard	Instructional Resources
2g 4e, 4c	<ul style="list-style-type: none"> <li>Students evaluate the effects of gravity on the formation and maintenance of the solar system and the spherical shape of planets and stars</li> </ul>	<p><b>Sample Performance Task</b></p> <p>Student constructs a scale model of the Solar System on adding machine roll paper representing the relative positions of the Sun and planets. Draw the Sun at one end of the paper, use 10 cm to represent the distance from the Sun to the Earth (one astronomical unit, AU), and calculate and represent the scale distances to the other planets in scale model AU. Be sure to label all planets and their distances from the Sun in AU.</p> <p>(4c, 4e)</p> <p><b>Sample Scoring Criteria for Performance Task</b></p> <p>Student product should have planets in the following scale distances from the Sun: Mercury 3.8 cm,</p>

	<ul style="list-style-type: none"> <li>Students identify the nine planets in the solar system</li> <li>Students distinguish between the relative sizes, composition and appearance of the planets</li> <li>Students differentiate between the periods of revolution and rotation of the nine planets in the solar system</li> <li>Students demonstrate that the axis of the planets may be tilted, and that the tilt of the Earth's axis causes the seasons</li> </ul>	<p>Venus 7.2 cm, Earth 10 cm, Mars 15.2 cm, Jupiter 51.8 cm, Saturn 95.1 cm, Uranus 191.4 cm, Neptune 299.8 cm, Pluto 394.2 cm. Planets should have correct names and distances labeled in AU.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Astronomical units and relative positions/distances of planets</li> <li>Metric measurement, scale model calculations</li> <li>Making a data table</li> </ul> <p><b>Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u>  (2g) pp. 97, 467-470, 519-521  (4e) pp. 462-493  (4c) pp. 466-467, 479, 481, 509, 513-514, 531</p> <p><u>Holt</u>  (2g) Holt pp. 372 – 373, 456, 472 – 474  (4e) Holt pp. 480 – 505  (4c) Holt pp. 441, 478</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u>  (9b, 9c) Launch Lab-How do you measure distance?, p. 459  (2g) Parts of an Elliptical Orbit, p. 471  (4e) Data lab-How large are the planets?, p. 485  (4c) Lab-Model of the Solar system, pp. 494-495</p> <p><u>Holt Activities</u>  (2g) Exploring Activity-Measuring Space, TE p. 471  (4e) Inquiry Lab-Motivate: Weight on each planet, TE p. 506  (4e) Quick Lab-Distances of the inner solar system, distance of the outer solar system, pp. 484, 490</p> <p><u>LAUSD/BSCS Astronomy Model Lessons</u></p>
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	<ul style="list-style-type: none"> <li>Students recognize that Johannes Kepler described the motion of the planets as elliptical orbits</li> <li>Students explain that objects orbiting the planets are satellites called moons</li> <li>Students compare and contrast the composition and orbits of asteroids and comets</li> <li>Students explain that the astronomical unit (AU) is the distance from the Sun to the Earth (<math>1.496 \times 10^{11}</math> meters) and create a diagram or construct a</li> </ul>	<p>(2g, 4e, 4c) The Stars</p> <p>LAUSD Anchor Activities (4e) BOOM! Crater Formation</p> <p><u>STC/MS Earth in Space</u> (4e) Part 1, Lessons 1 &amp; 2; Part 2, Lessons 10 – 15, Part 3, Lessons 17, 19, 22</p> <p><u>Web Activities</u> (4e) <a href="http://sed.s.lpl.arizona.edu/nineplanets/nineplanets/nineplanets.html">http://sed.s.lpl.arizona.edu/nineplanets/nineplanets/nineplanets.html</a> (4e) <a href="http://spacelink.nasa.gov/extra/">http://spacelink.nasa.gov/extra/</a> (4e) <a href="http://www.nineplanets.org/">http://www.nineplanets.org/</a> (4e) <a href="http://www.astronomynotes.com/">http://www.astronomynotes.com/</a> (4e) <a href="http://planetary.org/mars/">http://planetary.org/mars/</a> (4e) <a href="http://www.nasa.gov/">http://www.nasa.gov/</a></p>
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	model showing the relative position of the planets in the solar system.	
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### Grade 8 Instructional Component 3 Content Standard Group 4

#### Standards for Component 3 Standard Group 4:

4d. *Students know* that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light. (Framework p. 139)

4b. *Students know* that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color. (Framework p. 138)

4a. *Students know* galaxies are clusters of billions of stars and may have different shapes. (Framework p. 139)

**Key Concept for Component 3 Standard Group 4:** Stars, like the Sun, produce light that planets reflect, vary in size, color, and temperature, and are grouped into galaxies of differing shapes, including our own Milky Way

Content Standard Group	Analyzed Standard	Instructional Resources
4d, 4b, 4a	<ul style="list-style-type: none"> <li>Students explain how nuclear fusion produces light from stars</li> <li>Students infer that the phases of the moon show evidence that the planets and their moons reflect sunlight and do not generate</li> </ul>	<p><b>Sample Performance Task</b> Student selects a variety of stars and galaxies (or other space objects) from a list and creates a set of trading cards with the name and a picture of the object on one side, and the composition, size, location, appearance, position, and other interesting facts on the other side. (4a, 4b, 4d, 4e)</p> <p><b>Sample Scoring Criteria for Performance Task</b> Student product should have an illustration or picture of the object together with the name of the object on one side, with the composition, size, location, appearance, position, and other interesting facts on the other side.</p> <p><b>Some Suggested Concepts and Skills to Support Student Success on the Sample Performance Task</b></p> <ul style="list-style-type: none"> <li>Stars, galaxies, and other space objects</li> <li>Layout and design of trading cards (e.g., sports)</li> </ul>

	<p>light</p> <ul style="list-style-type: none"> <li>Students recognize that the Sun is a star</li> <li>Students relate the color of a star to its relative surface temperature</li> <li>Students relate star size, color, and surface temperature to stages and differences in the life cycle of stars</li> <li>Students describe distances between stars in light years; how far light travels in one year, approximately 6 trillion miles</li> <li>Students use light years to locate the sun on</li> </ul>	<ul style="list-style-type: none"> <li>Use of a computer and the Internet to obtain graphics and/or information, if used</li> </ul> <p><b>Standards Aligned Resources</b></p> <p>A. References from State-Adopted Textbooks</p> <p><u>Glencoe</u>  (4d) pp. 474-476, 508, 510-516, 519-520, 522  (4b) pp. 508-516, 530  (4a) pp. 528-532</p> <p><u>Holt</u>  (4b) p. 444  (4a) p. 450  (4d) p. 436</p> <p>B. Sample Activities Aligned to the Standards</p> <p><u>Glencoe Activities</u>  (4b) Data lab-Can you identify elements in a star?, p. 517  (4d) Virtual lab-Moon Phases  (4d) How does the moon change the shape in the sky?, p. 477</p> <p><u>Holt Activities</u>  (4d) Quick Lab-Eclipses, p. 495  (4b) Skills Practice Lab-Red Hot, or Not?, pp. 458-459</p> <p><u>LAUSD/BSCS Astronomy Model Lessons</u>  (4d, 4a, 4b) The Stars</p> <p><u>Web Activities</u>  (4d, 4b, 4a) <a href="http://spacelink.nasa.gov/extra/">http://spacelink.nasa.gov/extra/</a>  (4d, 4b, 4a) <a href="http://www.sec.noaa.gov/info/School.html">http://www.sec.noaa.gov/info/School.html</a>  (4d, 4b, 4a) <a href="http://www.astronomynotes.com/">http://www.astronomynotes.com/</a>  (4d, 4b, 4a) <a href="http://spaceweather.com/">http://spaceweather.com/</a></p>
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	<p>the rim of a spiral galaxy called the Milky Way, orbiting the center</p> <ul style="list-style-type: none"> <li>Students classify galaxies (clusters of stars) by their shapes.</li> </ul>	<p>(4d, 4b, 4a) <a href="http://hubblesite.org/">http://hubblesite.org/</a>  (4d, 4b, 4a) <a href="http://www.nasa.gov/">http://www.nasa.gov/</a>  (4d, 4b, 4a) <a href="http://chandra.harvard.edu/xray_sources/blackholes.html">http://chandra.harvard.edu/xray_sources/blackholes.html</a>  (4d, 4b, 4a) <a href="http://sohowww.nascom.nasa.gov/">http://sohowww.nascom.nasa.gov/</a></p>
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# Appendix 7

**MEMORANDUM OF UNDERSTANDING FOR  
COMPREHENSIVE COLLABORATIVE EDUCATIONAL  
SERVICES AND PERFORMANCE AGREEMENT BETWEEN  
LOS ANGELES UNIFIED SCHOOL DISTRICT AND THE  
PARTNERSHIP FOR LOS ANGELES SCHOOLS**

**ARTICLE 1**  
**RELATIONSHIP AND AUTHORITY**

<b>1.1</b>	<b>Contractual Relationship .....</b>	<b>2</b>
<b>1.2</b>	<b>Intent .....</b>	<b>2</b>
<b>1.3</b>	<b>Authority .....</b>	<b>2</b>
<b>1.4</b>	<b>Collective Bargaining Agreements .....</b>	<b>3</b>
<b>1.5</b>	<b>Process and Procedures .....</b>	<b>3</b>
<b>1.6</b>	<b>Interpretation and Precedence .....</b>	<b>3</b>
<b>1.7</b>	<b>Nonexclusively .....</b>	<b>3</b>
<b>1.8</b>	<b>Waiver of Board Rules, Bulletins, Reference Guides, Memoranda and other Policies .....</b>	<b>3</b>

**ARTICLE 2**  
**TERM AND RENEWAL**

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<b>2.2</b>	<b>Renewal .....</b>	<b>4</b>
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**ARTICLE 3**  
**PARTNERSHIP SCHOOL(S)**

<b>3.1</b>	<b>PLAS School(s) .....</b>	<b>4</b>
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<b>3.3</b>	<b>Maximum Enrollment Capacity .....</b>	<b>5</b>
<b>3.4</b>	<b>Admissions and Recruitment .....</b>	<b>5</b>
<b>3.5</b>	<b>Enrollment and Admissions during the School Year .....</b>	<b>6</b>
<b>3.6</b>	<b>Integration Programs .....</b>	<b>6</b>
<b>3.7</b>	<b>Student Transfers .....</b>	<b>6</b>
<b>3.8</b>	<b>Non-Discrimination .....</b>	<b>6</b>
<b>3.9</b>	<b>Access to PLAS School .....</b>	<b>6</b>

**ARTICLE 4**  
**SCHOOL DESIGN**

<b>4.1</b>	<b>School Operations .....</b>	<b>7</b>
<b>(a)</b>	<b>The PLAS School Design .....</b>	<b>7</b>
<b>(b)</b>	<b>Graduation Requirements .....</b>	<b>7</b>

<b>4.2</b>	<b>Special Education and Related Services .....</b>	<b>7</b>
<b>(a)</b>	<b>The IEP Process .....</b>	<b>8</b>
<b>(b)</b>	<b>District’s Delivery of Programs and Related Services.....</b>	<b>8</b>
<b>(c)</b>	<b>Due Process Requests .....</b>	<b>8</b>
<b>(d)</b>	<b>Special Education Funding .....</b>	<b>8</b>
<b>4.3</b>	<b>Bilingual, ESL, and SEL Education.....</b>	<b>9</b>
<b>4.4</b>	<b>State and District Curriculum Requirements .....</b>	<b>9</b>
<b>4.5</b>	<b>Student Discipline .....</b>	<b>9</b>
<b>4.6</b>	<b>Student Records .....</b>	<b>9</b>
<b>4.7</b>	<b>Ownership and Protection of District Information .....</b>	<b>10</b>
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**MEMORANDUM OF UNDERSTANDING FOR COMPREHENSIVE  
COLLABORATIVE EDUCATIONAL SERVICES AND PERFORMANCE  
AGREEMENT BETWEEN LOS ANGELES UNIFIED SCHOOL DISTRICT AND  
THE PARTNERSHIP FOR LOS ANGELES SCHOOLS**

THIS MEMORANDUM OF UNDERSTANDING (the “MOU”) is made and entered into as of May 27, 2008 by and between the Partnership for Los Angeles Schools, a California non-profit corporation (“PLAS”), and Los Angeles Unified School District (“District”), a school district organized and existing under the laws of the State of California (“State”). PLAS and the District agree to the terms set forth below and in the appendices and exhibits, attached hereto and incorporated herein.

**WITNESSETH:**

WHEREAS, under State law the Board of Education for the District (“Board”) has control and supervision of the public schools in the District and is charged with the duty to provide quality public education;

WHEREAS, PLAS is a California corporation having received non-profit status under Internal Revenue Code section 501(c)(3), designed as a medium for collaboration between the District, the City of Los Angeles and other stakeholders to address public education improvement in historically underserved areas;

WHEREAS, the Board, having carefully considered the need to design and implement new models for providing public education in certain areas of the District, and having determined that a collaborative effort between the PLAS, City of Los Angeles, the District, other non-profit organizations and various stakeholder groups enhance the likelihood of success, would be beneficial to the children of the District and would serve the unique needs of the District within the meaning of California Education Code Sections 35160 and 35160.1, adopts, to the extent permitted by law, PLAS’ educational program as the Board’s own for the schools to which this MOU applies;

WHEREAS, PLAS and the District desire to create an educational program for the children of the District that will utilize the educational services provided by PLAS and that will be based on trust, mutual respect, common educational objectives and clear accountability;

WHEREAS, it is the intent of both the Board and PLAS to comply fully with applicable federal and State law and regulations in implementing this MOU;

WHEREAS, the Board and PLAS expressly acknowledge and agree that the Board retains full authority over such school(s) as set out further herein;

WHEREAS, PLAS and the Board understand that PLAS Schools are ultimately subject to Board authority and PLAS is accountable to the Board in the performance of PLAS’s obligations under this MOU; and

WHEREAS, The PLAS emerged out of a collaborative effort between the District Board, Superintendent, and the Mayor of the City of Los Angeles to create a new model for delivery of District educational services in the City of Los Angeles, to improve schools and school communities, develop best practices and share them throughout the District;

NOW THEREFORE, in consideration of the premises and the mutual covenants and agreements herein set forth, PLAS and the District do hereby agree as follows:

## **ARTICLE 1 RELATIONSHIP AND AUTHORITY**

**1.1 Contractual Relationship.** The Board and PLAS hereby acknowledge and agree that the Board is charged under State law with the duty to administer the provision of public education services with the Board's jurisdiction and has authority to supervise all matters pertaining to the public schools. The Board and PLAS acknowledge and agree that the Board will retain all such authority under this MOU. Due to the unique nature of this MOU and the desire of the parties to explore an alternative means of providing education to the students of the District, PLAS shall be subject to the oversight of the Board and shall be accountable to the Board, which oversight and accountability shall be exercised by and through the District except for those situations where the Board sponsors the appropriate Board action to allow PLAS to appear before the Board for purposes of oversight and accountability.

**1.2 Intent.** The intent of this MOU is to create a collaborative between the District and PLAS and to allow the PLAS the maximum freedom and autonomy permissible by law and applicable collective bargaining agreements, along with strong and clear accountability, in order to best serve the students and communities of the District and to develop new best practices that can be implemented in other areas of the District. This MOU is intended to set out the framework for this collaborative effort. The Parties recognize that this collaboration and MOU will evolve, be subject to amendment and shall be implemented in a manner to allow the greatest likelihood of success over time.

**1.3 Authority.** PLAS, in performing its duties and fulfilling its obligations under this MOU, shall have power and authority, consistent with federal and State law and subject to the other terms and conditions of this MOU and the oversight of the Board, to take such actions as may be necessary or desirable to properly and efficiently implement educational services at the PLAS School(s) in cooperation with the District. Should the District reasonably determine that, for any reason, the health or safety of any student or students at the PLAS School(s) is jeopardized, the District shall notify PLAS in writing and PLAS shall take all actions necessary to immediately resolve any and all issues, events, or items threatening the health or safety of any student or students. If, in the District's sole reasonable discretion, the District determines that PLAS failed to timely or adequately remedy any such issue, event, or item, the District may take action to resolve

the matter and exercise any remedy it may have under this MOU including, without limitation, termination of this MOU if necessary to assure the health and safety of students.

**1.4 Collective Bargaining Agreements.** Notwithstanding any other provision of this MOU, the District and PLAS agree and represent that the District and PLAS shall honor all applicable collective bargaining agreements, as they may be negotiated from time to time, for the term of this MOU and any renewals of this MOU. The District and PLAS commit to collaborating with employee groups to fulfill the intent of this MOU and maximize its benefit to students and communities.

**1.5 Process and Procedures.** The parties are in the process of developing a Process and Procedures Manual that will set out in more detail how the District and PLAS will conduct the shared efforts at PLAS Schools. The Process and Procedures Manual will be appended to this MOU and incorporated herein. As the Process and Procedures Manual will be a day-to-day operational document, the District's Superintendent, or her or his designee shall have authority to create, agree to, and amend it from time to time as appropriate with PLAS' agreement.

**1.6 Interpretation and Precedence.** This MOU, the Exhibits attached hereto, and the Process and Procedures Manual are to be interpreted so that all of the provisions are given as full effect as possible. In the event of a conflict between these documents, the following order of precedence will apply:

- (a) This MOU;
- (b) Exhibit to this MOU; and
- (c) Process and Procedures Manual.

**1.7 Nonexclusively.** The District shall not be required to contract for any services from PLAS except for the service expressly provided in this MOU or as otherwise necessary to effectuate the intent and advance the goals of this MOU. PLAS acknowledges and agrees that this MOU shall not create any exclusivity and this MOU shall not restrict or prevent the District from exploring, requesting, or obtaining information, proposals, models, technology, bids or other documents, services and products from any third party or developing such internally regardless of whether such are similar, identical or in addition to that provided by PLAS under this MOU or outside of the scope and intent of this MOU.

**1.8 Waiver of Board Rules, Bulletins, Reference Guides, Memoranda and other Policies.** It is the intent of the District to provide PLAS the maximum flexibility allowed by law to implement the educational services described in this MOU. To that end, District and PLAS agree that all Board Rules, Bulletins, References Guides and other District policies ("District Policies") that are not explicitly made applicable to PLAS and/or PLAS Schools in this MOU or necessary for compliance with law or applicable

collective bargaining agreements are hereby waived for PLAS and PLAS Schools. Notwithstanding the foregoing sentence, the District and PLAS recognize the need for a smooth transition and continuity, especially during the first year of the collaboration. The parties, therefore, recognize that PLAS schools may continue to operate using District policies that have been waived under this section 1.8. Notwithstanding the above, District employees working at PLAS Schools shall continue to comply with District ethics and conflict of interest policies. The Board may adopt a policy specifically for schools participating in the Innovation Division. PLAS schools shall comply with the provisions of such a policy, as it may be amended from time to time, that are consistent with the terms and intent of this MOU.

## **ARTICLE 2 TERM AND RENEWAL**

**2.1 Term.** The term of this MOU (“Term”) shall commence on the date first above written and end at midnight on June 30, 2013, unless terminated earlier or extended in accordance with the terms and conditions set forth herein. The Term shall include five school years beginning in the 2008-2009 school year.

**2.2 Renewal.** So long as PLAS is in good standing under this MOU, PLAS shall have the option to request the extension of the Term of this MOU for an additional period up to five (5) years after the Expiration Date. The process for submitting the renewal request shall be set forth in the Process and Procedures Manual

**2.3 Renewal Criteria.** District and PLAS agree that the renewal of this MOU will be determined by PLAS’ performance under this MOU under the metrics identified in section 4.9.

## **ARTICLE 3 PARTNERSHIP SCHOOL(S)**

**3.1 PLAS School(s).** Commencing immediately upon Board approval of this MOU, PLAS shall provide planning and coordination for the school year commencing July 1, 2008, and thereafter perform all functions contemplated by this MOU at each District school listed below (“PLAS School(s)”) and such other schools as the parties may from time to time agree upon. Prior to July 1, 2008, PLAS shall not have authority to direct the work of District school site personnel. The District and PLAS may, by mutual agreement, modify the list of PLAS Schools to remove one or more District schools from the list of PLAS Schools or add one or more District schools to the list of PLAS Schools pursuant to a process set forth in the Processes and Procedures Manual. The initial PLAS Schools are:

School Name	Address	CDS Code	Grade Level	Enrollment Capacity
Roosevelt SHS	456 S MATHEWS ST LOS ANGELES, CA 90033	8829	9-12	5040
Santee SHS	1921 S MAPLE AVE LOS ANGELES, CA 90011	8716	9-12	3559
Gompers MS	234 E 112TH ST LOS ANGELES, CA 90061	8160	6-8	1926
Hollenbeck MS	2510 E SIXTH ST LOS ANGELES, CA 90023	8179	6-8	2400
Markham MS	1650 E 104TH ST LOS ANGELES, CA 90002	8236	6-8	2033
Stevensen MS	725 S INDIANA ST LOS ANGELES, CA 90023	8387	6-8	2400
99 <sup>th</sup> Street ES	9900 S WADSWORTH AVE LOS ANGELES, CA 90002	5534	K-5	668
Figueroa ES	510 W 111TH ST LOS ANGELES, CA 90044	3822	1-5	677
Ritter ES	11108 WATTS AVE LOS ANGELES, CA 90059	6301	K-5	427
Sunrise ES	2821 E SEVENTH ST LOS ANGELES, CA 90023	6988	K-5	660

**3.2 Attendance Boundaries.** During the term of this MOU, the District shall, in collaboration with PLAS, continue to establish the attendance boundaries for PLAS Schools. The District shall give PLAS reasonable advance written notice of, and adequate opportunity to provide input on, any proposed attendance boundary modification. The District shall consult with PLAS before modifying an attendance boundary that it reasonably believes may have a material impact on any PLAS School to discuss the impact of the boundary change and whether the boundary change should be implemented. The PLAS may from time to time propose boundary adjustments to the District for collaborative consideration and implementation. The District will provide PLAS full access to all relevant demographic information.

**3.3 Maximum Enrollment Capacity.** During the term of this MOU, the District shall, in collaboration with the PLAS, continue to establish the enrollment capacity for the PLAS Schools. The District shall give PLAS reasonable advance written notice of, and adequate opportunity to provide input on, any enrollment capacity modification. The District shall consult with PLAS before modifying the enrollment capacity for any PLAS School to discuss the impact of the enrollment capacity change and whether the change should be implemented. The District and will work collaboratively toward moving PLAS Schools on year-round calendars to traditional school year calendars.

**3.4 Admissions and Recruitment.** The District and PLAS agree that, during the term of this MOU and any renewals thereof, each PLAS School will enroll and admit

students residing in their respective attendance boundaries. Admission to each PLAS School shall be open to all students residing in the appropriate attendance boundaries on a nondiscriminatory basis and PLAS and PLAS Schools shall take all action necessary to accommodate all such students. If after resident students have been enrolled and admitted a PLAS School has available seats, PLAS and PLAS Schools may conduct an open enrollment process or use District's permit process to fill the remaining seats. PLAS and the District shall be jointly responsible for the recruitment of students for the PLAS School(s). PLAS shall administer the recruitment process. Any costs related to transporting students from a PLAS School's attendance area to another school in the District, shall not be allocated to the PLAS School or otherwise charged to PLAS.

**3.5 Enrollment and Admissions during the School Year.** Each PLAS School shall enroll and admit students residing in its attendance boundary throughout each school year during the term of this MOU as long as the operational capacity for the PLAS School exceeds the number of enrolled students. A student shall not be denied admission to a PLAS School on the basis of the student's grade level if the PLAS School serves the student's grade level and the PLAS School has available seats.

**3.6 Integration Programs.** Notwithstanding any provision or language that may appear to be contrary in this MOU, PLAS acknowledges the District's obligation to comply with the *Crawford v. LAUSD* court order. PLAS also acknowledges that programs designed to comply with the court order may be operating at PLAS Schools. PLAS agrees that each PLAS School that is hosting or participating in an integration program or programs shall continue to host or participate in the program or programs as long as the court order is in effect. Notwithstanding the foregoing, PLAS may propose alternatives to existing programs that satisfy the court order and implement any such alternative for which PLAS receives prior written approval from the Board. To the extent that integration programs continue to be hosted at PLAS Schools, those programs shall continue to be funded the Targeted Instructional Improvement Grant.

**3.7 Student Transfers.** Any student transfer out of a PLAS School shall be governed by applicable District policies and rules. District shall not unreasonably withhold permission for any student to transfer into a PLAS School.

**3.8 Non-Discrimination.** PLAS shall not unlawfully discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in enrollment, admission, or discipline of students or operation of its programs.

**3.9 Access to PLAS School.** PLAS recognizes and agrees that PLAS Schools continue to be schools of the District during the term of this MOU and, as a result, the District may inspect or observe any PLAS School at any time without prior notice to PLAS without undue disruption of school or PLAS operations.



## **ARTICLE 4 SCHOOL DESIGN**

**4.1 School Operations.** PLAS shall, working with the staff, community, and Council (as defined below in this Article) at each PLAS School, develop for each PLAS School a complete educational program based on PLAS' school design, comprehensive academic programs, and education services principles ("PLAS School Design").

(a) **The PLAS School Design.** The PLAS School Design shall provide a program of instruction that serves all students at PLAS Schools including without limitation, students with special needs. The PLAS School Design shall, among other things: (a) be research based; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with California Department of Education's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the a student's IEP; and (e) provide supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling PLAS shall provide a reasonably detailed written description of the PLAS School Design. PLAS shall notify District in writing of any material modification of the PLAS School Design by November 30 of the school year before the school year in which modifications will be implemented.

(b) **Graduation Requirements.** For PLAS Schools serving grades nine through twelve inclusive, PLAS Schools shall comply with the District's course requirements for high school graduation. PLAS Schools shall not award high school diplomas to PLAS School students who have not successfully completed all of the District's graduation requirements, including, but not limited to, passing the California High School Exit Examination.

**4.2 Special Education and Related Services.** For the initial year of this MOU and until District and PLAS otherwise agree, District shall be responsible for providing special education and related services to PLAS School students as necessary. PLAS will assist the District in carrying out the District's responsibility to identify students with special needs and to develop student Individualized Education Plans ("IEPs") and to determine appropriate placements, as necessary. PLAS will adhere to the provisions of the Individuals with Disabilities Education Act ("IDEA") and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education ("FAPE"). PLAS will also ensure that no student with disabilities otherwise eligible to enroll in a PLAS Schools will be denied enrollment. PLAS will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in a PLAS School. PLAS will adhere to the requirements of the Chanda Smith Modified Consent Decree, including compliance with the Annual Plan, submitting documents and information, participating in reviews, and attending informational sessions and meetings. In the event PLAS develops a reasonable alternative to District special education and related services that is research based, proven effective, and complies with any and all legal requirements including, but not limited to the Modified Consent Decree, District

and PLAS shall meet and confer regarding implementation of that model. The model shall be implemented with the prior approval of the District, which consent thereto shall not be unreasonably withheld. At all times, PLAS may provide supplemental special education and related services to PLAS School students requiring special needs provided that such services comply with the law, are consistent with the relevant IEP, and are consented to by the relevant parent or guardian.

(a) **The IEP Process.** PLAS will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter assessment and IEP data into the District's designated data system (Welligent) in accordance with District policies and procedures. The PLAS will submit to the District all required reports, including, but not limited to SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements. Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with applicable state and federal law and school include a PLAS representative (or designee) and a District representative (or designee). Services and placement shall be provided to all eligible PLAS School students in accordance with applicable law.

(b) **District's Delivery of Programs and Related Services.** District shall provide or contract for the provision of all special education and related services that are contained within or required by the terms of the IEP of any student who is enrolled at the PLAS School. In the event that the IEP team determines that the PLAS School is unable to provide an appropriate placement or services for a student with special needs, the IEP team will convene to discuss placement and service alternatives. PLAS shall work together with the District to ensure that the appropriate District personnel are present for the IEP team meeting.

(c) **Due Process Requests.** In the event that a parent or guardian of a student attending the PLAS School initiates due process proceedings, the District and the PLAS School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation). The PLAS and District shall fully cooperate in scheduling and being available for IDR, mediations and hearings and shall make its personnel available in preparation for, and at, due process hearings and any other necessary proceedings. In the event that District determines that legal counsel representation is needed, legal counsel shall jointly represent District and the PLAS School. If PLAS retains separate legal representation for a due process proceeding or other legal proceeding or action, PLAS will be responsible for the cost of such representation. If parents' attorneys' fees and costs are to be paid because parents are the prevailing party in a due process hearing or settlement MOU, the District and PLAS agree to pay any such attorney fee award based each party's proportionate fault.

(d) **Special Education Funding.** Unless otherwise agreed between the parties, any funding received from the State and/or Federal governments specifically designated for serving students with special needs will be assigned to District, not the PLAS. District shall retain all revenue, which is generated by the PLAS for the delivery

of special education and related services and shall be solely responsible for the financial costs of services and responsibilities as set forth above.

**4.3 Bilingual, ESL, and SEL Education.** PLAS shall provide appropriate bilingual, and “English as a second language” (“ESL”), education services to the limited English proficient students in the PLAS School(s) through programs consistent with the requirements of federal and State law. PLAS shall also provide education services to Standard English Learners (“SEL”). General fund and other funding for such programs shall be included in the Per Pupil Funding herein.

**4.4 State and District Curriculum Requirements.** PLAS shall implement its educational program in a manner that is consistent with federal and State law and regulations, including requirements regarding content and subjects of instruction, unless any such requirement has been waived by appropriate federal or State authorities.

**4.5 Student Discipline.** PLAS shall develop, maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. PLAS’ policy shall provide that student expulsion shall require action by the District’s Board and PLAS shall abide by all Board decisions regarding student expulsions.

**4.6 Student Records.** For purposes of developing and implementing the PLAS School Design, immediately upon Board approval of this MOU the District will provide full access to records and information in its possession pertaining to students at PLAS Schools and students residing in the attendance area of a PLAS School attendance area who will be assigned to a PLAS School, or have or will enroll in a PLAS School, to: (i) those District employees at PLAS Schools who would in the ordinary course of District business have access to such information; and (ii) those PLAS employees designated in writing by PLAS as having a legitimate educational interest requiring access to such information. Except to the extent expressly waived by Federal and State authorities in writing, the operation of PLAS and the PLAS School(s) shall comply with all District policies and regulations, and applicable federal and State laws, concerning the maintenance and disclosure of student records. PLAS represents and warrants that it shall designate only those PLAS employees that meet the criteria of having a legitimate educational interest for purposes of access to the records of students who have or will be admitted to and enrolled at PLAS Schools and the matriculating class for schools that feed into PLAS Schools. PLAS understands that the District will rely upon PLAS’ designation of PLAS employees as having a legitimate educational interest and the District hereby designates those PLAS employees designated by PLAS as school officials having a legitimate educational interest solely and exclusively for the limited purpose of access to education records under 20 U.S.C. §1232g of the Family Educational Rights and Privacy Act and §49076 of the California Education Code to develop and implement the PLAS School Design. PLAS, its officers and employees shall comply with the Family Educational Rights and Privacy Act at all times. PLAS shall timely notify the District of changes to the list of designated employees. In the event the District is informed by any federal or state agency or by a court of competent jurisdiction that the District cannot provide access to education records in accordance with this section,

District may terminate such access immediately and shall notify PLAS accordingly; provided, that in such situation, the District and PLAS, in good faith, shall collaborate to establish another means of access to education records, if possible.

#### **4.7 Ownership and Protection of Confidential Information.**

(a) Confidential Information (as defined below) of either party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that party or its licensors, as applicable. Neither party shall possess or assert any lien or other right against or to Confidential Information of the other party. No Confidential Information of either party, or any part thereof (including, without limitation, any District Information,), will be sold, assigned, leased, or otherwise disposed of to third parties by the other party or commercially exploited by or on behalf of PLAS, its employees or agents.

(b) During the course and scope of its services hereunder, PLAS and/or District will gain knowledge of or have access to Confidential Information of the other party, or otherwise have Confidential Information disclosed to it. The parties each understand that Confidential Information is made available to it only to the extent necessary to perform its duties within the course and scope of this MOU, and the respective parties' and their respective personnel will use Confidential Information for no other purpose. Each party will disclose Confidential Information only to its personnel with a need to access such data as a necessary part of the performance of this MOU.

(c) PLAS acknowledges and agrees that District Information includes confidential student and employee information that is protected by applicable law, including but not limited to, FERPA and HIPAA. PLAS Personnel may, by nature of the Services, have the ability to defeat security provisions on District devices and may, by the nature of their work, have access to systems and devices containing Confidential Information, but have no need to actually access such Confidential Information in order to perform Services. PLAS therefore agrees to use its best commercially reasonable efforts to avoid unnecessary exposure by PLAS Personnel to Confidential Information. PLAS further agrees to comply, and agrees to require PLAS Personnel to comply, with all applicable laws relating to the access, use and disclosure of Confidential Information and any District Information embodied therein.

(d) The parties will each cooperate fully in resolving any actual or suspected acquisition or misuse of Confidential Information.

(e) Notwithstanding the terms of this section, the parties may disclose Confidential Information if disclosure is required by law in response to a valid order of a court of competent jurisdiction or authorized government agency, provided that the disclosing party must provide the other party prompt notice of the order and at the other party's request and expense, reasonably cooperate with efforts to receive a protective order or otherwise limit disclosure.

(f) **Confidential Information** means any and all information of either party disclosed or otherwise made available to or learned by the parties under this MOU, which is designated as “confidential” or “proprietary” or which, under all of the circumstances, ought reasonably to be treated as confidential, and includes, but is not limited to, District Data and, all District student records and personnel records of both parties.

(g) **District Information** means all information, in any form, furnished or made available directly or indirectly to PLAS by District or otherwise obtained by PLAS from District in connection with this MOU, including: (i) all information of District or any District affiliates to which PLAS has had or will have access, whether in oral, written, graphic or machine-readable form.

**4.8 Return of Data.** At no cost to the party that owns the Confidential Information, the other party shall upon (a) request by the owner at any time, and (b) upon termination or expiration of this MOU, promptly return, in the format and on the media in use as of the date of request, all or any requested portion of Confidential Information that may be in the other party’s possession or control. Archival tapes containing any Confidential Information shall be used solely for back-up purposes and shall be maintained and used in accordance with the District Information Security Policies. Notwithstanding the foregoing and subject to any restrictions imposed by applicable law, the parties may each retain a copy of the other’s Confidential Information (but excluding any student or employee data) solely for archival purposes and in connection with any dispute between the parties.

#### **4.9 Assessment of Success.**

(a) The District and PLAS, shall develop metrics and methods by which the performance of PLAS and each PLAS School shall be measured. The metrics shall be incorporated into the PLAS and PLAS School report card and be substantially in the form of the report card attached hereto as Exhibit A. The metrics will include, without limitation, the following:

(1) PLAS quality review conducted by a third party selected by the District;

(2) Attendance;

(3) California State Test (CST) scores;

(4) Graduation Rate;

(5) School Climate; and

(6) State and Federal metrics such as Average Yearly Progress and Academic Performance Index.

(b) For purposes of determining whether PLAS will be eligible to add additional schools in the 2008-2009 school year only, the performance of PLAS and PLAS Schools shall be measured by the following subset of the metrics developed under Article 4.9(a):

- (1) Attendance;
- (2) California State Test Scores;
- (3) School Climate; and
- (4) PLAS quality review conducted by a third party selected by the District.

(c) In year one of the implementation, the District will have the right to conduct a mid-year checkpoint of PLAS schools. The purpose of this checkpoint is to identify schools that are at risk of performing worse than the previous school year. The assessment will be based on the dashboard data. Dashboard data shall include, but not be limited to, periodic assessments, grades, attendance and satisfaction.

(d) During the first year of this MOU, the full accountability system for PLAS will be fully developed and rolled out at no later than the beginning of the 2009-2010 school year and will be set forth in the Policies and Procedures Manual. To the extent that the District and PLAS cannot agree upon the accountability system, the parties will mediate the matter using the alternative dispute resolution process set forth in Article 4.9.

(e) In the full accountability system, the parties anticipate that there will be five levels of accountability for PLAS that will be implemented based on the performance of PLAS and PLAS Schools:

- (1) Recognition;
- (2) Good Standing;
- (3) Probation (no new schools can be added);
- (4) Removal of school(s); and
- (5) Non-renewal or termination of contract.

**4.10 Reports to the Board.** Information on the performance of each PLAS School and its students shall be provided to the Board semi-annually. An annual year-end report shall also be produced no later than December 15 following the completion of each academic year in order to provide time for data on the previous year's performance to be gathered and analyzed.

**4.11 Council.** The District and PLAS will cooperate to form an council comprised of parents, community members and school staff at each PLAS School. Each council will make and participate in decisions to the operation of the relevant PLAS School. The School Site Council may act as the council or another council may be created in addition to the School Site Council.

**4.12 Fingerprinting.** For those PLAS employees, consultants, contractors, and invitees who PLAS authorizes or allows access to a PLAS school and will have contact with any PLAS school student, PLAS will comply with this section, pursuant to California Education Code Section 45125.1. PLAS will provide District with a list, by school site, of the names of PLAS personnel who may have contact with District pupils in the performance of services hereunder (collectively, the “Affected Persons”), and will update this list for changes in PLAS personnel. PLAS will require the Affected Persons to submit to fingerprinting in accordance with Education Code Section 45125.1. PLAS will prohibit each Affected Person from having contact with District pupils until the California Department of Justice has ascertained that such Affected Person has not been convicted of any violent or serious offense which, if committed in California, would have been punishable as a violent or serious felony (under California Penal Code Sections 667.5(c) and 1192.7(c), respectively). PLAS hereby certifies and confirms, and upon request will separately certify in writing to District, that neither PLAS nor any Affected Persons have been convicted of any violent or serious offense described in California Penal Code Sections 667.5(c) and 1192.7(c).). In addition to the foregoing, District may require, that PLAS and Affected Persons to submit to tuberculosis testing and additional background checks and testing at District’s sole reasonable discretion.

**4.13 Staff Qualifications.** PLAS shall ensure that all individuals employed, contracted, and/or otherwise hired by PLAS to provide services related to school site administration, classroom and/or individualized instruction hold the legally required license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered.

## **ARTICLE 5 PLAS AND DISTRICT ADDITIONAL RESPONSIBILITIES**

### **5.1 PLAS’ Responsibilities.**

(a) **Philanthropic and Other Support.** PLAS shall make reasonable efforts to raise philanthropic contributions of cash or property or in kind donations for the benefit of the PLAS School(s) to pay for the start-up costs identified below (“Philanthropic Funds”). The Philanthropic funds may be donated to PLAS, directly to the District or to a private or public foundation by the donors for the uses specified in this MOU and the donors’ terms governing the donation.

(b) **Maintenance of Corporate Status and Good Standing.** PLAS shall at all times maintain itself as a California non-profit public benefit corporation capable of

exercising the functions of PLAS under the laws of the State, shall remain in good standing under the laws of the State, and shall timely make all filings with the office of the California Secretary of State. PLAS shall provide the District with copies of the Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a non-profit corporation, its Bylaws, and all amendments or modifications thereto. PLAS will be solely responsible for its debts and obligations.

(c) **Compliance with Open Meeting Laws.** Commencing with the Board's approval of this MOU, PLAS shall comply with the applicable open meeting laws including, without limitation, the Brown Act and Greene Act. The School Site Council at PLAS Schools shall continue to operate in accordance or, if newly created, shall operate in accordance with, applicable open meeting laws, including, without limitation the Brown Act, the Greene Act, or both.

(d) **Ethics and Public Records Act.**

PLAS shall provide to District a copy of its current bylaws and a current list of its Board of Directors. Members of PLAS' Board of Directors, any administrators, managers, employees, and contractors shall comply with applicable federal and State laws, including, without limitation, Government Code 1090, and nonprofit integrity standards. In addition, PLAS shall comply with all public disclosure laws including, without limitation, the Public Records Act commencing with execution of this MOU.

(e) **Compliance with Laws, Rules and Regulations.** The PLAS School(s) shall comply with all applicable State and federal laws, rules, regulations, court orders, consent decrees, personnel commission rules and collective bargaining agreements as they apply to District employees, and settlement agreements to which District is a party. PLAS and the District shall jointly identify any federal or State rules or regulations and agreements that substantially inhibit the implementation of the PLAS School Design and work collaboratively to modify, seek waivers or otherwise limit or eliminate any such impediments to success of this model.

(f) **Cooperation between the Parties.** The District and PLAS are each responsible to the other to cooperate and to provide all assistance that is necessary for District and PLAS compliance with federal, state, and local statutes, laws, regulations, ordinances and judgments, any consent decrees and settlements to which the District or PLAS is a party, and all contracts, agreements or memoranda of understanding to which the District is a party and of which PLAS has actual knowledge. PLAS shall not be bound to exclusive vendor or contractor relationships to which the District has agreed.

(g) **School Calendar.** No later than March 1 of each year, PLAS shall submit to the District the calendar for each PLAS School for the next academic year and following summer session.

(h) **Testing.** PLAS and the PLAS Schools shall administer such standardized tests of academic proficiency as required by federal and State law. The PLAS Schools



shall conduct such standardized testing with the District. Each PLAS School shall pay its proportionate share of the cost of carrying out the standardized testing process. PLAS Schools shall have access to District support services for all student testing related activities. PLAS shall have flexibility in scheduling and administration of testing as needed.

(i) **Welligent and District Student Information Systems.** PLAS and PLAS Schools shall submit to the District all required reports, including but not limited to SESAC and Welligent IEPs, in a timely manner as necessary to comply with federal and State laws and regulations and the Chanda Smith Modified Consent Decree requirements. PLAS and PLAS Schools shall keep student data up to date and current in all District student information systems.

(j) **Response to Requests for Information.** PLAS or the relevant PLAS School shall respond to any request for financial or any other information from the District in a timely manner.

## **5.2 District's Responsibilities.**

(a) **Continuation of Services.** The parties intend that in the first year of this MOU, District will continue to provide many school site and many back-office services to PLAS Schools. However, PLAS may, consistent with applicable law, collective bargaining agreements, and Personnel Commission rules access any or all such services in the most effective manner possible, including, but not limited to, those District obligations listed in this section 5.2. In addition to those services identified below, PLAS shall have access to, and upon PLAS request, District shall provide, in a timely and professional manner, any and all services the District provided to the PLAS Schools during the 2007-2008 school year unless those services were provided by one-time funding, are cut or reduced across all District schools due to budget cuts, or otherwise impacted by events outside of the District's control, and services District provides generally to schools District wide. The terms of providing such services shall be set forth in the Process and Procedures Manual to be appended hereto and will include performance metrics to measure District's performance.

### **(b) School Facilities.**

(1) The PLAS Schools will continue to occupy their respective school sites ("School Facilities") during the term of this MOU and any renewals of this MOU. PLAS may make building adaptations using PLAS funds to the School Facilities if required by the PLAS School Design; however, PLAS shall not make capital improvements to or significant alterations of the School Facilities which require approval or certification by the California Division of the State Architect under the Field Act and its implementing regulations without prior written approval of the District, which approval may be contingent upon consistency and compliance with State law and normal District standards and policies and which otherwise may not be unreasonably withheld.

All alterations made to the School Facilities shall comply with State and local laws and ordinance and with District standards and policies.

(2) During before-school, after-school, evening and weekend hours, PLAS may use or permit others (under the California Civic Center Act) to use the School Facilities for purposes other than the regular school instructional program, provided that such use is in full compliance with federal and State law. The District shall be permitted to have access to the School Facilities at any time for inspection or for any other purpose. Notwithstanding the foregoing, the PLAS and each PLAS School shall honor and comply with any joint use MOU, memorandum of understanding or other arrangement concerning access to the site of the PLAS Schools. PLAS and the District will cooperate in the issuance of Civic Center Permits. Civic Center Permits shall be issued through the District's Civic Center Permit office using the District's policy.

(c) **Maintenance and Operations.** District shall be responsible for the cleaning, routine maintenance and operation of the School Facilities provided, however, that PLAS shall pay any costs or expenses for the cleaning, routine maintenance and operations (including utilities such as, but not, limited to electricity, water and sewer) of the School Facilities above and in excess of that which the District is currently providing to or paying for the School Facilities. The cost and terms of service shall be set out in the Process and Procedures Manual. To the fullest extent allowed by law and applicable collective bargaining agreements, PLAS may contract for maintenance services from third party vendors. Upon termination of the MOU, PLAS shall return to the District the School Facilities and Ancillary Property (as defined below) provided by the District, in substantially the same condition as first made available to PLAS,, except for permitted alterations, reasonable wear and tear consistent with the number of years that PLAS has used the School Facilities and Ancillary Property, obsolescence, and fire or other casualties beyond PLAS' control. The parties shall incorporate in the Process and Procedures Manual the model that identifies the Maintenance and Operations services District shall provide and the compensation that PLAS shall pay for the agreed upon M&O services. PLAS Schools will be required to participate in the District's Deferred Maintenance Program and allow at least ½ of 1% of their general fund revenue from PPF to be placed into a District restricted account. This amount expressly excludes grants, gifts or other revenue directly to PLAS and other non-PPF funds.

(d) **Ancillary Property.** The PLAS Schools shall retain all desks and other furniture, library and media materials, any textbooks or other materials related to specified State or local curricula (e.g., State history materials), and other similar materials and furnishings currently at the School Facility ("Ancillary Property"). The District shall provide PLAS with a list of all Ancillary Property located at the School Facilities as of the date such facilities are first made available to PLAS. During the term of this MOU, the District shall replace Ancillary Property in accordance with the District's normal replacement schedules for such property. District shall provide its Ancillary Property plan and policy (or other as appropriate to this issue) to PLAS. Title to the Ancillary Property shall not be transferred to PLAS. PLAS may purchase and retain title to additional furniture, equipment and materiel with PLAS funds.

(e) **Capital Repairs and Improvements.** The District shall be responsible for major repairs, capital improvements or replacements, or construction at the School Facilities. The District shall allocate capital improvement and replacement funds (including any related to information technology) to the School Facilities to the same extent and in the same manner as it does for other District schools of similar size, grade levels and location and shall undertake capital replacements, improvements, and repairs to the School Facilities during the term of this MOU consistent with the District's regular budgets and plans. District shall provide all applicable capital improvement plans and policies to PLAS.

(f) **Security and Emergency.** The District shall be responsible for providing all security and emergency response for the School Facilities in the same manner and to the same extent it provides security and emergency response to other District schools of similar size, grade levels and location. Each PLAS School shall maintain a statutory Safe School Plan that incorporates procedures for notice to the District in the event of emergency. Cost and terms of service shall be set out in the Process and Procedures Manual.

(g) **Transportation and Food.** The District shall be responsible, at its sole cost and expense, for providing all transportation and food services for the PLAS School(s). The District agrees that the transportation and food services provided to students at the PLAS School(s) shall be comparable to that provided to other District schools and their students. The District shall provide transportation and food services for the PLAS Schools' full school year. To the extent that PLAS School(s) are in session beyond the District's normal school day and school year, PLAS and/or the relevant PLAS Schools shall pay any additional cost of transportation and/or food service. Cost and terms of service shall be set out in the Process and Procedures Manual.

(h) **Human Resources.** District shall act as PLAS Schools' human resources functions and provide human resources, benefits and payroll services as to all District employees assigned to or otherwise supporting the PLAS or PLAS Schools. Cost and terms of service shall be set out in the Process and Procedures Manual. In addition, the District shall cooperate with PLAS in the hiring of PLAS administrators. At PLAS' request, the District will contract with not more than five administrators each year and assign them to PLAS using the District's detached service assignment or other process that the District may in its sole discretion establish. PLAS will reimburse the District for all costs associated with the employment of any such administrator including, but not limited to, the cost of salary, benefits, and taxes and the District may charge a reasonable administrative fee. Unless a waiver is first obtained from the State, the District will not hire administrators for assignment to PLAS under this Article 5.2(g) if hiring those administrators would either cause the District to exceed the ratio of administrative employees to teacher established by Education Code section 41402 or, if the District has exceeded the ratio, would increase the number of administrators by which the ratio is exceeded.

(i) **Special Education.** As set forth above in Article 4.

(j) **Cooperation between the Parties.** The District and PLAS are each responsible to the other to cooperate and to provide all assistance that is necessary for District and PLAS compliance with federal, state, and local statutes, laws, regulations, ordinances and judgments, any consent decrees and settlements to which the District or PLAS is a party, and all contracts, agreements or memoranda of understanding to which the District or PLAS is a party.

## **ARTICLE 6 FINANCIAL**

**6.1 Allocated Funds.** The District and PLAS shall calculate a per pupil allocation (“Per Pupil Funding” or “PPF”) for each student enrolled at each PLAS School based on the funding procedures to be determined in the manner set forth below. The District shall set aside for use by each PLAS School the calculated amount for each pupil enrolled at the PLAS School. District remains responsible for timely processing expenditures and payments out of PLAS designated funds. PLAS shall have authority to utilize PPF in a manner consistent with law and District shall expend and make payments of PLAS PPF according to PLAS direction or instructions. PLAS intends to maximize the amount of PPF going toward the education of students at PLAS Schools. PLAS may be permitted to allocate a reasonable percentage of PPF to cover actual PLAS administrative or other costs associated with operations of PLAS and PLAS Schools only if the relevant PLAS School(s) and the Superintendent consent to such allocation. PLAS will not so allocate any portion of PPF for the first year of this MOU. The amount of any allocation of PPF toward PLAS administrative costs shall be agreed to and calculated collaboratively between the relevant PLAS School(s), the Superintendent and PLAS in a manner that is transparent and equitable.

The funding methodology for the first year will represent an interim, simplified solution, and will be different than the methodology used for the following years of this MOU; the parties require additional time to fully develop, test, and agree to the methodology to be used to fund the PLAS Schools for school years 2009-2010 and beyond. Through the course of the first year, and prior to the second year of operations, the details of the final funding methodology will be determined and agreed to by PLAS and the District. In the first year the funding methodology will provide full transparency of both the revenues and expenses for the PLAS Schools.

In the first year, therefore, revenues will flow to each PLAS school on a per-pupil calculation basis, based on an understanding of the mix of students and overall ADA of each PLAS School. The extent of revenue set aside for each PLAS School will be determined by the historical theoretical revenues and actual historical expenses of each PLAS School. An agreed upon amount of Special Education revenues will be subtracted from the revenue set aside for each PLAS school. Likewise, other encroachments which

currently burden District schools will be subtracted from the revenue allocated to the PLAS Schools.

All District provided services requested by PLAS Schools, with the exception of Special Education expenses, will be charged back to District based on an understanding of historical expenses in the appropriate PLAS School and an estimated adjustment to account for latest funding requirements. PLAS and the District will mutually agree upon those services historically provided by the District, which will no longer be provided by the District. These expense areas will not be charged back to the District, and will represent discretionary funds for PLAS Schools and PLAS to allocate as they choose.

For the funding model to be used for school year 2009-2010 and beyond, the District will provide a framework and options for discussion with the PLAS. and an agreed upon methodology will be presented to the Board for approval in time for implementation for the 2009-2010 school year.

**6.2 Budgets.** Provided that District has provided PLAS with all necessary information in a timely manner, PLAS shall provide the District with an annual projected budget, in reasonable detail, for each PLAS School no later than is reasonable for incorporation into the District budget process. The budget shall be based, at least in part, on the per pupil allocation calculated pursuant to section 6.1. The District acknowledges that such budgets will be based, in part, on information provided by the District. Thus, to the extent the District is able to merely estimate financial information for the next year, PLAS' budget will also be an estimate. PLAS shall be entitled to timely and on-going receipt of all budget calculation information as well as actual and projected budget and expenditure information. The budget for PLAS schools will be presented to the Board as part of the budgeting process for the District as a whole and is subject to approval by the Board. The Board's approval will not be unreasonably withheld.

**6.3 Expenditures.** The District shall separately account for the PPF for PLAS Schools determined under section 6.1. The PLAS and PLAS Schools shall have discretion as to expenditures of PPF consistent with the budget established pursuant to Section 6.2 and any adjustments thereto. The District shall expend PPF in accordance with PLAS direction and the process articulated in the appended Process and Procedures Manual. The process for such accounting shall be jointly developed and included in the Process and Procedures Manual.

**6.4 Grant Applications.** On behalf of the PLAS School(s), PLAS shall have the right to apply for and receive grant money on its own or together with the District, and to retain any such funds for its use consistent with the terms of such grants. The District agrees to include the PLAS School(s) in its grant applications in a comparable manner as it would if they were managed by the District and to allocate any such funds received on behalf of the PLAS School(s) to PLAS (provided the programs to be supported by such grants are consistent with the PLAS School(s)' educational program). The District agrees that, if necessary, it will act as fiscal agent for any grant funds received on behalf of the PLAS School(s). Any such monies received by PLAS shall not reduce the fees due under

the MOU. All grant funds received by PLAS will be used consistent with the purposes of such grants. Any such grants or donations shall supplement PPF.

**6.5 Additional Programs.** If the District requests PLAS to provide any programs not already offered by the District at PLAS Schools and that is not offered as part of its regular teaching program during the regular school year, such as Pre-K, summer school, and before-school and after-school programs, the District and PLAS will negotiate the terms and conditions of additional compensation to cover such programs. Any agreements between the parties concerning additional programs to be provided by PLAS, whether at the request of the District or PLAS, shall be in writing. PLAS shall not be obligated to provide any program for which it has not received funding. District shall have the option to continue such programs in place at PLAS Schools as of the date of this MOU at District expense.

**6.6 Student Fees.** Consistent with State and federal law, and subject to prior District approval, PLAS may charge fees to students for program expenses for which other public schools in the District customarily charge fees, or for extra services such as summer and after-school programs, athletics, and other similar activities. This section applies only to program expenses for which public schools customary charge student fees or for extra services and does not authorize PLAS to charge tuition for mere general attendance at any PLAS School.

**6.7 Services Purchased from the District.** PLAS and the District have agreed that PLAS will purchase various services from the District. The terms of purchase will be set forth in the Process and Procedures Manual which is under joint development and will be appended to this MOU upon completion. PLAS will not be obligated to purchase any other goods or services from the District (and the District will not be entitled to allocate any central administrative costs) unless mutually agreed in writing by both parties. If PLAS desires to purchase supplies or services through the District, it may do so at a price to be agreed between the parties.

**6.8 Annual Audits.** At the end of each fiscal year, PLAS shall prepare its annual financial statements in accordance with accounting principles generally accepted in the United States of America for non-profit organizations ("GAAP"). PLAS shall cause a financial statement audit and financial and administrative procedures controls review to be performed annually at its expense by an independent auditor. The auditor shall opine on, among other things, PLAS' compliance with grant and donation requirements. This audit shall be made available to the District no later than December 15 of each year during the term of this MOU beginning on December 15, 2009.

## **ARTICLE 7 PERSONNEL**

**7.1 Personnel Responsibilities.** District shall assign personnel to each PLAS School in accordance with PLAS staffing selection under Article 7.2 below. District employees

assigned to work at PLAS Schools or otherwise assisting PLAS shall remain District employees and not considered employees of PLAS for any purpose, PLAS employees may also be assigned to and work at the sites of the PLAS Schools. Accordingly, District employees and PLAS employees will both work on the school site, but remain employees of their respective employers, and not be considered jointly employed by either party. The District and PLAS agree that PLAS employees working regularly at the PLAS School(s) must be fingerprinted and certified in compliance with California Education Code §45125 and that such employees will be held, at a minimum, to the same standards as District employees performing the same or similar work, including the satisfaction of relevant State and federal legal requirements.

## **7.2 Selection, Supervision and Evaluation of Personnel.**

(a) **Principals and Other School Site Administrators.** PLAS and District shall collaborate in the selection and assignment of principals and other administrators for each PLAS School. In this process, PLAS shall, with the benefit of information provided by District, select administrators; and unless such selection or assignment violates law, regulation or collective bargaining agreement, District shall assign the selected administrators to the positions designated by PLAS. The collaboration shall include, but not be limited to, the description of desirable qualifications and leadership qualities, timely sharing of relevant information and personnel files of candidates for positions between PLAS and the District's Superintendent (access limited to PLAS personnel necessary to the selection process), and a selection and assignment process that includes teachers, parents, and other school stakeholders. PLAS and District will hold each PLAS School principal accountable for the success of his or her PLAS School. The PLAS may develop its own metrics and method for evaluating school site administrators. PLAS School administrators shall be supervised, evaluated and assigned in a manner consistent with applicable collective bargaining agreements.

(b) **Teachers and Para-Professionals.** PLAS, in collaboration with PLAS Schools, shall develop a process for selecting teachers and paraprofessionals(excluding special education trainees/assistants), and PLAS School principals shall have authority to select, supervise and evaluate teachers and paraprofessionals at each PLAS School consistent with the terms of the applicable collective bargaining agreement.

(c) **Non-Instructional Personnel.** PLAS, in collaboration with PLAS Schools, shall select school site non-instructional personnel consistent with the terms of applicable collective bargaining agreements and Personnel Commission Rules (for District employees). PLAS School principals shall have authority to select, supervise and evaluate school site non-instructional personnel consistent with applicable collective bargaining agreements and Personnel Commission rules for District employees.

**7.3 Employee Salaries and Benefits.** District employees at the PLAS School(s) will be compensated according to the terms of the applicable collective bargaining agreements and District Personnel Commission rules. PLAS and District contemplate working together with applicable collective bargaining units and others to create additional

compensation practices designed to maximize success of PLAS Schools. District employees working at the PLAS School(s) shall be on the District payroll, and the District shall pay all salaries, stipends and other payments due to the employees, as certified to the District by PLAS, together with any associated fringe benefits, FICA taxes and withholding taxes or other payroll assessments or deductions. PLAS shall pay directly the salaries, fringe benefits, and employment taxes for those persons at the PLAS School(s) who are employed directly by PLAS. PLAS may provide stipends, bonuses or other compensation to PLAS and/or District employees in furtherance of the intent of this MOU.

**7.4 Employment Terms.** Notwithstanding any other provision of this MOU, in implementing the PLAS/District collaborative in PLAS Schools, District and PLAS shall respect rights and benefits accorded by all applicable collective bargaining agreements and Personnel Commission rules for District employees. Flexibility is one of the essential features of PLAS. Accordingly, the District and PLAS shall collaborate with employee organizations, to identify any features of the applicable collective bargaining agreements or Personnel Commission rules that may interfere with the implementation of the PLAS School Design at the PLAS School(s). The District and PLAS will collaborate with the applicable employee organizations regarding modification of the relevant collective bargaining agreements and/or Personnel Commission rules in order to maximize the likelihood of success in PLAS Schools. No provision of this MOU, the attached Exhibits, or the Process and Procedures Manual shall be considered or deemed a modification of any collective bargaining MOU to which the District is a party.

**7.5 Training.** PLAS and District shall collaborate in providing professional development and training in PLAS methods, curriculum, program, and technology to all PLAS School teaching personnel. PLAS and PLAS Schools shall have the option to utilize any and all training services offered by the District to District schools and to participate in collaborative training, to the extent they pay a proportionate share of the cost of same, and to utilize external providers for this purpose, but are not required to do so.

#### **7.6 Collective Bargaining Grievances.**

(a) **Grievances.** All grievances will be handled in a manner consistent with the applicable collective bargaining MOU.

(b) **Notice of Grievances.** The District and PLAS shall each immediately notify the other in the event of a grievance being filed under any applicable collective bargaining MOU by an employee at a PLAS School.

(c) **PLAS Participation in Resolution.** The District will provide the PLAS with an opportunity to participate in the resolution of any grievance and will not resolve any without first providing notice to the PLAS and an opportunity to comment on the proposed settlement.



(d) **PLAS Participation in Defense.** PLAS shall cooperate in the defense of any such grievance and adhere to the formal outcome of all such grievances.

## **ARTICLE 8 REPRESENTATIONS**

### **8.1 Representations of the District.**

(a) The District represents that it is a public entity existing under the laws of the State and is duly authorized to contract with PLAS for PLAS to provide the services set forth in this MOU.

(b) The District warrants that the information it has furnished to PLAS concerning the District finances, revenues, and student enrollment is accurate and the latest information available at the time of the execution of this MOU.

(c) The District represents and warrants that this MOU constitutes a legal, valid and binding obligation of the District enforceable in accordance with its terms.

### **8.2 Representations of PLAS.**

(a) PLAS represents and warrants that it is a California non-profit public benefit corporation duly organized and existing under the laws of the State, and is duly authorized and qualified to do business in the State, with non-profit status under Internal Revenue Code section 501(c)(3) with lawful power and authority to enter into this MOU, acting by and through its duly authorized officers.

(b) PLAS represents and warrants that this MOU constitutes a legal, valid and binding obligation of PLAS enforceable in accordance with its terms.

## **ARTICLE 9 INDEMNIFICATION**

**9.1 Legal Representation and Costs; Cooperation.** Except as expressly provided herein or in connection with insurance coverage required to be provided in this MOU by one party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs. Except where there is an actual or potential conflict of interest, the District and PLAS shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them arising out of the performance of this MOU. Notwithstanding any other provision of this MOU, neither party to this MOU shall settle or compromise any claim against the other party to this MOU without the express written permission of that party.

**9.2 Challenges to the Legality of this MOU.** Should any claim, demand, or suit be filed against the District that arises out of any claim that this MOU or any part thereof is in violation of law, or of any constitutional provision, statute, law, rule, contract or collective bargaining MOU binding upon the District, the District agrees to promptly notify PLAS and the parties to this MOU shall cooperate in the defense of such claim.

**9.3 Indemnification.**

(a) To the fullest extent permitted by law, PLAS agrees at its own expense, to indemnify, defend, and hold harmless the District and the Board and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by PLAS, or its officers, directors, employees or volunteers. Moreover, PLAS agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

(b) To the fullest extent permitted by law, District agrees, at its own expense, to indemnify, defend, and hold harmless PLAS and its trustees, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the District, or its officers, directors, employees or volunteers. Moreover, the District agrees to defend, indemnify and hold harmless PLAS for any contractual liability resulting from third party contracts with District's vendors, contractors, partners or sponsors.

(c) Each party shall give prompt written notice to the other party of the assertion of any claim or the commencement of any litigation for which indemnification is sought and shall cooperate with the indemnifying party in the defense of the claim or litigation.

(d) The parties agree that liability for acts or omissions of District employees assigned to PLAS Schools will be assessed on a case by case basis based on the proportionate fault of each party.

**9.4 No Waiver.** The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable federal, state, and local laws, regulations ordinances, or rulings, nor to create liability for either party on claims for which no valid theory of liability exists against that party. Furthermore, the provisions shall not be construed as an agreement by a party having a defense based on a limitation of liability established by applicable federal, state and local laws, regulations or ordinances to indemnify the other party or an agreement by a party against which a theory of liability is not available to indemnify the other party.

## **ARTICLE 10 TERMINATION**

### **10.1 District Termination for Cause.**

(a) The District may terminate, in whole or in part, this MOU for cause prior to the end of the term specified in Article 2 of this MOU, in accordance with the procedures set forth in subsection (b) below, for any of the reasons that a chartering agency may revoke a charter under Education Code sections 47607(c)(2), (c)(3) and (c)(4) or for reasons set forth in subparagraphs (1), (2), (3), (4), (5), and (6) below:

(1) if PLAS Schools fail to meet or make reasonable progress toward achievement of the performance metrics set forth and referenced in Article 4.9 of this MOU;

(2) if PLAS substantially breaches any of the material terms and conditions of this MOU and fails to remedy such breach within 90 days after receipt of written notice of such breach from the District (for this purpose, a material breach may include, but is not limited to, any failure which undermines the joint purposes of this MOU);

(3) if there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after all reasonable appeals, results in a final judgment or finding that this MOU or the operation of a PLAS School in conformity with the MOU and that violates the District's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations, or any District contract or MOU;

(4) if PLAS fails to meet generally accepted standards for fiscal management;

(5) if there occurs any circumstance which gives rise to any other ground for termination, rescission or cancellation of a contract as provided by State law, provided that PLAS has failed to remedy such circumstance within 90 days after receipt of written notice of such cause; or

(6) If PLAS violate section 7.2(a) of this MOU.

(b) The following procedures shall apply to any termination pursuant to this Section 10.1. The District shall give PLAS written notice of its intent to terminate this MOU after having received Board approval for issuance of the notice of intent to terminate. The notice of intent of intent to terminate shall be provided at least 90 days prior to the effective date of termination stated in the notice. The cause for termination shall immediately be submitted to the Superintendent and PLAS' Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then

termination shall become effective in accordance with the District's termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless, in the District's discretion, there are unusual and compelling circumstances which would justify the disruption to the educational program and the students which would be caused by a mid-year termination.

(c) Notwithstanding any statement to the contrary in this MOU, the District shall have the right to terminate this MOU immediately without notice to PLAS in the event PLAS' breach of this MOU creates a risk to the health and safety of any student or the students at any PLAS School.

## **10.2 PLAS Termination for Cause.**

(a) PLAS may terminate the MOU, in whole or in part, for cause prior to the end of the term specified in Article 2 of this MOU, in accordance with the procedures set forth in subsection (b) below, for any of the reasons set forth in subparagraphs (1), (2), (3), or (4) below:

(1) if the District substantially breaches any of the material terms and conditions of the MOU and fails to remedy such breach within 90 days after receipt of written notice of such breach from PLAS (for this purpose, a material breach may include, but is not limited to, failure by the District to make payments as required by this MOU (unless the required payment is subject to reasonable dispute or the District remedies such failure within 30 days of receiving notice of such failure from PLAS)) or any other failure which undermines the joint purposes of this MOU);

(2) a material reduction in the District's funding for the PLAS School(s) in comparison to the funding for the prior fiscal year;

(3) the enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after all reasonable appeals, has a material adverse effect on PLAS' ability to operate a PLAS School in accordance with its budget or the PLAS School Design;

(4) if there occurs any circumstance which gives rise to any other ground for termination, rescission or cancellation of a contract as provided by State law, provided that the District has failed to remedy such circumstance within 90 days after receipt of written notice of such cause.

(b) The following procedures shall apply to any termination pursuant to this Section 10.2. PLAS shall give the District written notice of its intent to terminate the MOU after receiving authority to communicate its intent to terminate from the PLAS' Board of Directors. The notice of intent to terminate shall be provided at least 90 days prior to the effective date of the termination stated in the notice. The cause of termination shall immediately be submitted to the Superintendent and PLAS' Chief Executive Officer, or their respective designees, for consideration and discussions to

attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with PLAS' termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless, in PLAS' discretion, there are unusual and compelling circumstances which justify the disruption to the educational program and the students which would be caused by a mid-year termination.

### **10.3 Disposition of Assets upon Termination.**

(a) Upon expiration or termination of this MOU for any reason, the District shall have the right, subject to any limitations and/or conditions in loan or lease agreements to which PLAS is a party, to acquire all, but not part, of the property and equipment provided by PLAS and located in the PLAS School(s) and the homes of the schools' students by paying PLAS the "net depreciated value" of such property and equipment, as defined below, within 30 days after the effective date of termination of this MOU. PLAS shall be allowed to remove and retain such property and equipment in the event that the District determines not to purchase it. PLAS shall restore the buildings after removing equipment to the condition that existed prior to such removal.

(b) Upon the termination or expiration of this MOU for any reason (other than PLAS' breach), the District shall pay PLAS for all building fixtures, improvements and alterations added to the PLAS School(s) by PLAS which the District has approved in an amount equal to the greater of the fair market value or the "net depreciated value" as defined below.

(c) "Net depreciated value" of any fixed asset shall mean the original purchase price (including taxes and installation charges) minus accumulated depreciation to the date of termination of this MOU as such amounts appear in PLAS' books of account in accordance with generally accepted accounting principles. Notwithstanding the foregoing, "net depreciated value" with respect to equipment or other property leased by PLAS shall mean the amount that is equal to PLAS' buy-out cost set in the respective lease or loan agreements as of the date the equipment or other property is to be purchased by the District.

(d) PLAS shall retain all title and possessory interest in PLAS personal property at schools sites or other locations.

**10.4 Remedies.** The sole remedies for breaches of this MOU shall be specific performance of the obligations outlined herein or termination of this MOU in accordance with Sections 10.1 and 10.2, except for any breach of any obligation to make monetary payments to the other party.

**10.5 School Election to Terminate.** An individual PLAS School, may after three years of PLAS School status, elect to terminate its status as a PLAS School if the school has substantially failed under the metrics established by the Board and PLAS for school performance under this Agreement. Such election to terminate PLAS School status shall

be accomplished by the process set forth in the Process and Procedure Manual to be appended hereto. PLAS School election to terminate its status as a PLAS School shall have no effect on any other aspect of this MOU or its implementation or the status of any other school.

## **ARTICLE 11 INSURANCE**

### **11.1 Liability Insurance.**

(a) **Liability Insurance Requirements.** Within 90 days after execution of this MOU, but no later than June 24, 2008 PLAS shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect PLAS from claims which may arise from its operations.

District shall secure and maintain for each PLAS School all levels and coverages of insurance District maintains for District school operations, activities, employees, property, liability and any other coverage the District maintains for District non-PLAS Schools and school operations generally. District's policies shall be endorsed to name the Partnership for Los Angeles Schools and its officers and directors as named additional insured. Any District self insured layer shall afford insurance to activities, occurrences and claims made in relation to or at PLAS Schools just as for any District non-PLAS School.

It shall be the PLAS' responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements for vendors pursuant to PLAS policy.

PLAS shall procure and maintain the following insurance policies:

(1) Commercial General Liability coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the PLAS's insurance primary despite any conflicting provisions in the PLAS's policy. Coverage shall be maintained with no Self-Insured Retention above \$25,000 without the prior written approval of the Office of Risk Management for the District.

(2) Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the PLAS from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

(3) Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the PLAS does not operate a student bus service. If the PLAS provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

(4) Fidelity Bond coverage shall be maintained by the PLAS to cover all PLAS employees who handle, process or otherwise have responsibility for PLAS funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

(5) Professional Educators Errors and Omissions liability coverage including Sexual Molestation and Abuse coverage, for PLAS and PLAS employees (District shall provide such insurance for all District employees and District independent contractors working at or otherwise assisting PLAS or PLAS Schools) unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence.

(6) Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

\*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the PLAS' insurance primary despite any conflicting provisions in the PLAS' policy.

(b) **Evidence of Insurance.** The PLAS and District shall furnish to each other (to District at the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017) within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the [appropriate party]."*

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

## **11.2 Property Insurance.**

(a) PLAS shall maintain property insurance for all personal property provided by PLAS at the school site(s), on which the District shall be named as an additional insured. PLAS shall secure from its insurers waivers of subrogation as against the District with respect to damages to the site, and shall otherwise hold the District harmless against liabilities arising out of any such damages.

(b) The District shall maintain property insurance for the School Facilities and for all personal property and fixtures on the site provided by the District, on which PLAS and its facilities manager shall be named as additional insureds. The District shall secure from its insurers waivers of subrogation as against PLAS and its facilities managers, with respect to damages to the site, and shall otherwise hold PLAS and its facilities managers, and their respective offices, employees and agents, harmless against liabilities arising out of any such damages.

**11.3 Workers' Compensation Insurance.** Each party shall secure and maintain workers' compensation insurance covering its employees. District shall secure and maintain such insurance for all District employees working at or otherwise assisting PLAS or PLAS Schools. All such District employees shall be considered employees of the District and not of PLAS.

*PLAS' policy shall be endorsed to name the District as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the PLAS' insurance primary despite any conflicting provisions in the PLAS' policy.*

**11.4 Coordination of Risk Management.** The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims and the filing of timely notices of claim, co-operating fully with one another in the defense of any claims (except in the case of any conflict of interest) and complying with any defense and reimbursement provisions of State governmental immunity laws and applicable insurance policies.

## **ARTICLE 12 AUDIT AND INSPECTION OF RECORDS**

**12.1 Inspector General Audit.** The District and PLAS agree that PLAS and PLAS Schools are subject to District oversight, the District's statutory oversight responsibility continues throughout the life of this MOU and requires that it, among other things, monitor the fiscal condition of the PLAS and PLAS Schools, and the District is authorized to terminate this MOU for, among other reasons, the failure of the PLAS to meet generally accepted accounting principles or if it engages in fiscal mismanagement. Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to request that the Office of the Inspector General undertake audits of the



PLAS or PLAS Schools. The audit may include, but not be limited to, the following areas:

- (a) Compliance with terms and conditions prescribed in this MOU.
- (b) Internal controls, both financial and operational in nature.
- (c) The recording and reporting of school financial information.
- (d) The school's debt structure.
- (e) The recording and reporting of attendance data.
- (f) The school's enrollment process.
- (g) Compliance with safety plans and procedures.
- (h) Compliance with applicable grant requirements.

The PLAS shall be expected to cooperate fully with such audits and to make available any and all records necessary for the performance of the audit. In addition, if an allegation of waste, fraud or abuse related to the PLAS or PLAS School operations is received by the District, the PLAS shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

**12.2 Audit Follow-Up.** PLAS shall meet to review each audit report promptly after the issuance thereof at the request of District to mutually agree upon an appropriate and effective manner in which to respond to the deficiencies identified and changes suggested by the audit report. If an audit reveals an overcharge, PLAS will promptly refund such overcharge (net of any undercharges).

**12.3 Records Retention.** Until (a) the earlier of three (3) years after the expiration or termination of this MOU; or (b) if pending matters relating to this MOU (e.g., disputes) are open as of such date, the date such pending matters are closed, PLAS will maintain and provide access upon request to the records, documents and other information required to meet District's audit rights under this MOU.

## **ARTICLE 13 MISCELLANEOUS**

**13.1 Alternate Dispute Resolution.** The parties agree to cooperate in good faith in all actions relating to this MOU, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with this MOU. If, nevertheless, a dispute should arise in connection with this MOU, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-

consuming litigation. Except for cases involving imminent threat to health or safety, any and all disputes between the parties arising out of this MOU shall be resolved in accordance with the alternate dispute resolution procedure that is set forth below. The parties agree to expedite dispute resolution whenever necessary to effectuate the intent of this MOU.

Neither District nor PLAS is required to pursue the process in this section in the event action is necessary to protect student health or safety.

(a) Any controversy or claim arising out of or relating to the MOU, other than as set forth herein, must be put in writing ("Written Notification"). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

A written response ("Written Response") shall be tendered to the other party within ten (10) business days from the date of receipt of the Written Notification. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, on date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(b) The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within seven (7) business days from the date the Written Response is received by the other party. If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation.

(c) Mediation proceedings shall commence within forty (40) business days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties.

(d) If the parties do not resolve the matter at mediation, the parties agree to submit the controversy, claim or dispute to non-binding arbitration conducted by a mutually agreed upon single arbitrator. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. If the parties cannot agree on an arbitrator within fifteen (15) business days after the termination of mediation, either party may submit the matter to the Los Angeles branch

of the American Arbitration Association and the matter shall proceed in accordance with the applicable American Arbitration Association rules. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.

(e) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

**13.2 Force Majeure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

**13.3 Independent Contractor Status.** The parties to this MOU intend that the relationship between them created by this MOU is that of an independent contractor, and not employer-employee. No agent, employee, or servant of PLAS shall be deemed to be the employee, agent or servant of the District except as expressly acknowledged in writing by the District.

**13.4 Subcontracting.** PLAS reserves the right to subcontract any and all services specified in this MOU to the District and/or to public or private subcontractors, as permitted by law, collective bargaining agreements, and Personnel Commission rules. However, except as delineated in the PLAS School Design, PLAS shall not subcontract the oversight or operation of the teaching and instructional program, except as specifically permitted herein or as expressly agreed to in writing by the District.

**13.5 No Third Party Beneficiary Rights.** No third party, whether a constituent of the District or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the District or PLAS in this MOU. This MOU is not intended to create any rights of a third party beneficiary.

**13.6 Appendices and Exhibits.** The parties agree to the terms and conditions of this MOU and the Appendices and Exhibits attached hereto and incorporated herein by reference. As of the date of the execution of this MOU, the parties have not agreed to the terms and conditions of the following Appendices and Exhibits: [insert if applicable].]. The above listed Appendices and Exhibits shall become incorporated herein and part of this MOU effective as of the date the parties agree to the terms and conditions of the Appendices and Exhibits.

**13.7 Entire MOU.** This MOU and the Appendices and Exhibits hereto shall constitute the full and complete MOU between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this MOU.

**13.8 Construction and Enforcement.** This MOU shall be construed and enforced in accordance with the laws of the State of California.

**13.9 Amendments.** This MOU may be altered, amended, changed or modified only by MOU in writing executed by PLAS and a properly authorized representative of the District.

**13.10 Section Headings.** The section headings shall not be treated as part of this MOU or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

**13.11 Invalidity of Provisions of this MOU.** If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

**13.12 Assignment.** This MOU shall not be assigned by either party without the prior written consent of the other party, provided that PLAS may assign this MOU to a successor entity that acquires through a corporate reorganization substantially all of PLAS' assets and liabilities, provided that such reorganization does not impair the District's ability to pursue its educational mission or fulfill its obligation to provide appropriate education in an appropriate environment.

**13.13 No Waiver.** No waiver of any provision of this MOU shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

**13.14 Survival.** All representations, warranties and indemnities made herein shall survive termination of this MOU.

**13.15 Notices.** All notices required or permitted by this MOU shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

**To PLAS at:**

Marshal Tuck, CEO  
Partnership for Los Angeles Schools  
200 North Spring Street, Rm.303  
Los Angeles, CA 90012

**with a copy to:**

**To District at:**

Los Angeles Unified School District  
333 South Beaudry Avenue  
Los Angeles CA 90017  
Attention: Executive Director  
Innovation Division

**with a copy to:**

Los Angeles Unified School District  
333 South Beaudry Avenue  
Los Angeles CA 90017  
Attention: General Counsel  
Office of the General Counsel

IN WITNESS WHEREOF, the parties hereto have executed this MOU as of the day and year first above written.

LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

By: 

LOS ANGELES UNIFIED SCHOOL DISTRICT

By: 

PARTNERSHIP FOR LOS ANGELES SCHOOLS

By: 

# iDivision: 2008-2009 School Year

## OVERVIEW

# of students	x	% African American	% Pacific Islander
		% American Indian	% White (not Hispanic)
		% Asian	% EL
		% Filipino	% Special Ed
		% Hispanic or Latino	

		Number of schools		
		Score 1	Score 2	...
<b>Schools in use 2008-2009</b>				
Tier 1				
Network Partner 1		#	#	#
Tier 2				
Network Partner 2				
Network Partner 3				
Tier 3				
...				
	Total	X	Y	Z

	ACTUAL	1 YEAR CHANGE	3 YEAR CHANGE
iDivision quality review	X		
Administration satisfaction with district support	X%		
Network partners satisfaction with district support	X%		

	ACTUAL	GOAL	1 YEAR CHANGE	3 YEAR CHANGE
<b>Function</b>				
<b>Key performance metrics (WIP)</b>				
HR / Personnel	<i>Days to process new teacher<sup>1</sup></i>	X%	X	
	<i>Days to fulfill classified position<sup>2</sup></i>	50	X	
Food	Overall satisfaction	X	3 or better	
Transportation	On-time % of service	X%	100%	
	Overall satisfaction	X	3 or better	
Procurement	Cycle time to complete "Top 8" requests X days		X	
	Days from requisition to PO	X	X	
Safety	Hours to respond to emergencies	X	X	
Maintenance and ops	Days to fulfill request	X	X	
Compliance	Schools compliant <sup>3</sup>	X%	100%	
Specially-funded programs				
IT	Days to fulfill request	X	X	
Data and testing	Days to fulfill request	X	X	

Note: Italics represent metrics that are not currently tracked within LAUSD

1. Calculated from day of hire to day eligible to step into classroom 2. Calculated from day principal opens vacancy 3. Based on iDivision compliance matrix

# Network Partner XX: 2008-2009 School Year



## NETWORK PARTNER OVERVIEW

# of students	x	◦ % African American	◦ % Pacific Islander
		◦ % American Indian	◦ % White (not Hispanic)
		◦ % Asian	◦ % EL
		◦ % Filipino	◦ % Special Ed
		◦ % Hispanic or Latino	

## SCHOOL PERFORMANCE

### Score 1

- School X
- School Y
- School Z

### Score 2

- School M
- School N

...

	Quality instruction	School leadership and ops	School Climate	Parent and community engagement	Overall Score
--	---------------------	---------------------------	----------------	---------------------------------	---------------

## QUALITY REVIEWS

### School Quality Review

School X	X	X	X	X	X
School Y					
School M					

...

### Network Partner Quality Review

X

ACTUAL 1 YEAR CHANGE 3 YEAR CHANGE

Administration satisfaction with Network Partner support

X%

Teacher satisfaction with Network Partner support

X%

Classified staff satisfaction with Network Partner support

X%

School  
score

# XX ES: 2008-2009 School Year

## SCHOOL OVERVIEW

# of students

- ◊ % African American
- ◊ % American Indian
- ◊ % Asian
- ◊ % Filipino
- ◊ % Hispanic or Latino
- ◊ % Pacific Islander
- ◊ % White (not Hispanic)
- ◊ % EL
- ◊ % Special Ed

English Language Arts proficiency  
by subgroup\* (% proficient)

Math proficiency by  
subgroup\* (% proficient)

African American	100	100
American Indian	100	100
Asian	100	100
Filipino	100	100
Hispanic or Latino	100	100
Pacific Islander	100	100
White (not Hispanic)	100	100
EL	100	100
Special Ed	100	100

\* Scores are not shown when number of students is 10 or less to protect student privacy and ensure statistical accuracy

## How to read this scorecard

Every summer, the Innovation Division and LAUSD publishes these school scorecards for students, parents, community members, and school staff to understand whether schools are giving children the education they need to graduate from high school and succeed in college and careers. The scorecard entails several qualitative and quantitative metrics in six key areas: student outcomes, academic progress, quality instruction, student connection, parent and community involvement, school leadership and school climate

**1** School  
score

## XX ES: 2008-2009 School Year

API **2**  
Meets AYP? **3**  
PI status **4**

**5** **6** **7** **8** **9**  
ACTUAL ONE YEAR 3 YEAR 5 YEAR LAUSD  
CHANGE CHANGE CHANGE GOAL RANK  
(out of x)

5th grade students Proficient or Advanced on state  
English Language Arts test/Math test

X% / Y%

- 1** School score: All schools are given a score based on current performance
- 2** Academic Performance Indicator (API): Score given to each school by the state of California based on performance on standardized tests. Target score is 800
- 3** Meets Annual Yearly Progress (AYP)?: A school must meet certain test scores as part of the federal system called No Child Left Behind
- 4** Program Improvement (PI) Status: If a school does not meet NCLB, it enters PI status
- 5** Actual: This year's performance
- 6** One year change: Absolute change from last year's performance. Arrow indicates whether score increased or decreased
- 7** 3 year change: Absolute change from performance three year's ago. Arrow indicates whether score increased or decreased
- 8** 5 Year Target: Target set by iDivision
- 9** LAUSD rank: Your school's absolute performance as compared to all other LAUSD high schools

For a detailed a detailed explanation of the metrics on the scorecard and why these are important to you and your child, please click [here](#). If you would like to see this scorecard by subgroup, please click [here](#).



School  
score

# XX ES: 2008-2009 School Year

API  
Meets AYP?  
PI status



ACTUAL	ONE YEAR CHANGE	3 YEAR CHANGE	5 YEAR GOAL	LAUSD RANK (out of x)
--------	--------------------	------------------	----------------	-----------------------------

## STUDENT OUTCOMES

5th grade students Proficient or Advanced on state English Language Arts test/Math test	X% / Y%
---	---------

Students Proficient or Advanced on state English Language Arts test/Math test	X% / Y%
---	---------

Far Below Basic and Below Basic students improving from previous year on state English Language Arts test/Math test	X% / Y%
---	---------

## INSTRUCTION, SCHOOL LEADERSHIP, AND SCHOOL CLIMATE

Quality review	X
----------------	---

Teachers remaining at school	X%
------------------------------	----

Faculty and staff attendance	X%
------------------------------	----

Students feeling safe on campus	X%
---------------------------------	----

Students with more than 3 absences	X%
------------------------------------	----

Student satisfaction with their school	X%
--	----

Parent satisfaction with their child's school	X%
---	----

Parent engagement and community engagement	X
--	---

School  
score

# XX MS: 2008-2009 School Year

## SCHOOL OVERVIEW

# of students

- % African American
- % American Indian
- % Asian
- % Filipino
- % Hispanic or Latino
- % Pacific Islander
- % White (not Hispanic)
- % EL
- % Special Ed

English Language Arts proficiency  
by subgroup\* (% proficient)

African American	100
American Indian	100
Asian	100
Filipino	100
Hispanic or Latino	100
Pacific Islander	100
White (not Hispanic)	100
EL	100
Special Ed	100

Math proficiency by  
subgroup\* (% proficient)

100
100
100
100
100
100
100
100
100

\* Scores are not shown when number of students is 10 or less to protect student privacy and ensure statistical accuracy

## How to read this scorecard

Every summer, the Innovation Division and LAUSD publishes these school scorecards for students, parents, community members, and school staff to understand whether schools are giving children the education they need to graduate from high school and succeed in college and careers. The scorecard entails several qualitative and quantitative metrics in six key areas: student outcomes, academic progress, quality instruction, student connection, parent and community involvement, school leadership and school climate

**1** School  
score

# XX MS: 2008-2009 School Year

API  
Meets AYP?  
PI status

**2**

**3**

**4**

**5**

ACTUAL

**6**

ONE YEAR  
CHANGE

**7**

3 YEAR  
CHANGE

**8**

5 YEAR  
GOAL

**9**

LAUSD  
RANK  
(out of x)

8th grade students completing Algebra with C or better

X%

8th grade students Proficient or Advanced on state  
English Language Arts test/Math test

X% / Y%

- 1** School score: All schools are given a score based on current performance
- 2** Academic Performance Indicator (API): Score given to each school by the state of California based on performance on standardized tests. Target score is 800
- 3** Meets Annual Yearly Progress (AYP)? A school must meet certain test scores as part of the federal system called No Child Left Behind
- 4** Program Improvement (PI) Status: If a school does not meet NCI B, it enters PI status

- 5** Actual: This year's performance
- 6** One year change: Absolute change from last year's performance. Arrow indicates whether score increased or decreased
- 7** 3 year change: Absolute change from performance three year's ago. Arrow indicates whether score increased or decreased
- 8** 5 Year Target: Target set by iDivision
- 9** LAUSD rank: Your school's absolute performance as compared to all other LAUSD high schools

For a detailed a detailed explanation of the metrics on the scorecard and why these are important to you and your child, please click here. If you would like to see this scorecard by subgroup, please click here.

School  
score

# XX MS: 2008-2009 School Year

API  
Meets AYP?  
PI status

ACTUAL ONE YEAR CHANGE 3 YEAR CHANGE 5 YEAR GOAL LAUSI RANK (out of x)

8th grade students completing Algebra with C or better X%

8th grade students Proficient or Advanced on state English Language Arts test/Math test X% / Y%

8th grade students with C average or better X%

Students Proficient or Advanced on state English Language Arts test/Math test X% / Y%

Far Below Basic and Below Basic students improving from previous year on state English Language Arts test/Math test X% / Y%

Quality Review X

Teachers remaining at school X%

Faculty and staff attendance X%

Students feeling safe on campus X%

Students with more than 5 absences X%

Student satisfaction with their school X%

Parent satisfaction with their child's school X%

Parent engagement and community engagement X



METRIC	CALCULATION	WHY IS THIS IMPORTANT?
10 <sup>th</sup> graders passing CAHSEE	Percent of all 10 <sup>th</sup> graders passing the entire California High School Exit Exam (CAHSEE)	The CAHSEE tests basic math and English skills and is a requirement for graduation
9 <sup>th</sup> graders on track to graduate	Percent of all 9 <sup>th</sup> graders who have accumulated at least 55 credits during their freshman year, have completed 2 core classes: Algebra I and 9 <sup>th</sup> Grade English, and have a C average or better. Calculated at year end	Students who do not meet freshman on track requirements are most likely to repeat 9 <sup>th</sup> grade, or drop out altogether
Quality review	Each year, your school is reviewed by a panel of experts to gauge performance on 4 dimensions: Quality of instruction; School leadership and operations; School climate; Parent and community engagement. Please see your school's website for more information	Test scores cannot tell the whole story of a school. An external review is essential to finding areas for improvement and understanding strengths.
Teachers remaining at school	Percent of teaching staff choosing to remain at school, excluding retirement	Teachers leaving the school negatively impacts the school environment and student performance
Faculty and staff attendance	Attendance rate of all school personnel	Quality instruction and strong school climate requires consistent staff attendance
Students feeling safe on campus	Each year, students are given the opportunity to voice their opinion on safety in yearly surveys	Students must feel safe in order to learn
Students with more than 5 absences	Percent of students with more than 5 absences	Research indicates that missing more than five days of school a year increases the risk of dropping out
Student satisfaction with their school	Each year, students are given the opportunity to voice their opinion through a survey to gauge their overall satisfaction with their school	Students are the number one priority of schools and their thoughts are important. If students are unhappy at school, this will adversely impact their education
Parent satisfaction with their child's school	Each year, parents are given the opportunity to voice their opinion in a survey to gauge their overall satisfaction with their child's school	Parent satisfaction is a measure of school success
Parent and community engagement	Each year, your school is reviewed by a panel of experts who gauge how well parents and communities are engaged in the school as collaboratively defined by schools, Network Partners and iDivision	Parents and communities are an essential part of student success

**METRIC****CALCULATION****WHY IS THIS IMPORTANT?**

4-year graduation rate/5-year graduation rate

Percent of freshman who started four (or five) years ago who have graduated. Uses NGA graduation rate methodology, which differs from the state methodology

Graduation is a minimum requirement for success in today's economy. The NGA methodology provides a more accurate graduation rate compared to the state methodology

Students completing A-G coursework or CTE program with C average or better in 4 years/5 years

Percent of freshman who started 4 (or 5) years ago who graduated and completed A-G coursework or California Technical Education (CTE) program. CTE program also requires completion of A-G coursework. Must achieve C average in the coursework

A-G refers to a set of courses a student must complete over their high school career to apply to colleges in the Cal State and University of California systems

Graduates enrolled in 2 year college / 4 year college

Percent of students graduating who enroll in 2 year college (including community and vocational) and 4 year college

Students enrolling in college have increased employment opportunities. Two thirds of new jobs require college or other post-secondary education

Students Proficient or Advanced on state English Language Arts test/ Math test

Percent of students at the school scoring proficient or advanced on the California State Test (CST) in English Language Arts (ELA) and Math

The CST exams are given every spring to understand whether students are gaining the required knowledge in each grade. Students can perform in one of five categories: Advanced, Proficient, Basic, Below Basic and Far Below Basic. Students meeting grade level standards should score in the proficient or advanced categories

Far Below Basic and Below Basic students improving from previous year on state English Language Arts test/Math test

Percent of students who last year  
• Scored Far Below Basic and improved this year's score at least one performance band  
• Scored Below Basic and improved this year's score at least one performance band  
on CST ELA, CST Math, less students whose performance worsened

Even students who are underperforming on state exams should be making progress towards proficiency

11<sup>th</sup> graders meeting Early Assessment Program (EAP) college-readiness standards

Percent of all 11th graders who meet the college-readiness standards as determined by the Early Assessment Program portion of the CST ELA

Students not meeting the college readiness standards have the opportunity to prepare themselves for college through a number of programs available to them throughout their senior year

10<sup>th</sup> graders on track to graduate

Percent of all 10th graders who have accumulated at least 115 credits, have completed the necessary A-G courses to be on track to complete the series by graduation, and have a C average or better. Calculated at year end

Must ensure students are taking the necessary A G courses each year to complete the series by graduation and are accumulating appropriate credits

School  
score

# XX HS: 2008-2009 School Year

## SCHOOL OVERVIEW

# of students

- ◊ % African American
- ◊ % American Indian
- ◊ % Asian
- ◊ % Filipino
- ◊ % Hispanic or Latino
- ◊ % Pacific Islander
- ◊ % White (not Hispanic)
- ◊ % EL
- ◊ % Special Ed

English Language Arts proficiency  
by subgroup\* (% proficient)

Math proficiency by  
subgroup\* (% proficient)

African American	100	100
American Indian	100	100
Asian	100	100
Filipino	100	100
Hispanic or Latino	100	100
Pacific Islander	100	100
White (not Hispanic)	100	100
FL	100	100
Special Ed	100	100

\* Scores are not shown when number of students is 10 or less to protect student privacy and ensure statistical accuracy

## How to read this scorecard

Every summer, the Innovation Division and LAUSD publishes these school scorecards for students, parents, community members, and school staff to understand whether schools are giving children the education they need to graduate from high school and succeed in college and careers. The scorecard entails several qualitative and quantitative metrics in six key areas: student outcomes, academic progress, quality instruction, student connection, parent and community involvement, school leadership and school climate

**1** School  
score

# XX HS: 2008-2009 School Year

API **2**  
Meets AYP? **3**  
PI status **4**

**5**  
ACTUAL

**6**  
ONE YEAR  
CHANGE

**7**  
3 YEAR  
CHANGE

**8**  
5 YEAR  
GOAL

**9**  
LAUSD  
RANK  
(out of 65)

4-year graduation rate/5 year graduation rate

X% / Y%    A% / ?B%    C% / ?D%    X    X\*

Students completing A G coursework or CTE program  
with C average or better in 4 years/5 years

X% / Y%

- 1** School score: All schools are given a score based on current performance
- 2** Academic Performance Indicator (API): Score given to each school by the state of California based on performance on standardized tests. Target score is 800
- 3** Meets Annual Yearly Progress (AYP)? A school must meet certain test scores as part of the federal system called No Child Left Behind
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For a detailed a detailed explanation of the metrics on the scorecard and why these are important to you and your child, please click [here](#). If you would like to see this scorecard by subgroup, please click [here](#).

# School XX HS: 2008-2009 School Year

score

API  
Meets AYP?  
PI status

	ACTUAL	ONE YEAR CHANGE	3 YEAR CHANGE	5 YEAR GOAL	LAUSD RANK (out of 61)
<b>STUDENT OUTCOMES</b>					
4-year graduation rate/5-year graduation rate	X% / Y%	A% / ↓B%	C% / ↓D%	X	X*
Students completing A-G coursework or CTE program with C average or better in 4 years/5 years	X% / Y%				
Graduates enrolled in 2 year college / 4 year college	X%				
<b>ACADEMIC PROGRESS</b>					
Students Proficient or Advanced on state English Language Arts test/Math test	X% / Y%				
Far Below Basic and Below Basic students improving from previous year on state English Language Arts test/Math test	X% / Y%				
11 <sup>th</sup> graders meeting Early Assessment Program (EAP) college-readiness standards	X%				
10 <sup>th</sup> graders on track to graduate	X%				
10 <sup>th</sup> graders passing CAHSEE	X%				
9 <sup>th</sup> graders on track to graduate	X%				
<b>INSTRUCTION, SCHOOL, TEACHERS, AND STUDENT ENGAGEMENT</b>					
Quality review	X				
Teachers remaining at school	X%				
Faculty and staff attendance	X%				
Students feeling safe on campus	X%				
<b>STUDENT CONNECTIONS AND COMMUNITY ENGAGEMENT</b>					
Students with more than 5 absences	X%				
Student satisfaction with their school	X%				
Parent satisfaction with their child's school	X%				
Parent and community engagement	X				

\* Until graduation methodology is comparable across district, no ranking given

# Appendix 8

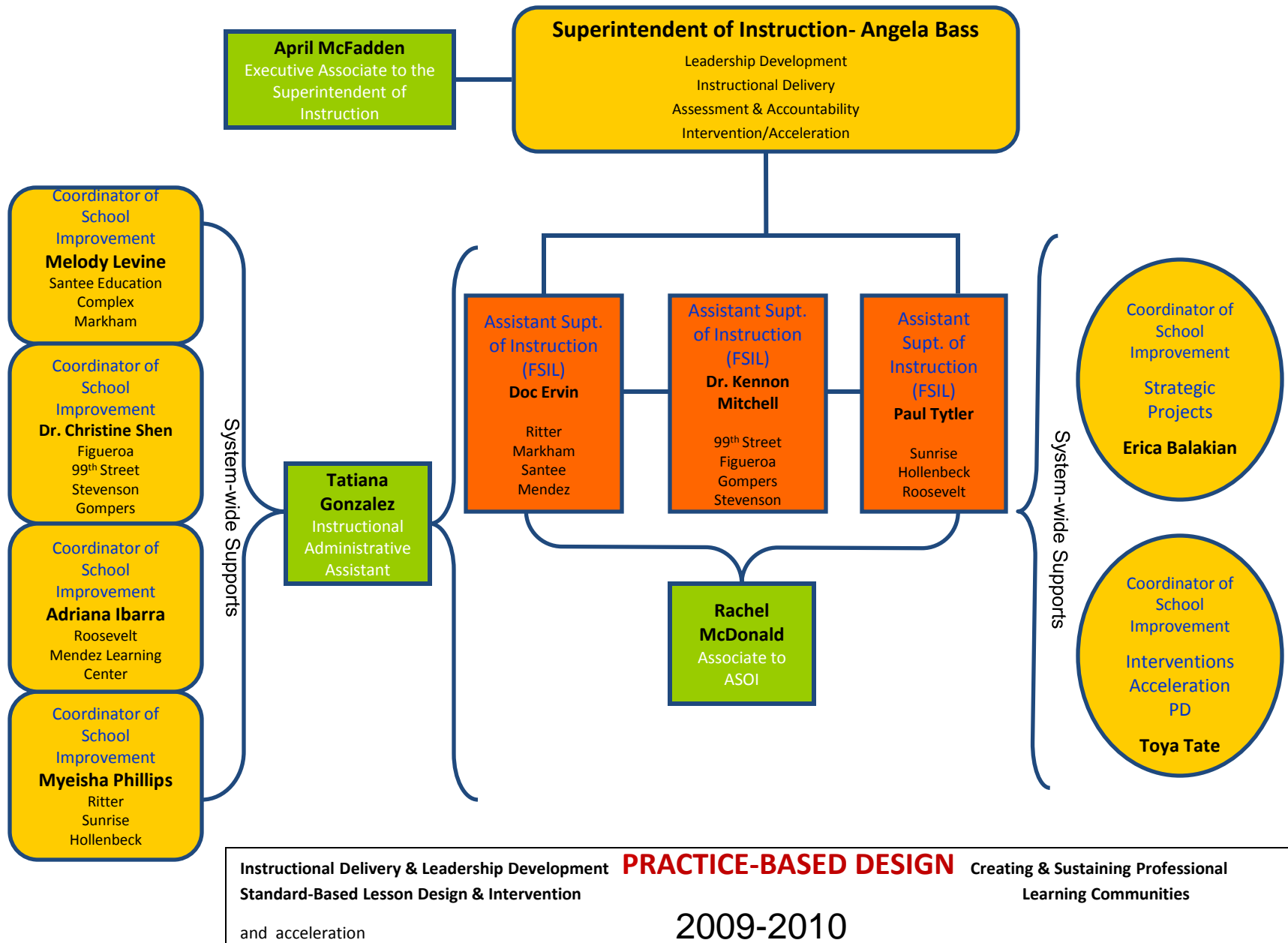


Level	Content Area	Curriculum
Middle	ELA	McDougal Littell The Language of Literature, Grade 6-8 <u>or</u> Prentice Hall Literature: Timeless Voices, Timeless Themes, Copper (6), Bronze (7), Silver (8) Level, CA Edition
Middle	Mathematics	Grade 6 Math: Scott Foresman <u>or</u> Harcourt Math, CA. Pre-Algebra: Grade 7, Prentice Hall; Algebra Readiness: Bridge To Algebra, Carnegie Learning, Algebra 1, Prentice Hall
Middle	Science	Glencoe/McGraw-Hill, Glencoe Science Focus on Earth Science, 2007 and Holt, Rinehart and Winston, Holt CA Science: Earth Science, 2007 (Gr. 6-8)
Middle	Social Science	Grade 6: Ancient Civilizations, Discovering Our Past, Glencoe or Holt World History: Ancient Civilizations, Holt, or History Alive! The Ancient World, TCI. Grade 7: World History: Medieval and Early Modern Times, McDougal Littell or History Alive! The Medieval World and Beyond, TCI. Grade 8: America: History of Our Nation, Prentice Hall or Creating America: Beginnings Through WWI, McDougal Littell, or History Alive! The United States Through Industrialism, TCI.
Middle	ESL	High Point (option: The Edge or Inside)

# Appendix 9

# Partnership for Los Angeles Schools

## Gold Standard of Excellence in Education



# Appendix 10

## ***Accountable Talk***

*(Institute for Learning, Principles of Learning).*

Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. For classroom talk to promote learning it must be accountable--to the learning community, to accurate and appropriate knowledge, and to rigorous thinking.

Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion.

Accountable talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, and documentary sources in history) and follows established norms of good reasoning. Teachers should intentionally create the norms and skills of accountable talk in their classrooms

### **Accountable Talk Rubric Foci**

- Engagement with Learning through Talk
- Accountability to the Learning Community
- Accountability to Knowledge
- Accountability to Rigorous Thinking

## Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
<b>Engagement with Learning through Talk</b>	<p>1. A substantial portion of instructional time involves students in talk related to the concepts delineated in the standards.</p> <ul style="list-style-type: none"> <li>➤ Throughout the school day, in all subject areas, there is a high amount of talk directly related to the content being studied.</li> <li>➤ A high percentage of classroom talk is by and among students.</li> <li>➤ Students participate in various forms of Accountable Talk, such as instructional discussions, whole class discussions, small group work, peer and student-teacher, conferences, presentations, and interviews.</li> </ul>	
	<p>2. Teachers create the norms and skills of Accountable Talk in their classrooms by modeling appropriate forms of discussion and by questioning, probing, and leading conversations. Over time, students can be expected to carry out each of these conversational "moves" themselves in peer discussions.</p> <ul style="list-style-type: none"> <li>➤ press for clarification and explanation</li> <li>➤ require justifications of proposals and challenges</li> <li>➤ recognize and challenge misconceptions</li> <li>➤ demand evidence for claims and arguments</li> <li>➤ interpret and "revoice" students' statements</li> </ul>	

## Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
<b>Accountability to the Learning Community</b>	1. Students actively participate in classroom talk. <ul style="list-style-type: none"> <li>➤ Each student is able to participate in several different kinds of classroom talk activities.</li> <li>➤ Students' talk is appropriate in tone and content to the social group and setting and to the purpose of the conversation.</li> <li>➤ Students allow others to speak without interruption.</li> <li>➤ Students speak directly to other students on appropriate occasion.</li> </ul>	
	2. Students listen attentively to one another. <ul style="list-style-type: none"> <li>➤ Students' body language/eye contact show attention.</li> <li>➤ When appropriate, students make references to previous speakers.</li> <li>➤ Speakers' comments are connected to previous ideas.</li> <li>➤ Participants avoid inappropriate overtalk.</li> <li>➤ Participants' interest is in the whole discussion, not only in their own turn taking.</li> </ul>	
	3. Students elaborate and build upon ideas and each others' contributions. <ul style="list-style-type: none"> <li>➤ Talk remains related to text/subject/issue.</li> <li>➤ Related issues or topics are introduced and elaborated.</li> <li>➤ Talk is about issues rather than participants.</li> <li>➤ Students work toward the goal of clarifying or expanding a proposition.</li> <li>➤ Students revoice, summarize, paraphrase each other's argument(s).</li> <li>➤ Students make an effort to ensure they understand one another.</li> <li>➤ Students clarify or define terms under discussion.</li> </ul>	

## Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
Accountability to Knowledge	1. Students make use of specific and accurate knowledge. <ul style="list-style-type: none"> <li>➤ Students make specific reference to a text to support arguments and assertions.</li> <li>➤ Students make clear reference to knowledge built in the course of discussion</li> <li>➤ Examples or claims using outside knowledge are accurate, accessible, and/or relevant.</li> </ul>	
	2. Students provide evidence for claims and arguments. <ul style="list-style-type: none"> <li>➤ Unsupported claims are questioned and investigated by discussion participants</li> <li>➤ Requests are made for factual information, elaboration, rephrasing and examples.</li> <li>➤ Students call for the definition and clarification of terms under discussion.</li> <li>➤ Students challenge whether the information being used to address a topic is relevant to the discussion.</li> <li>➤ Students identify the knowledge that may not be available yet which is needed to address an issue.</li> </ul>	



## Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
<b>Accountability to Rigorous Thinking</b>	1. Students synthesize several sources of information. <ul style="list-style-type: none"> <li>➤ Students refer to a variety of texts as sources of information.</li> <li>➤ Students connect ideas within and between texts.</li> <li>➤ Students use previous knowledge to support ideas and opinions.</li> </ul>	
	2. Students construct explanations. <ul style="list-style-type: none"> <li>➤ Students acknowledge that more information is needed.</li> <li>➤ Students use sequential ideas to build logical and coherent arguments.</li> <li>➤ Students employ a variety of types of evidence.</li> </ul>	
	3. Students formulate conjectures and hypotheses. <ul style="list-style-type: none"> <li>➤ Students use "what if" scenarios as challenging questions or supporting explanations.</li> <li>➤ Students formulate hypotheses and suggest ways to investigate them.</li> <li>➤ Students indicate when ideas need further support or explanation.</li> </ul>	
	4. Students test their own understanding of concepts. <ul style="list-style-type: none"> <li>➤ Students re-define or change explanations.</li> <li>➤ Students ask questions that test the definition of concepts.</li> <li>➤ Students draw comparisons and contrasts among ideas.</li> <li>➤ Students identify their own bias.</li> <li>➤ Students indicate to what degree they accept ideas and arguments.</li> </ul>	
	5. Classroom talk is accountable to generally accepted standards of reasoning. <ul style="list-style-type: none"> <li>➤ Students use rational strategies to present arguments and draw conclusions.</li> <li>➤ Students provide reasons for their claims and conclusions.</li> <li>➤ Students fashion sound premise-conclusion arguments.</li> <li>➤ Students use examples, analogies, and hypothetical "what if" scenarios to make arguments and support claims.</li> <li>➤ Students partition argument issues and claims in order to address topics and further discussion.</li> </ul>	
	6. Students challenge the quality of each other's evidence and reasoning. <ul style="list-style-type: none"> <li>➤ The soundness of evidence and the quality of premise-conclusion arguments are assessed and challenged by discussion participants.</li> <li>➤ Hidden premises and assumptions of students' lines of argument are exposed and challenged.</li> </ul>	
	7. Classroom talk is accountable to standards of evidence appropriate to the subject matter	

# Appendix 11

## **Partnership for Los Angeles Schools**

### **Uniform Requirements for 2009-2010 school year**

*The Partnership for Los Angeles Schools is committed to providing all children with a safe, quality, learning environment as we strive for a “Gold Standard” of excellence at all of the Partnership schools. Around the country, uniforms have effectively increased school safety, improved student performance, and enhanced academic environments. We support the full implementation of uniforms as one strategy to accelerate student achievement. Many Partnership schools have already successfully implemented a uniform policy. We encourage and support your continued engagement in this effort. With the help of the entire school community we can encourage our students to come to school dressed for success and ready to learn!*

*Each school will need to develop its own specific uniform policy for students. The requirements below are intended to assist you in developing a policy for your school. In addition, the guidelines represent what we believe are the minimum requirements for an effective implementation of a uniform program. Once schools begin implementation, we expect that schools will continue to refine over time. Please submit all uniform policies to your Family of Schools Instructional Leader (FSIL) for final approval.*

#### **Minimum Uniform Requirements**

- **Specific plain color collared shirt without logos or patterns**
  - *Polo style – recommended; 1 color per school -- recommended*
- **Specific plain color pant wear worn at the waist**
  - *Knee length – recommended; 1 color per school – recommended*
- **Specific colors for outerwear as determined by the school site**
- **Closed toe shoes**
  - *Flats – recommended*
- **Standard belt properly worn at waist level**
  - *1 color per school – recommended*

#### **Prohibited Items as part of the Uniform Guidelines**

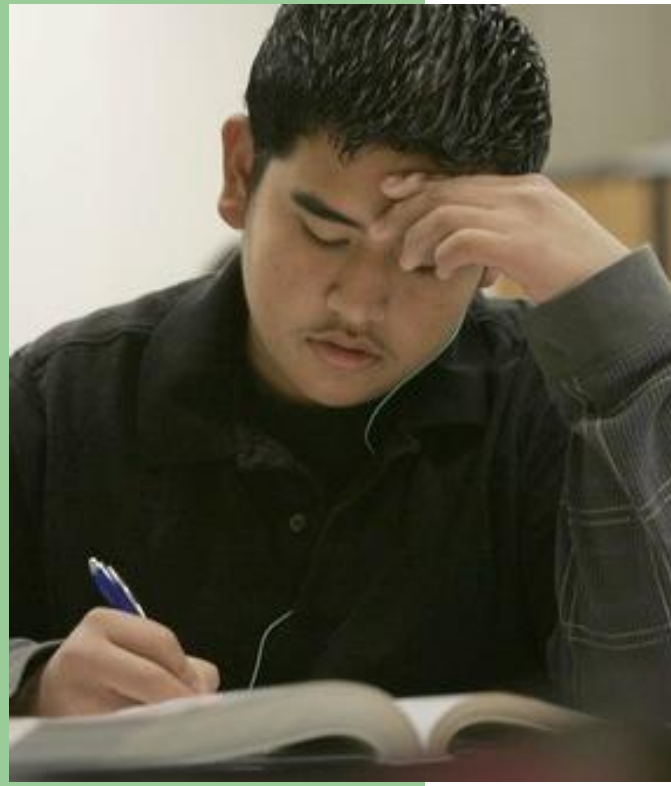
- **No jeans**
- **No patterns or logos on all clothing except Partnership, approved city seal shirts, or school emblems**
  - *For example: Brand names, sports teams, gang affiliation, or drug insignias. Schools will need to develop their own specific restrictions based on their needs (e.g., gang-related attire).*
- **No spaghetti straps, tank tops, sleeveless, or spandex**
- **No hats, wave caps, bandanas, sweatbands, visors, or curlers**
- **No oversized, ripped, torn, or clothing with holes**

**Students should be expected to follow the dress code every day**

# Appendix 12

# Mayor's Office of Education, Youth, & Families (EYF)

## School Linkages Model



# Mayor's Office of Education, Youth, & Families (EYF) Departments

---

Libraries

Recreation and Parks

Cultural Affairs

Aging

Human Services

Department on Disability

# Targeted Partnership for Los Angeles Schools\*



**Santee Education Complex**  
Downtown

**Gompers Middle School**  
South Los Angeles

**Markham Middle School**  
Watts

\*Schools with lowest test scores  
and greatest need of services

# School Needs

- **Gompers** – arts and cultural programming, social services programming for parents
- **Markham** – recreational activities and intramural sports, social services programming for parents
- **Santee** – library programming, programming dealing with teen issues and absenteeism

# EYF Goals

- Increase test scores, enhance in-school curriculum, teach life-skills and discipline, and provide engaging alternate activities for at-risk youth.
- Create outlets for physical activity, reduce obesity and stress, and encourage team work and camaraderie.
- Increase literacy and access to library resources for students, parents and the community.





### Department of Cultural Affairs

- Artist in Residence – artist on site each week to provide in-school or after school support and programming for students, teachers and parents
- Music LA – afterschool instruction 3 days a week in guitar, keyboard, and percussion (instruments provided)

### Other partners and resources

- Grammy Museum – workshops – buses provided
- Shakespeare at Gompers in October – 2 plays, one in English, one in Spanish, over 100 attendees at each
- Neighborhood Action Council - a student-led organizing body where the students address issues that are most pressing to them in order to improve their community. The NAC is funded by the SPA 6 Children's Council.
- UCLA students painted and landscaped

### In Progress

- Host visits to Griffith Observatory LA Zoo, Hansen Dam Recreational Area
- Revamp theater in the auditorium for future performances
- LA Works to establish a regular clean up



### Department of Recreation and Parks

- RAP provides character building, coaching, mentoring, leadership and guidance to youth 11-15 years old reaching 75-100 youth each day.
- RAP staff from Nickerson Gardens, Jordan Downs and Imperial Courts, launched a 4 day per week "Watts Character Building Program" during the lunch period.
- RAP provides 2 full time staff, 1 part time staff and 7 volunteers to organize diverse enrichment activities including: Flag football, Soccer, Basketball, Arts & Crafts, Drill Team, D.J. music sessions.
- During October & November RAP staff provided a "Lunch Period Intramural Sports Program" 2 days per week and an "After School Intramural Sports Program" 1 day per week.
  - During December RAP staff is transforming "Lunch Period Intramural Sports Program" into more comprehensive "After School Intramural Sports program" 3 days per week.
  - 54 youth participants from each housing development are divided into 6 teams per sport.
  - College themes representing Universities from the Pac 10 athletic conference were chosen bringing college awareness to youth.
  - Decreased number of confrontations among youth during lunch period.
  - October Stats show 60 % male participating and 40 % female participation reaching over 920 youth combined.
- RAP staff provided more than 200 swim suits (secured thru donations) to males and females from Markham PE class to use in the Ted Watkins Swim Program in October.



### Other partners and resources

- LA County Aquatic Foundation provided swim lessons in September and October
- Ready, Set, Gold – Gold medalists Evelyn Ashford (track sprinter) and Paul Gonzalez (boxer) will work with the students on goal-setting and physical fitness
- Housing Authority – all 3 sites will have enrichment programs on Professional Development Tuesdays
- DCFS social worker on campus

### In Progress

- Host visits to Griffith Observatory LA Zoo, Hansen Dam Recreational Area
- LA Probation Department – mandatory parenting classes on campus for parents of kids on probation, probation officer on campus



### Los Angeles Public Libraries

- LAPL librarians spoke to over 800 students about using library resources to succeed in school.
- Field Trips – over 140 Freshmen and Sophomores went to Junipero Serra Branch Library and Central Library this summer
- Live Homework Help – through LAPL's website, students can get free one-on-one tutoring every day to help them with their homework. Free tutoring sessions averaged 25 minutes.
- Student Smart Program – free SAT test preparation and testing, study skills seminars, college workshops
- LAPL has and will provide Guest Speakers on campus – motivational speakers, gang prevention seminars

### In progress

- Title V workers at the library
- Library Card Program
- "Boys to Men"-tor Program – self-esteem activities, student/Mayor staff basketball game
- Foster Care Support – YWCA Job Corp/Housing
- SASSI Program for girls, no staff capabilities just yet



# Community Resource Fairs at Markham and Gompers

- Over 50 agencies attended each fair to provide a total of 400 families and youth with information on housing services, after school programs, kinship care services, counseling, legal services, and homeless services.
- Agencies: SHIELDS for Families, LA Public Libraries, GYRD, Department of Mental Health, Public Counsel, LAUSD Adult Division, U.S. Census

## Success Stories:

- A Gompers family was being evicted around the time of the fair and SHIELDS housed them in their apartments.
- Two Gompers families faced a crisis and their apartments were furnished with the support of SHIELDS.
- 10-15 mental health cases have been opened for families from Markham Middle School since the Markham fair.



# Department Of Aging

## Older Worker Training Program Title V

- Recreation and Parks Trainees – child care workers and custodians who help staff monitor recreation and park sites near schools

## Kinship Care

- Open house at Bradley Multipurpose Senior Center – Markham and Gompers students invite seniors they know. First one was in November, more being planned.

## In Progress

- Title V trainees at school site cafeterias
- Intergenerational Program - Oral History Projects
- Support Grandparents raising grandchildren – workshop in discussion
- Nutritional/Obesity Workshop at senior centers



# Human Services Department

## CCYF – Commission of Children Youth & Families

- Launched KidWatch school safety program at Markham and Gompers, creating a new model for middle schools
- Family Ambassadors Network (FAN) – a new program that encourages and rewards volunteerism and parent involvement in schools and city services

## In progress – programs pending from:

- Human Relations Commission
- Commission on the Status of Women
- Department on Disability



# Los Angeles County Partners

## Probation Department

- Probationers parent workshops at Markham

## Ted Watkins Recreation Center

- Provide Markham with 2 more months of swimming lessons 6<sup>th</sup> period  
- walking school bus to pool
- Full use of computer lab

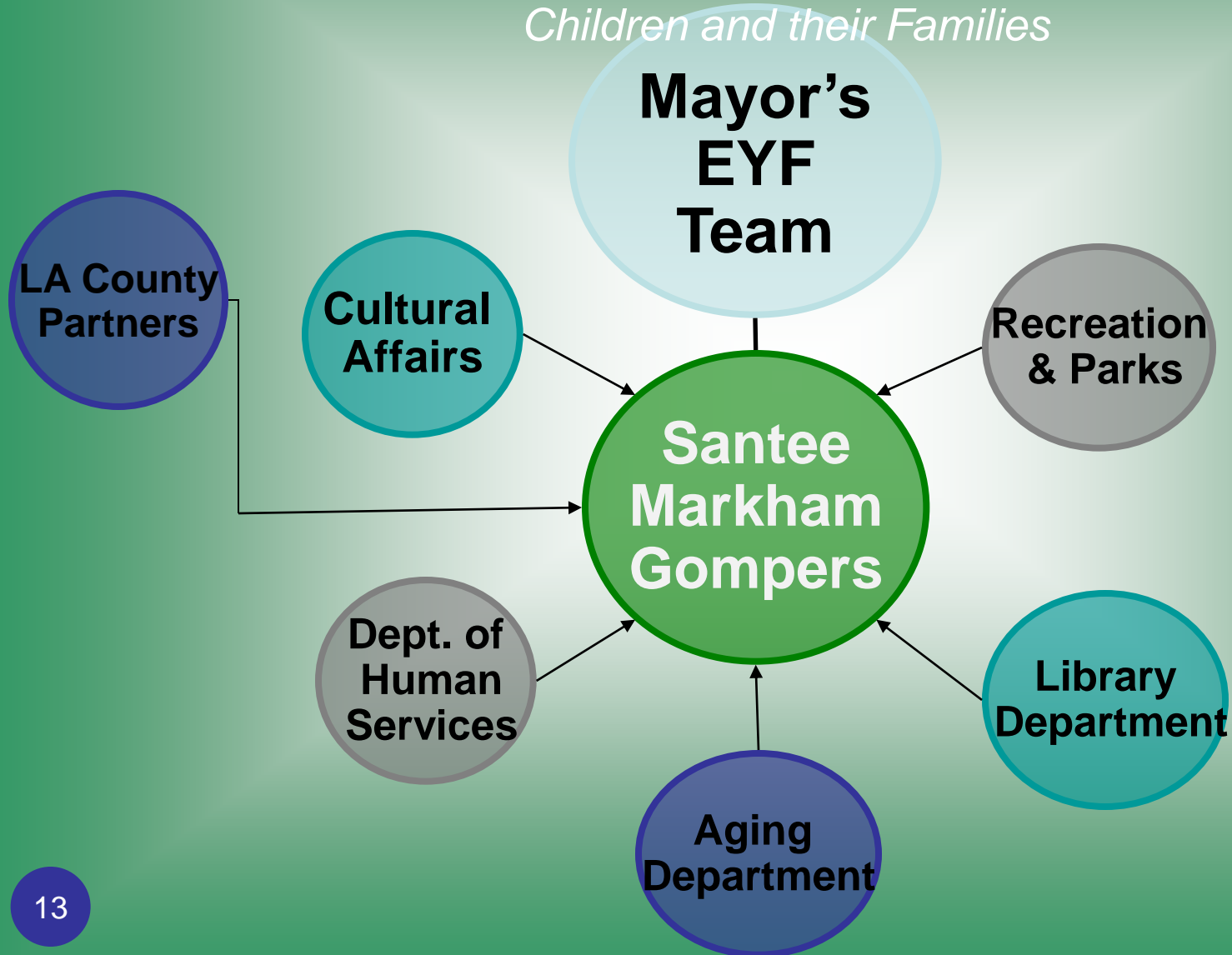
## Department of Children and Family Services

- Identify Services for Foster Parents within school
- Provide differential response, a needs-based support, to divert children from entering the foster care system.
- Prevention Initiative Demonstration Project – provide mental health services to all families who need help.



# EYF School Linkages Model

*Weaving a safety net of Resources for  
Children and their Families*



# Lessons Learned

- Access to and in collaboration with schools/principals is critical
- EYF acts as great catalyst to get things delivered; Watts area has been grossly underserved
- Model was done with existing budgets, departments reacted well to the challenge and clear direction
- Departments are now open to turning services towards school and using the schools as center for outreaching to parents and students
- Families need social services and they need them now

# Appendix 13



# Edwin Markham Middle School

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
Los Angeles Unified School District

## Student Behavior Log (Sample 1)

Student: \_\_\_\_\_

Period: \_\_\_\_\_

Date/Time	Behavior Observed	Action Taken

**FORM**  
**D1**



# Edwin Markham Middle School

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
Los Angeles Unified School District

## Student Behavior Log (Sample 2)

Student: \_\_\_\_\_ Period: \_\_\_\_\_  
Parent/ Guardian: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

Date and Problem Behavior	Intervention*	Response/ Consequence		
				
<b>Action Plan</b>				
<b>*Examples of Common Intervention:</b> <table border="0" style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;">Home Visit Call Home Referral to Counselor or Assistant Principal After-School Conference with Student Modify Assignments</td><td style="width: 50%; vertical-align: top;">Private Conference During Class Parent Conference After-School Detention Change Seat Refer to SST/IEP</td></tr></table>			Home Visit Call Home Referral to Counselor or Assistant Principal After-School Conference with Student Modify Assignments	Private Conference During Class Parent Conference After-School Detention Change Seat Refer to SST/IEP
Home Visit Call Home Referral to Counselor or Assistant Principal After-School Conference with Student Modify Assignments	Private Conference During Class Parent Conference After-School Detention Change Seat Refer to SST/IEP			

**FORM**  
**D1**



# Edwin Markham Middle School

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
Los Angeles Unified School District

## Student Progress Report

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Codes: E= Excellent, S= Satisfactory, U= Unsatisfactory, I=Incomplete, C= Complete

Period	Subject	Classwork	Homework	Grade	Behavior	Tardy	Teacher Signature
College Prep							
1							
2							
3							
4							
5							
6							

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FORM**  
**D2**



# Edwin Markham Middle School

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
Los Angeles Unified School District

## **TEACHER REQUEST FOR STUDENT INTERVENTION**

Teacher: \_\_\_\_\_

Classroom # \_\_\_\_\_

Grade: 6      7      8

Date: \_\_\_\_\_

Period Incident Occurred:    H 1 2 3 4 L 5 6

IEP:   YES    NO    UNSURE

STUDENT NAME(S) \_\_\_\_\_

Other Students Involved? Yes No \_\_\_\_\_

### ***Description of Incident:***

### **Teacher Classroom Intervention Strategies Used:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Remind student of expectation            | <input type="checkbox"/> Change student seat           | <input type="checkbox"/> Verbal Warning |
| <input type="checkbox"/> Talk One-on-One with student on behavior | <input type="checkbox"/> Contact Parent/Guardian       |   |
| <input type="checkbox"/> 2-5 minute detention after class period  | <input type="checkbox"/> Reinforce Conflict Resolution |   |

### **REFERRED TO COUNSELOR FOR FURTHER INTERVENTION**

Counselor Comments/Actions Taken:

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☐ After school Detention    ☐ Saturday Detention    ☐ Campus Beautification    ☐ Other \_\_\_\_\_

<b><u>FORM</u></b> <b><u>D3</u></b>
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# Edwin Markham Middle School

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
Los Angeles Unified School District

## TEACHER NOTICE OF STUDENT TEMPORARY ASSIGNED TO INTERVENTION FROM INTERVENTION/COUNSELING

Grade Level: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup>

Student ID # \_\_\_\_\_

☐ Beginning to End Period: \_\_\_\_ H \_\_\_\_ 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_ 6

☐ Day Beginning \_\_\_\_\_ Ending \_\_\_\_\_

**Note:** The student was assigned to On Campus Intervention. It is the student's responsibility to obtain any missed assignments and homework. Student must have a return to class form in order to be permitted back in class. Please send student back to Interventionist if they do not have proper form.

\_\_\_\_\_  
Interventionist/ Counselor Signature

\_\_\_\_\_  
Date

## TEACHER NOTICE OF STUDENT TEMPORARY ASSIGNED TO INTERVENTION FROM INTERVENTION/COUNSELING

Grade Level: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup>

Student ID # \_\_\_\_\_

☐ Beginning to End Period: \_\_\_\_ H \_\_\_\_ 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_ 6

☐ Day Removal Beginning \_\_\_\_\_ Ending \_\_\_\_\_

**Note:** The student was assigned to On Campus Intervention. It is the student's responsibility to obtain any missed assignments and homework. Student must have a return to class form in order to be permitted back in class. Please send student back to Interventionist if they do not have proper form.

\_\_\_\_\_  
Interventionist/ Counselor Signature

\_\_\_\_\_  
Date

**FORM  
D4**





# Edwin Markham Middle School

PARTNERSHIP FOR LOS ANGELES SCHOOLS

Los Angeles Unified School District

## PERMIT TO RETURN TO CLASS FROM INTERVENTION/COUNSELING

Grade Level: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup>

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Date of Intervention \_\_\_\_\_

RETURN TO PERIOD: \_\_\_\_ H \_\_\_\_ 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_ 6

\_\_\_\_\_  
Interventionist/ Counselor Signature

\_\_\_\_\_  
Date

## PERMIT TO RETURN TO CLASS FROM INTERVENTION/COUNSELING

Grade Level: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup>

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Student ID # \_\_\_\_\_

RETURN TO PERIOD: \_\_\_\_ H \_\_\_\_ 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_ 6

\_\_\_\_\_  
Interventionist/ Counselor Signature

\_\_\_\_\_  
Date

## PERMIT TO RETURN TO CLASS FROM INTERVENTION/COUNSELING

Grade Level: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup>

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Student ID # \_\_\_\_\_

RETURN TO PERIOD: \_\_\_\_ H \_\_\_\_ 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_ 6

\_\_\_\_\_  
Interventionist/ Counselor Signature

\_\_\_\_\_  
Date

**FORM  
D5**



# Edwin Markham Middle School

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
Los Angeles Unified School District

## **ON CAMPUS SUSPENSION Parent/Guardian and Student Agreement**

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

In lieu of Off Campus Suspension, parent and student agrees to on campus suspension and student will:

\_\_\_\_ Perform On Campus Beautification    \_\_\_\_ Serve Lunch Detention ( Report to Room \_\_\_\_\_ )

\_\_\_\_ After School Detention ( Report to Room \_\_\_\_\_ )

\_\_\_\_ Saturday Detention (Date \_\_\_\_\_, Time \_\_\_\_\_ Room \_\_\_\_\_)

Parent Name \_\_\_\_\_ Telephone Number \_\_\_\_\_

Date Parent was Notified \_\_\_\_\_

**Type of Communication:** ☐ Telephone ☐ Mail ☐ In-Person ☐ Other \_\_\_\_\_

\_\_\_\_\_  
Interventionist/Counselor

\_\_\_\_\_  
Date

## **ON CAMPUS SUSPENSION Parent/Guardian and Student Agreement**

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

In lieu of Off Campus Suspension, parent and student agrees to on campus suspension and student will:

\_\_\_\_ Perform On Campus Beautification    \_\_\_\_ Serve Lunch Detention ( Report to Room \_\_\_\_\_ )

\_\_\_\_ After School Detention ( Report to Room \_\_\_\_\_ )

\_\_\_\_ Saturday Detention (Date \_\_\_\_\_, Time \_\_\_\_\_ Room \_\_\_\_\_)

Parent Name \_\_\_\_\_ Telephone Number \_\_\_\_\_

Date Parent was Notified \_\_\_\_\_

**Type of Communication:** ☐ Telephone ☐ Mail ☐ In-Person ☐ Other \_\_\_\_\_

\_\_\_\_\_  
Interventionist/Counselor

\_\_\_\_\_  
Date

**FORM**  
**D6**



# Edwin Markham Middle School

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
Los Angeles Unified School District

## **Request for School-wide Intervention**

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

**To Teacher:** A study of this student's academic ability and achievement is being made. Please take the time to report below what he/she can do in your classroom.

**Estimated Grade at Present Time:** \_\_\_\_\_ **Conduct Grade at Present Time:** \_\_\_\_\_

**Reading:** How well does the student read the required material in your class?

**Academic Subject:** What is the degree of content knowledge that the student appears to understand? How does this relate to the complexity of work and completion of assignments? Is the student's writing legible?

**Work/Study Habits:** Are materials brought to class? Is homework turned in? Are directions followed?

**Computation:** What is the level of computational skills?

**Social- Adaptive Behavior:** Are class rules obeyed? How does the student get along with peers? How emotionally mature do you consider this student to be?

**Other comments:**

Please return to \_\_\_\_\_ in Room # \_\_\_\_\_.  
Due Date: \_\_\_\_\_

**FORM**  
**D7**

# Appendix 14



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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**TITLE:** Discipline Foundation Policy:  
School-Wide Positive Behavior Support

**NUMBER:** BUL-3638.0

**ISSUER:** Donnalyn Jaque-Antón, Executive Officer  
Educational Services

**DATE:** March 27, 2007

## ROUTING

Chief Operating Officer  
School Site Administrators  
School Instructional Staff  
School Support Personnel  
Deans  
Local District Administration  
Central Office Administrators  
Facilities  
Transportation  
All Employees

**POLICY:** Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan for every school in LAUSD. All school level discipline plans will be consistent with the *Culture of Discipline: Guiding Principles for the School Community* (Attachment A) and *Culture of Discipline: Student Expectations* (Attachment B). This will include: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

The District's adoption of this foundation policy establishes a framework for developing, refining and implementing a culture of discipline conducive to learning. School-wide positive behavior support is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems.<sup>1</sup> Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. In the event of misconduct, there is to be the appropriate use of consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner.

School-site procedures and practices formed under the auspices of the School Leadership Council must be consistent not only with the tenets of this policy, but also with state and federal laws that require school administrators to utilize positive interventions and means of correction *other than* suspension, transfer or expulsion to resolve disciplinary issues. (See *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* [Attachments A and B]; and *How To Establish And/Or Refine An Effective School-wide Positive Behavior Support System* [Attachment C].)

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<sup>1</sup> Boynton, M. & Boynton, C. (2005). *The Educator's Guide to Preventing and Solving Discipline Problems*, Alexandria, VA: ASCD.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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### MAJOR CHANGES:

The development of this Foundation Discipline Policy is the result of a Board Resolution directive. This policy mandates the development of a school-wide positive behavior support and discipline plan consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* including positively stated rules which are taught, enforced, advocated and modeled at every campus. It further mandates staff and parent training in the teaching and the reinforcing of the skills necessary for implementation of this policy.

The policy serves as the framework under which *all* District practices relating to discipline and school safety are to be applied. It is not intended to replace existing bulletins that provide guidance for specific disciplinary practices including a teacher's right to suspend a student from class with cause. See RELATED RESOURCES for an index of related bulletins, reference guides, board resolutions and other relevant District materials.

### GUIDELINES: I. A CULTURE OF DISCIPLINE

This policy establishes *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*.

- A. The District's *Culture of Discipline: Guiding Principles for the School Community* (Attachment A) establishes a standard for all LAUSD schools. All District schools are required to align their school's discipline plans and rules to this District standard. The goal is to maximize consistency in school-site practice, while allowing schools to personalize rules, provided they are consistent with the tenets and content of this bulletin. All students, parents, teachers, school administrators, school support personnel, school staff, visitors and community members are expected to understand and model the *Culture of Discipline: Guiding Principles for the School Community* and implement them at every institutional level.
- B. *Culture of Discipline: Student Expectations* (Attachment B) provides additional guidance to students regarding appropriate behavior. It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

### II. RESPONSIBILITIES

The successful implementation of this policy is everyone's responsibility. Every student, parent/caregiver, teacher, administrator, school support personnel, school staff, Local District staff, Central Office staff, visitor and



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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community member engaged in educational activities has a role. This includes:

1. Supporting a school-wide positive behavior support and discipline plan consistent with the tenets of this policy.
2. Knowing, communicating and consistently monitoring this policy, the *Culture of Discipline: Guiding Principles for the School Community*, and the school-wide positive behavior support and discipline plan.
3. Maintaining open lines of communication between staff, students and parents/caregivers.
4. Using positive response strategies and appropriate corrective feedback for disruptive students (see Attachment I).
5. Collaborating and partnering with after-school programs and outside agencies, when appropriate.

A. Student Responsibilities:

Students are expected to learn and model *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. Students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors and attitudes for peers (see *Student Tips*, Attachment D).

B. Parent/Caregiver Responsibilities:

Parents/Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate. This includes supporting the implementation of the school-wide positive behavior support and discipline plan. They are to be familiar with and model *Culture of Discipline: Guiding Expectations for the School Community* and *Culture of Discipline: Student Expectations*. They will review the *Culture of Discipline: Student Expectations* and school rules with their children, reinforce positive behavior, and acknowledge their children for demonstrating appropriate conduct (see *Parent/Caregiver Responsibilities*, Attachment E). If misconduct escalates, the parent/caregiver will work with the school as a collaborative partner to address the student's needs. It is mandated that training be available for parents/caregivers on this policy.

C. Teacher Responsibilities:

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct.

The teacher is responsible for:

1. Defining, teaching, reviewing and modeling *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* and school rules.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teaching the district or state-approved violence prevention curriculum that teaches social-emotional skills (as required by federal and state guidelines) in elementary and middle schools. May be augmented by other approved programs selected by the School Leadership Council.
6. Following the behavior support plan for students with disabilities, available to all staff working with that student.
7. Utilizing data in collaboration with administration and support personnel to monitor misconduct.
8. Reporting the behavior to the school administrator or person responsible for discipline at the school-site for a student who engages in ongoing misconduct, despite appropriate interventions (see Resource Manual available in July 2007).

### D. School Administrator Responsibilities:

Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and with community support, are responsible for establishing a caring school climate and safe environment. School administrators must ensure that the *Culture of Discipline: Guiding Principles for the School Community* will be taught, enforced, advocated, communicated and modeled to the entire school community, and that school practices are consistent with the tenets of this policy. The school administrator is responsible for issuing a written invitation to all stakeholders (including parents, teachers, classified administrators, and students) to participate in a school-wide discipline leadership team, under the auspices of the School Leadership Council. The team will assist the School Leadership Council in monitoring the implementation of the school-wide positive behavior support plan. Every school administrator is to ensure:

1. The development and implementation of a school-wide positive behavior support and discipline plan consistent with the *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. (See *How To Establish And/Or Refine An Effective School-Wide Positive Behavior Support System* [Attachment C] and *School Resource Survey*, [Attachment F].)
2. The inclusion of *Culture of Discipline: Guiding Principles for the School Community*, *Culture of Discipline: Student Expectations* and the school-wide positive behavior support and discipline plan in school communications for students, parents/caregivers, staff and community.





## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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3. A method for recording, collecting and analyzing behavior/discipline information in order to monitor and evaluate data for ongoing decision-making from the individual student through the school-wide student population.
  4. Providing training and support for staff and parents/caregivers in maintaining an environment conducive to learning.
  5. The implementation of the district or state-approved violence prevention curriculum in elementary and middle schools.
  6. The consistent application of reasonable alternatives to suspension (see *Top Ten Alternatives to Suspensions*, Attachment G), expulsion and opportunity transfers that includes the use of equitable consequences that are consistent with law and District policy.
  7. The use of multi-disciplinary teams, including Student Success Team (SST) and Coordination of Support Team (COST), to evaluate and recommend solutions to behavior problems.
  8. Collaboration and partnerships with after-school programs and outside agencies, when appropriate.
  9. Assembling a collaborative team with appropriate staff and the parent/caregiver(s) to address the escalated behaviors for a student who engages in ongoing misconduct, despite appropriate interventions (see Resource Manual), and design and implement an effective individualized behavior support plan that may include, but is not limited to:
    - a. Intensive behavioral supports and strategies
    - b. Adapted curriculum and instruction
    - c. Communication strategies.
- E. School Support Personnel Responsibilities:  
School support personnel are responsible for teaching, enforcing, advocating and modeling *Culture of Discipline: Guiding Principles for the School Community*, and for supporting the implementation of a school-wide positive behavior support and discipline plan to maintain a safe and nurturing school climate. School support personnel is responsible for monitoring, reinforcing and acknowledging appropriate behaviors consistent with *Culture of Discipline: Student Expectations* and the school rules. In addition, school support personnel will assist students in accessing appropriate resources, directly matching student needs to available resources. When student behavior disrupts the learning or working environment, the appropriate school support personnel will work collaboratively with teachers and other school and District personnel to develop and implement plans for more intensive instruction and support, which includes working with District and community resources.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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F. School Staff Responsibilities:

Members of the school staff have a particularly important role in fostering a positive school climate. School staff is responsible for teaching, enforcing, advocating and modeling the *Culture of Discipline: Guiding Principles for the School Community*, and for supporting the implementation of a school-wide positive behavior support and discipline plan to maintain a safe and nurturing school climate. Each individual shall monitor, reinforce and acknowledge appropriate behaviors consistent with *Culture of Discipline: Student Expectations* and the school rules, and provide positive corrective feedback for any misconduct. School staff engaged in supervisory responsibilities should be particularly aware of the important role that they have in maintaining and supporting appropriate student behavior. This includes knowledge of behavior support plans for students with disabilities.

G. Local District Staff Responsibilities:

Each Local District Superintendent shall be responsible for teaching, enforcing, advocating and modeling this policy to Local District staff and school administrators. The Local District Superintendent shall also designate a team of Local District administrators, which may include the Administrator of Instruction, Directors of School Services and Operations Coordinators, who shall ensure the successful implementation of and ongoing compliance with this policy through support and guidance.

Local District staff, in collaboration with school-site staffs, shall also be responsible for taking an active role in providing appropriate support and technical assistance to schools and School Leadership Councils to:

1. Identify, develop and maintain prevention and intervention activities consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*.
2. Analyze data, monitor and evaluate school practices in order to address situations where practices need to be strengthened.
3. Develop on-site procedural steps to assist with choices and options when addressing individual student misconduct.
4. Broaden the adoption and implementation of alternatives to suspension, and the reduction in the use of opportunity transfers by ensuring that all deans participate in mandatory central district training.
5. Oversee schools' efforts to maintain relationships with outside community partners.
6. Utilize data in the allocation and provision of base professional development in school-wide positive behavior support for any new staff.
7. Ensure that the local district parent ombudsperson works collaboratively with the operations administrator and other local



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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district staff on implementing this policy and fielding and resolving concerns and complaints from all stakeholders.

In order to align instruction and behavior, this assistance is to be embedded into the ongoing support given to schools in the area of instruction.

### H. Central Office Staff Responsibilities:

The Superintendent communicates to all District staff, using a variety of means, that creating a positive school culture, improving behavior and developing appropriate student discipline practices are top District priorities. All Central office staff shall teach, enforce, advocate, communicate and model this policy and *Culture of Discipline: Guiding Principles for the School Community* by playing an active, supportive role in assisting schools, School Leadership Councils and Local Districts with the implementation of this policy including, but not limited to:

1. Developing and coordinating training for parents, behavior seminars for students and professional development for all employees.
2. Ensuring appropriate data collection, monitoring and evaluation systems.
3. Using effective communication strategies (see Resource Manual) including EC 49079 notification to all teachers as specified in BUL-38, "Mandated Reporting of Certain Student Behavior."
4. Developing and providing a Resource Guide to assist schools in utilizing and coordinating programs and resources with uniform forms to be used district-wide.
5. Coordinating and providing technical assistance, including the proactive alignment of instructional supports with behavioral supports.
6. Using systematic data analysis to determine needs for more supports and improved community day school options.
7. Ensuring alignment with all District offices, programs, policies and initiatives.
8. Identifying and maintaining an independent auditor to investigate complaints and to assist in resolving issues presented by all stakeholders regarding violations of this policy.

A very small percentage of students do not respond to the most intensive intervention and are not receiving an appropriate education on a comprehensive school campus. Appropriate personnel at the school site shall identify these students, inform the District and recommend alternative placement options. The District must address student needs in selecting appropriate placement options. The District must use systematic data analysis as one indicator of the need for a more supportive and individualized environment and enhanced Community Day School Options.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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### I. Visitor Responsibilities:

It is expected that all visitors will act in accordance with *Culture of Discipline: Guiding Principles for the School Community* while on District property and at District or school-sponsored activities or events (see LAUSD *Parent-Student Handbook*).

### J. Community Member Responsibilities:

The community benefits from safe schools and members are expected to follow *Culture of Discipline: Guiding Principles for the School Community* when on school property. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

## III. PREVENTION/INTERVENTION

A school-wide positive behavior support and discipline plan provides the foundation for clear expectations for all. This plan, consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*, outlines what must be in place for all students, including those in need of some intervention and those who require the most intensive level of intervention (see *Three-Tiered Approach*, [Attachment H] and Resource Manual).

Each school, under the auspices of the School Leadership Council, will evaluate and monitor the effectiveness of the school-wide positive behavior support and discipline plan at all three levels using school data. This will allow schools to use data to identify areas of need, target areas of concern, access professional development supports and services, and revise school-wide procedures as needed.

A. Establish Rules Consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. School staff is responsible for developing, teaching, monitoring and reinforcing rules. Appropriate behavior must be reinforced school-wide. There must also be firm, fair and corrective discipline so that all staff and students have a consistent, unifying message on what is safe, respectful and responsible. This forms the most powerful, proactive foundation in the prevention of misconduct.

### B. Provide for Effective Intervention

Some students require a more intensive level of intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for coordination and implementation of programs and resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, mentoring); 3) matching student needs to the appropriate resources;



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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and 4) using appropriate consequences. School-site staff must have information and resources available in order to effectively build these necessary skills.

### C. Use a Team Approach for Intensive Intervention

A few students require the most intensive level of intervention. Within the scope of their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation, and monitoring. Support and training will be provided when necessary. There may also be a need for multi-agency partnerships and intensive skills training.

## IV. CONSEQUENCES FOR STUDENT MISCONDUCT

Anything that follows a behavior is a consequence; positive or negative. Consequences should be consistent, reasonable, fair, age appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again. (see *Consequences/School Response Reference Guide*, Attachment I).

## V. PROFESSIONAL DEVELOPMENT AND TRAINING

Professional development in the area of school-wide positive behavior support must be mandated, broad-based and inclusive of all staff involved in supporting schools and students. While professional development begins with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*, it must ensure that school staff can clearly identify and support behavioral expectations in classrooms and common areas of the school. Specifically, professional development must include ongoing classroom management workshops and training to capacitate classroom staff in meeting the challenge of fully educating students including the teaching and modeling of appropriate behavior. Professional development, as selected by the School Leadership Council, must:

1. Support the differentiated roles and responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline. That staff is to be named in the School Resource Survey.



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2. Address preventive plans including strategies for ensuring that social-emotional skills are taught consistently and with fidelity through the district or state adopted violence prevention curriculum; strategies for classroom management; behavioral expectations; and individual and group support.
3. Be ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how best to support appropriate behavior.
4. Address how to develop and implement effective, individual, tailored behavior support plans for all students, those with or without disabilities.
5. Embed policy information and create alignment with all parent training, student behavior seminars, and professional development offered to all employees.
6. Include centrally organized and implemented training for deans so that they are trained upon election. Such training for deans and other staff involved in student discipline will include the use of data analysis to differentiate what is offered to schools.

### VI. MONITORING & EVALUATION

The Central Office will put systems in place to aid schools, Local Districts and the Central Office in data collection, feedback and assessment to facilitate the goal of creating a positive school culture that is conducive to optimal student learning. Such data will be utilized to support decisions in allocating professional development and support. These data will allow schools to adjust school-wide, classroom and individual student intervention and prevention.

The Central Office will oversee ongoing and systematic review and evaluation which will include an analysis of:

1. Policy implementation.
2. Communication mechanisms.
3. Any adjustments or changes in school practices (determined through data collection) to ensure that school practices are strengthened and aligned with policy.

A District-level School-Wide Positive Behavior Support Task Force of representative stakeholders will be formed to collaborate with an independent auditor. The Task Force, with the independent auditor, will develop criteria to be used to monitor the implementation and sustainability of this policy throughout the District. The task force and auditor will:

1. Implement and review roles and responsibilities.
2. Review and provide input in the proposed Resource Manual as well as existing and proposed policies regarding student discipline for





## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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coherence, omissions, alignment, and consistency with this policy, and submit recommendations.

3. Review complaint procedures and responses.
4. Access and analyze data by school and Local District.
5. Review data including suspension, expulsion, opportunity transfer, office referrals, and outside monitoring information.
6. Augment district responses to campuses in crisis situations by, acting as representatives of their stakeholder groups, participating in meetings and providing input.
7. Provide recommendations to the Board of Education.

### VII. COMMUNICATION

To successfully implement this policy and its underlying philosophy, it must be consistently communicated to the entire LAUSD community by District officials, school administrators and employees at every level.

Every District school and office shall post copies of *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* for public view. Additionally, school staffs, through the auspices of their School Leadership Council, are strongly encouraged to develop their own innovative strategies for communicating and teaching the tenets of this policy for broad dissemination of their school's behavior support and discipline plans. Parents/caregivers, students and school staff members should actively participate in this process.

**AUTHORITY:** This is a policy of the Superintendent of Schools. The following legal standards are applied in this policy:

California Education Code, Section 48900-48927

Board Resolution, "Comprehensive Discipline Policy," passed May 24, 2005

**RELATED RESOURCES:** In addition to this policy, school administrators and employees must understand the relationship between sound behavior and discipline practices to other, related District policies, initiatives and practices. In order to have full knowledge of the District's policies regarding behavior, safety and school climate, school administrators should familiarize themselves and their staffs with the following:

Board Resolution, "Resolution on Excellence and Equity in the Reduction of High School Drop-outs/Push-outs Through Prevention, Intervention and Recovery," passed April 12, 2005

Board Resolution, "Resolution to Promote Safe Schools and Safe Neighborhoods by Implementing Violence Prevention Programs," passed April 26, 2005



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Board Resolution, “Reactivation of District’s Human Relations Education Commission,” passed May 10, 2005

Modified Consent Decree, <http://dse-web.lausd.k12.ca.us/sepg2s/mcd/mcd.htm>, of particular relevance to this Bulletin are:

- Outcome 5: Reduction of Long-Term Suspensions
- Outcome 17: IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports
- Outcome 18: Disproportionality

Policy Bulletin No. BUL-Z-14, “Guidelines for Student Suspension,” issued March 15, 1999, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-38, “Mandated Reporting of Certain Student Behavior,” issued January 3, 1994, by the Office of the Deputy Superintendent, Operations

Policy Bulletin No. BUL-H-50, “Behavior Intervention Regulations,” issued September 8, 2004, by the Office of Special Education

Policy Bulletin No. BUL-Z-58, “Opportunity Transfers,” issued April 20, 1999, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-61, “Guidelines for Student Expulsion,” issued April 11, 1994, by the Office of the Deputy Superintendent

Policy Bulletin No. BUL-Z-73, “Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol and Tobacco,” issued November 12, 2002, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-847, “Referral to Community Day School,” issued March 22, 2004, by the Office of Instructional Services

Policy Bulletin No. BUL-1038, “Anti-bullying Policy,” issued June 1, 2004, by the Office of the Chief Operating Officer

Policy Bulletin No. BUL-1041, “Sexual Harassment Policy,” issued June 10, 2004, by the Office of the General Counsel

Policy Bulletin No. BUL-1347, “Child Abuse and Neglect Reporting Requirements,” issued November 15, 2004, by the Office of the General Counsel





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Policy Bulletin No. BUL-1119, "Threat Assessment," issued July 12, 2004, by the Office of the Chief Operating Officer

Reference Guide, REF-1242, "2004-2005 Update of Safe Schools Plans Volume 1 (Prevention Programs) and Volume 2 (Emergency Procedures)"

Policy Bulletin No. BUL-1287, "Student Attendance Policy," issued February 17, 2004, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-1292, "Attendance Procedures for Elementary and Secondary Schools," issued July 28, 2005, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-2047, "Responding to and Reporting Hate-Motivated Incidents and Crimes," issued November 11, 2005, by the Office of the General Counsel

Policy Bulletin No. BUL-2075, "Establishment and Documentation of Intervention for Students Suspected of Emotional Disturbances," issued October 31, 2005, by the Office of Special Education

Policy Bulletin No. BUL-2130, "Section 504 and Students With Disabilities," issued December 14, 2005, by the Office of the General Counsel

"Blueprint for Implementation of the Action Plan for a Culturally Relevant Education," issued June 2001, by the Office of Instructional Services

"Required Nondiscrimination Notices," memorandum issued annually by the Office of the General Counsel

"Parent-Student Handbook," issued annually by the Los Angeles Unified School District

"Visitors Handbook" issued by the Los Angeles Unified School District

**REFERENCES:** Algozzine, B., Kay, P. (2002). Preventing Problem Behaviors: A Handbook of Successful

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Sprague, J., Walker, H. (2005). *Safe and Healthy Schools: Practical Prevention Strategies*. New York: Guilford Press

Sprick, R. (1998). *CHAMPs: A Proactive Approach to Classroom Management*. Eugene, OR: Pacific Northwest Publishing.

Sprick, R. (2006). *Discipline in the Secondary Classroom*. Eugene, OR: Pacific Northwest Publishing

**ASSISTANCE:** For assistance or further information, please contact Hector Madrigal, Director, Pupil Services, at (213) 241-3844; Nancy Franklin, Coordinator, Behavior Support, at (213) 241-8051; Rochelle J. Montgomery, Associate General Counsel II, Office of the General Counsel, at (213) 241-7648; or your Local District Pupil Services and Attendance (PSA) Field Coordinator.



## Guiding Principles for the School Community

### 1. Respect

I treat others the way I want to be treated  
I respect laws, rules, and school authority  
I treat people fairly and respect their rights  
I respect private and public property

### 2. Responsibility

I take responsibility for my actions  
I choose how I respond to others  
I return what I borrow

### 3. Appreciation of Differences

I look for the good in others  
I respect each person's right to be different  
I see cultural diversity as an opportunity for learning

### 4. Honesty

I am honest with myself and others  
I act with integrity  
I avoid spreading rumors or gossip

### 5. Safety

I engage in safe activities  
I keep my body and mind healthy  
I choose only those things that are really good for me

### 6. Life-Long Learning

I come to school prepared to learn  
I give my best in everything I do  
I am open and alert to solutions

When you  
model the  
Guiding  
Principles,  
you \_\_\_\_\_

Treat others with respect  
Find peaceful solutions  
Listen to each other  
Are drug free  
Keep our school clean  
Have healthy friendships  
Produce your own work  
Maintain honesty and integrity  
Show empathy and compassion  
Defend others' rights  
Appreciate differences  
Respect the property of others  
Engage in safe activities

and  
you  
don't  
tolerate: \_\_\_\_\_

Bullying and intimidation  
Weapons  
Fights, threats, and violence  
Drug possession and sale  
Graffiti and vandalism  
Gang activity  
Cheating and plagiarism  
Forgery and falsification  
Sexual harassment and assault  
Blackmail and extortion  
Prejudice and hate crimes  
Robbery and stealing  
Fireworks and firecrackers



1. **Learn and follow school and classroom rules.**
2. **Solve conflicts maturely, without physical or verbal violence.**
3. **Keep a safe and clean campus that is free of graffiti, weapons, and drugs.**
4. **Be good role models and help create a positive school environment.**
5. **Report any bullying, harassment, or hate motivated incidents.**
6. **Display good sportsmanship on both the athletic field and playground.**
7. **Attend school on time, have school books and supplies, and be prepared to learn.**
8. **Keep social activities safe and report any safety hazards.**



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

### ATTACHMENT C

#### HOW TO ESTABLISH AND/OR REFINE AN EFFECTIVE SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT SYSTEM

Under the auspices of the School Leadership Council, form or use an existing leadership team with an administrator and elected membership from stakeholder groups, including general and special education teachers, classified staff and parents/caregivers. The team will use the School Resource Survey (Attachment G) to identify what is in place and what might be needed at the school site. This will help to determine how to use resources to support the successful implementation of school-wide positive behavior support.

Use the steps below as an outline to guide your work.

TASKS
1. Post or provide an interest flyer asking for participants from among each stakeholder group (see Resource Manual: Template — available in July 2007). Hold stakeholder elections.
2. The leadership team reviews past participation in school-wide positive behavior support training such as: BEST Behavior, Safe and Civil School's "Foundations, Teaching Alternative Behaviors School-Wide," or other research-based school-wide positive behavior support system training in order to determine if additional training for the team is necessary. Training can be accessed through the Behavior Support Unit at (213) 241 8051 or utilize the list of providers for selection by the appropriate school-site council. (See Resource Manual <i>for exemplary School-Wide Positive Behavior Support system rubric and list of providers.</i> )
3. The leadership team works with the entire school community to establish a small number of positively stated rules (3-6) aligned with <i>Culture of Discipline: Guiding Principles for the School Community</i> that are differentiated for each area of the campus. These rules are to be communicated and posted throughout the school community (see Resource Manual: Examples).
4. The leadership team ensures that <i>Culture of Discipline: Guiding Principles for the School Community</i> and rules are taught, enforced, advocated and monitored throughout the school community (see Resource Manual: Lesson Plan Examples).
5. The leadership team identifies effective procedures for recognizing appropriate behavior and reinforcing students, staff and parents (see Resource Manual: Examples).
6. The leadership team ensures that there are effective reactive strategies (planned responses) in place to address both minor problem behaviors and more challenging behaviors. There is a crisis plan in place (see Resource Manual: Examples).
7. The leadership team ensures the effectiveness of disciplinary practices at the school through a process of monitoring and evaluation. Review of office referral data, statistics on academic achievement, suspension, expulsion, opportunity transfer, attendance, and drop-out rates, and results of interventions are used to ascertain the program's effectiveness and to plan the next steps (see Resource Manual: Examples).

For assistance with any task, contact the Behavior Support Unit at (213) 241 8051.

Source: <http://www.pbis.org/schoolwide.htm#Components> (modified)



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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## ATTACHMENT D

### STUDENT TIPS

Students are one of the most important groups responsible for making the school climate safe and healthy. Students who follow school and classroom rules and encourage others to do so too, help make school a fun and pleasant place to be. Below are several tips students can use to demonstrate appropriate positive behavior at school.

- Learn and follow *Culture of Discipline: Guiding Principles for the School Community* and the *Culture of Discipline: Student Expectations*.
- Participate in safe activities and avoid danger.
- Be accepting of individual differences between people.
- Participate in school activities. Join clubs and sports teams at school and in your community.
- Communicate with your parents/caregivers. Let them know what is going on in your life. Introduce them to your friends and always tell them where you are going.
- Don't wait for the problem to get too big before you tell your parent or a trusted adult.
- Find a trusted adult who can mentor and support you in achieving your dreams.
- Get help when you need it. Ask questions when you don't understand.
- Treat others like you want them to treat you.
- Remember that you matter. Your ideas, thoughts and opinions are important and have value. Consider leadership opportunities.
- Get involved in your community. You can make a difference in someone's life.
- Show respect by using respectful language and actions.
- Report unsafe, unhealthy conditions and bullying to an administrator.
- Be honest. Telling the truth, keeping your word and not cheating are the best ways to show character, responsibility, and maturity. Be proud of what you achieve on your own. If it's your best, then it's the best!



## PARENT/CAREGIVER RESPONSIBILITIES

Parents/caregivers and schools are partners in their children's education. In order to create safe, respectful, and welcoming schools, parent/caregiver support is needed to help children learn and follow school and classroom rules. Parents/caregivers are the most important persons in a child's life, and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child's behavior at school. Treat district employees and school personnel with respect and expect them to treat you and your child with respect. Review the tips below:

- Learn *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* for LAUSD. Learn the rules for your child's school and make sure you and your child understand and follow them. Let them know that you are in agreement with the rules and help them to understand the reasons for such rules.
- Involve your son or daughter in the establishment of rules in the home. Be clear about the rules, including consequences and rewards. A child should never be confused about the rules; they should be simple and clearly explained.
- Participate in your children's education, help them with homework, speak to their teachers, attend school functions, such as parent conferences, classroom programs, exhibitions of student work, and PTA meetings.
- Use a positive approach when disciplining your children. Say, "do this" more than "don't do that." Set limits on your children's behavior. Agree with your children on the limits and make it clear what the consequences are for breaking the rules. Enforce the rewards and consequences consistently.
- Help your child develop a network of trusted adults to provide additional support when needed. If you are parenting alone, look for safe, healthy adult role models of both genders who can be mentors and supports for your child.
- Teach your child to resolve problems. Good listening skills, honest communication, and conflict resolution skills and patience will help your children be more resilient (able to bounce back from setbacks).
- Recognize your child's accomplishments and improvements. Praise them when they have accomplished something or are trying hard to make improvements.
- Help your child understand the value of accepting individual differences.
- Help your children find a way to express anger without verbal attacks or physical violence. When you get upset, take advantage of the opportunity to demonstrate the appropriate reaction and speak about the issue.
- Keep open communication with your children, even when it is difficult. Also, make sure your children tell you who they are with and where they will be at all times. Meet their friends.
- Set an example for your children. Your own behavior is the basis for establishing your expectations.

Treat district employees and school personnel with respect and expect them to treat you and your child with respect.





# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

## SCHOOL RESOURCE SURVEY

School \_\_\_\_\_  
Principal \_\_\_\_\_  
Grade Levels \_\_\_\_\_  
Contact Name for School-Wide Positive Behavior Support \_\_\_\_\_ Title \_\_\_\_\_

In order to determine what services, academic and enrichment resources are available at your school, the following checklist has been compiled. The survey is to be used as a tool to assess your school's needs and resources. Thank you for your time in this valuable effort.

**Who has these positions at your school site? Add other support staff as appropriate.**

Career Advisor	_____
College Counselor/Advisor	_____
Counselor(s)	_____
Discipline (in charge of)	_____
Elementary Counselor(s)	_____
Impact Coordinator	_____
LAPD Juvenile Officer	_____
Nurse	_____
Parent Representative(s)	_____
Probation Officer	_____
PSA Counselor	_____
Psychiatric Social Worker (PSW)	_____
Resource Teacher	_____
School Leadership Council Co-Chairs	_____
School Police Officer	_____
School Psychologist	_____
School Safety Officer	_____
School Site Council Chair	_____
Special Education Coordinator	_____
Student Intervention Specialist (AB1113)	_____
Teacher Adviser	_____
Title IX Complaint Coordinator	_____
UTLA Representative	_____
Other:	_____





# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

Please check all that apply:

## Academic Support Programs: Contact

- |  |  |
|--|--|
| <input type="checkbox"/> Intersession    | <input type="checkbox"/> Mentoring                           |
| <input type="checkbox"/> Tutoring        | <input type="checkbox"/> Parenting Education and Life Skills |
| <input type="checkbox"/> Saturday School | <input type="checkbox"/> Extended Learning Academy           |
| <input type="checkbox"/> Other: _____    |  |

## Behavior Support Programs: Contact

- |   |  |
|---|--|
| <input type="checkbox"/> Alternatives to Suspension | <input type="checkbox"/> Dean                          |
| <input type="checkbox"/> Progressive Discipline     | <input type="checkbox"/> Classroom Management Training |
| <input type="checkbox"/> Positive Behavior Support  | <input type="checkbox"/> Progressive Parent Contact    |
| <input type="checkbox"/> Referral Room              | <input type="checkbox"/> Other, please list: _____     |

## Conflict Resolution Programs: Contact

- |  |  |
|--|--|
| <input type="checkbox"/> Peacemakers                               | <input type="checkbox"/> Second Step     |
| <input type="checkbox"/> Conflict Mediators/Conflict Busters       | <input type="checkbox"/> Peer counseling |
| <input type="checkbox"/> Anti-bullying Program, please list: _____ | <input type="checkbox"/> Other: _____    |

## Federally Mandated Violence Prevention Program (teaches social-emotional skills)

In elementary and middle schools, are all students being taught the *Second Step* curriculum? ☐ Yes ☐ No  
Do you need training/materials to implement the *Second Step* program? ☐ Yes ☐ No  
If not implementing *Second Step*, what is the state approved violence prevention program that all your students are receiving?  
\_\_\_\_\_  
\_\_\_\_\_

Do you have a current attendance plan at your school?

☐ Yes ☐ No

## Attendance Programs

- |  |  |
|--|--|
| <input type="checkbox"/> Abolish Chronic Truancy (ACT)         | <input type="checkbox"/> Operation Bright Future   |
| <input type="checkbox"/> Student Attendance Review Team (SART) | <input type="checkbox"/> Other, please list: _____ |
| <input type="checkbox"/> Drop Out Prevention Programs (SB65)   |  |

## Attendance Incentives

- |  |  |
|--|--|
| <input type="checkbox"/> Trips/Prizes          | <input type="checkbox"/> Pencils/Prizes            |
| <input type="checkbox"/> Banners               | <input type="checkbox"/> Assemblies/Special Events |
| <input type="checkbox"/> Trophies/Certificates | <input type="checkbox"/> Other, please list: _____ |

## Counseling/Mental Health Services

- ☐ PSW  
☐ EBIC  
☐ Student Intervention Specialist (AB1113)  
☐ PSA Counselor  
☐ Outside Agency, please list agency and days/times: \_\_\_\_\_  
☐ Do you have an MOU? \_\_\_\_\_  
☐ Other, please list: \_\_\_\_\_



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

**When a student is identified as having social service or mental health needs, what are the steps your school takes?**

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**Who is in charge of this process? Name** \_\_\_\_\_

**Do you have a Student Success Team?**

☐ Yes ☐ No

If yes, how often do they meet?

- ☐ Weekly  
☐ 1-3 times per month  
☐ Monthly  
☐ As needed

**Do you have a Resource Coordinating Team (RCT)/Coordination of Services Team (COST)?** ☐ Yes ☐ No

How often do you meet?

- ☐ Weekly  
☐ 1-3 times per month  
☐ Monthly  
☐ As needed

**Resource Coordinating Team Members (please list names and titles of all members)**

_____	_____
_____	_____
_____	_____

**How often does your Crisis Team meet?**

- ☐ Weekly  
☐ 1-3 times per month  
☐ Monthly  
☐ As needed

**Crisis Team Members (please list names and titles of all members)**

_____	_____
_____	_____
_____	_____
_____	_____

**Does your Crisis Team need additional training from the District?**

☐ Yes ☐ No

If yes, please list topics of interest: \_\_\_\_\_



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

## After School Programs

- ☐ Arnold's All Stars
- ☐ Woodcraft Rangers
- ☐ LA's Best

- ☐ Youth Services
- ☐ Healthy Start Program: \_\_\_\_\_
- ☐ Other, please list: \_\_\_\_\_

## Special Programs

- ☐ Jeopardy
- ☐ Mentor Program
- ☐ LA Bridges (Lead Agency: \_\_\_\_\_)
- ☐ Healthy Start (Coordinator: \_\_\_\_\_)
- ☐ Probation Officer
- ☐ Project Grad
- ☐ Cal-Learn

- ☐ Early Mental Health Initiative (EMHI)
- ☐ Adopt-A-School, list: \_\_\_\_\_
- ☐ School Community Policing Partnership
- ☐ Adolescent Family Life Program
- ☐ Transition Services (Foster care, Probation)
- ☐ GEAR UP
- ☐ Other, please list: \_\_\_\_\_

## Do you have any additional extracurricular activities for the students to participate in?

If yes, what are the activities?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Do you have a Parent Center?

☐ Yes

☐ No

If yes, how is it utilized?

- ☐ Parenting Classes
- ☐ ESL Classes
- ☐ Emergency Assistance

- ☐ Career Counseling
- ☐ Job Training/Placement
- ☐ Other, please list: \_\_\_\_\_

## Are there any programs/services you would like on your campus?

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## How can your Local District be of assistance to you?

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# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT G

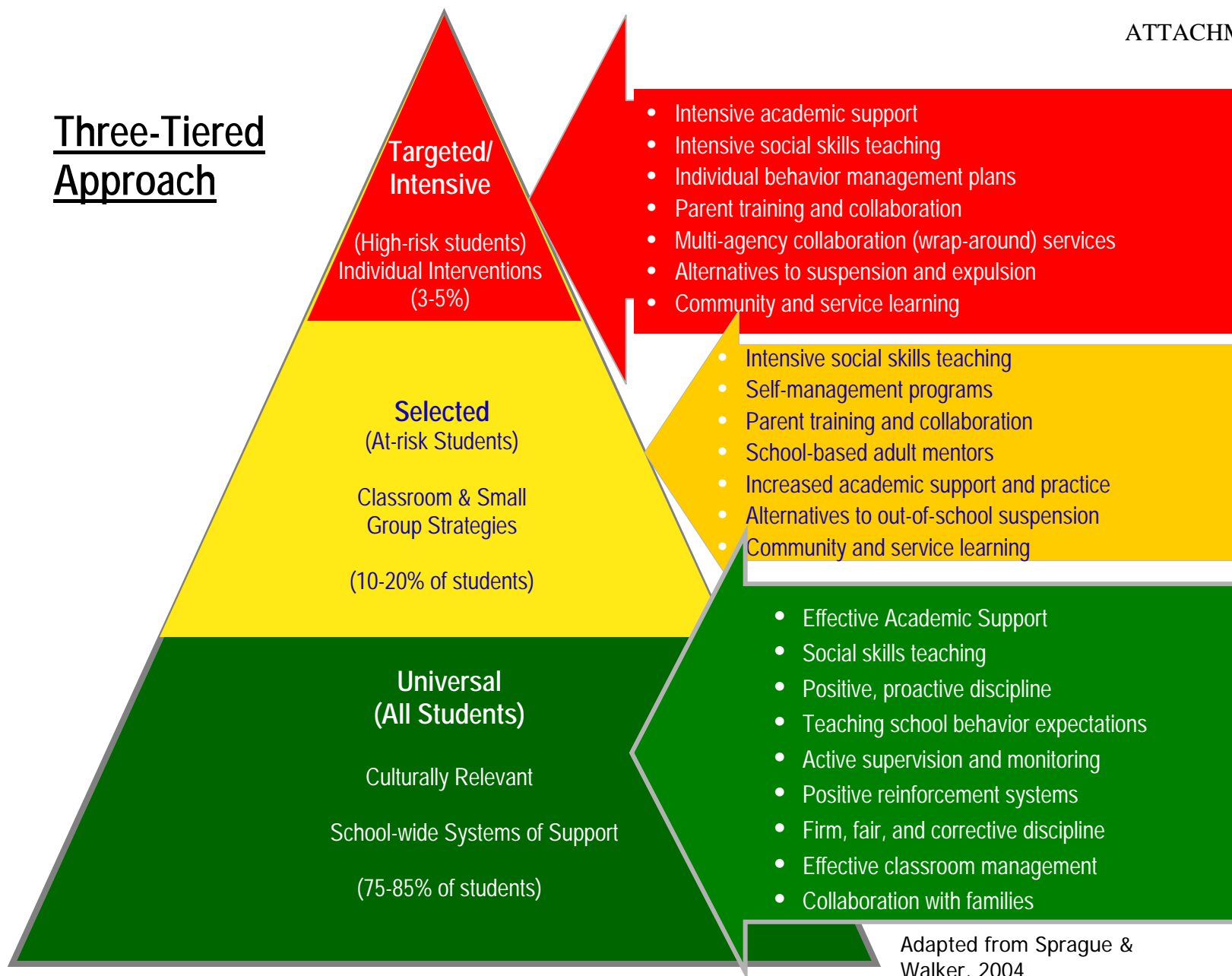
## TOP TEN ALTERNATIVES TO SUSPENSION

Coordinated Behavior Plan for Any Student Whose Behavior has Impeded Learning	Training will be available to assist appropriate staff in the creation of a structured, coordinated behavior plan specific to the student, and based on the analysis of data and the assessment of the purpose of the target behavior to be reduced. This must focus on increasing desirable behavior and replacing inappropriate behavior.
Alternative Programming	Changes in the student's schedule, classes or course content; assignment to an alternative school or program; independent study or work experience program should be tailored to the student's needs.
Behavior Monitoring	Strategies to monitor behavior and academic progress might include progress report cards checked after each class regarding behavior, self charting of behaviors, strategies to provide feedback to the student, etc.
Appropriate In-School Alternatives	In-school alternatives in which academic tutoring and instruction related to the student's behavior, such as work in social-emotional skills, and a clearly defined procedure to return to class as soon as the student is ready is provided.
Community Service	Required amount of time in community service in school system or in the community.
Counseling	Students are referred for participation in group or individual counseling.
Parent Supervision in School	Following existing school-site visitation policy parent comes to school and provides additional support and supervision for a period or throughout the day.
Mini-Courses	Short courses or modules on topics related to social-emotional behavior, used as a disciplinary consequence, after-school or Saturday.
Restitution	Financial or "in kind." Permits the student to restore or improve the school environment.
Problem-Solving/Contracting	Use negotiation/problem-solving approaches to assist student to identify alternatives. Develop a contract which includes reinforcers for success, and consequences for continuing problems.

Source: Reece Peterson, University of Nebraska – Lincoln & Russell Skiba, Indiana University, modified by Nancy Franklin



## Three-Tiered Approach





# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT I

## CONSEQUENCES/SCHOOL RESPONSE REFERENCE GUIDE

<b>Level A: Preventive Plans</b> <b>Misconduct that Requires Classroom Supports</b>	<b>Level B: Preventive Plans</b> <b>Misconduct that Requires a Collaborative Team Response</b>	<b>Level C: Intervention Plans</b> <b>Serious Offenses with almost no Administrative Discretion</b>
<p><b><u>Preventive Plans</u></b></p> <ul style="list-style-type: none"> <li>Reinforce guiding principles</li> <li>Identify, teach and reinforce behavioral expectations, rules and social skills</li> <li>Actively supervise, monitor and provide feedback on behavior in all areas of the school</li> <li>Use firm, fair, corrective, consistent disciplinary techniques</li> <li>Identify resources at school, local district, and in the community</li> </ul> <p><b><u>Examples of School-Related Misconduct</u></b></p> <ul style="list-style-type: none"> <li>Classroom disruption, (e.g., speaking out, out of seat).</li> <li>Occasional tardiness</li> <li>Poor team work/incomplete work</li> <li>Harassing other students</li> <li>Inappropriate clothing for school</li> <li>Non-compliance with rules</li> </ul> <p><b><u>Examples of Consequences</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use time-out, demerit, loss of privileges or points consistently and non-emotionally assigned</li> <li><input type="checkbox"/> With the student, develop a contract with explicit expectations for behavior and consequences</li> <li><input type="checkbox"/> Assign student a written apology</li> <li><input type="checkbox"/> Call parents and alert them about behavior, eliciting their partnership</li> <li><input type="checkbox"/> Assign a contribution plan (i.e., contributing back to the classroom environment)</li> </ul> <p><b><u>Examples of School Response</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-teach group expectations, routines, and strategies, modify grouping patterns</li> <li><input type="checkbox"/> Use systematic positive reinforcement for students when they act appropriately</li> <li><input type="checkbox"/> Use mentoring strategies; assign a mentor</li> <li><input type="checkbox"/> Utilize a daily report card, involving parents and other staff in a partnership of support</li> <li><input type="checkbox"/> Utilize peer tutoring/counseling</li> <li><input type="checkbox"/> Determine the function of the student's behavior and teach replacement behavior</li> </ul>	<p><b><u>Preventive Plans</u></b></p> <ul style="list-style-type: none"> <li>Work as a team, coordinating services</li> <li>Collaborate with parent/caregiver(s)</li> <li>Develop a school-based mentoring program</li> <li>Access school, local district, District, and community resources</li> </ul> <p><b><u>Examples of School-Related Misconduct</u></b></p> <ul style="list-style-type: none"> <li>Fighting</li> <li>Excessive tardiness/ongoing defiance</li> <li>Engaging in habitual profanity or vulgarity</li> <li>Being under the influence of alcohol or drugs</li> <li>Vandalism/Graffiti/Theft</li> <li>Bullying, harassment, sexual harassment</li> <li>Truancy</li> </ul> <p><b><u>Examples of Consequences</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assign detention or in-school suspension</li> <li><input type="checkbox"/> Involve student in the development of individual behavior support plan to change behavior</li> <li><input type="checkbox"/> Enlist parent participation in a consistent response plan, e.g., daily signed behavior report</li> <li><input type="checkbox"/> Clean up/make restitution</li> <li><input type="checkbox"/> Loss of privileges</li> <li><input type="checkbox"/> Assign an out-of-school suspension</li> <li><input type="checkbox"/> Possible arrest</li> </ul> <p><b><u>Examples of School Response</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convene a Student Success Team (SST) or COST</li> <li><input type="checkbox"/> Parent Conference</li> <li><input type="checkbox"/> Use debriefing forms to address misconduct</li> <li><input type="checkbox"/> Refer to community agencies</li> <li><input type="checkbox"/> Assign campus responsibilities</li> <li><input type="checkbox"/> Provide conflict resolution training, peer mediation, anger management</li> <li><input type="checkbox"/> Encourage enrichment activities (after school clubs)</li> <li><input type="checkbox"/> Assign Alternatives to Suspension, including in-school suspension or detention</li> <li><input type="checkbox"/> Assign out-of-school suspension</li> <li><input type="checkbox"/> Report to Law Enforcement</li> </ul>	<p><b><u>Intervention Plans</u></b></p> <ul style="list-style-type: none"> <li>Identify crisis intervention plan and procedures</li> <li>Identify emergency resources</li> <li>Use resources in school, local district, District, and community</li> <li>Work as a team, coordinating services</li> <li>Collaborate with parent/caregiver(s)</li> </ul> <p><b><u>Examples of School-Related Misconduct</u></b></p> <ul style="list-style-type: none"> <li>Possessing, selling, or furnishing a firearm</li> <li>Possessing and/or brandishing a dangerous object</li> <li>Possession of an explosive</li> <li>Selling a controlled substance</li> <li>Committing or attempting to commit a sexual assault or committing a sexual battery</li> <li>Causing or attempting to cause a serious physical injury to another.</li> <li>Robbery, extortion</li> </ul> <p><b><u>Examples of Consequences</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assign out-of-school suspension</li> <li><input type="checkbox"/> Expulsion</li> <li><input type="checkbox"/> Possible arrest</li> </ul> <p><b><u>Examples of School Response</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct investigation, interview all witnesses</li> <li><input type="checkbox"/> Consult with Student Discipline Proceedings Office</li> <li><input type="checkbox"/> Report to Law Enforcement</li> <li><input type="checkbox"/> Conduct parent conference/pre-suspension conference</li> <li><input type="checkbox"/> Review suspension and expulsion bulletins for specifics regarding mandatory actions</li> <li><input type="checkbox"/> Review teacher-student-parent interaction history</li> <li><input type="checkbox"/> Review social adjustment history</li> <li><input type="checkbox"/> Review Special Education status</li> <li><input type="checkbox"/> Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)</li> </ul>

# Appendix 15

## CARVER MIDDLE SCHOOL

Indicator	2008-09	2010-11	2011-12	2012-13	2013-14	2014-15
<b>A.P.I</b>	541	561	591	621	651	681

### ***CST Trends***

#### ***English Language Arts: % Prof/Adv***

All Students	13.3%	16.3%	21.3%	26.3%	31.3%	36.3%
African American	5.4%	8.4%	13.4%	18.4%	23.4%	28.4%
Hispanic	14.0%	17.0%	22.0%	27.0%	32.0%	37.0%
Socio-Economic Disadv.	13.3%	16.3%	21.3%	26.3%	31.3%	36.3%
English Learner	0.5%	3.5%	8.5%	13.5%	18.5%	23.5%
SWD	0.4%	3.4%	8.4%	13.4%	18.4%	23.4%

#### ***Mathematics: % Prof/Adv***

All Students	11.0%	14.0%	19.0%	24.0%	29.0%	34.0%
African American	6.1%	9.1%	24.1%	29.1%	34.1%	39.1%
Hispanic	11.4%	14.4%	19.4%	24.4%	29.4%	34.4%
Socio-Economic Disadv.	11.0%	14.0%	19.0%	24.0%	29.0%	34.0%
English Learner	1.5%	4.4%	9.4%	14.4%	19.4%	24.4%
SWD	0.9%	3.9%	8.9%	13.9%	18.9%	23.9%

#### ***California Standards Tests: % Prof/Adv***

ELA Gr 6	14.0%	17.0%	22.0%	27.0%	32.0%	37.0%
ELA Gr 7	14.0%	17.0%	22.0%	27.0%	32.0%	37.0%
ELA Gr 8	12.1%	15.1%	20.1%	25.1%	30.1%	35.1%
Math Gr 6	15.4%	18.4%	23.4%	28.4%	33.4%	38.4%
Math Gr 7	12.4%	15.4%	20.4%	25.4%	30.4%	35.4%
General Math	0.0%	3.0%	8.0%	13.0%	18.0%	23.0%
Algebra	8.2%	11.2%	16.2%	21.2%	26.2%	31.2%
History-Soc Sci	8.3%	11.3%	16.3%	21.3%	26.3%	31.3%
Science Gr 8	20.2%	23.2%	28.2%	33.2%	38.2%	43.2%

### ***English Learners***



Increased level on CDELT	29.3%	33.3%	37.3%	41.3%	45.3%	49.3%
Reclassification Rate	11.6%	13.6%	15.6%	17.6%	19.6%	21.6%

***Safe Schools***

Students Suspended	13.0%	12.0%	11.0%	10.0%	9.0%	8.0%
Staff Attendance	91.2%	92.2%	93.2%	94.2%	95.2%	96.2%
Student Attendance	94.4%	95.4%	96.4%	97.4%	97.4%	97.4%
<i>Student Survey</i>						
Feel safe in their school	29.4%	34.4%	39.4%	44.4%	49.4%	54.4%

***Parent and Community Engagement***

Opportunities for involvement	86.6%	89.6%	92.6%	93.6%	94.6%	95.6%
Feel welcome at school	83.9%	86.9%	89.9%	90.9%	91.9%	92.9%

# Appendix 16



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

ATTACHMENT B

### 2009-2010 TESTING CALENDAR THREE-TRACK MIDDLE SCHOOLS

	TESTS	DATES	GRADES
TRACK A	Annual CELDT	August 31 – October 23	6-8
	Initial CELDT	August 31 – June 11	6-8
	BEST	August 31 – June 30	6-8
	CST and CMA Field Tests	September 14 – September 25	8
	Explore	October 12 – November 4	8
	NAEP	Not in Session	N/A
	CA Physical Fitness Test	March 3 – April 23	7
	CA Writing Assessment	May 4 – May 5	7
	STS	May 12 – June 8	6-8
	CST	May 17 – May 28	6-8
	CMA	May 17 – May 28	6-8
	CAPA	May 17 – May 28	6-8
TRACK B	Annual CELDT	July 1 – August 21	6-8
	Initial CELDT	July 1 – June 11	6-8
	BEST	July 1 – June 30	6-8
	Explore	August 17 – August 27	8
	NAEP	January 25 – February 26	8
	CA Physical Fitness Test	February 1 – February 24	7
	CA Writing Assessment	February 23 – February 24	7
	STS	May 12 – June 8	6-8
	CST	May 17 – May 28	6-8
	CMA	May 17 – May 28	6-8
	CAPA	May 17 – May 28	6-8
TRACK C	Annual CELDT	July 1 – October 23	6-8
	Initial CELDT	July 1 – April 9	6-8
	BEST	July 1 – April 29	6-8
	CST and CMA Field Test	September 14 – September 25	8
	Explore	October 12 – October 23	8
	NAEP	January 25 – March 5	8
	CA Physical Fitness Test	February 1 – April 23	7
	CA Writing Assessment	February 23 – February 24	7
	STS	March 15 – April 5	6-8
	CST	March 15 – March 26	6-8
	CMA	March 15 – March 26	6-8
	CAPA	March 15 – March 26	6-8

Dates are subject to change based on availability of materials and/or changes in regulations.

# Appendix 17

Periodic Assessment Waiver Process.

1. Standards-based and aligned to the curriculum in use;
2. Administered at least three times per school year;
3. Standardized across content areas;
4. Results are received by teachers in a timely fashion and provide actionable quantitative and qualitative data;
5. Allow teachers to disaggregate on a variety of demographic and student-related factors (ethnicity, language proficiency, special education, GATE, etc.);
6. Used to inform instruction and school-wide program effectiveness;
7. Benchmarked by level to indicate whether a student is performing at Advanced, Proficient, Basic, Below Basic, or Far Below Basic level;
8. Financially prudent;
9. Presented to the School Leadership Team for review;
10. Waiver submitted no later than July 1<sup>st</sup> for implementation in the following school year; and
11. Developed or purchased and professional development delivered prior to the start of school.

# Appendix 18

Functional area	Goal description	Metric in year 1	Change over 5 years
Budget	Improve school site budgeting, fiscal management, and fiscal transparency	<ul style="list-style-type: none"> <li>+10% of administrators, and SSC members respond that they understand their budgets better than previous years</li> <li>Transparent/Per Pupil Budgeting implemented</li> </ul>	<ul style="list-style-type: none"> <li>+10% per year, capping at 100% of administrators and 100% of SSC members who understand budgets well</li> <li>Transparent/Per Pupil Budgeting implemented each year</li> </ul>
Human resources	Teacher retention increase	<ul style="list-style-type: none"> <li>+5% more teachers remain than previous year</li> </ul>	<ul style="list-style-type: none"> <li>+5% per year, capping at a maximum of 10% turnover per year</li> </ul>
	Evaluation	<ul style="list-style-type: none"> <li>Train 100% of principals on Partnership evaluation and staff relations processes</li> </ul>	<ul style="list-style-type: none"> <li>Maintain training program</li> </ul>
Facilities	Improve campus cleanliness and safety	<ul style="list-style-type: none"> <li>Campus receives at least a "good" rating on Williams inspection</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or improve rating</li> </ul>
	Textbooks	<ul style="list-style-type: none"> <li>Receive a satisfactory rating on Williams instructional materials inspection</li> </ul>	<ul style="list-style-type: none"> <li>Maintain rating</li> </ul>
Overall service support	Improve service delivery and responsiveness	<ul style="list-style-type: none"> <li>10% of principals believe that service is more effective from LAUSD and the Partnership than previous year</li> </ul>	<ul style="list-style-type: none"> <li>Increase by 10% per year until 90% of principals believe that service is strong from LAUSD and the Partnership</li> </ul>
	Free time for principals	<ul style="list-style-type: none"> <li>Provide sufficient time for principals to be in classrooms 3 hours per day</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide time for principals to be in classrooms 3 hours per day</li> </ul>
Financial health	Maintain financial health of Partnership	<ul style="list-style-type: none"> <li>Continue to have strong audits of financial statements</li> <li>Continue to raise sufficient funds to maintain Partnership programs</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy strong audit every year</li> <li>Raise sufficient funds every year</li> </ul>
Partnerships	Develop strategic Partnerships	<ul style="list-style-type: none"> <li>Create at least 2 meaningful, strategic Partnerships per year based on the needs of the campus</li> </ul>	<ul style="list-style-type: none"> <li>Create 1 additional Partnership per year</li> </ul>

# Appendix 19



## Accountabilities in No Child Left Behind (NCLB)

### **Increases Accountability for Student Performance**

- **Puts quality teachers in the classroom.** Each state education agency (SEA) must develop a plan to ensure that all teachers are "highly qualified" no later than the end of the 2005-06 school year. The plan must establish annual, measurable objectives for each local school district and school to ensure that they meet the "highly qualified" requirement. In general, a "highly qualified teacher" is a teacher with full certification, a bachelor's degree, and demonstrated competence in subject knowledge and teaching skills. See Section 9101(23) of the ESEA for the complete definition of a highly qualified teacher.
- **Develops a district improvement plan.** If an SEA determines that a school district has failed to make progress in meeting annual objectives for two consecutive years, the district must develop an improvement plan to meet the objectives and the state must provide technical assistance to the district. If a school district fails to make progress toward the annual objectives and fails to make adequate yearly progress for three consecutive years, then the SEA must enter into an agreement with the district on the district's use of Title II funds.

### **Reduces Bureaucracy and Increases Flexibility**

- **Consolidates programs and expands eligible activities.** This new program combines the former Eisenhower Professional Development and the Class Size Reduction programs and greatly expands the number of activities allowed on the state and local levels. Therefore, each state and school district can tailor the interventions to target its unique challenges with respect to teacher quality.

### **Focuses on What Works**

- **Employs scientifically based interventions.** All activities supported with Title II funds must be based on a review of scientifically based research that shows how such interventions are expected to improve student achievement. For example, if a state decides to fund interventions such as professional development in math, the state must be able to show how the particular activities are grounded in a review of activities that have been correlated with increases in student achievement.

### **Empowers Parents**

- **Informs the public on teacher quality.** Every year, principals must attest to whether a school is in compliance with the "highly qualified" teacher requirement, and this information must be maintained at the school and district offices where it must be made available to the public upon request. In addition, each school district must report to the state annually on its progress in meeting the requirement that all teachers be "highly qualified" by the end of the 2005-06 school year. This information also must be included on the state report cards required under Title I.

# Appendix 20

## MODIFIED CONSENT DECREE (MCD)

The Modified Consent Decree represents the commitment of the Board of Education of the Los Angeles Unified School District that the District's special education program will be in compliance with all applicable federal laws.

**Outcome 1      Participation in Statewide Assessment Program**

75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in the statewide assessment program will be comparable to the percentage of nondisabled students participating in the statewide assessment program.

**Outcome 2      Performance in the Statewide Assessment Program**

The percentage of students with disabilities in Grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.

**Outcome 3      Graduation Rate**

The District shall increase the number of grade 12 students with disabilities that receive diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for students with disabilities..

**Outcome 4      Completion Rate**

The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

**Outcome 5      Reduction of Suspensions**

The District will reduce the overall number of suspensions of students with

disabilities to a rate lower than 8.6%.

**Outcome 6    Placement of Students with Disabilities (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI)**

The District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.

**Outcome 7A    Placement of Students with Disabilities (Ages 6-18) with All Other Disabilities (*Excludes* Specific Learning Disabilities (SLD), Speech/Language Impaired (SLI), Other Health Impairment (OHI)).**

The District will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-20% and 21-60% and not more than 49% students placed in the 61-100% category utilizing instructional minutes as the methodology.

**Outcome 7B    Placement of Students with Multiple Disabilities Orthopedic (MDO) (Ages 6-18)**

The District will demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60% and not more than 77% students placed in the 61-100% category utilizing instructional minutes as the methodology.

**Outcome 8a    Home School Placement / Least Restrictive Environment**

The District will ensure that the percentage of students with disabilities of specific learning disabilities (SLD) and speech and language impaired (SLI) in their home school does not fall below 92.9%.

**Outcome 8b Home School Placement / Least Restrictive Environment**

The District will increase the percentage of students with disabilities with all other eligibilities in kindergarten and sixth grade in their home school to 65% and the percentage of students with disabilities with all other eligibilities in ninth grade in their home school to 60%.

**Outcome 8c Home School Placement / Least Restrictive Environment**

The District will increase the percentage of students with disabilities with all other eligibilities in elementary grades one through five in their home school to 62.0%. The District will increase the percentage of students with disabilities in middle school grades seven and eight in their home school to 55.2%. The District will increase the percentage of students with disabilities in high school grades ten and above in their home school to 36.4%.

**Outcome 9 Individual Transition Plan**

98% of all students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.

**Outcome 10 Timely Completion of Evaluations**

- a. 90% of all initial evaluations shall be completed within 60 days.
- b. 95% of all initial evaluations shall be completed within 75 days.
- c. 98% of all initial evaluations shall be completed within 90 days.

**Outcome 11 Complaint Response Time**

The District will provide lawful responses to parents filing complaints in accordance with the following performance standards:

- a. 25% will be responded to within 5 working days.
- b. 50% will be responded to within 10 working days.
- c. 75% will be responded to within 20 working days.
- d. 90% will be responded to within 30 working days.

**Outcome 12 Informal Dispute Resolution**

The District will increase reliance on informal dispute resolution of disputes by increasing its ability to timely resolve disputes by concluding its informal dispute resolution process within 20 working days in 60% of cases.

**Outcome 13 Delivery of Services**

93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEPs of students with specific learning disability will show evidence of service provision. The District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.

**Outcome 14 Increased Parent Participation**

The District will increase the rate of parent participation in IEP meetings in the area of attendance to 75%. 95% of the records of IEP meetings in which the parent does not attend will provide evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with Section 300.345(d) of IDEA regulations.

**Outcome 15 Timely Completion of Future Translations**

The District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows: 85% within 30 days, 95% within 45 days, 98% within 60 days

**Outcome 16 Increase in Qualified Providers**

The District shall increase the percentage of credentialed special education teachers to 88%.

**Outcome 17 IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports**

The percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.

**Outcome 18 Disproportionality**

90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.

Source: <http://dse-web.lausd.k12.ca.us/sepg2s/mcd/mcd.htm>

# Appendix 21



## Santee Learning Complex Professional Development Plan 2009/2010

Dates (Tuesday banked days)	ELA - 60% of all Santee students who take the CST will score Basic, Proficient or Advanced in ELA	Math -	Social Studies - 50% of all Santee students testing in social studies will score Basic, Proficient or Advanced	Science -
Oct. 20 1pm-3:30 pm	<b>Title (Measures)</b> Lesson study and Standards-based instruction unit development (criteria B1 B2) <b>Study Facilitator(s):</b> Aimee Allen (ULCA Center X), Jeff Schilp, Joanna Exacoustas (UCLA Center X) and Jane Hancock (UCLA Center X)	<b>Title (Measures):</b> Literacy in the math classroom <b>Facilitator:</b> Kyndall Brown (UCLA Center X) Teachers will engage in activities designed to help students make sense of the text using graphic organizers, vocabulary comprehension, and strategies to help assist students in verbalizing mathematic ideas	<b>Title (Measures):</b> Mapping and Unit Building in content teams <b>Facilitator:</b> Emma Hipolito (UCLA Center X) Teachers will create and share a model unit plan for WWI while developing World and US	<b>Title (Measures):</b> Reading comprehension strategies and math using text <i>Teaching Reading in Science</i> . <b>Facilitators:</b> Tara Thurston and Jenny Ingber (UCLA Center X) Teacher will engage in reading comprehension strategies as well as begin to explore the “who, what, where, and how”, of math skills in the science classroom.
	<b>Indicator:</b> SBI, rigor and differentiation with a focus in Word Analysis and Vocabulary development	<b>Indicator:</b> Reading comprehension	<b>Indicator:</b> Standards-based instruction, rigor and relevance	<b>Indicator:</b> Reading comprehension and math skills development
	<b>Targets:</b> Students will show mastery of standards using a variety of unit activities that are rigorous, with embedded contextualized vocabulary	<b>Targets:</b> Teachers will have and students will use a repertoire of strategies to increase the mathematical literacy including problem - solving tree, word/concept association chart, sentence frames.	<b>Targets:</b> Teachers will have strong standards based units that are rigorous and differentiated allowing for mastery for each student.  Students will show mastery of standard upon completion of an engaging and powerful unit.	<b>Targets:</b> Students will use strategies for problem solving in science including translating terms from problems to mathematical equations and using dimensional analysis.
Dec. 1 1pm-3:30pm	<b>Title (Measures)</b>	<b>Title (Measures):</b>	<b>Title (Measures):</b>	<b>Title (Measures):</b>
	<b>Indicator:</b> Word Analysis and Vocabulary development	<b>Indicator:</b> Reading comprehension	<b>Indicator:</b>	<b>Indicator:</b>

	<b>Targets:</b> Students will be able to recognize and understand a wider range of words in their contexts.	<b>Targets:</b>		

Additional offerings:

Donors Choose

I Love to Read: Using classroom libraries as a tool to increase reading frequency and reading metacognition with students.

Backwards Planning: review and practice (math)

# SANTEE PROFESSIONAL DEVELOPMENT CALENDAR 1/11/10

		July	August	September	October	November	December
<b>School Events</b>		CAHSEE July 28, 29  CDELT testing begins  Instructional Cabinet July 23, 2-3	Back to School Night B&C Aug 6 5-7pm <i>Aug 7 early release</i>  Track change August 28 Pupil Free Day  Instructional Cabinet Aug. 13, Aug. 27	Instructional Cabinet Sept. 10, Sept. 24  SST / SLT Sept. 14 3:30-5:00	Back to School+ Parent Teacher conf. A&C track Oct. 1 <i>Oct. 2 early release</i>  CAHSEE Oct. 6,7 Oct. 14 PST  Track change Oct. 23  SSC/ SLT Oct. 5 3:30-5:00  Instructional Cabinet Oct. 8, Oct. 22	CASHEE Nov. 3,4  PHBAO Nov. 19 <i>Nov 20 early release</i>  Homecoming  SSC/ SLT Nov. 2 3:30-5:00  Instructional Cabinet Nov. 12	Track change  SSC/ SLT Dec. 7 3:30-5:00  Instructional Cabinet Dec. 10
<b>PD Days</b>		<b>July 1 PD <i>school-wide</i> + SLC</b>  <b>July 2 PD <i>school-wide</i> + SLC + content</b>  <b>July 21 PD <i>Content</i></b>	<b>Aug 7 PD</b>  <b>Aug 18 PD WASC <i>focus group</i></b>	<b>Sept 1 PD WASC <i>focus group</i></b>  <b>Sept 15 PD SLC</b>	<b>Oct 20 PD <i>content</i></b>	<b>Nov 10 PD SLC</b>	<b>Dec 1 PD <i>Content</i></b>  <b>Dec 22 PD: <i>complex</i></b>
<b>Faculty Meetings</b>		July 7 (3:30-4:30)	Aug.11 (3:30-4:30)	Sept. 22 (3:30-4:30)	Oct.21 (3:30-4:30)		Dec. 8 (3:30-4:30)
<b>Department Meetings</b>		July 14 (3:30-4:30)	Aug. 25 (3:30-4:30)	Sept. 29 (3:30-4:30)	Oct. 27 (3:30-4:30)	Nov. 24 (3:30-4:30)	Dec. 15 (3:30-4:30)
<b>Tri – C</b>			<b>Aug. 5 pilot team</b> <b>August 18 (PSSJ/TTC PD)</b> <b>Aug. 25-27 (a track)</b>	<b>Sept 15 (SLC PD)</b> <b>Sept. 21-23(b track)</b>		<b>November 10 (SLC PD)</b>	<b>Dec. 7-9 (C track)</b>
<b>ASSESSMENTS</b>	ELA	Aug. 14 (Persuasion)	Sept. 3 (Persuasion)	Oct. 19 (Persuasion)			
	Science						
	Math	Mini assessment (Every 4 weeks for first 24 weeks of year)	Mini assessment	Mini assessment	Mini Assessment	Mini assessment	Mini – assessment
	Social Studies						

**SANTEE PROFESSIONAL DEVELOPMENT CALENDAR 1/11/10**

# SANTEE PROFESSIONAL DEVELOPMENT CALENDAR 1/11/10

		January	February	March	April	May	June
<b>School Events</b>		Holidays  SSC/ SLT Jan. 4 3:30-5:00  Instructional cabinet Jan. 14, Jan. 28	CAHSEE Feb 2, 3  Fitness Test Feb 1- April 23  PHABOA B&C Feb 4 <i>Feb 5 early release</i>  SSC/ SLT Feb. 1 3:30-5:00  Instructional Cabinet Feb. 11, Feb. 25	WASC visit! <i>Mar,10 early release</i>  CAHSEE March 16,17  CST March 22-April2(C)  Track change Mar. 3  SSC/ SLT Mar. 1 3:30-5:00  Instructional Cabinet Mar. 11, Mar. 25	Track change Apr 30  Open House/PTC A&C tracks April 8 5-7pm <i>Apr. 9 early release</i>  SSC/ SLT Apr. 5 3:30-5:00  Instructional Cabinet Apr. 8, Apr. 22	CASHEE May 11,12  CST May 25-June7 (A and B)  AP testing begins May 3 – 14  SSC/ SLT May 3 3:30-5:00  Instructional Cabinet May 13, May 27	SLC grad activities  June 3 PHBAO A&B 5-7 <i>June 4 early release</i>  Track change June 30  SSC/ SLT June 7 3:30-5:00  Instructional Cabinet June 10, June 24
<b>PD Days</b>		<b>Jan 12 PD content</b>  <b>Jan 26 PD SLC</b>	<b>Feb 23 PD content</b>	<b>Mar 10 (WASC report for teachers and students)</b>  <b>Mar 23 PD SLC</b>	<b>Apr 20 PD Content</b>	<b>May 4 PD SLC</b>  <b>May 25 PD Content (testing early release)</b>  <b>May 26 PD SLC (testing early release)</b>	<b>June 22 PD Content</b>  <b>June 30 PD SLC track change</b>
<b>Faculty Meetings</b>		Jan. 5 (3:30-4:30)	Feb. 9 (3:30-4:30)	March 2 (3:30-4:30)	Apr 13 (3:30-4:30)	May 11 (3:30-4:30)	June 8 (3:30-4:30)
<b>Department Meetings</b>		Jan. 19 (3:30-4:30)	Feb. 16 (3:30-4:30)	March 16 (3:30-4:30)	April 27 (3:30-4:30)	May 18 (3:30-4:30)	June 16 (3:30-4:30)
<b>Tri-C</b>							
<b>ASSESSMENTS</b>	ELA	Jan. 21 (Expos)	Feb. 3 (Expos)	Mar. 15 (Expos)	Ap. 9 (Lit. Analysis)		June 16 (Lit. Analysis)
	Science						
	Math	Mini assessment	Mini assessment	Mini assessment	Mini assessment		
	Social Studies						

# Appendix 22

# 1. General School Information

Please evaluate the effectiveness of the professional development offered by the your school. We will use your feedback to enhance on-going professional development during the 2009-10 school year.

## 1. What level do you teach?

☐ Elementary School

☐ Middle School

☐ High School

## 2. School Name (optional):

☐ 99th Street

☐ Gompers

☐ Mendez

☐ Figueroa Street

☐ Hollenbeck

☐ Roosevelt

☐ Ritter

☐ Markham

☐ Santee

☐ Sunrise

☐ Stevenson

## 3. What subject(s) do you teach?

☐ English Language Arts

☐ Special Education

☐ Social Studies

☐ English Learners

☐ Mathematics

☐ ESL

☐ Science

☐ Elective

☐ P.E.

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## 2. School Instructional Support

1. How would you rate your understanding of school-based instructional goals and/or initiatives?

	High	Somewhat	Low	Not at All
Your confidence and ability to articulate your school's instructional goals and/or initiatives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional support (coaching, professional development, etc.) you have received that enables you to meet your school's instructional goals and/or initiatives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities provided to share your input into the design of professional learning opportunities at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your belief regarding the teacher buy-in for the current instructional goals and/or initiatives at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Estimate the number of hours allocated each week for the sole purpose of planning with your colleagues around the instructional goals for your school.

☐ 0-1

☐ 1-2

☐ 2-3

☐ 3 or more

3. Of the time used for collaborative planning, the primary support for leading and facilitating the work was led by my:

☐ Lead Administrator

☐ Department Chair

☐ Coach

☐ Coordinator

☐ Other



4. How often have administrators conducted formal and informal observations in your classroom.

	none	1-2	2-3	3 or more
Informal Observations (visits not scheduled in advance)	jñ	jñ	jñ	jñ
Written Feedback Provided for Informal Observations	jñ	jñ	jñ	jñ
Formal Observations (visits scheduled in advance with prior notification)	jñ	jñ	jñ	jñ
Written Feedback Provided for Formal Observations	jñ	jñ	jñ	jñ

5. Instructional Resources to Support Classroom Learning

	Highly Resourced	Adequate	Minimal	None at All
Instructional Technology	jñ	jñ	jñ	jñ
Instructional Materials (e.g. textbooks, study guides, workbooks, teacher editions, etc.)	jñ	jñ	jñ	jñ
Supplemental Materials (e.g. materials to extend skills and concepts, materials to help incorporate skills and strategies not addressed in core content, etc.)	jñ	jñ	jñ	jñ
Teachers Supports (classroom materials to support student learning)	jñ	jñ	jñ	jñ

6. Are there other additional comments you would like to share about the "School Instructional Support" questions asked above?

### 3. Partnership for Los Angeles School Initiatives

1. On a scale of 1 to 5, please rate the effectiveness of the professional development and support you received in the area of "Lesson Design".

	1: Totally Ineffective	2	3	4	5: Totally Effective
Your understanding of lesson design models, including lessons in various content areas.	jn	jn	jn	jn	jn
Understanding the California State Standards, their trends and patterns, and how to organize them.	jn	jn	jn	jn	jn
Having an opportunity to plan out a curriculum scope and sequence.	jn	jn	jn	jn	jn

2. On a scale of 1 to 5, please rate the effectiveness of the professional development and support you received in the area of "Instructional Delivery."

	1: Totally Ineffective	2	3	4	5: Totally Effective
Improving your understanding of differentiated instruction and assessment.	jn	jn	jn	jn	jn
Strategies to engage students in a variety of ways	jn	jn	jn	jn	jn
Strategies to encourage collaborative opportunities for students.	jn	jn	jn	jn	jn

3. On a scale of 1 to 5, please rate the effectiveness of the professional development and support you received in the area of "Collaboration and Planning".

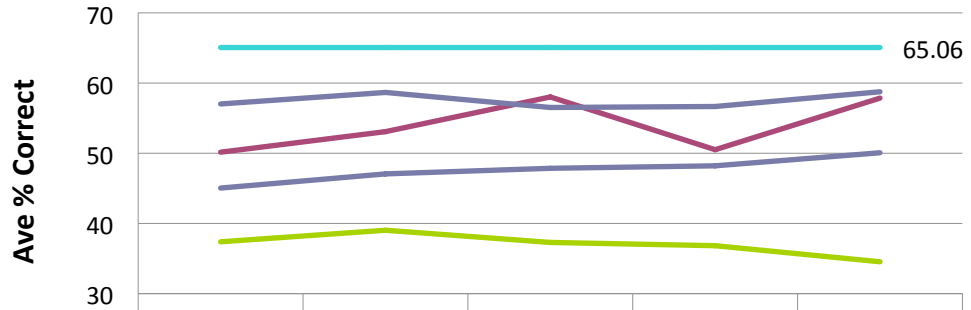
	1: Totally Ineffective	2	3	4	5: Totally Effective
Having an opportunity to develop professional learning communities.	jn	jn	jn	jn	jn
Having an opportunity to plan curriculum in small groups.	jn	jn	jn	jn	jn
Having an opportunity to communicate content area milestones and collaborate with colleagues.	jn	jn	jn	jn	jn
Having the time and support to make connections between content areas, strategies, and curriculum.	jn	jn	jn	jn	jn

4. Are there other additional comments you would like to share about the "Partnership Initiatives" questions asked above?

#### 4. Questions Related to Governance Teams (Should we Include?)

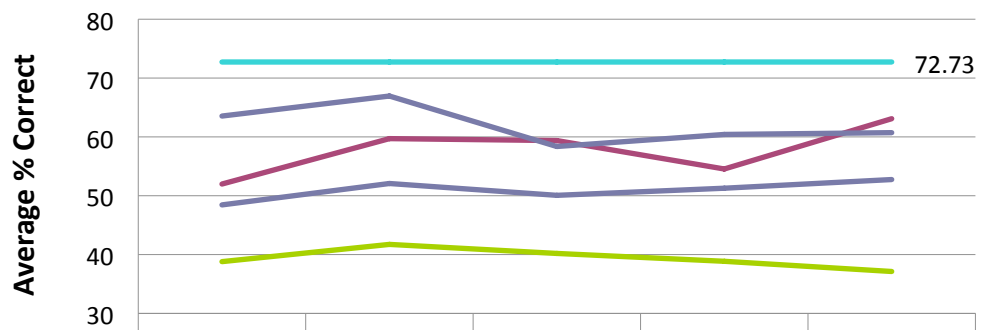
# Appendix 23

### Grade 7: English Language Arts Overall



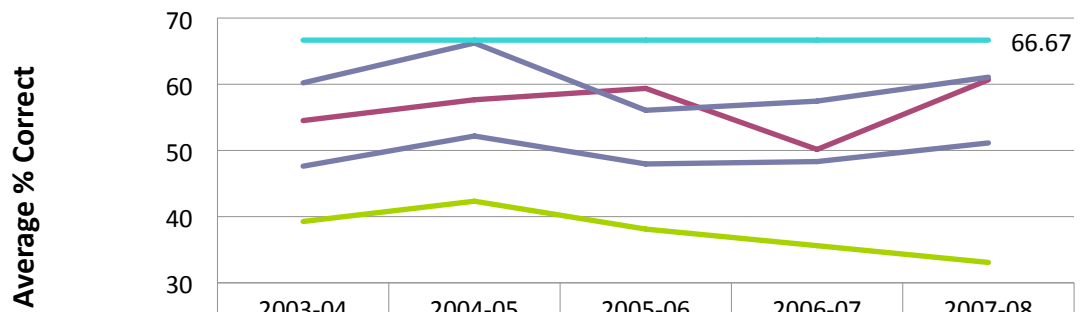
	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	45.04	47.06	47.86	48.21	50.07
IFEP	50.15	53.08	58.02	50.50	57.86
LEP	37.39	39.03	37.29	36.83	34.54
RFEP	57.02	58.66	56.52	56.66	58.76
Statewide Minimally Proficient	65.06	65.06	65.06	65.06	65.06

### Grade 7: ELA - Word Analysis & Vocabulary



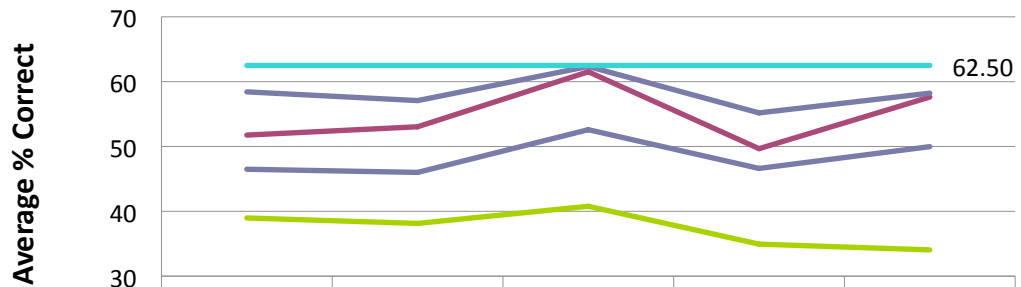
	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	48.44	52.08	50.07	51.28	52.75
IFEP	51.99	59.71	59.38	54.55	63.09
LEP	38.80	41.73	40.19	38.86	37.12
RFEP	63.54	66.94	58.37	60.42	60.72
Statewide Minimally Proficient	72.73	72.73	72.73	72.73	72.73

### Grade 7: ELA - Reading Comprehension



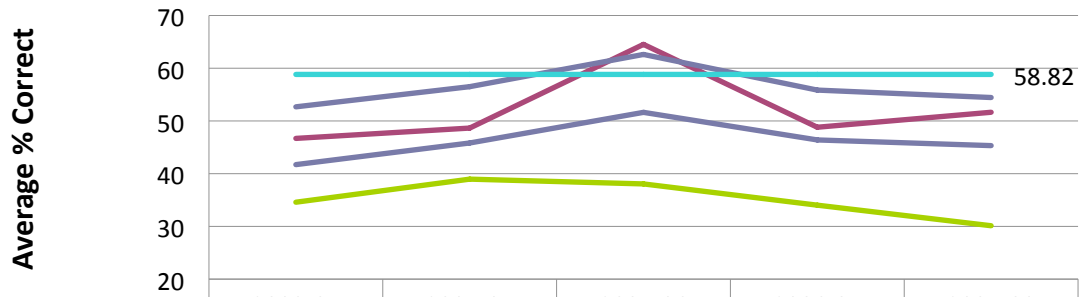
Hispanic	47.62	52.18	47.96	48.32	51.13
IFEP	54.51	57.66	59.38	50.15	60.67
LEP	39.27	42.33	38.11	35.61	33.08
RFEP	60.21	66.23	56.06	57.45	61.07
Statewide Minimally Proficient	66.67	66.67	66.67	66.67	66.67

### Grade 7: ELA - Written & Oral Lang. Conventions



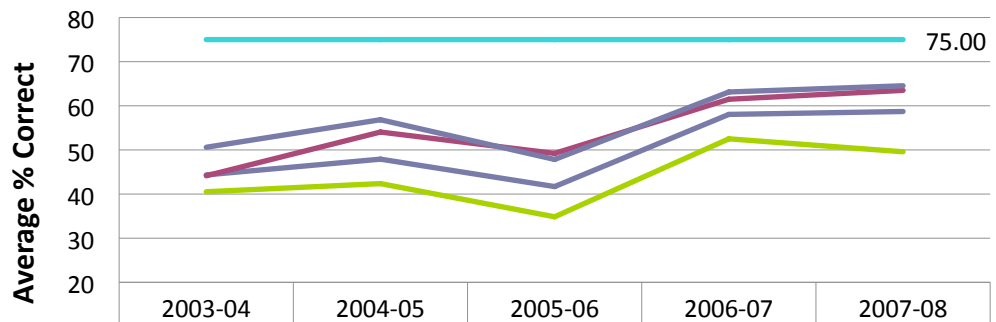
Hispanic	46.49	46.00	52.59	46.61	49.98
IFEP	51.76	53.04	61.52	49.66	57.63
LEP	38.98	38.13	40.78	34.94	34.05
RFEP	58.43	57.08	62.35	55.18	58.22
Statewide Minimally Proficient	62.50	62.50	62.50	62.50	62.50

### Grade 7: ELA - Writing Strategies



Hispanic	41.72	45.82	51.63	46.40	45.32
IFEP	46.69	48.65	64.52	48.81	51.65
LEP	34.59	38.96	38.06	34.03	30.13
RFEP	52.68	56.50	62.61	55.85	54.44
Statewide Minimally Proficient	58.82	58.82	58.82	58.82	58.82

### Grade 7: ELA - Writing Applications



Hispanic	44.35	47.91	41.70	58.05	58.71
IFEP	44.14	54.05	49.22	61.49	63.50
LEP	40.53	42.37	34.85	52.52	49.58
RFEP	50.60	56.85	47.84	63.13	64.54
Statewide Minimally Proficient	75.00	75.00	75.00	75.00	75.00



# Appendix 24

# PRINCIPAL SELF-EVALUATION RUBRIC

Please circle the most appropriate description in each category.

## **INSTRUCTIONAL LEADERSHIP**

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
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### **Category: I.a. Vision/Beliefs/Values.**

- |  |  |   |  |   |  |
|--|--|---|--|---|--|
| <input type="checkbox"/> 1. Builds ownership in vision, beliefs, and values so that staff and community articulate them. | <input type="checkbox"/> Builds ownership in vision, beliefs, and values so that staff articulates them. | <input type="checkbox"/> Builds ownership in vision, beliefs, and values. | <input type="checkbox"/> Attempts to build ownership in vision, beliefs, and values. | <input type="checkbox"/> Does not articulate vision, beliefs or values. |  |
|--|--|---|--|---|--|

### **Category: I.b. Insight/Strategic Planning**

- |   |   |   |  |   |  |
|---|---|---|--|---|--|
| <input type="checkbox"/> 1. Engages staff and community in effective short and long-term planning based on a thorough analysis of a variety of relevant data.   | <input type="checkbox"/> Engages in effective short and long-term planning based on a thorough analysis of a variety of relevant data.  | <input type="checkbox"/> Engages in effective short and long-term planning based on a partial analysis of a variety of relevant data.   | <input type="checkbox"/> Engages in limited short and long-term planning based on a partial analysis of variety of relevant data.  | <input type="checkbox"/> Does not engage in short or long term planning.  |  |
| <input type="checkbox"/> 2. Systematic observation of teacher practice (pedagogy and content knowledge) results in effective analysis of teacher and student needs, and professional development that leads to improved teacher practice throughout the school. | <input type="checkbox"/> Systematic observation of teacher practice (pedagogy and content knowledge) results in effective analysis of teacher and student needs, and professional development that leads to some improved teacher practice. | <input type="checkbox"/> Systematic observation of teacher practice (pedagogy and content knowledge) takes place but does not play a key role in planning professional development. | <input type="checkbox"/> Observation of teacher practice (pedagogy and content knowledge) takes place inconsistently and results are not used for planning professional development. | <input type="checkbox"/> Systematic observation of teacher practice (pedagogy and content knowledge) does not take place. |  |

PRINCIPAL SELF-EVALUATION RUBRIC

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ExceedsMeetsApproachesPartially meetsDoes not meetOptional Comments

Category: I.b. Inside/Strategic Planning - CONTINUED.

- ☐ 3. Builds a culture that encourages and supports problem-solving and dialogue about instructional practice that informs planning for significant improvement in student achievement. Data indicate learning is accelerating for all groups of students.
- ☐ Builds a culture that encourages and supports problem-solving and dialogue about instructional practice that informs planning for the improvement of student achievement. Data indicate students are making steady progress.
- ☐ Builds a culture that encourages and supports problem-solving and dialogue about instructional practice that informs planning for the improvement of student achievement.
- ☐ Builds a culture that encourages and supports problem-solving and dialogue about instructional practice.
- ☐ Does not support, problemsolve and dialogue about instructional practice.
- ☐ 4. Effectively utilizes district and outside generated resources (I.e., personnel, time, funding) to maximize the effectiveness of school plans, structures and programs, resulting in the improvement of teacher practice and student learning.
- ☐ Effectively utilizes district resources (I.e., personnel, time, funding) to maximize the effectiveness of school plans, structures and programs, resulting in the improvement of teacher practice and student learning.
- ☐ Utilizes allocated funding resources to support school plans, structures and programs, and the improvement of teacher practice and student learning.
- ☐ Utilizes allocated funding resources in response to teachers' basic needs and requests.
- ☐ Resources are not aligned with the improvement of practice and student learning as a priority.

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Principal Performance Evaluation  
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Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
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Category: I.c. Improvement of Instructional Practice/Student Performance

- |  |   |   |   |   |  |
|--|---|---|---|---|--|
| <input type="checkbox"/> 1. Implements a system for monitoring teacher practice to assess the results of professional development, and makes adjustments to improve professional development based on observation. Data indicate improved teacher practice with accelerated achievement for all groups of students.  | <input type="checkbox"/> Implements a system for monitoring teacher practice to assess the results of professional development, and makes adjustments to improve professional development based on observation. Data indicate improved teacher practice with steady student achievement progress. | <input type="checkbox"/> Implements a system for monitoring teacher practice to assess the results of professional development, and makes adjustments to improve professional development based on observation. | <input type="checkbox"/> Implements a teacher practice monitoring system but does not use results to assess effectiveness of professional development for teachers. | <input type="checkbox"/> Does not implement a teacher practice monitoring system. |  |
| <input type="checkbox"/> 2. Principal and teachers are actively engaged in work that aligns the vision of exemplary instruction with daily practice. The focus is on acquiring and deepening a body of professional skill and knowledge that is learned and developed over time. Principal creates an adult learning environment where everyone plays a role in building capacity of colleagues. | <input type="checkbox"/> Principal and teachers are actively engaged in work that aligns the vision of exemplary instruction with daily practice. The focus is on acquiring and deepening a body of professional skill and knowledge that is learned and developed over time.                     | <input type="checkbox"/> Principal can describe exemplary teaching practice and articulate clear expectations for improvement of instruction.   | <input type="checkbox"/> Principal can describe exemplary teaching practice.  | <input type="checkbox"/> Principal cannot describe exemplary teaching practice.   |  |

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Principal Performance Evaluation  
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Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
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**Category: I.c. Improvement of Instructional Practice/Student Performance-CONTINUED.**

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| <input type="checkbox"/> 3. Assesses and monitors the learning status and progress of students schoolwide and by subgroup. This data are used to inform practice and drive acceleration in achievement schoolwide and by subgroup. | <input type="checkbox"/> Assesses and monitors the learning status and progress of students schoolwide and by subgroup. This data are used to inform practices that improve student achievement. | <input type="checkbox"/> Assesses and monitors learning status and progress of student schoolwide. Information is used to improve achievement. | <input type="checkbox"/> Monitors student learning but does not use the information to inform and drive student achievement. | <input type="checkbox"/> Has no visible or articulated plan for assessing and monitoring student learning. |  |
|--|--|--|--|--|--|

**Category: I.d. Student Achievement.**

- |  |  |  |   |  |  |
|--|--|--|---|--|--|
| <input type="checkbox"/> 1. School exceeds API school-wide and subgroup performance targets. | <input type="checkbox"/> School meets API schoolwide and subgroup performance targets. | <input type="checkbox"/> School meets API school-wide performance targets. | <input type="checkbox"/> School meets at least one API subgroup performance target. | <input type="checkbox"/> School does not meet API school-wide or subgroup performance targets. |  |
|--|--|--|---|--|--|

**Category: I.e. Professional Development of Staff.**

- |  |   |  |  |   |  |
|--|---|--|--|---|--|
| <input type="checkbox"/> 1. Uses knowledge of the principles of adult learning for the purpose of coaching and improving teacher practice. Classroom visits indicate that a majority of the staff has significantly improved their practice. | <input type="checkbox"/> Uses knowledge of the principles of adult learning for the purpose of coaching and improving teacher practice. Classroom visits indicate that teacher practice. Is steadily improving. | <input type="checkbox"/> Uses knowledge of the principles of adult learning for the purpose of coaching and improving teaching practice. | <input type="checkbox"/> Knowledge of the principles of adult learning is not reflected in coaching/teaching practice. | <input type="checkbox"/> Does not demonstrate nor articulate knowledge of the principles of adult learning processes. |  |
| <input type="checkbox"/> 2. Utilizes the majority of teacher staff members to train others and build   | <input type="checkbox"/> Utilizes many teacher staff members to train others and build teacher  | <input type="checkbox"/> Utilizes some teacher staff members to train others and build teacher capacity.                                 | <input type="checkbox"/> Inconsistently utilizes the skills of some teacher staff members                              | <input type="checkbox"/> Cannot articulate a plan for building capacity at the site.                                  |  |

PRINCIPAL SELF-EVALUATION RUBRIC

teacher capacity on site based on differentiated teacher strengths and areas that require growth.  
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capacity on site based on differentiated teacher strengths and areas that require growth.

to train other staff.

School Year \_\_\_\_\_

ORGANIZATIONAL LEADERSHIP

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
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Category: II.a. Managing Human Resources.

- |   |  |   |  |  |
|---|--|---|--|--|
| <input type="checkbox"/> 1. Create a school environment in which staff seek and effectively engage in new roles and responsibilities that are responsive to identified school needs and contribute to improved student achievement. | <input type="checkbox"/> Creates a school environmer in which staff are willing to take on new roles and responsibilities that are responsive to identified school needs and contributes to improved student achievement | <input type="checkbox"/> Uses skills and interest of staff to assign roles and responsibilities; monitors and supervises completion of assignments.     | <input type="checkbox"/> Delegates tasks appropriately but does not provide ongoing supervision                        | <input type="checkbox"/> Makes poor decisions about delegating tasks to staff.                                       |
| <input type="checkbox"/> 2. Consistent with contractual requirements, utilizes the evaluation process as a tool for teachers to reflect upon and improve professional practice  | <input type="checkbox"/> Consistent with contractual requirements, completes the staff evaluation process and connects it to the process of improving teacher practice.  | <input type="checkbox"/> Consistent with contractual requirements, completes the evaluation process but fails to connect it to the improvement process. | <input type="checkbox"/> Initiates evaluation process but is inconsistent in completing all stages in a timely manner. | <input type="checkbox"/> Does not follow the contracted time lines for performance evaluation of certificated staff. |

PRINCIPAL SELF-EVALUATION RUBRIC

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ExceedsMeetsApproachesPartially meetsDoes not meetOptional Comments

Category : II.b. Managing Self.

- ☐ 1. Effective and appropriate delegation of responsibilities enables leader to identify and implement solutions to school-identified needs that lead to increased student achievement.
- ☐ Delegation of appropriate activities and tasks for greater involvement in instructional program.
- ☐ Plans and executes the appropriate delegation of tasks and responsibilities . Manages responsibilities in a timely and accurate manner.
- ☐ Does not have a consistent plan to delegate tasks and responsibilities. Addresses high priority initiatives, but is not always able to fulfill other important tasks in a timely manner.
- ☐ Overwhelmed by workload and is not able to prioritize effectively.
- ☐ 2. Regularly acquires and deepens new skills and knowledge that contribute to improved school leadership.
- ☐ Proactively seeks out a broad range of professional development opportunities based on performance feedback and personal reflection.
- ☐ Identifies self-development needs through performance feedback and personal reflection
- ☐ Participates in personal professional development programs only when informed of the need
- ☐ Unable to identifiy and address personal professional development needs.

PRINCIPAL SELF-EVALUATION RUBRIC

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**Category :II c. Daily Management of School**

- |  |   |   |   |   |
|--|---|---|---|---|
| <input type="checkbox"/> 1. Consistently monitors site administrative and operational procedures /practices for effectiveness and revises as needed to significantly improve efficiency of school operations | <input type="checkbox"/> Employs effective site administrative and operational procedures/practices and monitors them periodically for efficiency | <input type="checkbox"/> Employs effective site administrative and operational procedures/ practices. | <input type="checkbox"/> Procedures/practices for site administrative and operational functions occasionally effective. | <input type="checkbox"/> Procedures/practices for site administrative and operational functions are not effective |
| <input type="checkbox"/> 2. Establishes, communicates, and implements ongoing processes to anticipate, assess, and effectively respond to crises and conflicts.  | <input type="checkbox"/> Develops approaches to resolving crises and conflicts and responds to crises effectively                                 | <input type="checkbox"/> Addresses crises and conflicts appropriately.                                | <input type="checkbox"/> Reacts to crises and conflicts and attempts to resolve them.                                   | <input type="checkbox"/> Reactions to crises and conflicts are not effective.                                     |



PRINCIPAL SELF-EVALUATION RUBRIC

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Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
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Category: II d. Management of Finances/Resources

- |  |  |   |  |  |  |
|--|--|---|--|--|--|
| <input type="checkbox"/> 1. Ensures the involvement of the total school community in setting priorities to utilize resources effectively and appropriately to meet current /changing school needs. | <input type="checkbox"/> Ensures the involvement of the total school community in setting priorities to utilize resources effectively and appropriately. | <input type="checkbox"/> Sets resources priorities and manages and allocates resources effectively. | <input type="checkbox"/> Manages allocated resources, but fails to set priorities. | <input type="checkbox"/> Fails to plan for the use of all available resources. |  |
|--|--|---|--|--|--|

**PARENT COMMUNICATIONS/COMMUNITY RELATIONS**

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
---------	-------	------------	-----------------	---------------	-------------------

- |  |   |   |  |   |  |
|--|---|---|--|---|--|
| <input type="checkbox"/> 1. Establishes and implements strategies for regular, effective, timely and respectful communication with parents about student achievement, and school programs, policies, and events. | <input type="checkbox"/> Conducts effective, timely, and respectful communication with and parents about student achievement, and school programs, policies and events. | <input type="checkbox"/> Usually conducts respectful communication with parents about student achievement, and school programs, policies and events | <input type="checkbox"/> Infrequently communicates with parents about student achievement, and school programs, policies and events. | <input type="checkbox"/> Fails to provide information to parents about student achievement, and school programs, policies and events. |  |
| <input type="checkbox"/> 2. Establishes, monitors, and appropriately modifies strategies to ensure a positive school environment that fosters effective  | <input type="checkbox"/> Establishes a positive school environment that fosters effective communication among parents and school staff in order to create support       | <input type="checkbox"/> Establishes a school environment that provides for communication among parents and school staff.                           | <input type="checkbox"/> Establishes a school environment that allows for infrequent communication among parents and school staff.   | <input type="checkbox"/> Communication among parents and school staff is ineffective.   |  |

PRINCIPAL SELF-EVALUATION RUBRIC

communication among parents and school staff in order to create high levels of support for student success.

Principal Performance Evaluation  
Partnership for Los Angeles Schools

School Year \_\_\_\_\_

ExceedsMeetsApproachesPartially meetsDoes not meetOptional Comments

PARENT COMMUNICATIONS/COMMUNITY RELATIONS-CONTINUED.

- ☐ 3. Encourages and recruits parents to assume leadership roles in a variety of parent organizations and school level groups to ensure student success and foster a positive school environment.
- ☐ Encourages and recruits parents to serve on a variety of parent organizations and school level groups to ensure student success and foster a positive school environment.
- ☐ Encourages parent participation on a variety of parent organizations and school level groups.
- ☐ Infrequently encourages parent participation on a variety of parent organizations and school level groups.
- ☐ Does not encourage parent participation on a variety of parent organizations and school level groups.
- ☐ 4. Establishes a culture in which staff collaboratively obtain and sustain support from district and community representative to address school needs.
- ☐ Identifies and implements effective strategies for obtaining support from district and community representatives to address school needs.
- ☐ Occasionally speaks support from district and community representatives to address school needs.
- ☐ Accepts support when offered from district and community representatives to address school needs.
- ☐ Fails to accept support when offered from district and community representatives to address school needs.

# Appendix 25

# PLAS Teacher Satisfaction Survey 2008-09

## How is the Partnership for Los Angeles Schools (PLAS) Doing?

At the Partnership for Los Angeles Schools (PLAS), we're committed to monitoring the quality of the services and support we provide, as part of an ongoing improvement process. We would appreciate your feedback on our performance. (All submissions are anonymous.)

1. When thinking about the quality and conditions of your school for both you and your students, is it better or worse when compared to the 2007-08 school year?

☐ Much better    ☐ Somewhat better    ☐ About the same    ☐ Somewhat worse    ☐ Much worse    ☐ Don't know

2. Overall, how do you rate the quality of our work and the services we provide to your school?

☐ Excellent    ☐ Good    ☐ Adequate    ☐ Poor    ☐ Don't Know

3. Do you understand what role the Partnership plays in supporting your school?

☐ Yes - very clear    ☐ Sometimes - ambiguity exists    ☐ No - totally unclear

4. Please list your top three concerns either about your school or the supports that PLAS provides.

5. Please provide some specific steps or suggestions that you believe the Partnership should take in order to address your concerns.

6. Please share any additional comments or concerns that you may have.

# PLAS Teacher Satisfaction Survey 2008-09

7. Please rate the following aspects of our work.

	Excellent	Good	Adequate	Poor	Don't Know
Understanding the needs of your school	jn	jn	jn	jn	jn
Communicating clearly and effectively	jn	jn	jn	jn	jn
Keeping you informed of progress	jn	jn	jn	jn	jn
Meeting timelines	jn	jn	jn	jn	jn
Working with staff	jn	jn	jn	jn	jn
Providing value	jn	jn	jn	jn	jn
Responding promptly to problems	jn	jn	jn	jn	jn
Meeting overall expectations	jn	jn	jn	jn	jn

\* 8. School Name (REQUIRED):

- jn 99th Street Elementary
- jn Figueroa Street Elementary
- jn Gompers Middle School
- jn Hollenbeck Middle School
- jn Markham Middle School
- jn Ritter Elementary
- jn Roosevelt High School
- jn Santee Education Complex
- jn Stevenson Middle School
- jn Sunrise Elementary
- jn No response

# Appendix 26

# FACE Family Engagement Rubric\*

4-5

## Exemplary Family and Community Engagement

- Principal actively involved in Family Engagement or Empowered Assistant Principal/Coordinator driving work
- Establishes numerous methods by which parents can become involved in their children's education
- Well designed family engagement programs that link their participation to supporting student learning in the classroom
- Creates a welcoming environment for families and welcoming signage is evident at school
- Utilizes multiple media types for communicating with school families

3

## Active Family and Community Engagement

- Set policies that give the impression parents may become more involved in the school
- Has programs and workshops geared toward parents and families
- Some parts of school are welcoming to parents
- Periodically sends home communication to families
- Has 1-2 people in charge of Family Engagement
- Principal marginally involved in Family Engagement or has given a marginal responsibility to lead administrator

1-2

## Marginal Family and Community Engagement

- Parents are marginally involved in the school site activities
- Workshops are sparse with no purpose or plan behind them
- Communication is sparse
- Periodically sends home communication to families
- Has 1 or no people responsible for Family Engagement and parent concerns
- Principal has limited involvement in setting expectations to schools site or has not given authority to lead administrator



\*Please refer to the comprehensive family engagement rubric

# Appendix 27





# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

**TITLE:** Uniform Complaint Procedures (UCP) 2008-2009

**NUMBER:** MEM-4210.0

**ISSUER:** Jess Womack, Interim General Counsel  
Office of the General Counsel

**DATE:** May 28, 2008

**ROUTING**  
All Employees

**POLICY:** The Los Angeles Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination. The District shall seek to resolve those complaints in accordance with the procedures set out in Sections 4600-4687 of the Title 5 Regulations and in accordance with the policies and procedures of the District.

This Memorandum, issued annually and applicable to the 2008-2009 school year, clarifies that uniform complaints may be used to file noncompliance or unlawful discrimination complaints and/or to appeal District decisions regarding such complaints. Uniform complaint brochures are available at all school sites in the primary languages of that school community. Complainants are encouraged, where possible to try to resolve their complaints directly at the school or work site or in their local district office.

A written notice regarding uniform complaint procedures must be disseminated annually to staff, students, parents or guardians, appropriate private school officials or representatives, and school and other interested parties including district advisory committees. Distribution may be in any form (newsletter, memorandum, staff/student/parent handbook, etc.) that will reach the school community.

**MAJOR CHANGES:** This Memorandum replaces MEM-4047.0, "Uniform Complaint Procedures (UCP) 2007-2008," issued on March 3, 2008, by the Office of the General Counsel.

**GUIDELINES:** The following guidelines apply.

### I. BACKGROUND

These Uniform Complaint Procedures were developed by the Los Angeles Unified School District (District) pursuant to Title 5, California Code of Regulations, Sections 4600-4687, during the 1992-1993 school year. The District's uniform complaint procedures may be used to file complaints with the District or to appeal District decisions which concern unlawful discrimination under the following federal/state laws: Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990 (ADA) for the charges of discrimination based on mental or physical disability; Title IX of the Education Amendments of 1972 charges of discrimination/harassment based on



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

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sex including charges of sexual harassment and Title VI of the Education Amendments of 1964 for charges of discrimination based on race, color or national origin. Section 4900, et, seq. includes sexual identification, gender identity, ethnic identification and ancestry.

### II. GENERAL INFORMATION

A. The Uniform Complaint Procedures may be used for complaints or allegations of noncompliance involving the following educational programs and complaints alleging violations of the following nondiscrimination protections:

1. Adult Education
2. Allegations of unlawful discrimination including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the District that is funded directly or receives any state funds.
3. Career/Technical Education
4. Child Development
5. Child Nutrition Services
6. Consolidated Aid Categorical Programs
7. Migrant and Indian Education
8. Special Education

B. Complaints pertaining to the following may be referred for resolution to the indicated state or federal agency, as appropriate:

1. Allegations of suspected child abuse shall be referred to the applicable Los Angeles County Department of Social Services, Protective Services Division, or the appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to the Department of Social Services, for licensed facilities.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

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3. Allegations of fraud shall be referred to the responsible division/branch/department/unit/local district administrator or to the Inspector General.
4. Employment discrimination complaints shall be referred to the District's Equal Employment Opportunity Office or may be sent to the State Department of Fair Employment and Housing (DFEH).

### III. RELATED DEFINITIONS

Title 5, California Code of Regulations provides the following definitions:

- A. Appeal: A request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation.
- B. Complainant: An individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging a violation of federal or state laws or regulations, including allegations of unlawful discrimination in programs and activities funded directly by the state or receiving any financial assistance from the state.
- C. Complaint: A written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the District shall assist the complainant in the filing of the complaint.
- D. Complaint Investigation: Administrative process used by the District, the California Department of Education (CDE), or the U.S. Department of Education (USDE) for the purpose of gathering data regarding the complaint.
- E. Complaint Procedure: An internal process used by the District to process and resolve complaints.
- F. Compliance Agreement: An agreement or plan, following a finding of District noncompliance with state laws and regulations, which has been developed by the District and approved by the California Department of Education to resolve a noncompliance issue.
- G. Days: Calendar days unless otherwise designated.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

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- H. Direct State Intervention: The steps taken by the California Department of Education to initially investigate complaints or effect compliance.
- I. Local Agency: A school district governing board or a local public or private agency which receives direct or indirect funding or any other financial assistance from the state to provide any school programs or activities or special education or related services.
- J. Mediation: A problem-solving activity whereby a third party assists the parties to the dispute in resolving the complaint. Pursuant to federal law, participation in mediation by complainants filing complaints is voluntary, not mandatory.
- K. State Mediation Agreement: A written, voluntary agreement, approved by the California Department of Education, which is developed by the District and the complainant to the dispute, which resolves the allegations of the complaint.

#### IV. NOTIFICATION – DISSEMINATION

##### A. Employees

The *Uniform Complaint Procedures Memorandum* is to be provided to all District employees on an annual basis at the beginning of each school year.

##### B. Students

The District's formal complaint procedures are provided in the "*Parent Student Handbook*." All schools are required to annually distribute the "*Parent Student Handbook*" to every student at the beginning of each school year or upon their first enrollment into any LAUSD school.

##### C. Parents and/or Guardians

The District's "*Parent Student Handbook*" may be used to provide parents and guardians notification of the District's formal complaint procedures.

##### D. District/School Advisory Committees - Other Interested Parties

The *Uniform Complaint Procedures Brochure* may be used to provide information regarding the District's formal complaint procedures to District/School Advisory Committees, as well as other interested parties.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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### V. CONFIDENTIALITY AND NONRETALIATION

Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to those persons with a need to know within the confines of the District's reporting procedures and investigative process.

- . The District prohibits retaliation in any form for the filing of a complaint or an appeal, reporting instances of non-compliance or discrimination, or for participation in the complaint-filing or investigation process. These confidentiality and nonretaliation requirements extend to all parties involved.

### VI. FORMAL COMPLAINT PROCEDURES

#### A. Complaint Filing

1. Any individual, public agency or organization may file a written complaint, alleging a matter which, if true, would constitute a violation by the District or federal or state laws or regulations governing the programs and activities as well as allegations of unlawful discrimination identified in the General Information section of this document.
2. Any parent/guardian/individual/organization has the right to file a written complaint of discrimination within six months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination.
3. A complainant who makes a verbal complaint shall be referred to the administrator/designee who will assist any person with a disability or who is unable to prepare a written complaint.
4. The complainant will submit a written complaint to:

Sue Spears, Director/Compliance Officer  
Los Angeles Unified School District  
Educational Equity Compliance Office  
333 South Beaudry Avenue - 20<sup>th</sup> Floor  
Los Angeles, California 90017  
Telephone: (213) 241-7682

This person/office shall be considered the representative of the District for purposes of receiving and coordinating responses to complaints and



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

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correspondence related to this policy.

The District ensures the District administrator/designee assigned to investigate complaints is knowledgeable about the laws/programs that he/she is assigned to investigate and is responsible for compliance. In addition, the District administrator/designee responsible for providing a written report should be a person trained in the Uniform Complaint Procedures (UCP) investigative process. As such, this designee must have knowledge of federal and state laws and regulations pertaining to Uniform Complaint Procedures.

5. The District will provide an opportunity for complainants and/or representatives to present relevant information. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

### B. Complaint Receipt

The District administrator/designee shall:

1. Acknowledge receipt of the complaint within five calendar days and will review the complaint to determine whether it meets the criteria for filing under the procedures or falls within the exceptions listed in the General Information section.
2. Inform the complainant of the District policy and appeal procedures in those instances when a complaint may be filed directly with the State Superintendent of Public Instruction or another appropriate state or federal agency.
3. Determine whether the complainant and the District representative will participate in mediation to resolve the complaint prior to formal investigation. If the complainant agrees to the mediation, he/she must be, informed that he/she may at any time terminate the mediation process and proceed directly to an investigation. Mediation may not extend the time line for investigation and resolution to the complaint unless the complainant agrees, in writing, to the extension.
4. Determine whether a discrimination complaint has been filed within six months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination. Confidentiality of complaints alleging discrimination



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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will be observed to the maximum extent possible.

5. Deny the discrimination complaint if it has not been filed in a timely manner, and notify the complainant of his/her right to appeal to the state superintendent of public instruction for an extension of time in which to file the complaint.
6. Refer the complaint for investigation to the appropriate District office/division/branch/unit/local district.
7. Ensure that, within sixty (60) calendar days of the receipt of the written complaint, the complaint has been resolved and/or investigated and that a written report of findings is issued to the complainant. The written report of the investigative findings must contain the allegation(s), method of investigation, policy, findings, conclusion(s), and corrective action(s), if applicable.
8. Obtain an extension of time, if appropriate, in order to conduct the investigation.

### C. Complaint Timeline

1. Each complaint shall be resolved and a written report of investigative findings issued within sixty (60) calendar days of the receipt of the written complaint unless the complainant agrees in writing to an extension of time.
2. If the complainant agrees to mediation, mediation may not extend the time line for investigation and resolution to the complaint unless the complainant agrees, in writing, to the extension.

### D. Complaint Investigation

Each complaint shall be investigated by the appropriate District office/unit/division/branch/local district office. The District office/unit/division/branch/local district office shall:

1. Adhere to a thirty (30) calendar day timeline to request additional information from the complainant as necessary, conduct the investigation, and prepare the final written report of findings.
2. Provide an opportunity for the complainant and/or the complainant's representative and the District's representative to present information that is relevant to the complaint during the meditative or investigative process. Refusal by the complainant to provide the investigator with





# LOS ANGELES UNIFIED SCHOOL DISTRICT

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documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

3. Obtain statements from other individuals who were witnesses to the alleged violation or who can provide relevant information concerning the alleged violation.
4. Review documents that may provide information relevant to the alleged violation. When necessary, request clarification on specific issues of the complaint from other District offices (e.g., Parent Community Services Branch, Specially Funded Programs Branch, Division of Special Education, etc.).
5. Have access to applicable District records and/or other information related to the allegation(s) in the complaint. District units or staff who refuse or otherwise fail to cooperate in the investigation or engage in any other obstruction of the investigation, may cause a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.
6. Prepare a written report (in English and in the language of the complainant) of the investigative findings which contains the disposition and rationale for such disposition to include the following: allegation(s), method of investigation, policy and/or applicable law, findings along with supporting information, conclusion(s), corrective action(s), if any, and suggested remedies, if applicable.
7. Within 30 calendar days of receipt of the complaint, forward a draft of the written report of investigative findings to Educational Equity Compliance Office (EECO) for review and final disposition.

### E. Complaint Response

1. The EECO administrator/designee will complete and provide the closing letter, along with the written report of investigative findings, to the complainant and to the appropriate administrator/designee.
2. The closing letter provided to the complainant must include the assurance that the District will not tolerate retaliation against the complainant for opposing District actions, reporting, or threatening to report such actions or for the complainant's participation in an investigation of District actions.





# LOS ANGELES UNIFIED SCHOOL DISTRICT

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3. The closing letter provided to the complainant must also include notice of the complainant's right to appeal the District's decision. Local district decisions regarding programs listed in the General Information section may be appealed within fifteen (15) days to the Educational Equity Compliance Office and/or to the California Department of Education.

### VII. APPEALS

#### A. Appeal to the Los Angeles Unified School District

1. Appeals to local district decisions involving allegations of discrimination/harassment may be appealed in writing within fifteen (15) days to the District's Educational Equity Compliance Office.
2. These appeals may be directed to:

Sue Spears, Director, Educational Equity Compliance Office  
Los Angeles Unified School District  
333 South Beaudry Avenue - 20<sup>th</sup> Floor  
Los Angeles, California 90017  
Telephone: (213) 241-7682

3. The complainant shall specify the reason(s) for appealing the decision and include a copy of the local district decision. The District will provide the investigator with access to records and/or other information related to the allegation in the complaint. A final written letter of findings will be provided to the complainant of the disposition of the appeal and rationale for the disposition.

#### B. Appeals to the California Department of Education (CDE)

1. Appeals of decisions regarding educational programs listed in this document (found in the General Information section) may be appealed to the California Department of Education (CDE) – Categorical Programs Complaints Management by filing a signed written appeal within fifteen (15) days after receiving the District's decision. The written appeal should specify the reason(s) for appealing the decision and include a copy of the District's decision. These appeals should be sent to:

California Department of Education  
Categorical Programs Complaints Management  
1430 N Street - Suite 5408  
Sacramento, California 95814

2. Appeals of decisions regarding allegations of alleged discrimination/harassment listed in this document (found in the General



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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Information section) may be appealed to the California Department of Education (CDE) – Office of Equal Opportunity by filing a signed written appeal within fifteen (15) days after receiving the District's decision. The written appeal should specify the reason(s) for appealing the decision and include a copy of the District's decision. These appeals should be sent to:

California Department of Education  
Office of Equal Opportunity  
1430 N Street – Suite 6019  
Sacramento, California 95814

3. Appeals of decisions regarding special education compliance may be filed with the California Department of Education (CDE) – Special Education Division by sending a signed written appeal within fifteen (15) days after receiving the District's decision. The written appeal should specify the reason(s) for appealing the decision and include a copy of the District's decision. These appeals should be sent to:

California Department of Education  
Special Education Division  
Procedural Safeguards and Referral Services (PSRS)  
1430 N Street - Suite 2401  
Sacramento, California 95814

4. A person who alleges that he or she is a victim of discrimination may not seek civil remedies until at least sixty (60) days after the filing of an appeal with California Department of Education.
5. The sixty-day moratorium imposed by Section 262.3 (d) of the Education Code does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint. (Extensions for filing such appeals may be granted, in writing, by the California Department of Education for good cause).

### VIII. CIVIL REMEDIES

Pursuant to California Education Code (Section 262.3), persons who have filed a complaint should be advised that civil law remedies may be available to them.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

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**AUTHORITY:** This is the policy of the District Superintendent of Schools. The following legal standard is applied to this policy:

*California Code of Regulations, Title 5, Sections 4600 - 4687*

**ASSISTANCE:** For further information, to ask questions, seek assistance regarding the filing of complaints under the Uniform Complaint Procedures, or have questions regarding appeal procedures, contact:

Educational Equity Compliance Office – (213) 241-7682

- Barbara Perttula, Coordinator, Uniform Complaint Procedures
- Sue Spears, Director/Compliance Officer

**ATTACHMENTS:**

- Attachment A – UCP Complaint Form - English
- Attachment A – UCP Complaint Form - Spanish
- UCP Brochure 2008-2009 - English
- UCP Brochure 2008-2009 – Spanish

Translations of the above documents are also available in the following languages: Armenian, Chinese, Farsi, Korean, and Russian. To obtain the translations (Armenian, Chinese, Farsi, Korean, and Russian) of the UCP Complaint Form and UCP Brochure 2008-2009, please contact the Educational Equity Compliance Office at (213) 241-7682.

Last Name _____	First Name/MI _____												
Student Name (if applicable) _____	Grade _____ Date of Birth _____												
Street Address/Apt. # _____													
City _____	State _____ Zip Code _____												
Home Phone _____	Cell Phone _____ Work Phone _____												
School/Office of Alleged Violation _____													
<p><b><u>For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:</u></b></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Adult Education</td> <td><input type="checkbox"/> Consolidated Categorical Programs</td> <td><input type="checkbox"/> Nutrition Services</td> </tr> <tr> <td><input type="checkbox"/> Career/Technical Education</td> <td><input type="checkbox"/> Migrant and Indian Education</td> <td><input type="checkbox"/> Special Education</td> </tr> <tr> <td><input type="checkbox"/> Child Development Programs</td> <td></td> <td></td> </tr> </table>		<input type="checkbox"/> Adult Education	<input type="checkbox"/> Consolidated Categorical Programs	<input type="checkbox"/> Nutrition Services	<input type="checkbox"/> Career/Technical Education	<input type="checkbox"/> Migrant and Indian Education	<input type="checkbox"/> Special Education	<input type="checkbox"/> Child Development Programs					
<input type="checkbox"/> Adult Education	<input type="checkbox"/> Consolidated Categorical Programs	<input type="checkbox"/> Nutrition Services											
<input type="checkbox"/> Career/Technical Education	<input type="checkbox"/> Migrant and Indian Education	<input type="checkbox"/> Special Education											
<input type="checkbox"/> Child Development Programs													
<p><b><u>For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:</u></b></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Age _____</td> <td><input type="checkbox"/> Ethnic Group Identification _____</td> <td><input type="checkbox"/> Religion _____</td> </tr> <tr> <td><input type="checkbox"/> Ancestry _____</td> <td><input type="checkbox"/> Gender _____</td> <td><input type="checkbox"/> Sex (Actual or Perceived) _____</td> </tr> <tr> <td><input type="checkbox"/> Color _____</td> <td><input type="checkbox"/> National Origin _____</td> <td><input type="checkbox"/> Sexual Orientation (Actual or Perceived) _____</td> </tr> <tr> <td><input type="checkbox"/> Disability (Mental or Physical) _____</td> <td><input type="checkbox"/> Race _____</td> <td><input type="checkbox"/> _____</td> </tr> </table> <p><input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics</p>		<input type="checkbox"/> Age _____	<input type="checkbox"/> Ethnic Group Identification _____	<input type="checkbox"/> Religion _____	<input type="checkbox"/> Ancestry _____	<input type="checkbox"/> Gender _____	<input type="checkbox"/> Sex (Actual or Perceived) _____	<input type="checkbox"/> Color _____	<input type="checkbox"/> National Origin _____	<input type="checkbox"/> Sexual Orientation (Actual or Perceived) _____	<input type="checkbox"/> Disability (Mental or Physical) _____	<input type="checkbox"/> Race _____	<input type="checkbox"/> _____
<input type="checkbox"/> Age _____	<input type="checkbox"/> Ethnic Group Identification _____	<input type="checkbox"/> Religion _____											
<input type="checkbox"/> Ancestry _____	<input type="checkbox"/> Gender _____	<input type="checkbox"/> Sex (Actual or Perceived) _____											
<input type="checkbox"/> Color _____	<input type="checkbox"/> National Origin _____	<input type="checkbox"/> Sexual Orientation (Actual or Perceived) _____											
<input type="checkbox"/> Disability (Mental or Physical) _____	<input type="checkbox"/> Race _____	<input type="checkbox"/> _____											
<p>1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>													

2. Have you discussed your complaint or brought your complaint to any Los Angeles Unified School District personnel? If you have, to whom did you take the complaint, and what was the result?


3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Mail complaint and any relevant documents to:**

Sue Spears, Director  
Educational Equity Compliance Office  
Los Angeles Unified School District  
333 South Beaudry Avenue - 20<sup>th</sup> Floor  
Los Angeles, CA 90017

Telephone: (213) 241-7682

# **Formulario del Procedimiento Uniforme de Quejas**

Apellido	Nombre/Inicial	
Nombre del Estudiante (Si corresponde)	Grado	Fecha de Nacimiento
Dirección/# de Apto.		
Ciudad	Estado	Zona Postal
Teléfono (casa)	Teléfono Celular	Teléfono (trabajo)
Escuela/Oficina de Supuesta Violación		

Para queja(s) de no conforme, favor de marcar el programa o actividad en referencia a su queja, si aplica:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Educación para Adultos           | <input type="checkbox"/> Programas Consolidados de Ayuda Categórica              | <input type="checkbox"/> Servicios de Alimentación |
| <input type="checkbox"/> Educación Profesional y Técnica  | <input type="checkbox"/> Educación de Estudiantes Migratorios e Indio Americanos | <input type="checkbox"/> Educación Especial        |
| <input type="checkbox"/> Programas de Desarrollo Infantil |  |  |

Para queja (s) de discriminación ilegal/acoso, favor de marcar la base de la discriminación ilegal/acoso descrita en su queja, si aplica:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Edad _____                         | <input type="checkbox"/> Identificación de Grupo Étnico _____ | <input type="checkbox"/> Religión _____                                |
| <input type="checkbox"/> Ascendencia _____                  | <input type="checkbox"/> Genero _____                         | <input type="checkbox"/> Sexo (Actual o percibida) _____               |
| <input type="checkbox"/> Color _____                        | <input type="checkbox"/> Origen Nacional _____                | <input type="checkbox"/> Orientación sexual (Actual o percibida) _____ |
| <input type="checkbox"/> Discapacidad Física o Mental _____ | <input type="checkbox"/> Raza _____                           | <input type="checkbox"/> _____   |

☐ Basado sobre la asociación con una persona o grupo con una o mas de estas características actuales o percibidas.

1. Favor de explicar los hechos acerca de la queja. Favor de proporcionar los detalles como los nombres de las personas involucradas, fechas, si había testigos presentes, etc., que puedan ser útiles para el investigador de quejas.

[illegible]

2. ¿Ha dialogado usted o traído su queja a cualquier personal del Distrito Escolar Unificado de Los Angeles? ¿Si usted lo ha hecho, a quien le llevo la queja y cual fue el resultado?


3. Favor de proporcionar copias de cualquier documento por escrito que puedan ser pertinentes o que apoyen su queja.  
He adjuntado documentos de apoyo. ☐ Si ☐ No

Firma \_\_\_\_\_ Fecha \_\_\_\_\_

**Favor de enviar por correo la queja y documentos a:**

Sue Spears, Director  
Educational Equity Compliance Office  
Los Angeles Unified School District  
333 South Beaudry Avenue - 20<sup>th</sup> Floor  
Los Angeles, CA 90017

Teléfono: (213) 241-7682

# How a Complaint is Investigated and Answered

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Each complaint is investigated by the appropriate District office, unit, division, branch, or local district office, which must be concluded within sixty (60) calendar days of the receipt of the written complaint. The investigation and District response include the following:

1. Provide an opportunity for the person or organization complaining and District personnel to present information relevant to the complaint.
2. Obtain specific information from other persons who can provide relevant information concerning the complaint or were witnesses to the alleged violation indicated in the complaint.
3. Review related documents.
4. Prepare written report (in English and in the language of the complaint) of the investigative findings which contains the disposition and rationale for such disposition, including corrective action(s), if any, and suggested remedies, if applicable.
5. Conclude the review within 60 calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to extend the time.
6. Notify the person or organization of appeal procedures.

# How to Appeal

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Persons or organizations disagreeing with the District decision, including local district, central office, or school decision, have fifteen (15) days after receipt of the report of findings (decision) to file an appeal. The appeal must be in writing and include a copy of the original complaint, as well as a copy of the District's decision provided to them.

1. If the original complaint involved one of the educational programs (listed 1-8) inside, the appeal should be sent to:

State of California  
Department of Education  
1430 N Street  
Sacramento, CA 95814

2. If the original complaint involved discrimination under the ADA, Section 504, Title VI, or Title IX, and the decision was provided by a local district, school, or other District office, the appeal may be directed to:

Sue Spears, Director  
Educational Equity Compliance  
Los Angeles Unified School District  
333 South Beaudry Ave. – 20<sup>th</sup> Floor  
Los Angeles, CA 90017

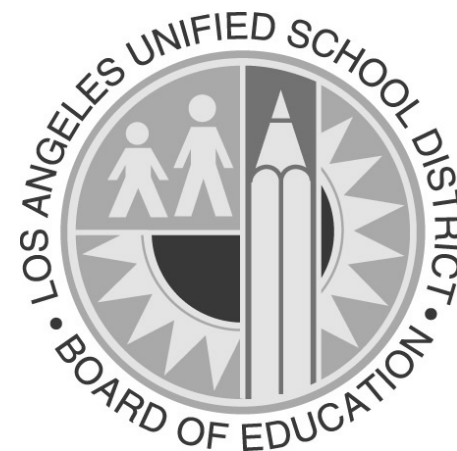
Appeals of local site decisions involving Title VI or Title IX may also be directed to the California Department of Education (see address above) for resolution.

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# Uniform Complaint Procedures

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## 2008 — 2009



## Educational Equity Compliance Office

## (213) 241-7682

**Effective July 2008**

UCP Brochure English



## Why This Brochure?

The Los Angeles Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. The District shall seek to resolve those complaints in accordance with state law, Title 5, California Code of Regulations.

These same complaint procedures may also be used to file complaints against the District which allege unlawful discrimination under the following federal laws: the Americans with Disabilities Act (ADA) or Section 504 (discrimination based on mental or physical disability); age; ancestry; ethnic group identification; religion; Title VI (discrimination based on race, color, or national origin), and Title IX (discrimination based on gender, actual or perceived sex, sexual orientation), or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Discrimination complaints must be filed within six months from the date the alleged discrimination occurred or the date when knowledge of the facts of the alleged discrimination was first obtained.

**This brochure provides notice by the District that these complaint procedures are available for use under the circumstances described in the brochure.**

## What Programs Are Covered?

These complaint procedures cover the following educational programs:

1. Adult Education
2. Any other program or activity which receives or benefits from state financial assistance in which unlawful discrimination or harassment occurs against a protected group based on actual or perceived age, ancestry, color, disability (mental or physical), ethnic group identification, gender, national origin, race, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.
3. Career and Technical Education
4. Child Care and Development
5. Consolidated Categorical Programs
6. Migrant and Indian Education
7. Nutrition Services
8. Special Education

## How to Submit a Complaint

Any person, organization, or public agency concerned about a violation of state or federal regulations governing an educational program listed in this brochure is to submit a written complaint to:

**Sue Spears, Director**  
**Educational Equity Compliance Office**  
**Los Angeles Unified School District**  
**333 South Beaudry Avenue - 20<sup>th</sup> Floor**  
**Los Angeles, CA 90017**

Any person with a disability or who is unable to prepare a written complaint can receive assistance from the site-administrator/designee or by calling the Educational Equity Compliance Office at (213) 241-7682.

The District assures confidentiality to the maximum extent possible. The District prohibits retaliation against anyone who files a complaint or anyone who participates in the complaint investigation process.

Complainants are advised that civil law remedies may also be available to them.

**The sixty (60) day time line for the investigation and District response shall begin when the complaint is received.**

## Cómo se Investiga y se Responde a una Queja

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Cada queja es investigada por la oficina apropiada del Distrito, unidad, división, rama, u oficina del distrito local, la cual debe ser concluida dentro de sesenta (60) días de calendario del recibo de la queja escrita. La investigación y la respuesta del Distrito incluyen lo siguiente:

1. Brindar una oportunidad para la persona o la organización que haya presentado la queja y al personal del Distrito para presentar información relacionada con la queja.
2. Obtener información específica de otras personas que puedan proveer información referente a la queja o fueron testigos de la violación alegada indicada en la queja.
3. Revisar documentos pertinentes.
4. Preparar un informe escrito (en inglés y en el idioma de la queja) de las conclusiones investigadas que contienen la disposición y el razonamiento para tal disposición, incluyendo acción(es) corregidas, si algunas, y soluciones recomendadas, si aplican.
5. El resumen terminara dentro de los 60 días de calendario desde la fecha de que se recibió la queja, a menos que el demandante por escrito esté de acuerdo en extender el plazo.
6. Notificar a la persona o a la organización los procedimientos de apelación.

## Cómo Apelar

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Las personas u organizaciones que estén en desacuerdo con la decisión del Distrito, incluyendo distritos locales, oficina central, o la decisión escolar, disponen de quince (15) días, después de haber recibido el reporte de decisión para archivar una apelación. La apelación debe presentarse en escrito e incluir una copia de la queja original, y también una copia de la decisión tomada por el Distrito local proveído a ellos.

1. Si la queja original tenía que ver con uno de los programas educativos (enumerados de 1-8) dentro, la apelación se le debe enviar a:

State of California  
Department of Education  
1430 N Street  
Sacramento, CA 95814

2. Si la queja original involucra discriminación, bajo el ADA, Artículo 504, Título VI, o el Título IX, y la decisión fue proveída por un distrito local, escuela, u otra oficina del Distrito, la apelación puede ser dirigida:

Sue Spears, Director  
Educational Equity Compliance  
Los Angeles Unified School District  
333 South Beaudry Avenue – 20<sup>th</sup> Floor  
Los Angeles, CA 90017

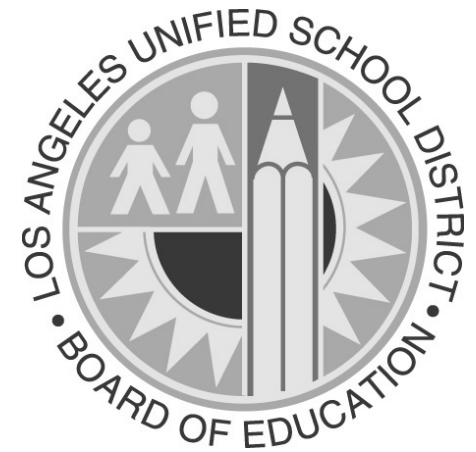
Apelaciones de las decisiones de sitios locales involucrando al Título VI o al Título IX pueden también ser dirigidas al California Departamento de Educación (ver la dirección arriba) para su resolución.

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## Procedimientos Uniformes para Presentar Quejas

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### 2008 — 2009



Oficina de Cumplimiento  
de la Equidad Educativa

**(213) 241-7682**

**Efectivo Julio 2008**

UCP Brochure - Spanish

## El Porqué De Este Folleto

El Distrito Escolar Unificado de Los Angeles tiene la primera responsabilidad para asegurar acatamiento con las leyes y reglamentos estatales y federales aplicables. El Distrito buscará la manera de resolver estas quejas de acuerdo con la ley estatal, Título 5, Código de Reglamentos de California.

Estos mismos procedimientos de quejas se pueden utilizar para presentar quejas contra el Distrito en las que se afirme que ha habido discriminación ilegal bajo las siguientes leyes federales: la ley Americanos con Discapacidades (ADA) o Artículo 504 (discriminación basada en discapacidades físicas o mentales); edad; abolengo; identificación según el grupo étnico; religión; Título VI (discriminación basada en la raza, color o origen nacional) y el Título IX (discriminación basado en género, actual o sexo percibido, orientación sexual) o sobre la base de asociación de una persona con otra o grupo con una o mas de estas características actuales o percibidas.

Quejas de discriminación deben presentarse dentro de seis meses a partir de la fecha en que la discriminación ocurrió o la fecha cuando se supo de la supuesta discriminación por primera vez se obtuvo.

**El Distrito proporciona notificación mediante este folleto que estos procedimientos de quejas están disponibles para su uso bajo las circunstancias descritas.**

## ¿Qué Programas Están Incluidos?

Estos procedimientos para presentar quejas cubren los siguientes programas educativos:

1. Educación para Adultos
2. Cualquier programa o actividad que reciba o se beneficie de fondos estatales en el que ocurra discriminación ilegal o acoso contra un grupo protegido basado en edad actual o percibida, abolengo, color, discapacidad (mental o física) identificación según el grupo étnico, género, origen nacional, raza, religión, sexo, o orientación sexual, o en la base de la asociación de una persona con otra o grupo con una o mas de estas características actuales o percibidas.
3. Educación Vocacional y Técnica
4. Programas del Desarrollo de los Niños
5. Programas Categóricos Consolidados
6. Educación para Estudiantes Migratorios e Indio Americanos
7. Servicios de Nutrición
8. Programas de Educación Especial

## Cómo Se Presenta Una Queja

Toda persona, organización, o entidad pública preocupada por una violación a los reglamentos federales o estatales que rigen alguno de los programas educativos mencionados en este folleto debe presentar una queja por escrito a:

**Sue Spears, Director  
Educational Equity Compliance Office  
Los Angeles Unified School District  
333 South Beaudry Avenue - 20<sup>th</sup> Floor  
Los Angeles, CA 90017**

Toda persona con una discapacidad o que es incapaz de preparar una queja escrita puede recibir asistencia del sitio-administrador/designado o llamando a la oficina Cumplimiento de la Equidad Educativa al (213) 241-7682.

El Distrito garantiza confidencialidad en el mayor grado posible. El Distrito prohíbe las represalias contra todo aquel que presente una queja o participe en el proceso de investigación de dicha queja.

Reclamantes se les notifica que podrán tener a su disposición remedios jurídicos civiles.

**El plazo de sesenta (60) días de calendario para la investigación y la respuesta del Distrito deberá comenzar cuando se reciba la queja.**

# Appendix 28

One day, all children in this nation will have the opportunity to attain an excellent education.

**TEACHFORAMERICA**

Marshall Tuck  
The Partnership for Los Angeles Schools  
1541 Wilshire Blvd, Suite 200  
Los Angeles, CA 90017

1-08-2010

Teach For America-Los Angeles is pleased to support the Partnership for Los Angeles Schools work to transform teaching and learning so all students have a foundation for academic excellence and personal success, and to turnaround some of the lowest performing schools in LAUSD and implement a scalable reform model that can be replicated district-wide.

To this end Teach For America- Los Angeles has elected to partner with Partnership for Los Angeles Schools to support its application under the LAUSD Public School Choice Process. In particular we will support the recruitment of a highly effective teaching force that demonstrates a diversity of skill sets, background and experiences, who are trained in culturally relevant and responsive pedagogy, and who will use data in a collaborative manner to target supports for students and adults. Teach For America corps members in the schools YPI operates will positively contribute to establishing a culture of continuous improvement and accountability for student learning.

As an organization Teach For America-Los Angeles has been recruiting, and developing talented teachers and school leaders who are knowledgeable and passionate about education for all students in Los Angeles, for nearly 20 years. During this period of time we have recruited more than 1,200 teachers to Los Angeles. These talented individuals have gone on to become leaders in our community, including six elected officials and 42 high performing school leaders.

Across the nation, we have trained and supported almost twenty thousand teachers in communities and schools where the achievement gap is most pronounced. Our teachers have worked with nearly 3 million children living at or near the poverty line, the vast majority of whom are African American or Latino/Hispanic students who are performing well below their peers in higher-income neighborhoods.

For two decades, Teach For America has been learning about what distinguishes highly effective teachers in low-income communities. We frequently observe teachers in person and on video to gather qualitative evidence of their actions in and around the classroom. We interview them and facilitate reflection about their processes, purposes, and beliefs. We review teachers' planning materials, assessments, and student work. We survey teachers in our program at least four times a year about what training and support structures are most influential in their teaching practice. These findings are then incorporated into our teacher development model.

After individuals join Teach For America's corps, we focus our efforts on training them to be highly successful beginning teachers. Our model of teacher preparation, support, and development revolves around five key drivers of new teacher learning and performance. At the center of our



AN AMERICORPS PROGRAM

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

model is experiential learning, or what teachers learn first-hand from their classroom experiences and from the progress their students make. Experiential learning includes using data on student achievement to drive reflection and feedback. This helps corps members analyze the relationship between their actions and student outcomes. In addition, we ensure corps members have a foundation of core knowledge in instructional planning and delivery, classroom management and culture, content and pedagogy, learning theory, and other areas. We provide support tools such as student learning assessments, lesson plans, and sample letters to parents. We give corps members the opportunity to learn from the examples of other excellent teachers, both live and virtual. Finally, we facilitate a community of shared purpose, values, and support, fostering connections among corps members so they can take risks, ask for help, experiment, learn from colleagues, and sustain themselves, both physically and emotionally.

Our corps members are committed to ensuring that they are employing instructional strategies to meet the needs of all learners. As part of their independent work, corps members read a set of textbooks that Teach For America has developed, conduct observations of experienced teachers, and complete written and reflective exercises. This includes *Diversity, Community, and Achievement*, which examines diversity related issues new teachers may encounter, particularly in the context of race, class, and the achievement gap, and *Learning Theory* which focuses on learner-driven instructional planning. It considers how students' cognitive development and individual learning profiles should help inform corps members' instructional and classroom management decisions.

In addition to providing a comprehensive text and curriculum sessions on Diversity, Community and Achievement during the summer training institute, Teach For America provides incoming corps members with an overview of the diversity and history of communities in which they serve through panels with local community leaders, recommend readings, and small group discussions during regional orientation. Moreover, we build partnerships with organizations such as Sponsorship for Educational Opportunities (SEO), United Negro College Fund (UNCF), The National Council of La Raza, National Black and Hispanic MBA Associations, National Urban League, and have launched a number of broad diversity and inclusiveness initiatives to raise awareness in communities of color.

Our teachers set big goals that are ambitious, measurable, and meaningful for their students. They invest students and their families through a variety of strategies to work hard to reach those ambitious goals. They plan purposefully by focusing on where students are headed, how success will be defined, and what path to students' growth is most efficient. Our teachers execute effectively by monitoring progress and adjusting course to ensure that every action contributes to student learning. Teach For America corps members continuously increase their effectiveness by reflecting critically on their progress, identifying root causes of problems, and implementing solutions. Finally, they work relentlessly in light of their conviction that they have the power to work past obstacles for student learning.



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One day, all children in this nation will have the opportunity to attain an excellent education.

**TEACHFORAMERICA**

Additionally, each corps member is supported by a Program Director for the duration of their two year commitment. Program directors hold teachers accountable for producing data driven results within their classroom and facilitate co-investigation of teacher effectiveness. In, 2008 more than two-thirds of our first and second-year corps members generated 18 months of learning in a 10 month period of time.

National research has also borne out our impact. Independent studies have demonstrated the added value of Teach For America corps members. For example, one study analyzing student exam data from 2000 through 2006, found that Teach For America corps members were, on average, more effective than non-Teach For America teachers in all subject areas, and especially in math and science. That was true even when Teach For America teachers were compared with experienced and fully certified teachers. These findings were confirmed in a 2009 update of the study, which employed a larger sample of corps members and additional comparison groups. In all cases, the positive impact of having a Teach For America teacher was two or three times that of having a teacher with three or more years of experience. Research on Teach For America corps members teaching in LAUSD has substantiated this impact, finding that TFA teachers produce statistically significant gains for students when compared to non-TFA teachers regardless of years of experience.

As part of our community partnership with the Partnership for Los Angeles Schools, we are committed to providing corps members to support their efforts to build a diverse staff, to broaden a partnership begun in 2007. We are proud to have 15 current corps members and approximately 15 alumni teaching in various Partnership schools. As a partner with the Partnership for Los Angeles Schools we look forward to expanding our presence within the schools they apply to operate, serving as a pipeline for a diverse and effective teaching staff.



AN AMERICORPS PROGRAM



CREATING COMMUNITIES THAT WORK

520 West 23rd Street • Los Angeles, CA 90007  
Tel 213.763.2520 • Fax 213.763.2729 • www.cdtech.org

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January 11, 2010

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: The Partnership for Los Angeles School's Public School Choice Application**

Dear Superintendent Cortines:

The Community Development Technologies Center (CDTech) writes to you at this time regarding the Partnership for Los Angeles Schools' application to become the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process.

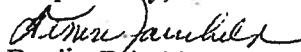
CDTech is a nonprofit 501 (c)(3) community economic development organization providing leadership to a comprehensive community revitalization initiative in the 90011 zip code area known as Vernon-Central in which these schools are located. We have been working in partnership with several of the community's schools on education reform related to building K-20 education and career pathways to careers in growth sector industries since 2007. We currently have working partnerships with Santee and Jefferson high schools, Adams and Carver middle schools and Harmony Elementary School.

As a nonprofit with multiple inter-related partnerships within the community, we are remaining neutral in regard to any of the Public School Choice applications currently being submitted for this school cluster. What we have pledged within our letters accompanying these proposals is that we will support the work of the selected operators of the schools and wish to have existing partnership agreements remain in force so that we are able to continue our important work in collaboration.

We are currently have an active partnership with The Partnership for Los Angeles Schools through the Triple Crown Initiative with Santee High School. Within this context, The Partnership works with the Tri-C Implementation Team to reach out to key stakeholders in the community in order to ensure that students receive a high quality education which will ultimately benefit the entire community.

If you have any questions regarding our working relationship with The Partnership for Los Angeles Schools please feel free to contact us.

Respectfully,

  
Denise Fairchild, Ph.D.  
President





**Big Brothers Big Sisters  
of Greater Los Angeles and the Inland Empire**

**Founder's Club Cornerstones**

Joseph F. and Inez Eichenbaum Foundation  
Alice and Rick Greenthal  
Robert M. Kommerstad  
Barbara and George Wood

800 South Figueroa St., Ste. 620  
Los Angeles, CA 90017

**T** 213-481-3611

**T** 800-207-7567

**F** 213-481-1148

[www.bbbglae.org](http://www.bbbglae.org)

January 7, 2010

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Big Brothers Big Sisters of Greater Los Angeles writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Big Brothers Big Sisters of Greater Los Angeles works within the CRES, Carver and Jefferson community to empower at-risk youth to achieve their full potential by professionally matching them with responsible adults from the community.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Hector LaFarga, Jr.  
Vice President, Mentoring Programs  
Big Brothers Big Sisters of Greater Los Angeles



LA CONSERVATION CORPS

December 28, 2009

Administrative Offices

Mailing Address: P.O. Box 15868, Los Angeles, CA 90015

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

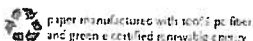
The LA Conservation Corps writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. The LA Conservation Corps works within the CRES, Carver and Jefferson community to provide environmental, community, youth development and after school enrichment programs. We have partnered and collaborated with the Carver and Jefferson community for over twenty years.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Bruce Saito  
Executive Director  
LA Conservation Corps





**500 Lucas Avenue  
Los Angeles, CA 90017  
213.250.4800 phone  
213.250.4900 fax**

January 8, 2010

Mr. Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Bids**

Dear Superintendent Cortines:

Para Los Niños writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Gisselle Acevedo  
President/CEO  
Para Los Niños



# All Peoples Christian Center (Est. 1942)

822 East 20<sup>th</sup> Street • Los Angeles, CA • 90011 • (213) 747-6357 • Fax: (213) 747-0541

E-mail: [allpeoples@allpeoplescc.org](mailto:allpeoples@allpeoplescc.org)

Website: [www.allpeoplescc.org](http://www.allpeoplescc.org)

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Executive Director



January 7, 2009

**Ramon C. Cortines**  
Superintendent Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

Dear Superintendent Cortines

**Subject: Letter of Support for the Partnership for Los Angeles School's Public School Choice Applications.**

All Peoples Christian Center write to you in support of the Partnership for Los Angeles Schools selection as the operator of the Central Region Elementary School #18 Carver Middle School and Jefferson High School through the Public School Choice resolution process. All Peoples Christian Center works within the CRES, Carver and Jefferson community as a multi service community center

All Peoples Christian Center has existed in this community for over sixty-seven years promoting and supporting education and community empowerment. As a community agency, we are committed to providing assistance to the school, the students and the parents with information related to the programs available at our facility. The services we offer are the following: a day care, parenting and anger management classes, counseling services, a food distribution program, after school program for students first through high school, computer literacy, summer camp programs and a Retired Senior Volunteer program which places seniors 55 years and older with volunteer opportunities at non-profit and public institutions.

We look forward to partner with the school to increase the outreach efforts to those we serve and to promote academic excellence in the community.

Sincerely,

**Larry Gonzales**  
Special Projects Coordinator  
All Peoples Christian Center



January 7, 2010

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles Schools Public School Choice Applications**

Dear Superintendent Cortines:

Temple Isaiah writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Temple Isaiah has been working with the Partnership for LA's Schools to create a mentorship program between our community and students of the Santee Education Complex.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Rabbi Zoë Klein  
Senior Rabbi  
Temple Isaiah

January 4, 2010

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Walden House writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Walden House works within the CRES, Carver and Jefferson community to provide behavioral health services and is the anchor agency for the Children's Council of Los Angeles in Service Planning Area 6.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

A handwritten signature in black ink, appearing to read "Demetrius Andreas", with a stylized flourish at the end.

Demetrius Andreas  
Managing Director of Criminal Justice Programs  
Walden House, Inc.



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Craig Fleishman

January 8, 2010

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

EVERYBODY WINS! Los Angeles writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of LAUSD schools through the Public School Choice Resolution process. EVERYBODY WINS! Los Angeles works within the LAUSD community to partner the business community with local Title I elementary schools to provide literacy, mentoring and self-esteem support.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support this school to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Craig Fleishman  
Executive Director

# BROTHERHOOD *Crusade*

January 7, 2010

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

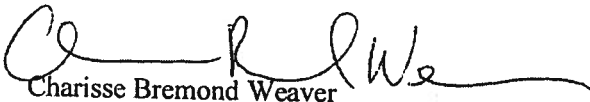
Dear Superintendent Cortines:

The Brotherhood Crusade writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. The Brotherhood Crusade works within the CRES, Carver and Jefferson community to provide a range of services to youth and families within Los Angeles' most underserved communities.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,



Charisse Bremond Weaver  
President and CEO  
Brotherhood Crusade





## CATHOLIC CHARITIES

REVERED GREGORY A. COX  
EXECUTIVE DIRECTOR  
January 7, 2010

OUR LADY OF THE ANGELS REGION  
LOS ANGELES

CARDINAL ROGER M. MAHONY  
ARCHBISHOP OF LOS ANGELES

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

El Santo Niño Community Center writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. El Santo Niño works within the CRES, Carver and Jefferson community in assisting students with the necessary tools they need to achieve good academics and a successful future.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Fernando Sarabia  
Group Worker

January 4, 2010

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Federación de Líderes de Sur Central (Federation of Leaders in South Central) writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Federación de Líderes de Sur Central works within the CRES, Carver and Jefferson community to educate, inform, bring resources into the community and support local causes and events.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Pedro Barrera  
President  
Federación de Líderes de Sur Central



January 6, 2010

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Alianza de Federaciones y Organizaciones Mexicanas writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Alianza de Federaciones y Organizaciones Mexicanas works within the CRES, Carver and Jefferson area to unite the community of Mexican (but not limited to) descent by organizing events that celebrate our rich cultural heritage and supporting the needs of the community.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Antonio Ramirez

Presidente  
Alianza de Federaciones y Organizaciones Mexicanas



January 4, 2010

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Grupo Altamirano writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Grupo Altamirano works within the CRES, Carver and Jefferson community to provide resources to families who have lost loved one's and do not have the financial stability to provide proper burial arrangements. We also work supporting local families throughout South Los Angeles.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Maria Rueda  
Presidenta  
Grupo Altamirano





January 7, 2010

Ramon C. Cortines  
Los Angeles Unified School District Superintendent  
Office of the Superintendent  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Gangsters For Christ (GFC) writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. GFC works within the CRES, Carver and Jefferson community, mentoring to youth to prevent the likelihood of gang involvement.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

JAMES JONES  
Executive Director  
Gangsters For Christ

Gangsters For Christ  
James I. Jones Jr., Executive Director  
3870 Crenshaw Blvd., Suite 104  
Los Angeles, CA 90008  
Email Address: [gangstersforchrist@yahoo.com](mailto:gangstersforchrist@yahoo.com)  
(213) 925-0974 (Phone)  
(323) 292-3870 (Fax)

# Appendix 29

## **Partnership for Los Angeles Schools Leadership Expectations**

---

Successful school leaders working with the Partnership are expected to...

- Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- Set high expectations for all students to learn higher level content.
- Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
- Know how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
- Use data to initiate and continue improvement in school and classroom practices and student achievement.
- Keep everyone informed and focused on student achievement.
- Make parents partners in their student's education and create a structure for parent and educator collaboration.
- Understand the change process and have the leadership and facilitation skills to manage it effectively.
- Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
- Use and organize time in innovative ways to meet the goals and objectives of school improvements.
- Acquire and use resources wisely.
- Obtain support from the central office and from community and parent leaders for their improvement agenda.
- Continually learn and seek out colleagues who keep them abreast of new research and proven practices.

## **Summary of benefits from a principal's perspective of working with the Partnership**

---

- Under Expectations
  - a) The idea of distributed leadership needs to be called out (empowering teachers, classified staff, etc.) in key decisions at the school
  - b) Highlight instructional leadership directly. The need to model lessons, observe and give critical feedback, etc.
  - c) Transparency- The need to be very open and transparent to the school community about all data in terms of both student performance and surveys.
- Accountability/Responsibility
  - a) We must make it clear that principals and other administrators will be responsible for student achievement results and for evaluations from parents, teachers, etc.
  - b) Need it clear that everything must be in line with the AALA contract
  - c) Clarify that principals report to the Partnership



# Appendix 30

## Phases of the Principal recruiting process

### **Phase 1: job posting and resume screening**

- Post vacancy on LAUSD's job Board and other hiring agencies and organizations. We actively recruit exceptional candidates.
- We collect and screen all resumes for credentials and basic qualifications.

### **Phase 2: hiring committee interviews**

- Partnership staff will work with each school to develop administrator hiring committees and schedule interviews with candidates. Committees typically consist of an Assistant Principal or Instructional Specialist, UTLA Chairperson, teacher, parent, and Partnership staff.
- The search committees from each school will be in one location and interview all candidates together. Before the interviews, members of the search committee receive recommended interview questions, job description, resumes for candidates and scoring sheets.
- The search committee ranks and makes recommendations for 2-4 candidates as finalists based on their interview scores.

### **Phase 3: final interviews and selection**

- Final round interviews will be conducted based on the specific needs at the school. The final round may include classroom observation, interview questions and other methodologies.
- The Partnership leadership team makes the final selection of the Principal based on input over the process from various stakeholders.

# Appendix 31

# Title I Coordinators' Institute



## Categorical Program Adviser (CPA)/Title I Coordinator

During the regular school day (six hours), the duties performed by the CPA/Title I Coordinator must be direct services to the students.

### Direct services include:

- Teaching/in-class intervention
- Providing demonstration lessons
- Conducting professional development activities, including the facilitation of effective instructional programs
- Conducting program/student evaluation activities
- Coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee
- Coordinating the identification of eligible students in a Targeted Assistance School Program.

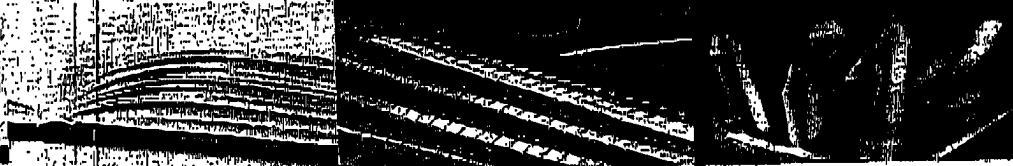
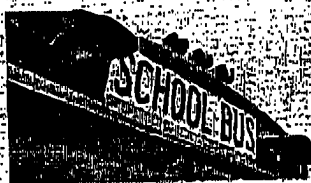
Indirect services must be performed after the six-hour day.

### Indirect services include:

- Monitoring program expenditures
- Distributing program materials
- Providing on-going achievement reports for Title I students to the staff and constituent groups
- Maintaining accurate/updated records of Title I students to share with the staff and constituent groups
- Maintaining accurate/updated records for the Title I student program, including time reporting and equipment inventory
- Assisting with the writing of updates to the *Single Plan for Student Achievement*
- Assisting with the development of the school's *Title I Parent Involvement Policy* and *Parent-School Compact*
- Serving as a resource for and providing assistance to the school site leadership teams in conducting on-going categorical monitoring and planning related to the program.

Categorical program advisers (CPAs) *are not* assistant principals nor are they responsible for testing. The CPAs should support the instructional and program needs of participants.

CPAs must hold a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to develop, direct, implement or coordinate programs of professional development or curricular development at a school site.



## K-12 Bridge Coordinator

All schools are required to provide appropriate instruction, intervention, and services to students with disabilities. These services are supervised by the principal and implemented by general and special education teachers:

- Core instruction
- Tier 1 Intervention in the core program
- Establishment of student learning centers
- Professional Development
- State Mandated Intervention
- Maintenance of required data and reports

The Bridge Coordinator position is designed to support the instructional and compliance activities involved in working with students with disabilities. This position is not to supplant current school responsibilities but should support and enhance the instructional activities in all special education programs.

Based on an analysis of student achievement data, a school may choose to use site-based categorical resources to fund a Bridge Coordinator position to support effective instruction, intervention, and transition support for students with disabilities.

The Bridge Coordinator is part of the school staff and works under the direction of the school-site administrator. They work a six-hour on-site day, and are funded based on the school's calendar.

The Bridge Coordinator duties include the:

- Provision of support and monitoring of supplemental special education activities;
- Provision of professional development for special and general education teachers on effective strategies, accommodations and/or modifications, and in the use of evidence-based interventions for ELA and/or math;
- Provision of support and direction related to the integration of special and general education at the school site;
- Support for parent trainings on strategies that foster learning at home;
- Institute a coaching model to support students with disabilities in special and general education classes;
- Support the interventions resulting from Student Success Teams or Coordination of Services Teams;
- Collaborate with staff, students, and families to implement effective behavior strategies and alternatives to suspension.

Schools participating in categorically funded programs are subject to process evaluation and audit.

The Bridge Coordinator will be involved in the implementation of the *Single Plan for Student Achievement (SPSA)* to assist with the closing of the achievement gap for students with disabilities. The duties of the Bridge Coordinator will be articulated in the SPSA that lists the activities necessary to reach the objectives. Activities in the categorically funded programs are designed to supplement district services.

For additional information, please contact the local district administrator of instruction.

## Budget Terms

**Single Plan for Student Achievement (SPSA)** ... a written plan developed by the school community describing the school's program and how resources will be used to

meet the **supplemental** educational and related needs of participating students. Any major change in the school plan requires an SPSA Update.

For budget terms related to English Learners (EL) expenditures, see page A-19.

## Certificated

**No Child Left Behind (NCLB) Act of 2001** required schools receiving Title I funds to ensure that teachers supported with Title I funds in a targeted assistance school (TAS) are highly qualified and that **all** teachers in a schoolwide program school (SWP) are highly qualified.

Paraprofessionals who assist in classroom instruction and who were hired with Title I funds after July 1, 2002, must have: (1) completed two years of higher education study, (2) obtained an associate's (or higher) degree, or (3) passed a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness.

### A. Teachers

1. **Categorical Program Adviser** ... during the regular school day (six hours), the duties performed must be **direct services** to the students.

Direct services include:

- Teaching
- Providing demonstration lessons
- Conducting professional development activities, including the facilitation of effective instructional programs
- Conducting program/student evaluation activities
- Coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee

- Coordinating the identification of eligible students in a Targeted Assistance School Program

Categorical program advisers (CPAs) **are not** assistant principals nor are they responsible for testing. These personnel should support the instructional and program needs of participants.

CPAs must hold a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to develop, direct, implement or coordinate programs of professional development or curricular development at a school site. (Refer to page A-25 for EL CPA duties)

### 2. Professional Development

**Teacher Regular...** to pay a regular status teacher who attends a training during the basic assignment with federal or state categorical funds.

3. **Day-to-Day Substitute Teachers...** substitutes may be provided for release of teachers to plan activities related to the categorical program. If funded with categorical resources, the substitute must complete the appropriate time reporting documentation.

4. **Differential, Coordinating (C basis)** ... a supplemental payment which is added to the salary of a highly-qualified teacher for performing additional responsibilities related to a supplemental assignment based on

## Personnel Positions

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A description of the supplemental Master Plan-related services provided by each position purchased and the percentage of service time devoted to each targeted student population must be included in the SPSA/SPSA Update and referenced on the Budget Justification Page. All job descriptions included on the budget justification pages must be shared with the person occupying each position to ensure s/he performs the duties as described.

For multi-funded positions, the percentage of time devoted to EL students must be documented. Documentation includes actual time allocated to each program using the Multi-funded Personnel Time Reporting form. In addition, a log of daily activities must be maintained (BUL-2643.4, *Time Reporting Documentation for Federal and State Categorical Programs*).

## Certificated (1000)

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**Teachers:** A teacher supported by EIA-LEP funds must be highly-qualified as defined by the NCLB Act of 2001 and hold one of the following state authorizations to teach ELs:

1. Structured English Immersion Program (BCLAD/BCC, CLAD/LDS or SB1969/SB395/SB2042/AB2913)
2. Alternative Basic Bilingual or Dual Language Programs (BCLAD/BCC)
3. Mainstream English Program (CLAD/LDS or SB1969/SB395/SB2042/AB2913)

Teachers of English learners who are supported by EIA-LEP funds must have an appropriate EL authorization may also be supported by EIA-LEP funds.

**Categorical Program Adviser (CPA)/ EL Program Coordinator:** A CPA/EL Program Coordinator must provide direct primary language services in the language spoken by the majority of ELs and their parents.

Examples of direct services to EL students include providing demonstration lessons for teachers of ELs, and in-class primary language instruction or support, when necessary. Examples of direct services to EL parents include providing information on Master Plan program options, parent education activities, and translation of home-school communications. A teacher who holds a BCLAD/ BCC authorization, or

CLAD with A-level fluency, must be given priority when fully or partially funded by EIA-LEP funds. (see REF-1749, *Qualifications and Responsibilities for School-Based English Learner Program Staff*).

This position does not allow for the coordination and administration of CELDT or STAR testing; however, professional development in preparation for the CELDT is allowable.

Schools are advised to multi-fund this position if more than one categorical program will be served. The actual time devoted to direct services for ELs must match the percentage of EIA-LEP funds allocated. A coordinating differential for performing indirect EL program services outside the regular six-hour school day should be budgeted at the same percentage as the position.

**NOTE:** All personnel compensated from more than one funding source must complete either a Semi-Annual Certification or a Multi-funded Time Report form.

For further explanation regarding CPA positions, please refer to pages A-21.

**ELD/Access to Core Professional Development (PD) Coordinator:** An ELD/ Access to Core PD Coordinator must provide direct services to ELs. Examples

Partnership For Los Angeles Schools

**JOB DESCRIPTION**

**CONTENT LITERACY COACH**

<b>Primary Job Responsibilities</b>	<p><i>Content literacy coaches work with teachers to help them create standards-based lessons that promote literacy development in Language Arts, Math, Science or Social Studies.</i></p> <p>Classroom-Based Coaching</p> <ul style="list-style-type: none"> <li>• Provide literacy-based coaching to Language Arts, Math, Science and/or Social Studies K-12 teachers</li> <li>• Observe teachers in the classroom and provide individualized feedback to help strengthen effectiveness of literacy-rich instruction, using California state standards</li> <li>• Model demonstration lessons, facilitate co-teaching and engage in curriculum development focused on literacy development and standards-based instruction</li> <li>• Use local district instructional tools to train teachers in the cognitive process of unpacking content standards, scaffolding lessons, and completing culminating tasks</li> <li>• Assist teachers in planning intervention and accommodation strategies to improve literacy development for all students, including English learners, students with special needs and all students with diverse learning needs</li> <li>• Provide teachers with supplemental resources to support literacy development</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Design and deliver professional development trainings to improve the delivery of literacy instruction across the content areas</li> <li>• Collaborate with teachers to integrate research-based, culturally responsive teaching strategies and methodologies into the classroom</li> </ul> <p>Related Responsibilities</p> <ul style="list-style-type: none"> <li>• Perform assigned duties which promote Partnership for Los Angeles organizational goals</li> </ul>
<b>Qualities Seeking</b>	<ul style="list-style-type: none"> <li>• Committed to the achievement of urban youth</li> <li>• Organized and resourceful</li> <li>• Adaptable to various situations and personalities</li> <li>• Comfortable integrating literacy strategies into content-based instruction</li> <li>• Able to promote professional growth among teachers</li> </ul>
<b>Work With</b>	<ul style="list-style-type: none"> <li>• Reports directly to and is accountable to the school site principal</li> <li>• All teachers within content area(s) at assigned school site(s)</li> <li>• Collaborates with Partnership for Los Angeles staff and school site staff</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• A valid Multiple Subject or Single Subject California teaching credential; 5+ years of full-time teaching experience in middle and/or high school; 2+ years recent teaching experience in California</li> <li>• Bachelor's Degree required; Master's Degree in Education preferred</li> <li>• Experience with literacy development and the use of literacy strategies in the classroom</li> <li>• Content pedagogy and knowledge of Language Arts, Math, Science and/or Social Studies state standards at the middle school level</li> <li>• Experience developing and facilitating professional development trainings for faculty</li> <li>• Prefer experience with English learners and/or students with special needs</li> <li>• Prefer experience teaching in urban schools</li> <li>• Prefer National Board certification</li> </ul>



## PARTNERSHIP FOR LOS ANGELES SCHOOLS VARIOUS VACANCIES

### **Minimum Requirements for administrative positions include:**

- California Administrative Credential
- Master's Degree
- Three years of successful full-time public school certificated service experience
- Master Plan and Multicultural coursework - **Out of District candidates have one year to complete these requirements**

### INSTRUCTIONAL SPECIALIST

### **Position Description and Responsibilities:**

The Partnership is seeking an accomplished educator to be an Instructional Specialist in a Partnership School. The Instructional Specialist will assist the Principal with the instructional and operational program. The Instructional Specialist will also share responsibility for the performance of the school and will work closely with the Principal on all initiatives to close the achievement gap. S/he will work with an exceptional leadership team that includes leading California educators, a former superintendent of several urban public schools and a former president of a leading charter schools operator. This role will report directly to the School Principal and will be part of the organization's leadership team.

### **Desirable Qualifications:**

- Classroom and/or administrative experience, preferably in comprehensive public schools in an urban environment.
- Passion for improving public education.
- Experience in strategic planning a plus.
- Knowledge of research-based best practices in the field of education pedagogy, including curriculum design, professional development and assessments a must.
- Comprehension of instructional practices that accelerate student achievement.
- Strategic thinker with proven ability to execute effectively.
- Ability to plan and conduct professional development for large and small groups
- Excellent oral and written communication skills.
- Reflective and open to new ideas and opinions.
- Computer Literacy at an advanced level
- Excellent human relations/ customer service skills
- Spanish fluency a plus.

### **Key Duties:**

- Alongside the principal, provide instructional leadership.
- Act as a co-administrator with the School Principal performing duties as assigned by the Principal and to assume administrative responsibility for the school in the absence of the Principal.
- Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- Know how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of caring adults.
- Shape a culture of collaboration driven by student data, continuous improvement, empowering all stakeholders and meeting the academic and social needs of students.
- Set high expectations for all students to learn higher level content coupled with crafting high levels of support for teachers and students to make accomplishments possible.
- Supervise and support performance of all assigned personnel, provide counseling and assistance as indicated; recommend appropriate action in cases of substandard performance; identify and encourage individual teachers with leadership potential.
- Schedule and provide release time for teachers to visit other teachers
- Lead and direct the assignment of all pupils in such a way as to encourage optimal growth.
- Keep everyone informed and focused on student achievement.
- Lead student learning and instructional practice by being in classrooms daily.
- Lead prevention and intervention strategies designed to support learning challenges for all students.
- Ensure that teachers have the appropriate tools, materials and resources to implement high quality instruction.

- Coordinate and implement teach tanks in core subject areas, schedule and coordinate visits to teach tanks
- Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
- Understand the change process and have the leadership and facilitation skills to manage it effectively.
- Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
- Use and organize time in innovative ways to meet the goals and objectives of school improvement.
- Continually learn and seek out colleagues who keep them abreast of new research and proven practices.
- Make parents partners in their student's education and create a structure for parent and educator collaboration.
- Acquire and use resources wisely.
- Ensure that the physical environment is organized for learning, reflects high standards of cleanliness, and is in excellent repair.
- Other duties as assigned

LOS ANGELES UNIFIED SCHOOL DISTRICT  
PARTNERSHIP FOR LOS ANGELES SCHOOLS VACANCIES

**Minimum Requirements for administrative positions include:**

- California Administrative Credential
- Master's Degree
- Multicultural coursework - **Out of District candidates have one year to complete these requirements**

**ASSISTANT PRINCIPAL**

**Position Description and Responsibilities:**

The Partnership is seeking an accomplished educator to be an Assistant Principal in a Partnership School. The Assistant Principal will work alongside the School Principal and have responsibility for the performance of the school. S/he will work with an exceptional leadership team that includes leading California educators, a former superintendent of several urban public schools and a former president of a leading charter schools operator. This role will report directly to the School Principal and will be part of the organization's leadership team.

**Experience requirement:**

Three years of successful full-time public school certificated service experience.

**Desirable Qualifications:**

Sufficient amount of successful full-time public school certificated service experience, with no fewer than three years as a teacher.

**Key Duties:**

- Serves as a site instructional leader.
- Act as a co-administrator with the School Principal performing duties as assigned by the Principal involving major portions of school operations and to assume administrative responsibility for the school in the absence of the Principal.
- Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- Know how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of caring adults.
- Shape a culture of collaboration driven by continuous improvement, empowering all stakeholders and meeting the academic and social needs of students.
- Set high expectations for all students to learn higher level content coupled with crafting high levels of support for teachers and students to make accomplishments possible.
- Supervise, support and evaluate performance of all assigned personnel, provide counseling and assistance as indicated; recommend appropriate action in cases of substandard performance; identify and encourage individual teachers with leadership potential.
- Use data to initiate and continue improvement in school and classroom practices and student achievement.
- Lead and direct the assignment of all pupils in such a way as to encourage optimal growth.
- Keep everyone informed and focused on student achievement.
- Lead student learning and instructional practice by being in classrooms daily.
- Lead prevention and intervention strategies designed to support learning challenges for all students.
- Ensure that teachers have the appropriate tools, materials and resources to implement high quality instruction.
- Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
- Understand the change process and have the leadership and facilitation skills to manage it effectively.
- Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
- Use and organize time in innovative ways to meet the goals and objectives of school improvement.
- Continually learn and seek out colleagues who keep them abreast of new research and proven practices.
- Make parents partners in their student's education and create a structure for parent and educator collaboration.

- Plan, supervise, and direct the business operations of the school, including management of all assigned specially funded budgets.
- Acquire and use resources wisely.
- Ensure that the physical environment is organized for learning, reflects high standards of cleanliness, and is in excellent repair.

**Qualifications:**

- Classroom and/or administrative experience, preferably in comprehensive public schools in an urban environment.
- Passion for improving public education.
- Experience in strategic planning a plus.
- Knowledge of research-based best practices in the field of education pedagogy, including curriculum design, professional development and assessments a must.
- Comprehension of instructional practices that accelerate student achievement.
- Strategic thinker with proven ability to execute effectively.
- Excellent oral and written communication skills.
- Reflective and open to new ideas and opinions.
- Spanish fluency a plus.

# Appendix 32

## Markham Middle School

1650 E. 104<sup>th</sup> St., Los Angeles, CA 90002 Tel:(323) 568-5500 Fax:(323)569-6066

[www.markhameagles.org](http://www.markhameagles.org)

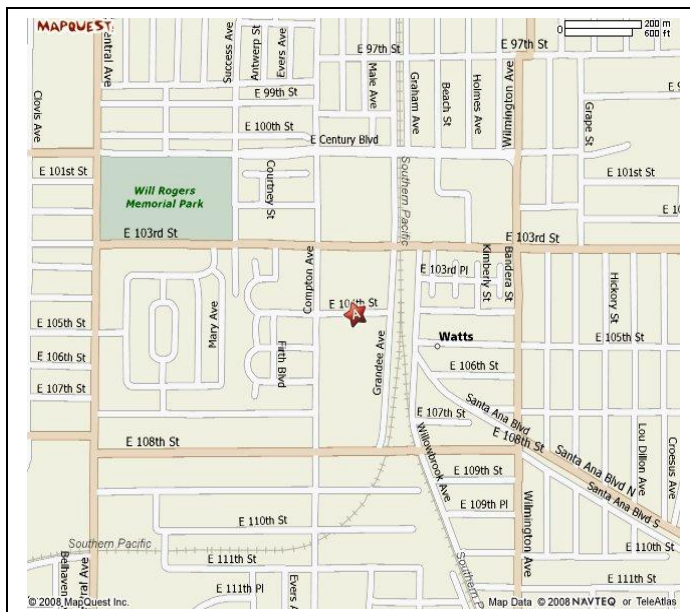
Timothy Sullivan, Principal [timothy.sullivan@lausd.net](mailto:timothy.sullivan@lausd.net)

Precious Taylor-Clifton, Principal [brwneye101@gmail.com](mailto:brwneye101@gmail.com)

Markham Middle School will provide a safe and supportive community of parents and staff committed to engaging students with rigorous curriculum and challenging instructional activities that will enable them to meet and exceed California Content Standards. This learning community will foster positive relations and will encourage all stakeholders to develop outstanding leadership skills and become life-long learners thereby contributing successfully and positively to our global society.



*Home of the Eagles*



Markham Middle School is looking for a team of committed teachers who are willing to go the extra mile to make the difference in the lives of young people in the inner-city. We have excellent opportunities for professional development in the summer and throughout the school year. Teachers work collaboratively to create classroom environments and instructional lesson designs which develop positive outcomes for all students and improve overall academic achievement.

Don't miss the opportunity to become a part of a school that's

### Principal's Message

Markham Middle School will provide a safe and supportive community of parents and staff committed to engaging students with rigorous curriculum and challenging instructional activities that will enable them to meet and exceed California Content Standards. This learning community will foster positive relations and will encourage all stakeholders to develop outstanding leadership skills and become life-long learners thereby contributing successfully and positively to our global society.

### ON THE MOVE!

Contact Markham Middle school if you are interested in cultivating, supporting and building tomorrow's leaders today.



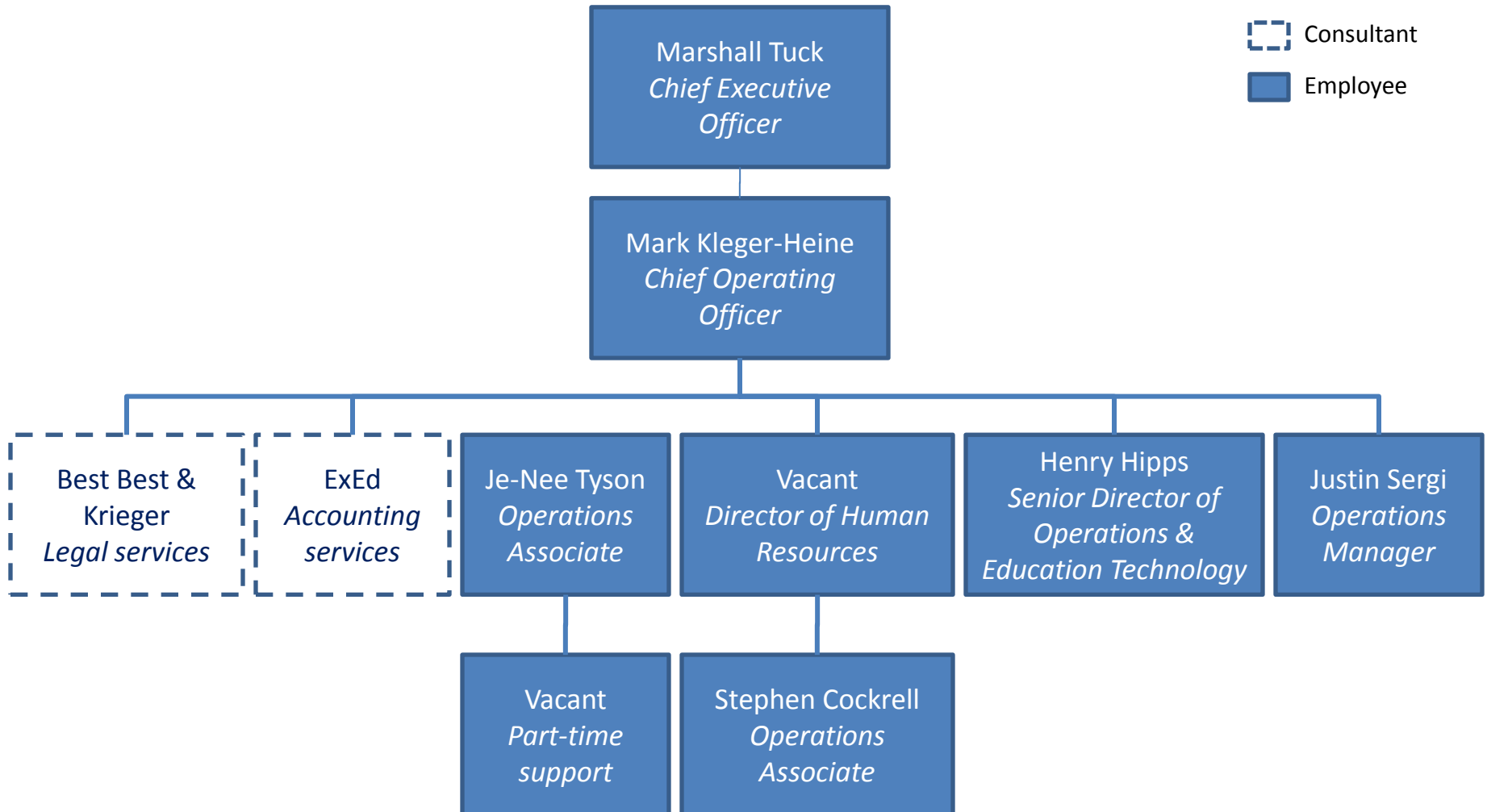
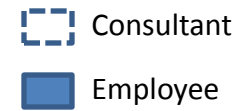
# Appendix 33

Profile for teachers in Partnership schools, to be customized as desired by the school site.

- Have high expectations for all students to master grade level content.
- Be vested in and implement the school's mission and vision to accelerate student achievement.
- Promote a spirit of inquiry by developing professional capacities for adaptivity, including:
  - Collegial Interaction: using self-knowledge, craft knowledge, and interpersonal skills to for a web of reciprocal relationships and service to others.
  - Cognitive Processes of Instruction: managing multiple goals simultaneously, aligning one's work with one's colleagues, and learning from experience in the classroom.
  - Knowledge of the Structure of the Discipline: moving beyond knowing the curriculum to knowing the organizational schema of the chosen field/content area, including significant ideas in the discipline and how they relate to one another.
  - Self-knowledge, Values, Standards, and Beliefs: having clarity about personal standards and being able to effectively communicate these expectations to students.
  - Have a Repertoire of Teaching Skills: openness to continual improvement and refining of the teaching craft.
  - Know about Students and How They Learn: knowing students as people, who they are and from where they come. Teachers should also know how their students learn. This is informed by learning styles, developmental stages of intellectual growth, cultural differences, and gender differences.
- Use data effectively to understand student needs, plan lessons, and systematically focus on improving classroom practice.
- Have an understanding of culturally relevant and responsive pedagogy.
- Make parents partners in their student's education and seek out opportunities for parent and educator collaboration.
- Engage with the Partnership, the community, and parent leaders through the shared governance process.



# Appendix 34



Bios for Partnership operations team members.

Mark Kleger-Heine

*Chief Operating Officer*

Mark Kleger-Heine joined the Partnership after 4 years at McKinsey & Company, a global management consulting firm. At McKinsey, Mark counseled senior executives in nonprofit and government organizations, as well as large biotech and medical device companies. Prior to McKinsey, Mark was the Deputy Director for Project GRAD Los Angeles in the northeast San Fernando Valley. Mark has also worked in several community-based nonprofit organizations working within the public school sector. He began his career as a 4th, 6th, 8th and 9th grade math teacher in Brooklyn, New York. Mark has an MBA from Columbia's School of Business and a Masters in Public Administration from Woodrow Wilson School at Princeton University, with a concentration in Domestic Policy. He graduated summa cum laude from Yale University with a degree in Psychology.

Henry Hipps

*Senior Director of Operations and Education Technology*

Henry Hipps has extensive experience designing and managing strategy and operations initiatives that improve the performance of organizations that are faced with complex problems. Most recently, he was CEO of Trajectory Learning, a K-12 e-learning company that develops Web-based software that addresses learning styles and cultural relevance to improve the engagement and academic performance of schoolchildren. As an Engagement Manager for IBM Business Consulting, he led global teams on business transformation projects for several Fortune 500 clients and multinationals based in France, Saudi Arabia, UK, Switzerland, the Netherlands and other countries. As an independent consultant, he has developed go-to-market and operations strategies for new ventures in the U.S., Latin America and Europe. Henry earned a B.S. in Engineering from University of Pennsylvania and an M.S in Engineering from Georgia Institute of Technology. In 2001 and 2002, Henry was awarded a Fulbright Scholarship to advise high-potential startups in Argentina, Uruguay and Brazil.

Justin Sergi

*Operations Manager*

Justin Sergi joined the Partnership after completing his MBA with honors from Thunderbird School of Global Management in Phoenix, Arizona. Prior to beginning his graduate studies, Justin spent five years with General Mills, Inc., a consumer products company. During his time at General Mills, Justin worked in positions of increasing responsibility, ranging from project management to business development. Justin was also a part of the leadership development program at General Mills. In 2009, Justin was a Fellow with Education Pioneers, working for the Los Angeles County Office of Education (LACOE), Head Start Division, on fiscal and budgetary efforts. At LACOE, Justin designed and implemented a budget monitoring tool that allowed senior management to more proactively manage how \$200 million was spent annually. His passion for assisting in the Partnership's efforts stems both from this experience as well as his upbringing, growing up with parents in elementary and middle school education and administration.

### Stephen Cockrell

#### *Operations Associate*

Stephen Cockrell has accepted a public interest deferral from DLA Piper, a New York law firm, allowing him to work in education reform for this year. While working with DLA Piper, Stephen was part of a team that helped Edison Schools expand their supplemental education services to 22 additional states. During law school, Stephen worked with the Education Law Center on a host of projects, including expanding New Jersey's 0-3 Early Childhood Initiative. Most recently, he helped analyze New Jersey's Abbott Regulations as a potentially replicable model to ensure opportunities to learn for all students. Originally from Birmingham, AL, Stephen received his B.A. from Yale and his J.D. from Columbia.

### A. Je-Nee Tyson

#### *Operations Associate*

A. Je-née Tyson joined the Partnership team in July as the Operations Associate. She manages the internal operations and controls for the organization. Prior to working with the Partnership Je-née did some educational and entertainment consulting in Washington, D.C. and here in Los Angeles. She has a wealth of experience with education reform as a former Programs Coordinator for the National Alliance for Public Charter Schools and Lead Boarding Instructor for the SEED Public Charter School of Washing, D.C. Je-née holds a Master's degree from the University of Phoenix in Organizational Management and a Bachelor's degree in Political Science from Howard University.

### Best Best & Krieger

#### *Legal Services*

Best Best & Krieger serves as the Partnership's external counsel. BB&K is a full-service law firm serving public and private sector clients with an emphasis on public education advising. The two attorneys working most closely with the Partnership are Joseph Sanchez and Isabel Safie. Mr. Sanchez is an Associate in the Labor and Employment practice group. Mr. Sanchez advises clients on a variety of labor and employment issues including employee discipline and termination, family medical leave laws, wage and hour issues, disability leaves, equal employment opportunity laws, and issues related to the collective bargaining process. Prior to joining BB&K in 2006, Mr. Sanchez was a Deputy City Attorney for the City of San Diego. Mr. Sanchez represented and advised City departments and the City Council on a wide range of labor and employment issues. Ms. Safie is also an Associate in the Business Planning and Transactions practice group. Ms. Safie's practice primarily focuses on issues relating to pensions and benefits, tax matters, and on the formation, governance, and management of nonprofits.

### ExEd

#### *Accounting services*

ExEd is a nonprofit organization that aims to create efficiencies for school management organizations that result in more money reaching the classroom, and ultimately, the students. ExEd handles most of the Partnership's back office services, including the Partnership's accounting, accounts payable, payroll processing and financial reporting needs.

# Appendix 35

**The Partnership for Los Angeles Schools**  
**FY 2007-08, 2008-09 and 2009-10 expenditures and budgets**

	2007-08 FY Expenditures*	2008-09 FY Expenditures	2009-10 FY budget
(1) <b>REVENUES</b>			
(2) Grants	\$6,039,633	\$6,525,487	\$5,595,036
(3) Interest income	27,244	19,790	0
(4) Other	0	26,823	1,550,000
(5) <b>Total Revenues</b>	<b>\$6,066,877</b>	<b>\$6,572,100</b>	<b>\$7,145,036</b>
(6) <b>EXPENDITURES</b>			
(7) <b>PARTNERSHIP SUPPORT TEAM</b>			
(8) Salaries	\$416,617	\$2,078,812	\$2,520,750
(8) Employee benefits	121,637	389,888	585,023
(10) Consultants	243,253	459,709	348,000
(11) <b>Total Partnership Support Team</b>	<b>\$781,507</b>	<b>\$2,928,409</b>	<b>\$3,453,773</b>
(12) <b>PARTNERSHIP SUPPORT OFFICE</b>			
(13) Materials, Supplies, Services and Other Operating	\$172,008	\$406,624	\$711,695
(14) <b>Total Home Office Expenses</b>	<b>\$172,008</b>	<b>\$406,624</b>	<b>\$711,695</b>
(15) <b>SUBTOTAL - PART. SUPPORT</b>	<b>\$953,515</b>	<b>\$3,335,033</b>	<b>\$4,165,468</b>
(16) <b>SCHOOL AND COMMUNITY PLANNING</b>			
(17) <b>School site support</b>			
(18) Professional development	\$25,385	\$544,705	\$500,800
(19) Transition team planning	264,292	53,101	0
(20) Targeted school site funding	74,151	298,486	1,496,598
(21) Operational planning with LAUSD	224,000	0	0
(22) Data and surveys	42,224	58,991	104,700
(23) Technology and data system investments	0	29,519	184,982
(24) School staffing support	178,125	106,264	10,000
(25) School site staff and consultants	52,225	200,747	1,038,801
(26) Building culture at schools	0	665,253	336,037
(27) Scholarly uniforms	0	428,496	0
(28) Student interventions	0	418,281	324,976
(29) Facilities improvements	0	72,796	0
(30) Transportation for field trips	0	0	3,600
(31) <b>Total School Site Planning</b>	<b>\$860,402</b>	<b>\$2,876,639</b>	<b>\$4,000,494</b>
(32) <b>Connecting communities</b>			
(33) Parent and community meetings	\$342,876	\$147,524	\$128,540
(34) Pre-K and after school	0	0	19,800
(35) <b>Total Connecting communities</b>	<b>\$342,876</b>	<b>\$147,524</b>	<b>\$148,340</b>
(36) <b>Outreach and Partnerships</b>			
(37) Outreach for next academic year	\$0	\$0	\$0
(38) Partnership expenses	0	0	0
(39) Incubation expenses	0	0	0
(40) <b>Total Outreach</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
(41) <b>SUBTOTAL - SCH &amp; COMM. PLNG</b>	<b>\$1,203,278</b>	<b>\$3,024,163</b>	<b>\$4,148,834</b>

(42)	<b>REGRANTING</b>			
(43)	Teach for America	\$0	\$1,000,000	\$1,000,000
(44)	Boston Consulting Group	0	660,828	0
(45)	Fiscal spnosor	0	28,466	0
(46)	Other Network Partners	0	200,000	0
(47)	<b>SUBTOTAL - REGRANTING</b>	<b>\$0</b>	<b>\$1,889,294</b>	<b>\$1,000,000</b>
(48)	<b>TOTAL EXPENDITURES</b>	<b>\$2,156,793</b>	<b>\$8,248,490</b>	<b>\$9,314,302</b>
(49)	<b>TOTAL EXPEND. - EXCL. REGRANT.</b>	<b>\$2,156,793</b>	<b>\$6,359,196</b>	<b>\$8,314,302</b>

Excludes depreciation costs (\$714 in FY 2007-08 and \$8,967 in FY 2008-09), and in kind donation costs (\$99,089 in FY 2007-08 and \$249,320 in FY 2008-09)

\* Fiscal year was for 8-months only

# Appendix 36



Note: This summary is based on existing LAUSD budget reports and does not reflect Carver's budget if it were a Partnership School

**Carver Middle School**  
**Summary of 2009-10 Budget**  
**Source: Per Pupil Funding Report, LAUSD**

	<b>Total Cost</b>	<b>% of Total</b>
<b>SALARIES AND BENEFITS</b>		
Teachers' Salaries (1100)	\$8,202,331	50%
Certificated Pupil Support Salaries (1200)	693,772	4%
Certificated Supervisors' and Admins' Salaries (1300)	493,604	3%
Other Certificated Salaries (1900)	659,424	4%
Instructional Aides' Salaries (2100)	1,122,318	7%
Classified Support Salaries (2200)	1,041,163	6%
Clerical, Technical, and Office Staff Salaries (2400)	692,966	4%
Other Classified Salaries (2900)	182,459	1%
<b>SUB-TOTAL - SALARIES AND BENEFITS</b>	<b>\$13,088,037</b>	<b>80%</b>
<b>OVERTIME, STIPENDS, DIFFERENTIALS, SUB COSTS</b>		
Teachers' Salaries (1100)	\$327,369	2%
Certificated Pupil Support Salaries (1200)	459,431	3%
Certificated Supervisors' and Admins' Salaries (1300)	62,797	0%
Other Certificated Salaries (1900)	35,787	0%
Classified Support Salaries (2200)	24,132	0%
Clerical, Technical, and Office Staff Salaries (2400)	43,826	0%
Other Classified Salaries (2900)	63,854	0%
Other Costs (3400 and 3700)	(1,442)	0%
<b>SUB-TOTAL - OVERTIME, STIPENDS, ETC,</b>	<b>\$1,015,754</b>	<b>6%</b>
<b>TOTAL PERSONNEL COSTS</b>	<b>\$14,103,791</b>	<b>87%</b>
<b>NON-PERSONNEL COSTS</b>		
Books and Reference Materials (4200)	\$0	0%
Materials and Supplies (4300)	265,154	2%
Noncapitalized Equipment (4400)	9,450	0%
Travel and Conferences (5200)	56,100	0%
Rentals, Leases, Repairs, and Noncap Improve. (5600)	9,000	0%
Professional/Consulting Services (5800)	68,270	0%
Other Costs (5900 and 7300)	981	0%
<b>SUB-TOTAL - NON-PERSONNEL COSTS</b>	<b>\$408,955</b>	<b>3%</b>
<b>SPECIAL GRANT PROGRAMS</b>		
QEIA (4300)	\$1,750,367	11%
<b>SUB-TOTAL - SPECIAL GRANT PROGRAMS</b>	<b>\$1,750,367</b>	<b>11%</b>
<b>TOTAL NON-PERSONNEL/GRANT COSTS</b>	<b>\$2,159,322</b>	<b>13%</b>
<b>TOTAL CARVER BUDGET</b>	<b>\$16,263,113</b>	<b>100%</b>

# Appendix 37

Carolyn Webb de Macías

Carolyn Webb de Macías was appointed Vice President for USC External Relations in January 2002. She provides strategic direction and leadership for the university's outreach programs, including civic and community relations, government relations, the Community Education Academy and the Good Neighbors Campaign as well as federal- and state-funded educational and economic-development programs. She also co-chairs USC's effort to develop a master plan to guide future campus development. In addition, she is an adjunct faculty member in the USC Rossier School of Education. During the 2005 - 2006 academic year, she took a partial sabbatical from USC and served as a senior advisor to Mayor Antonio R. Villaraigosa providing counsel in a variety of areas, including education policy.

Also, Webb de Macías is a founding member of the new Partnership of Los Angeles Schools Board and was recently appointed to the Los Angeles Advisory Board for the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES).

Further accomplishments include serving as founding president of the Education Consortium of Central Los Angeles, serving on the First Five LA advisory board for the development of the Los Angeles Universal Pre-School Master Plan as well as being a former member of the Los Angeles Educational Partnership.

Webb de Macías earned her B.A. degree from UCLA and her M.A. in Education from UCLA as a Danforth Foundation Fellow. She holds a California Standard Teaching Credential, California Community College Instructor's Credential and a Montessori Teacher Certificate in Primary Grades and Administration.

### Melanie Lundquist's Biography

Mrs. Lundquist is leading The Partnership's fundraising efforts and has committed her life to work in philanthropy and volunteerism. She has supported many organizations in Los Angeles that support high risk children, including Inner City Arts, United Friends of the Children and Alliance for Children's Rights, the California Science Center and Teach for America, to name a few that reflect her focus and passion for children and education. Mrs. Lundquist is a graduate of Los Angeles Unified Schools, studied at Los Angeles Valley Community College, and continued her undergraduate and graduate work at USC, earning both her Bachelors and Masters Degrees in Communicative Disorders/Speech Pathology and Audiology.

## **Robin Kramer Biography**

Robin Kramer was Chief of Staff to Los Angeles Mayor Antonio Villaraigosa. She has been working in the public, private, philanthropic, and nonprofit sectors of Los Angeles for more than three decades. In addition to her recent leadership at the Broad Foundation and the California Community Foundation, she has worked extensively as a consultant and facilitator in institutional problem-solving for numerous arts and cultural institutions, foundations, and Los Angeles-based corporations and also for a variety of community-based efforts to transform public schools. She served in the administration of Los Angeles Mayor Richard Riordan as Deputy Mayor for Communications and Community Affairs and then as the mayor's chief of staff – she was the first woman in the city's history to hold this post. She previously served as chief deputy for Councilmembers Richard Alatorre and Bob Ronka; and in the 1980s, she was director of the Democratic Party of Southern California. She is currently chair of the board of trustees at Pitzer College, serves on the board of the Jewish Community Foundation, and continues to be active in the Breed Street Shul Project. She holds a master's degree in urban studies from Occidental College.

# Appendix 38

# 2009-10 Partnership Budget Narrative (1/7)

	Description	Assumptions
<b>REVENUES</b>		
• Grants	• Funds that have already been collected by or committed to the Partnership that will not be “passed through” to another organization	<ul style="list-style-type: none"> <li>• \$4 million by Melanie and Richard Lundquist</li> <li>• \$1,600,000 from other foundations and individuals</li> </ul>
• Other	<ul style="list-style-type: none"> <li>• Funds that have been committed to the Partnership but are required to be regranted to other organizations</li> <li>• Additional funds to be raised to support budget</li> </ul>	<ul style="list-style-type: none"> <li>• \$1 million by Melanie and Richard Lundquist that is earmarked for Teach for America</li> <li>• The Partnership is confident that this amount can be raised, even in the current economic climate</li> </ul>
<b>EXPENDITURES</b>		
• Salaries	• Salaries of the full-time staff of the Partnership	<ul style="list-style-type: none"> <li>• Includes 28 full-time employees               <ul style="list-style-type: none"> <li>- Executive team: 4</li> <li>- Curriculum and instruction: 11</li> <li>- Operations: 7 (1 unpaid)</li> <li>- Connecting communities: 3</li> <li>- Development and partnerships: 2</li> <li>- Data and accountability: 1</li> </ul> </li> </ul>
• Employee benefits	• Estimated fringe benefits for full-time staff of the Partnership	<ul style="list-style-type: none"> <li>• Assumes weighted average of 23%</li> <li>• Includes 1 employee who is “on loan” from San Diego Unified School District and 3 employees who are “on loan” from the Los Angeles Unified School District</li> </ul>

# 2009-10 Partnership Budget Narrative (2/7)

	Description	Assumptions
• Consultants	<ul style="list-style-type: none"> <li>• Stipends of short-term or part-time consultants working with the Partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Includes consultants focused on legal services, accounting &amp; financial management</li> <li>• Also includes stipends for interns and temporary employees</li> </ul>
• Home office expenses	<ul style="list-style-type: none"> <li>• Includes all operating expenses for the Partnership's "home office," such as: materials and supplies; postage; financial systems; computer hardware; travel; training; insurance; audit expenses; space rental; etc.</li> <li>• Includes majority of expenditures for set-up of new office space</li> </ul>	<ul style="list-style-type: none"> <li>• Costs are estimated based on historical expenditures, estimated future expenditures, or as a percentage of salaries based on best practices in the sector</li> <li>• Includes no cost for rental expenditures because the Partnership's new office space is donated for one year</li> <li>• Includes ~\$120,000 in expenditures for set-up of new office space</li> </ul>



# 2009-10 Partnership Budget Narrative (3/7)

	Description	Assumptions
<ul style="list-style-type: none"> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Additional professional development opportunities for teachers, administrators and classified staff at each school site, focused on building a stronger school culture, using data to drive instruction and improving preparation for a college preparatory curriculum in high school</li> <li>Includes principal leadership conferences, teacher leadership conferences, intervention workshops, chapter chairs, and trainings on shared leadership/decision making</li> <li>Includes major investment in summer professional development activities</li> </ul>	<ul style="list-style-type: none"> <li>Majority of funding is for professional development events with school stakeholders               <ul style="list-style-type: none"> <li>- Assumes 10 meetings with administrators</li> <li>- Assumes trip with ~35 school stakeholders to New York City</li> <li>- Assumes 20 meetings on lesson delivery and instructional design</li> <li>- Assumes 4 meetings with chapter chairs</li> <li>- Assumes 10 meetings on intervention</li> <li>- Assumes 5 other school trainings</li> </ul> </li> <li>Includes \$100,000 for summer PD activities, and \$80,000 in investments in promoting student voice</li> <li>Includes \$27,900 in funding for Santee Tri-C collaborative (grant committed)</li> <li>Includes \$80,000 in funding for Mendez (grant committed)</li> </ul>
<ul style="list-style-type: none"> <li>Targeted school site funding</li> </ul>	<ul style="list-style-type: none"> <li>Remaining balance from funds that were allocated to schools but have not yet been spent</li> </ul>	<ul style="list-style-type: none"> <li>Remaining balance from allocated funds is approximately \$1,500,000 (out of \$1,840,000 originally committed)</li> <li>Approximately \$510,000 is already earmarked for specific use in 2009-10, leaving an unencumbered balance of ~\$985,000</li> </ul>

# 2009-10 Partnership Budget Narrative (4/7)

	Description	Assumptions
• Data and surveys	<ul style="list-style-type: none"> <li>• Surveys conducted by the nationally recognized group out of Harvard, Tripod, for parents, staff and students</li> <li>• Would be year two of implementation so that data could be compared to the baseline year of data</li> </ul>	<ul style="list-style-type: none"> <li>• Costs of survey implementation are ~\$80,000</li> <li>• Includes six school site data team sessions, three process mapping meetings, and several MyData working meetings</li> <li>• Includes some translation costs, and graduate student support for data analysis</li> <li>• Assumes Survey Monkey subscription</li> </ul>
• Technology and data system investments	<ul style="list-style-type: none"> <li>• Multi-year lease of a new state-of-the-art Mac lab at Santee high school (approved by the Board on April 2, 2009)</li> <li>• Includes new investments at Mendez based on a grant received</li> </ul>	<ul style="list-style-type: none"> <li>• Lease payments of \$2,815 per month</li> <li>• \$150,000 in technology investments allocated to Santee (grant committed)</li> </ul>
• School staffing support	<ul style="list-style-type: none"> <li>• Costs to provide staffing support to school sites for hiring teachers</li> <li>• Major costs were for posting ads for teaching positions</li> </ul>	<ul style="list-style-type: none"> <li>• Costs assumed to be \$10,000, including fees to The New Teacher Project and costs of placing ads</li> </ul>

# 2009-10 Partnership Budget Narrative (5/7)

	Description	Assumptions
<ul style="list-style-type: none"> <li>School site staff and consultants</li> </ul>	<ul style="list-style-type: none"> <li>Cost of reimbursing RIFd teachers for their COBRA coverage through the summer</li> <li>Additional investments made in Mendez for coaching and administrative support, based on grants received</li> <li>Investments made to help transition Roosevelt High School to a traditional calendar through the summer months</li> <li>Costs of consultants to work directly with schools, paid for with grant funds</li> <li>Additional stipends paid to school site staff for additional work, including bringing 9 principals from E-basis (traditional calendar) to A-basis (year-round calendar) salary</li> </ul>	<ul style="list-style-type: none"> <li>Assumes approximately \$60,000 to reimburse RIFd teachers for COBRA</li> <li>Cost of 1 Assistant Principal, 1 math coach and 1 science coach for Mendez</li> <li>Stipends to teachers, administrators and others at Roosevelt to help complete critical work through the summer months</li> <li>Includes consultants funded through grants to work on small schools, master schedule development and other professional development</li> <li>Additional work stipends based on 2008-09 stipends</li> <li>A-basis stipends estimated based on average salary scale</li> </ul>
<ul style="list-style-type: none"> <li>Building culture at schools</li> </ul>	<ul style="list-style-type: none"> <li>Remaining payments to fund 2008-09 contract for "Capturing Kids Hearts" program to help build a stronger school culture among adults and students that is based on mutual respect, personal responsibility and supportiveness</li> <li>Includes additional Capturing Kids Hearts investments for 2009-10 school year</li> <li>Includes cost for school staff appreciation events</li> </ul>	<ul style="list-style-type: none"> <li>Four payments of \$41,509 each</li> <li>Contract for \$120,000 to Capturing Kids Hearts</li> <li>\$50,000 allocated for staff appreciation events</li> </ul>

# 2009-10 Partnership Budget Narrative (6/7)

## Description

## Assumptions

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Student interventions</li> </ul>          | <ul style="list-style-type: none"> <li>• Includes programs used to accelerate implementation of intervention programs               <ul style="list-style-type: none"> <li>- Literacy for elementary schools</li> <li>- Continuation of Gate initiative</li> <li>- Summer dual language program at Ritter Elementary Schools</li> <li>- Consultant support</li> <li>- Continuation of AVID implementation</li> <li>- Continuation of Apex on-line credit recovery/CAHSEE preparation</li> <li>- Student internships and other supports for Santee students through the Tri-C collaborative</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Costs estimated based on previous year's expenditures, funds committed by funders, or contracts already signed               <ul style="list-style-type: none"> <li>- ~\$75,000 for literacy program</li> <li>- ~\$15,000 for Gate</li> <li>- ~\$60,000 for AVID</li> <li>- ~\$95,000 for Apex</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>• Transportation for field trips</li> </ul> | <ul style="list-style-type: none"> <li>• Includes funding already committed by a funder for field trips for Santee students through the Tri-C collaborative</li> </ul>  | <ul style="list-style-type: none"> <li>• Costs estimated based on funds received to date and estimated year-end balances</li> </ul>  |

# 2009-10 Partnership Budget Narrative (7/7)

Description		Assumptions
<ul style="list-style-type: none"> <li>• Parent and community meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Includes funding for family and community engagement over the 2009-10 school year, including on-going work with school "Family Action Teams" and community collaboratives</li> <li>• Includes outreach activities to parents and families for the Mendez community</li> <li>• Also includes several new initiatives               <ul style="list-style-type: none"> <li>– Creation of a structured parent volunteering program</li> <li>– Creation of a menu of resources for families in the community</li> <li>– "Parents as Partners" program, where parents will be trained on the best methods to observe their child's classroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assumes monthly translation costs for written materials</li> <li>• Assumes bi-monthly community collaborative meetings</li> <li>• Assumes monthly leadership institutes</li> <li>• Assumes 3 trainings for parent leaders at schools, and monthly teacher and parent meetings at each school</li> <li>• Includes schools grants of \$2,000 per school for Family Action Teams and \$3,000 per school for parent education programs (to be matched by school sites)</li> <li>• Includes extensive outreach (phone calls, door-to-door campaigns) in the Mendez community</li> </ul>
<ul style="list-style-type: none"> <li>• Pre-k and after school</li> </ul>	<ul style="list-style-type: none"> <li>• Includes funds already committed by a funder to support data analysis and supporting meetings to build pre-K and after school programs in and around Partnership schools</li> </ul>	<ul style="list-style-type: none"> <li>• Costs estimated based on funds received to date and estimated year-end balances</li> </ul>
<ul style="list-style-type: none"> <li>• Teach for America</li> </ul>	<ul style="list-style-type: none"> <li>• Pass-through grant to Teach for America</li> </ul>	<ul style="list-style-type: none"> <li>• \$1 mm to be paid per grant agreement with Melanie and Richard Lundquist</li> </ul>

# Appendix 39

# **Partnership for Los Angeles Schools**

## **Wells Fargo Bank WellsOne<sup>SM</sup> Commercial Card Program**

### **Policy and Procedures Manual**

**As of August 15, 2008**

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# Introduction

## *OVERVIEW*

Partnership for Los Angeles Schools Corporate Credit Card Program provides a convenient means with which to make small dollar necessary and business related purchases and, at the same time, reduces the costs associated with initiating and paying for purchases. The Program avoids a variety of processes including petty cash, payment requisitions, cash advances and in some cases purchase orders. The cards are Wells Fargo *WellsOne* cards issued by Wells Fargo Bank and give controlled buying power to those designated executives authorized to use it.

All cards are issued at the direction of the Board of Directors and may be rescinded at any time. The person to whom the card is issued is the only person entitled to use the card with the exceptions described below.

## *GENERAL INFORMATION*

Cardholders are assigned a monthly dollar limit for the corporate credit card. The monthly limit maximum depends on your buying needs. The limits are based on previous purchasing activity, and Program Administrator approval. If over time the limits are too low to accommodate monthly requirements, the Program Administrator may re-evaluate and make an appropriate recommendation.

Before making a purchase, executives should assure themselves that the price you will pay is fair and reasonable. You may do this through the use of catalogues or brochures, by relying upon your past buying experience, or by obtaining competitive quotes for the same item from three or more vendors.

Cardholders are accountable for all charges made with their corporate credit cards and are responsible for checking all statement transactions, against the corresponding support documentation, to verify accuracy. This check should be done regularly using online access and/or the Cardholder's monthly statement.

If you have any additional questions, please contact:

**Mark Kleger- Heine**

Chief Operating Officer (“Program Administrator”)

Partnership for Los Angeles Schools

# General Guidelines

## **Card Issuance:**

As a cardholder, you will be asked to complete and sign a cardholder application form, which will be approved by the Program Administrator. By signing the application form, you have agreed to adhere to the guidelines established in this manual. Most importantly, you are the only person entitled to use the card and the card is not to be used for personal use. As each card is linked to a specific individual employee, the card cannot be transferred from one employee to another.

Upon receipt of your *WellsOne* Commercial Card, you will need to activate the account by calling the toll-free number printed on the card. For verification purposes, you will be asked to provide a piece of information, such as the last four digits of your Social Security Number. Although the card will be issued in your name, your personal credit history will not affect your ability to obtain a card. The company is responsible for payment of all purchases.

## **Account Maintenance:**

If there is a need to change any information regarding your account, such as mailing address or expense accounting code, please complete the Account Maintenance Form (see Appendix II) and forward to the Program Administrator. The only account information you are able to change online is the email address and the automatic deposit (ACH) information, if applicable.

## **Card Usage:**

The *WellsOne* Commercial Card can be used at any merchant that accepts Visa, except as the company otherwise directs. It may be used for in-store purchases as well as online, phone, fax or mail orders. There is no special terminal or equipment needed by the Visa merchant to process a card transaction.

When using the card with merchants, please emphasize that an invoice must not be sent as this may result in a duplicate payment. For online, phone, fax and mail orders, please instruct the merchant to send a receipt only. This receipt must be retained for your records and submitted to the Administrative Assistant of the Chief Operating Officer for the corporation's files.

## **Preferred Vendors vs. Vendors Not Accepting Visa:**

Please refer to the attached Appendix III for a listing of our preferred vendors (if any). Whenever possible, please be sure to use these vendors.

If you have a vendor who does not accept Visa, please contact the Program Administrator for alternate arrangements.



### **Limitations and Restrictions:**

Cardholders are assigned an individual transaction and monthly dollar limit for the Corporate Credit Card. The monthly limit maximum is depending on your buying needs. The limits are based on previous purchasing activity, and Board of Directors approval. If over time the limits are too low to accommodate monthly requirements, the Program Administrator may re-evaluate and make an appropriate recommendation.

The *WellsOne Commercial Card Program* also allows for merchant category blocking. If a particular merchant category is blocked (e.g., jewelry stores), and you attempt to use your card at such a merchant, your purchase will be declined. Management has made an effort to ensure that the vendors/suppliers used during the normal course of business are not restricted. If your card is refused at a merchant where you believe it should have been accepted, you should call the Wells Fargo Business Purchasing Service Center at 1-800-932-0036 to determine the reason for refusal. Depending on the result of your inquiry, you may want to discuss the issue further with the Program Administrator. He/she is empowered to modify the restrictions on your use of the card.

**IMPORTANT:** All requests for changes in limitations and restrictions must be made through the Program Administrator. Wells Fargo Bank will change existing cardholder restrictions only after a request is received from the Program Administrator.

### **Lost or Stolen Cards:**

You are responsible for the security of your card and any purchases made on your account. If you believe you have lost your card or that it has been stolen, immediately report this information to Wells Fargo Bank Business Purchasing Service Center (BPSC) at 800-932-0036. Immediately after reporting to the BPSC, you must inform your Program Administrator. **It is extremely important to act promptly in the event of a lost or stolen card to avoid company liability for fraudulent transactions.**

As with a personal charge card, you will no longer be able to use the account number after notifying the bank. A new card should be issued within 48 hours of notice to Wells Fargo Bank.

## **Authorized Purchases**

**Purchases may include:**

- **Office supplies and forms**
- **Books and subscriptions**
- **Computer supplies, e.g., software and diskettes**
- **Computer equipment**
- **Meals and food**
- **Day timers and calendars**
- **Professional membership dues**
- **Hardware and tools**
- **Spare parts**
- **Miscellaneous items, e.g., videotapes**
- **Business related congratulatory or sympathy flowers**
- **Uniform Rentals/Cleaning**
- **Courier/Overnight Deliveries**
- **Travel and Entertainment Expenses**
- **Company Vehicle Expenses**

Please refer to the attached preferred vendor listing. Whenever possible, please purchase merchandise and/or materials from these vendors.

As with any company purchase, the card is not to be used for any product, service or with any merchant considered to be inappropriate for company funds.

Failure to comply with the above guidelines for authorized purchases under the *WellsOne Commercial Card Program* may result in disciplinary action, cancellation of your card privileges, and possible termination of employment.

## **Reconciliation and Payment**

Unlike personal credit cards, the *WellsOne Commercial Card Program* is handled as corporate liability. Your personal credit history has not been taken into account when a card has been issued in your name.

The Accounts Payable Department is responsible for paying the Program invoice(s) each month. You are not responsible for payment under your account unless your purchases violate this policy or other terms of your employment.

At the end of a statement period, you will be notified via email that it is time to review your card statement. You will access the Commercial Card Expense Reporting tool via the Internet to review your statement. The statement will reflect the transaction date, posting date, supplier/merchant name and the total amount of the purchase. You have the ability to reconcile your account at any time.

### **You are responsible for the following:**

- **Retaining all receipts for items purchased under the program.**
- **Ensuring all transactions posted are legitimate purchases made by yourself on behalf of the company.**

### **Receipt Retention/Record Log:**

It is a requirement of the program that you keep all receipts for goods and services purchased. For orders placed via phone, fax or mail, or online, you must request a receipt, detailing merchandise price, sales/use tax, freight, etc., be included with the goods mailed/shipped. (*Note:* a merchant should not reject this request, as it is a Visa policy). It is extremely important to request and retain purchase receipts, as this is the only original documentation that shows whether sales tax has been paid.

To assist you in retaining receipts for purchases made over the phone, please create a phone purchase record log. Since standard reimbursement policies require retention of receipts or other proof of purchase, record keeping is not an extraordinary requirement.

As card records will be audited from time to time, it is essential to adhere to the above record keeping guidelines.

Please submit copies of all receipts to the Administrative Assistant of the Chief Operating Officer. All receipts are due by the cardholder by the date the monthly statement is approved by the cardholder.

### **Reconciliation of Purchases:**

It is your responsibility, immediately upon receipt of your statement to check it to ensure all the transactions posted are legitimate transactions made by yourself, mark transactions for which receipts will be attached, and attach line item detailed point of sale receipts or delivery invoices. Other optional functions such as splitting transactions, adding descriptions, marking transactions as personal, and reclassifying expenses can be performed using the Commercial Card Expense Reporting tool. All of the available functions will be part of your initial training and can be referenced in the Cardholder Quick Reference Guide. If everything is in order, you will mark the statement as reviewed. Once your statement has been marked as reviewed, an email will be issued to your manager for his/her approval. Follow company procedures for forwarding the receipts to your manager. Please make copies for your records.

### **Disputed or Fraudulent Charges:**

If there is a discrepancy between your record log and your statement, it is imperative that the issue is addressed immediately. Depending on the type of discrepancy, you will need to contact the merchant or complete the online dispute form to resolve the disputed transaction.

If you believe the merchant has charged you incorrectly or there is an outstanding quality or service issue, you must first contact the merchant and try to resolve the error or problem. If you are able to resolve the matter directly with the merchant, and the error involved an overcharge, a credit adjustment should be requested and will appear on your next statement. Note: The item should be highlighted on your record log as a reminder to verify that correct credit has been received.

If the merchant disagrees that an adjustment is necessary, you will complete the online dispute form. The details of the disputed transaction will be entered online and followed up on by Wells Fargo Bank.

Wells Fargo Bank must receive any charge dispute within 60 days of the transaction date. While pending resolution, Wells Fargo Bank will credit the company's account for the amount of the disputed transaction. Although Wells Fargo Bank acts as the arbitrator in any dispute, you should never assume that a dispute will be resolved in your favor.

If the dispute is not resolved to your satisfaction, and you believe the merchant has unfairly treated you, please notify your manager with the relevant details. If the merchant is one of our preferred vendors, our purchasing department may take further action.

**Any fraudulent charge (i.e., a charge appearing which was not authorized by you) must be reported immediately to the Program Administrator. Prompt reporting of any such charge will help to prevent the company from being held responsible.**

## **Sales and Use Tax**

Merchants are required by tax authorities to include the applicable sales or use tax at the time of purchase. The amount of tax is dependent on a variety of factors including the state, county and city where the goods are purchased.

All merchandise not purchased for resale should include the applicable sales tax.

Out-of-state purchases, where sales tax has not been charged, should accrue the applicable use tax.

If your purchases are usually tax-exempt, you will be required to provide merchants with the necessary forms for non-taxable goods or services. Your program may require that you have two cards, one for tax-exempt and one for taxable items. Questions regarding this policy and any other questions concerning tax issues should be addressed to

the Program Administrator.

## Common Questions and Concerns

- **Why did the company decide to participate in a Commercial Card Program?**

Like most companies today, we are exploring ways to streamline processes and reduce costs. Frequently the expenses incurred to process a small dollar purchase can run as high as the price of the item itself.

With a commercial card, many of the typical purchasing steps should be eliminated including generating a requisition, preparing a purchase order, matching a packing slip to a purchase order, matching invoices with purchasing requisitions, individual payments of invoices, etc.

- **What is the procedure when I pay for something with my commercial card?**

Essentially, the process is the same as when using your personal credit card. You must always ask for a receipt for your records, particularly for online, phone, fax and mail orders.

- **Are there any restrictions associated with the use of my card?**

**Yes**, in addition to our company policy stating the type of products you can buy and our preferred vendor list, other controls and limits may be placed on your card including:

- **Monthly dollar limit**
- **Daily dollar limit**
- **Per transaction dollar limit**
- **“Blocked” merchant categories**

Please see your manager or Program Administrator for your specific restrictions.

- **How will I know if I have exceeded my monthly limit?**

You can check you balance and expenditures online at any time. You may also call the toll-free Wells Fargo Bank Customer Service number on the back of your card.

- **What should I do if a supplier does not accept the *WellsOne* Commercial Card?**

Please contact the Program Administrator and provide him/her with the supplier’s name, address and phone number.

- **How will I know if the company is getting billed correctly for the purchases I have made?**

You will be able to check all transactions online at any time. You will also review your statements at the end of each period. This statement is for your review only and allows you to reconcile your purchases. You must review the statement in a timely manner, as any disputed or fraudulent transactions must be reported to Wells Fargo Bank in a timely manner.

- **How will my monthly commercial card bills be paid?**

You are not responsible for the payment of your commercial card bills. The monthly statement you receive is for your review and reconciliation only. Accounts Payable will make one monthly payment to Wells Fargo Bank

covering expenses for all company employees using the card.

- **Who in our company may I talk to if I have questions going forward?**

We have designated the Program Administrator as Program Administrator(s) (PA). Mark Kleger Heine, the PA, should be contacted for any questions you have regarding limits, usage and other issues.

Only the PA has the authority to change any existing information or restrictions to a cardholder's account.

- **What should I do if I have a problem associated with something I bought with my *WellsOne* Commercial Card?**

Please refer to the "Disputed or Fraudulent Charges" section of this guide for complete details. It is extremely important that you address these items immediately.

- **Once I receive the card, can I begin using it immediately?**

Once you receive your card, you will be instructed to call Wells Fargo Bank's toll-free number and provide certain information (e.g., social security number or other meaningful data) to activate the card. This procedure ensures a secure card issuance process and helps to prevent fraud.

- **What should I do if my card is lost or stolen?**

It is extremely important to call Wells Fargo Bank's Customer Service toll-free number (1-800-932-0036) immediately in the event your card is lost or stolen. You must also notify your Program Administrator.

- **Can another employee utilize my card for purchases?**

Each *WellsOne* Commercial Card will be embossed with the individual employee's name. The employee is responsible for the proper use of his/her card. ***At no time should another individual utilize your card.*** When necessary, administrative assistants to authorized card holders may, with written permission from the authorized cardholder via a Purchase Order, make specifically authorized purchases on behalf of the authorized card holder. Such use requires written accounting of all such purchases made within one business day of purchase.

- **Can the *WellsOne* Commercial Card be used out the United States?**

Yes, the *WellsOne* Commercial Card is accepted worldwide. Purchases can be made in any currency and billed in U.S. Dollars.

- **What should I do if I need to change my monthly or single purchase limits?**

You may request a credit limit change online under the Personal Profile tab or contact your Program Administrator.



APPENDIX I

Cardholder User Agreement

You are being entrusted with Partnership for Los Angeles Schools purchasing credit card, issued by Wells Fargo Bank. The card is provided to you based on your need to operate locally on a daily basis and to purchase materials for the company. It is not an entitlement nor reflective of title or position. The card may be revoked at any time without your permission. Your signature below indicates that you have read and will comply with the terms of this agreement.

- 1. I understand that I will be making financial commitments on behalf of the Partnership for Los Angeles Schools and will strive to obtain the best value for the company.
- 2. I have read and will follow the Purchasing Card Policies and Procedures. Failure to do so could be considered a misappropriation of company funds. Failure to comply with this Agreement may result in either revocation of my use privileges or other corrective action, up to and including termination.
- 3. I understand that under no circumstances will I use the Purchasing Card to make personal purchases, either for myself or for others. Using the card for personal charges could be considered misappropriation of company funds and could result in corrective action, up to and including termination of employment.
- 4. I agree that should I violate the terms of this Agreement and use the Purchasing Card for personal use, the Partnership for Los Angeles Schools shall have the right to deduct any amounts owed, including but not limited to charges incurred from collection agencies, internal administration costs, court costs, etc, from my paycheck or final paycheck. The laws of the state of California shall govern the enforceability of this agreement.
- 5. The Purchasing Card is issued in my name. I will not allow any other person to use the card. I am considered responsible for any and all charges against the card.
- 6. The Purchasing Card is company property. As such, I understand that I may be periodically required to comply with internal control procedures designed to protect the Partnership for Los Angeles Schools assets. This may include being asked to produce the card to validate its existence and account number.
- 7. If the card is lost or stolen, I will immediately notify Wells Fargo Bank by telephone at 800-932-0036 and the Program Administrator at the Partnership for Los Angeles Schools.
- 8. I will receive a monthly statement, which will report all purchasing activity during the statement period. Since I am responsible for all charges (but not for payment) on the card, I will reconcile the statement each month, make any coding changes to the expenses if needed, and resolve any discrepancies by either contacting the merchant or Wells Fargo Bank myself.
- 9. I agree to surrender the Purchasing Card immediately upon termination of employment, whether for retirement, voluntary, or involuntary reasons.

\_\_\_\_\_  
Employee Name (Print)

\_\_\_\_\_  
Last 8 Digits of Card Number

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

APPENDIX II

Purchasing Card Account Maintenance Form

TYPE OF REQUEST (Circle One)

A. New Account

B. Address Change

C. Account Closure

D. Name Change

E. Staff Relocation - New GL : \_\_\_\_\_

F. Temporary Credit Limit Increase: \_\_\_\_\_  
Amount

Reason for Increase/Date: \_\_\_\_\_

G. Single Transaction Limit Increase: \_\_\_\_\_  
Amount

H. Other \_\_\_\_\_  
Description

TO ADD A NEW ACCOUNT (Request "A")

- 1. Circle "New Account under Type of Request Above
- 2. Complete the section under "Card Information"

TO CHANGE INFORMATION ON AN EXISITING ACCOUNT (all other requests)

- 1. Indicate Type of Request Above

- 3. Fill in current name on card

- 2. Fill in last 8 digits of account number

4. Complete only the Fields to be changed in Card

Information Section			
Name - - 24 characters (Embossed on Card)		Last 5 digits of cardholder's Social Security Number	
Address - -36 characters (Maximum)		Job Title	
City - - 25 characters (Maximum)		Dept/GL Information	
State - 2 characters	Zip - 5	Zip Expansion - 4	

AUTHORIZATION	
Employee Signature	Date
Approving Manager Signature	Date
Program Administrator Signature	Date

SPECIAL INSTRUCTIONS

**APPENDIX III**

**Preferred Vendor List**

**To be completed over time by the Partnership.**

## APPENDIX IV

### *Wells Fargo Bank Commercial Card Dispute Form*

Wells Fargo must receive transaction dispute within 60 days of posting to your account.

Attn: Dispute & Loss Specialist

Date: \_\_\_\_\_

Company Name: \_\_\_\_\_

Account Number: \_\_\_\_\_

Transaction Date: \_\_\_\_\_ Amount: \_\_\_\_\_

Merchant Description: \_\_\_\_\_

Please take a moment and check the appropriate statement that validates your dispute. Please attach any supporting documentation that validates your dispute, such as: credit memos, letter to merchants, sales slips or proof of payments.

\_\_\_\_ I certify that the transaction disputed was not made by me or the person authorized by me to use the card, nor were the goods or services represented by this transaction received by myself or a person authorized by me.

\_\_\_\_ Although I did engage in the above transaction, I am disputing the entire charge, or a portion in the amount of \$ \_\_\_\_\_. I have contacted the merchant and requested a credit to my account for the reason explained in the attached letter.

\_\_\_\_ The enclosed sales slip for \$ \_\_\_\_\_ appeared on my statement as \$ \_\_\_\_\_.

\_\_\_\_ The enclosed credit memo: \_\_\_\_ has not posted to my account OR was listed as a purchase on my statement/activity report.

\_\_\_\_ I did not receive the service and/or merchandise. I have contacted the merchant and they have not resolved my dispute. I expected to receive the merchandise/services on \_\_\_\_/\_\_\_\_/\_\_\_\_.

\_\_\_\_ I have already paid for the transactions shown above by: \_\_\_\_ check \_\_\_\_ cash \_\_\_\_ money order \_\_\_\_ other credit card.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone Number

Please return this form immediately. We appreciate your cooperation and urge you to contact us at 800-932-0036, if you have any questions. Fax completed form to 415-975-6635.

APPENDIX V

*Declaration of Forgery or Unauthorized Use*

Re: Wells Fargo WellsOne<sup>sm</sup> Commercial Card

Account Number: \_\_\_\_\_

I, \_\_\_\_\_, have reported that my above numbered card or account. (Please check and complete applicable section)

\_\_\_ With an expiration date of \_\_\_\_\_ was not received by me.

\_\_\_ Was discovered missing on \_\_\_\_\_.

\_\_\_ Was stolen on \_\_\_\_\_, at \_\_\_\_\_.

\_\_\_ I have notified the \_\_\_\_\_ police, who took report # \_\_\_\_\_.

\_\_\_ May have been used without my authorization, though valid card was in my possession at all times.

\_\_\_ Additional information enclosed on separate sheet.

I last used the said card on \_\_\_\_\_, 20\_\_\_\_ in the city of \_\_\_\_\_.

Any duplicate of such card has been destroyed.

The transaction(s) listed below or on the attached sheet and/or transaction made after the date of the last usage were not made by me or by a person acting with my authorization. I received no benefit whatsoever from such use. I further authorize you to accept my telephone verification of any subsequent transaction(s).

TRANSACTION DESCRIPTION	TRANSACTION DATE	AMOUNT
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I declare under penalty of perjury that the foregoing is true and correct, and I will testify, declare, depose or certify to the truth hereof before any competent tribunal, officer or person in any case now or hereafter pending in connection with the matters contained within this declaration

\_\_\_\_\_  
Executed at (City/County and State)                      Date

\_\_\_\_\_  
Signature of Cardholder

\_\_\_\_\_  
Signature of Other Authorized User                      Signature Of Other Authorized User

As of August 15, 2008

**THE PARTNERSHIP  
FOR  
LOS ANGELES SCHOOLS  
  
EMPLOYEE HANDBOOK**

As of August 15, 2008

## **INTRODUCTION**

Welcome!

This Employee Handbook has been written to provide you with an overview of THE PARTNERSHIP FOR LOS ANGELES SCHOOLS (THE PARTNERSHIP), its personnel policies and procedures, and your benefits as a PARTNERSHIP employee.

This handbook is intended to explain in general terms those matters that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment and is not an employment contract. Written employment contracts between THE PARTNERSHIP and some individuals may supersede some of the provisions of this handbook. In order to retain necessary flexibility in the administration of its policies, procedures and benefits, THE PARTNERSHIP reserves the right to change, deviate from, eliminate, or revise them without notice whenever THE PARTNERSHIP determines that such action is warranted. For these reasons, we urge you to check with the Operations Department to obtain current information regarding the status of any particular policy, procedure or practice. These guidelines supersede and replace all previous personnel policies, practices and procedures.

Employees are expected to read this handbook thoroughly upon receipt and to know and abide by the policies outlined herein, as revised over time, throughout their employment.

If you have any questions or concerns about this Employee Handbook or any other policy or procedure please ask your Supervisor, the Chief Executive Officer, or your Human Resources contact. At this time, your Human Resources contact is Mark Kleger-Heine, Chief Operating Officer. Because the Human Resources contact is subject to change, please ask your Supervisor or the Chief Executive Officer for updated information if needed.

## **EMPLOYMENT RELATIONSHIP**

Unless you are employed under a written employment contract with different terms, employment at THE PARTNERSHIP can be terminated at any time, with or without cause or notice. Employment of any set duration can only be made by a written employment agreement signed by the Chief Executive Officer and you, as well as the Board of Directors. Any individual employment contract will generally be made on a fiscal year basis, with review and consideration for renewal each June 1<sup>st</sup> for the following fiscal year. Unless your employment is covered by a written employment agreement, this policy of at-will employment is the sole and entire agreement between you and THE PARTNERSHIP as to the duration of employment and the circumstances under which employment may be terminated.

With the exception of employment at-will, other terms and conditions of employment with THE PARTNERSHIP may be modified at the sole discretion of THE PARTNERSHIP with or without cause or notice at any time. No implied contract concerning any employment-related decision or term or condition of employment can be established by any other statement, conduct, policy, or practice. Examples of the types of terms and conditions of employment that are within the sole discretion of THE PARTNERSHIP include, but are not limited to: promotion; demotion; transfers; hiring decisions; compensation; benefits; qualifications; discipline; layoff or recall; rules; hours and schedules; work assignments; job duties and responsibilities; or any other terms and conditions that THE PARTNERSHIP may determine to be necessary for the safe, efficient, and economic operation of the organization.

Individuals who are Employees "on loan" from other organizations, i.e. employed by another organization, but assigned to work with the PARTNERSHIP, remain employees of their home employer and receive all compensation and benefits from that organization. Unless otherwise agreed in writing, the PARTNERSHIP retains the right to terminate the relationship at any time in its sole discretion. Notwithstanding the above, such individuals shall abide by the terms of this handbook at all times.

## **EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER**

It is THE PARTNERSHIP's policy to provide equal employment opportunity for all applicants and employees. THE PARTNERSHIP does not unlawfully discriminate on the basis of race, color, religion, sex (including pregnancy, childbirth or related medical conditions), national origin, ancestry, age, physical or mental disability, marital status, medical condition, sexual orientation, or any other characteristic protected by state or federal law.

When necessary, THE PARTNERSHIP also makes reasonable accommodations for disabled employees and for pregnant employees who request an accommodation for pregnancy, childbirth, or related medical conditions.

Furthermore, THE PARTNERSHIP prohibits the harassment of any individual on any of the bases listed above. For information about the types of conduct that constitute impermissible harassment, or THE PARTNERSHIP's internal procedures for addressing complaints of harassment, please refer to THE PARTNERSHIP's Policy Against Harassment set forth in this Handbook.

This policy governs all aspects of employment, including hiring, job assignment, compensation, promotion, discipline, termination, and access to employee benefits and training. It is the responsibility of every supervisor and employee to conscientiously follow this policy. Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their Supervisor, the Chief Executive Officer, or the Human Resources contact. You should report every instance of unlawful discrimination regardless of whether you or someone else is the subject of the discrimination. Detailed reports--including names, descriptions, documents and actual events or statements made--will help THE PARTNERSHIP in its investigation. If THE PARTNERSHIP determines



that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. THE PARTNERSHIP will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management employees or your coworkers.

Retaliation for submitting a report of unlawful discrimination and for cooperating in any investigation is prohibited. Any Supervisor or Employee who retaliates against the accuser or those involved in the investigation will be disciplined, up to and including discharge from employment.

## **COMMENCING EMPLOYMENT**

### **Background Checks**

THE PARTNERSHIP recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. THE PARTNERSHIP will perform applicant background checks and employee investigations as required by Education Code section 47605[b][F], which states that "each employee of the organization will furnish the organization with a criminal record summary".

All employees must have fingerprints on file with the Los Angeles Unified School District, who will submit the results of the fingerprints to THE PARTNERSHIP, prior to first day of work. Proof of fingerprinting with LAUSD is a requirement of employment and must be provided to THE PARTNERSHIP prior to the first day of work. Fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve the handling of money, valuables or confidential information, or as otherwise deemed prudent by the organization. These background checks may be performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any information obtained by THE PARTNERSHIP may be taken into consideration in evaluating your suitability for employment, promotion, reassignment, or retention as an Employee.

THE PARTNERSHIP may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, THE PARTNERSHIP will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with THE PARTNERSHIP's lawful efforts to obtain relevant information, and may be disciplined up to and including termination for failure to do so.

Employees with adverse background information (such as a criminal conviction) may be ineligible for employment with THE PARTNERSHIP. In case of a prior arrest or conviction, the employee must discuss the history of the arrest or conviction with the Chief Executive Officer. The employee may be required to provide proof of a mistake in the official records or provide official explanation of the nature of the offense.

For additional information on background checks, please contact your Human Resources contact or Chief Executive Officer.

### **Documentation of an Employee's Right to Work**

THE PARTNERSHIP is committed to complying with the federal immigration laws, and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present proper documentation establishing identity and employment eligibility within the required time period.

Employees with general questions or seeking general information on immigration law issues are encouraged to contact the Human Resources contact. Employees may raise questions or good faith complaints about immigration law compliance without fear of reprisal.

### **Introductory Period**

Unless your employment is of any set duration pursuant to a written employment agreement, the first three months of your continuous employment at THE PARTNERSHIP is considered an introductory period. During this time you will learn your job duties and responsibilities and get acquainted with your fellow employees, offering both you and THE PARTNERSHIP an opportunity to determine whether you and your position are an initial match. Your supervisor will closely monitor your performance.

Upon completion of the introductory period, THE PARTNERSHIP will review your performance. If THE PARTNERSHIP finds your performance satisfactory and decides to continue your employment, you will be advised of any improvements expected from you. Completion of the introductory period does not entitle you to remain employed by THE PARTNERSHIP for a definite period of time, but rather allows both you and THE PARTNERSHIP to continue to evaluate whether or not you are a right fit for the position. Similarly, notwithstanding this probationary period, THE PARTNERSHIP may terminate an employee prior to the end of the three-month period, consistent with any contractual rights.

## **EMPLOYMENT STATUS**

Each THE PARTNERSHIP employee is either "exempt" or "nonexempt." An employee's duties, responsibilities, and salary determine whether his or her position is exempt or nonexempt. Exempt Employees are compensated on a salary basis and are not eligible for overtime pay. Generally, certificated, confidential, and professional Employees are considered exempt. Employees classified as nonexempt are eligible for overtime pay according to applicable state and federal guidelines.

In addition, throughout this handbook, employees are categorized as either "full-time" or "part-time," and several of the policies and benefits described herein depend on whether the employee is full-time or part-time. Those categorizations are defined as follows:

### **Full-Time Employees:**

Full-time employees are those employees who are regularly scheduled to work 40 or more hours per week throughout the calendar year. Generally, they are eligible for the employment benefit and leave programs provided by THE PARTNERSHIP, subject to the terms, conditions, and limitations of each benefit program, as described later in this handbook.

### **Part-Time Employees:**

Part-time employees are those employees who are regularly scheduled to work fewer than 40 hours per week. Part-time Employees may be assigned a work schedule in advance or may work on an as-needed basis. As described later in this handbook, part-time employees receive all legally mandated benefits and leaves, but they generally are ineligible for all of THE PARTNERSHIP's other employment benefit and leave programs. A change from part-time to full-time status will be effective only if the employee has been advised of the status change by the Human Resources contact.

## **WORKING HOURS AND PAY**

### **Schedule**

THE PARTNERSHIP's hours of operation are 8:00 a.m. to 6:00 p.m. Monday through Friday. All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Your supervisor will assign your individual work schedule, but all full-time employees are expected to be at work no later than 9:00 a.m. each day. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work.

If you need to modify your schedule, request the change with your supervisor. All schedule changes or modifications must be approved by your supervisor.

### **Meal and Rest Breaks**

THE PARTNERSHIP provides employees with meal and rest breaks according to applicable laws. Currently, nonexempt employees working a shift of between 5 and 10 hours on any given workday will receive at least a 30-minute unpaid meal break. A nonexempt employee working a shift of 6 hours or less may waive this meal period if both THE PARTNERSHIP and the employee consent to the waiver in writing.

A nonexempt employee working a shift of 3½ hours or more also is given a 10-minute paid rest break per every 4 hours worked. In practical terms, this means that a nonexempt employee who works over 6 hours in one day is given two 10-minute rest breaks and an unpaid meal break, while one who works 6 hours or less is given one 10-minute rest break. A full-time nonexempt employee who works an 8-hour day should typically take one rest break mid-morning, and one rest break mid-afternoon, in addition to the 30-minute meal break. Your supervisor will schedule your meal and rest periods. Employees should make every effort to take their rest breaks. Rest break time may not be combined with meal break time. Employees who work less than 3½ hours in a day are not entitled to a rest break.

Employees who are not able to take any of their rest or meal breaks must tell their supervisor as soon as possible, but by no later than the end of the work day.

### **Timekeeping Procedures**

All nonexempt employees must record their actual time worked on a THE PARTNERSHIP timesheet for payroll and benefit purposes. The timesheet may be obtained from the Operations Department. Nonexempt employees must record the time work begins and ends, as well as the beginning and ending time of each meal period. Nonexempt employees must also record any departure from work for any non-work-related reason.

Signed and completed timesheets must be turned in to your supervisor at the end of each workweek. Any questions about filling out a timesheet should be directed to your supervisor or to the Human Resources contact.

All exempt employees must record their vacation time, sick time, and other compensated or uncompensated leave time on a "Request for Time Off" form provided by THE PARTNERSHIP's Operations Department. It is each exempt employee's responsibility to complete this form accurately and on a timely basis. This form must be approved by the employee's supervisor and submitted to the Operations Department no later than the day before a vacation day or two business days following a sick day.

It is each employee's responsibility to sign time records to certify the accuracy of all time recorded. Any errors on your timecard should be reported immediately to your supervisor, who will attempt to correct legitimate errors. Altering, falsifying, and tampering with time records, or recording time on another employee's time record is prohibited and subject to disciplinary action, up to and including termination of employment.

### **Overtime**

As explained above in the section entitled Employment Status, employees classified as "nonexempt" are eligible for overtime pay according to applicable state and federal guidelines. Employees in exempt positions are not eligible for overtime pay.

When THE PARTNERSHIP needs cannot be met during regular working hours, nonexempt employees may be required to work overtime. All overtime work must be authorized in advance by your Supervisor. Working overtime without prior authorization may result in disciplinary action up to and including termination.

Overtime will be computed based on actual time worked. Only those hours that are actually worked are added together to determine an employee's overtime pay. For more information regarding overtime rates, contact your supervisor or the Human Resources contact.

### **Payment of Wages**

Employees are paid twice a month, on the 15<sup>th</sup> day and the last day of the month. If a regular payday falls on a weekend or holiday, employees will be paid on the working day prior to the weekend or holiday.

## **PERSONNEL**

### **Personnel Records**

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a THE PARTNERSHIP representative at a mutually convenient time. No copies of documents in your file may be made, with the exception of documents that you have previously signed. You may add your comments to any disputed item in the file.

THE PARTNERSHIP will restrict disclosure of your personnel file to authorized individuals within THE PARTNERSHIP. Any request for information contained in the personnel files must be directed to the Human Resources contact. Only Human Resources is authorized to release information about current or former employees. Disclosure of personnel information to outside sources will be limited as provided by law.

### **Changes in Employee Information**

THE PARTNERSHIP is required by law to keep current all employees' names and addresses. An employee is responsible for notifying the Human Resources contact about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

### **Employee References**

All requests for references must be directed to Human Resources. No one other than Human Resources is authorized to release references for current or former employees. It is THE PARTNERSHIP's policy to

disclose only the dates of employment and the title of the last position held of former employees. If the employee authorizes the disclosure in writing, the Company also will inform prospective employers of the amount of salary or wage you last earned.

## **DISCIPLINE AND RULES OF CONDUCT**

### **Job Performance Guidelines/Cause for Termination**

All employees are expected to observe certain standards of job performance and good conduct. When performance or conduct does not meet THE PARTNERSHIP standards, the employee may be subject to discipline, up to and including termination, subject to THE PARTNERSHIP's grievance procedures described in this Handbook.

THE PARTNERSHIP may immediately terminate an employee for cause, including employees whose employment is governed by a written contract for a specified term. Whether or not "cause" for termination exists will be determined at the sole discretion of the Chief Executive Officer and THE PARTNERSHIP's Board of Directors. By way of example (but by no means is this intended to be an exhaustive list), good cause for termination will exist under the following circumstances:

1. Unsatisfactory performance;
2. Unfit for service, including the inability to appropriately perform job duties;
3. Insubordination;
4. Falsifying or concealing information on employment records, employment information, an employment application, time record, or other THE PARTNERSHIP record;
5. Willfully or maliciously making false statements regarding any co-worker or THE PARTNERSHIP, making threats or using abusive language toward fellow employees, supervisors, students, parents, or visitors, or otherwise violating THE PARTNERSHIP's Policy Concerning Violence on THE PARTNERSHIP Property;
6. Theft or the deliberate or careless damage or destruction of THE PARTNERSHIP property, or the property of THE PARTNERSHIP's employees, LAUSD students or anyone on THE PARTNERSHIP property;
7. Possessing weapons on THE PARTNERSHIP property at any time or while acting on behalf of THE PARTNERSHIP;
8. Violation of THE PARTNERSHIP's Policy Against Harassment;
9. Violation of THE PARTNERSHIP's Conflicts of Interest Policy or Code of Ethics;
10. Refusal to comply with any federal or state regulation or law, or refusal to comply with any THE PARTNERSHIP policy or procedure;
11. Possession of or being under the influence of illegal drugs, legal drugs that impair performance, or alcohol while performing any professional duties or when publicly representing THE PARTNERSHIP, such as at a professional conference, or otherwise violating THE PARTNERSHIP's Drug-Free Workplace Policy;

12. Engaging in criminal conduct whether or not related to job performance;
13. Gross negligence leading to the endangerment or harm of a child or children;
14. Excessive absenteeism;
15. Violating any safety, health, security, or THE PARTNERSHIP policy, rule, or procedure;
16. Reduction in force or THE PARTNERSHIP closure.

The rules set forth above are intended to provide employees with some guidelines regarding expected conduct and performance that might lead to termination. Employees should be aware that conduct not specifically listed also might result in disciplinary action, up to and including termination.

### **Unlawful Harassment**

THE PARTNERSHIP is committed to providing a workplace and school environment in which all individuals are treated with respect and dignity. THE PARTNERSHIP expects that all relationships among persons in the workplace and in the classroom will be free of bias, prejudice, and harassment. THE PARTNERSHIP specifically prohibits harassment of any kind, whether verbal, physical or visual, that is based on an individual's race, color, religion, national origin, ancestry, age, physical or mental disability, marital status, medical condition, sex, pregnancy, childbirth, or related medical condition, sexual orientation, veteran status or any other category protected by state or federal law.

This policy applies to all applicants and staff, and, pursuant to the policy, THE PARTNERSHIP will not tolerate harassment, discrimination, or retaliation, whether engaged in by or directed at supervisors, co-workers, contractors, students, parents or visitors.

### **Prohibited Conduct:**

Prohibited harassment includes unwelcome verbal, physical, and/or visual conduct that creates an intimidating, offensive, or hostile working/classroom environment or that interferes with work/class performance. Harassing conduct can take many forms and includes, but is not limited to, slurs, jokes, statements, gestures, pictures, or cartoons regarding the victim's sex, race, color, national origin, religion, age, physical or mental disability, ancestry, marital status or any other category protected by applicable federal or state law.

Sexually harassing conduct in particular may include all of these prohibited actions, as well as other unwelcome conduct, such as requests for sexual favors, conversation containing sexual comments, and unwelcome sexual advances. Sexual harassment can be by a person of either the same or the opposite sex. Conduct constitutes sexual harassment when (1) submission to the conduct is made either an explicit or implicit condition of employment; (2) submission to or rejection of the conduct is used as the basis for an employment decision; or (3) the harassment interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

All such harassment, regardless of form, violates THE PARTNERSHIP's policies, which may subject the harasser to disciplinary action up to and including termination. The harassment also may violate state and federal laws, which may subject the harasser to personal liability for such conduct. Harassing behavior is unacceptable in the workplace itself, in the classroom, in other work-related settings such as professional conferences, school-related social events, and other THE PARTNERSHIP-related circumstances.

Because much of THE PARTNERSHIP business is conducted at Los Angeles Unified School District ("LAUSD") schools, all PARTNERSHIP employees and other personnel shall review, and conduct

themselves according to, LAUSD Policy on Sexual Harassment (Bulletin 3349, as it may be amended or superseded), in relation to contact and relationships with LAUSD personnel, parents and students. This LAUSD Policy can be found at: <http://www.lausd.net/lausd/offices/eec/pdfs/Bul-3349.pdf>. The Chief Operating Officer maintains a physical copy for review and reproduction.

Child abuse and neglect, including sexual contact or conduct in relation to students is strictly prohibited. THE PARTNERSHIP has a zero tolerance policy for such conduct and such conduct is cause for immediate termination. Additionally, employees and other personnel should become familiar with and conduct themselves according to LAUSD Policy on Child Abuse and Neglect Reporting Requirements (Bulletin 1347, as it may be amended or superseded) which can be found at: [http://notebook.lausd.net/pls/ptl/docs/PAGE/CA\\_LAUSD/FLDR\\_ORGANIZATIONS/FLDR\\_GENERAL\\_COUNSEL/CHILD%20ABUSE%20AND%20NEGLECT%20REPORTING%20REQUIREMENTS%20BULLETIN%20NO.PDF](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_GENERAL_COUNSEL/CHILD%20ABUSE%20AND%20NEGLECT%20REPORTING%20REQUIREMENTS%20BULLETIN%20NO.PDF). The Chief Operating Officer maintains a physical copy for review and reproduction.

### **Complaint Procedure:**

Any incidents of harassment, including work-related harassment by any THE PARTNERSHIP personnel or any other person, should be reported to the Human Resources contact, the Chief Executive Officer, or a supervisor. Supervisors who receive complaints or who observe harassing conduct should immediately inform the Human Resources contact and the Chief Executive Officer. Prompt reporting of any harassing conduct enables THE PARTNERSHIP to respond rapidly and take appropriate action, and helps THE PARTNERSHIP maintain an environment free of harassment for all employees.

Every reported complaint of harassment will be investigated by THE PARTNERSHIP thoroughly, promptly, and objectively. During the investigation, THE PARTNERSHIP will maintain employees' confidentiality to the extent consistent with applicable law. If the investigation confirms a violation of this policy, THE PARTNERSHIP will take appropriate disciplinary action up to and including termination.

THE PARTNERSHIP will not tolerate retaliation against any employee for making a good faith complaint about harassment, or for cooperating in an investigation, proceeding, or hearing on a complaint. Retaliation itself is a violation of this policy and should be reported immediately. Any person who engages in retaliatory conduct towards any employee who cooperated in an investigation or made a good faith complaint will be subject to discipline, up to and including termination.

### **Policy Concerning Violence in the Workplace**

THE PARTNERSHIP recognizes that violence in the workplace and schools is a growing nationwide problem necessitating a firm, considered response. The costs of such violence are great, both in human and financial terms. We believe that the safety and security of THE PARTNERSHIP employees, as well as staff and students in Partnership schools are paramount. Therefore, THE PARTNERSHIP has adopted this policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect THE PARTNERSHIP or that occur on THE PARTNERSHIP property or in the conduct of THE PARTNERSHIP business off THE PARTNERSHIP property, will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in THE PARTNERSHIP operations, including, but not limited to, THE PARTNERSHIP personnel, contract workers, temporary employees, and anyone else on THE PARTNERSHIP property or conducting THE PARTNERSHIP business off THE PARTNERSHIP property, including PARTNERSHIP students, parents and school staff. Violations of this policy, by any individual, will lead to disciplinary and/or legal action as appropriate.

In addition, THE PARTNERSHIP has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits. Always ensure that all visitors have signed in the visitor log and are wearing appropriate visitor badges.

Report any suspicious persons or activities to security personnel. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuables and/or personal articles in or around your workstation that may be accessible. The security of facilities as well as the welfare of our students and employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify the Chief Executive Officer or Chief Operating Officer when known persons are acting in a suspicious manner in or around the facilities, or when keys, security passes, or identification badges are missing.

### **Workplace Violence Defined:**

Workplace violence includes threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of THE PARTNERSHIP property; defacing THE PARTNERSHIP property or causing physical damage to the facilities; and, with the exception of security personnel, bringing weapons or firearms of any kind on THE PARTNERSHIP premises or while conducting THE PARTNERSHIP's business.

### **Enforcement/Complaint Procedure:**

Any person who engages in a threat or violent action on THE PARTNERSHIP property will be removed from the premises as quickly as can be done safely or as required, at THE PARTNERSHIP's discretion, to remain off THE PARTNERSHIP premises pending the outcome of an investigation of the incident.

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, PARTNERSHIP student, PARTNERSHIP parent, PARTNERSHIP school staff member, visitor, or anyone else, he or she must immediately notify his or her supervisor, the Chief Executive Officer, and/or Human Resources. Further, employees should notify his or her supervisor, the Chief Executive Officer, and/or Human Resources if any restraining order is in effect, or if a potentially violent nonwork-related situation exists that could result in violence in the workplace.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, THE PARTNERSHIP will inform the reporting individual of the results of the investigation. To the extent feasible, THE PARTNERSHIP will maintain the confidentiality of the reporting employee. However, THE PARTNERSHIP may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). THE PARTNERSHIP will not tolerate retaliation against any employee who reports workplace violence.

If THE PARTNERSHIP determines that workplace violence has occurred, THE PARTNERSHIP will take appropriate corrective action and may impose discipline on offending employees, up to and including termination.

### **Drug-Free Workplace**

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, to protect the workplace, LAUSD school grounds, equipment, and operations, and in compliance with government requirements, THE PARTNERSHIP has established this policy concerning the use of drugs. As a condition of continued employment with THE PARTNERSHIP, each employee must abide by this policy.

This policy applies whenever the interests of THE PARTNERSHIP may be adversely affected, including any time that an employee is on THE PARTNERSHIP premises and conducting or performing activities on behalf of THE PARTNERSHIP (regardless of location).

Employees who suspect they may have alcohol or drug problems, even in the early stages, are encouraged to voluntarily seek diagnosis and follow through with any treatment as prescribed by qualified



professionals. Employees who wish to voluntarily enter and participate in an approved alcohol or drug rehabilitation program are encouraged to contact Human Resources, who will determine whether THE PARTNERSHIP can accommodate the employee by providing unpaid leave for the time necessary to complete participation in the program. Employees should be aware that participation in a rehabilitation program will not necessarily shield them from disciplinary action for a violation of this policy.

### **Illegal Drugs**

An "illegal drug" is any drug or substance that is not legally obtainable, is legally obtainable but has not been legally obtained, or has been legally obtained but is being sold or distributed unlawfully. Any employee who uses, possesses, purchases, sells, manufactures, distributes, transports, or dispenses any illegal drug will be subject to discipline up to and including termination. "Possesses" means that the employee has the substance on his or her person or otherwise under his or her control. Any employee who is under the influence of any illegal drug will be subject to discipline up to and including termination.

### **Legal Drugs**

A "legal drug" is any drug, including any prescription drug or over-the-counter drug or alcohol, that has been legally obtained and that is not unlawfully sold or distributed. Any employee who abuses a legal drug will be subject to discipline up to and including termination. "Abuse of a legal drug" means the use of any legal drug for any purpose other than the purpose for which it was prescribed or manufactured, or in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer. Any employee who purchases, sells, manufactures, distributes, transports, or dispenses any legal prescription drug in a manner inconsistent with law will be subject to discipline up to and including termination. Any employee who works while impaired by the use of a legal drug will be subject to discipline up to and including termination whenever such impairment might (1) endanger the safety of the employee, PARTNERSHIP students or some other person; (2) pose a risk of significant damage to THE PARTNERSHIP property or equipment; or (3) substantially interfere with the employee's job performance or the efficient operation of THE PARTNERSHIP equipment.

THE PARTNERSHIP recognizes that employees may be prescribed legal drugs that, when taken as prescribed or according to the manufacturer's instructions, may result in their impairment. Employees may not work while impaired by the use of legal drugs if the impairment might endanger the employee, PARTNERSHIP students or someone else, pose a risk of significant damage to THE PARTNERSHIP property, or substantially interfere with the employee's job performance. If an employee is so impaired by the appropriate use of legal drugs, he or she may not report to work.

Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs, so long as that activity does not violate any law or result in an employee being impaired by the use of such drugs in violation of this policy. Furthermore, nothing in this policy is intended to diminish THE PARTNERSHIP's commitment to employ and reasonably accommodate qualified disabled individuals. THE PARTNERSHIP will reasonably accommodate qualified disabled employees who must take legal drugs because of their disability.

### **Disciplinary Action**

A first violation of this policy will result in immediate termination whenever the prohibited conduct caused injury to the employee, a PARTNERSHIP student, or any other person, or endangered the safety of the employee, PARTNERSHIP student, or any other person.

In circumstances other than those described in the above paragraph, THE PARTNERSHIP may choose not to terminate an employee for a first violation of this policy. In addition to termination, disciplinary action for a violation of this policy can include, but is not limited to, suspension and/or counseling.

## **Criminal Convictions**

An employee who is convicted under a criminal drug statute for a violation occurring in the workplace or during any PARTNERSHIP-related activity or event will be deemed to have violated this policy. Employees must notify THE PARTNERSHIP of any conviction under a criminal drug statute for a violation occurring in the workplace within 5 days after any such conviction. As required by federal law, THE PARTNERSHIP will notify any federal agency with which it has a contract of any employee who has been convicted under a criminal drug statute for a violation occurring in the workplace.

## **Confidentiality of Drug Use Disclosures**

Disclosures made by employees to the Human Resources contact concerning their use of legal drugs will be treated with due regard to confidentiality and will ordinarily not be revealed to others unless there is a work- or school-related reason for doing so. Disclosures made by employees to the Human Resources contact concerning their participation in any drug or alcohol rehabilitation program will be treated confidentially to the extent legally permitted.

## **Drug-Free Awareness Program**

THE PARTNERSHIP has established a Drug-Free Awareness Program. Employees with questions about the policy are encouraged to contact the Human Resources contact.

## **Punctuality & Attendance**

THE PARTNERSHIP expects all employees to report to work on a reliable and punctual basis. Absenteeism, early departures from work, and late arrivals burden your fellow employees, students, and THE PARTNERSHIP. If you cannot avoid being late to work or are unable to work as scheduled, you must call your Supervisor (if any), the Chief Executive Officer, or your Human Resources contact as soon as possible. All events of lateness or absenteeism must be reported on employees' Request for Time Off forms.

Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided. Excessive absenteeism may lead to disciplinary action, up to and including termination of employment.

## **Confidentiality**

Information about THE PARTNERSHIP, its employees, students, suppliers, and vendors is to be kept confidential and divulged only to individuals within THE PARTNERSHIP with both a need to receive and authorization to receive the information. If in doubt as to whether information should be divulged, err in favor of not divulging information and discuss the situation with your supervisor and/or the Chief Executive Officer.

All records and files maintained by THE PARTNERSHIP are confidential and remain the property of THE PARTNERSHIP. Records and files are not to be disclosed to any outside party without the express permission of the Chief Executive Officer. Confidential information includes, but is not limited to: financial records; personnel and payroll records regarding current and former employees; the identity of, contact information for, and any other information on students, vendors, and suppliers; programs, trade secrets, and any other documents or information regarding THE PARTNERSHIP's operations, procedures, or practices. Confidential information may not be removed from THE PARTNERSHIP premises without express authorization.

Confidential information obtained during or through employment with THE PARTNERSHIP may not be used or disclosed by an employee, except as job-related. Employees must also maintain the confidentiality, use or disclosure of confidential information at all times following termination of employment. THE PARTNERSHIP reserves the right to seek all legal or equitable remedies to prevent impermissible use of confidential information or to recover damages incurred as a result of the impermissible use of confidential information.

Employees may be required to enter into written confidentiality agreements confirming their understanding of THE PARTNERSHIP's confidentiality policies.

### **Operation Of Motor Vehicles**

No employee shall operate a motor vehicle while under the influence of alcohol, drugs or other substance that can impair judgment while on work time or THE PARTNERSHIP business.

Drivers must operate vehicles carefully and keep them under control at all times. Drivers must observe all local traffic ordinances, give proper warning signals and be courteous toward other drivers and pedestrians. All drivers and passengers are required to use seat/safety belts while on THE PARTNERSHIP business.

All employees required to operate a motor vehicle, as part of their employment duties must maintain a valid driver's license and acceptable driving record. The PARTNERSHIP will run a motor vehicle department check to determine an employee's driving record. It is the employee's responsibility to provide a copy of his or her current driver's license for his or her personnel file. Any changes in the employee's driving record, including, but not limited to, driving infractions, must be reported to THE PARTNERSHIP.

State law requires all motorists to carry automobile liability Insurance. Any employee who uses their own vehicle as a part of their employment duties must provide THE PARTNERSHIP with a current proof of insurance statement or card.

### **Prohibited Use of Company Cell Phone While Driving**

In the interest of the safety of employees and other drivers, employees are prohibited from using cell phones while driving on THE PARTNERSHIP business and/or work time.

If an employee's job requires that the employee keep a cell phone turned on while the employee is driving, the employee must use a hands-free device and safely pull off the road before conducting Firm business. Under no circumstances should employees place phone calls while operating a motor vehicle while driving on The Partnership business and/or time. *Violating this policy is a violation of law beginning July 1, 2008.*

### **Performance Evaluations**

Performance evaluations generally are conducted annually to provide both you and your supervisor with the opportunity to discuss your job, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving your performance. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increase in salary or promotions, or even continued employment. Salary increases and promotions are solely within the discretion of THE PARTNERSHIP and depend upon many factors in addition to performance.

## **Complaint/Grievance Procedure**

Employees who have a complaint, wish to challenge disciplinary action taken by THE PARTNERSHIP, or otherwise claim that their individual employment contract has been violated must use the following procedures:

Step 1: The employees must schedule an appointment with the Chief Executive Officer to discuss the problem/incident, or else must submit a grievance in writing, within 10 calendar days of the event/condition giving rise to the grievance. If the nature of the complaint includes an issue with the Chief Executive Officer, the employee may submit a written request to Human Resources to determine if a grievance exists. If the grievance is not resolved within 14 calendar days of receipt by the Chief Executive Officer or Human Resources, the grievance shall be deemed denied and the employee may proceed to step 2.

Step 2: If the grievance is denied, the employee may request mediation, which will consist of a conference with the Chief Executive Officer, employee, employee representative (if desired), and two representatives appointed by THE PARTNERSHIP Board. The mediation shall be held within 35 calendar days of receipt of the request for mediation. The Panel will issue a written decision within 10 calendar days, which will be binding. Non-participation in the process will result in issuance of a conference memo/notice that the grievance has been finally denied.

## **THE PARTNERSHIP FACILITIES**

### **THE PARTNERSHIP/Personal Property**

All THE PARTNERSHIP property--including desks, storage areas, work areas, file cabinets, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines, and vehicles--must be used properly and maintained in good working order. They must be kept clean and are to be used only for work-related purposes.

THE PARTNERSHIP reserves the right to inspect desks/workstations, as well as any contents, effects or articles that are in desks, including personal handbags, briefcase and backpacks. Such inspection can occur at any time, with or without advance notice or consent.

Terminated employees should remove any personal items at the time they leave THE PARTNERSHIP. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.s

### **Use of THE PARTNERSHIP Technology and other Property**

THE PARTNERSHIP's technical resources, such as its computer system, voice mail system, cell phone (if provided by the Partnership), and e-mail, are provided for use in THE PARTNERSHIP business, and are to be reviewed, monitored, and used only for business purposes, except as provided in this policy. Employee computer data, voice mail messages, cell phone bills, and e-mail transmissions may be reviewed by THE PARTNERSHIP. Employees are otherwise permitted to use THE PARTNERSHIP's equipment for occasional, non-work purposes. Nevertheless, employees should understand that they have no right of privacy as to any information or file maintained in or on THE PARTNERSHIP's property or transmitted or stored through THE PARTNERSHIP's computer systems, voice mail, e-mail, or other technical resources. All bills and other documentation related to the use of THE PARTNERSHIP equipment or property are the property of THE PARTNERSHIP and may be reviewed and used for purposes that THE PARTNERSHIP considers appropriate.

Messages stored and/or transmitted by voice mail or e-mail must not contain content that may reasonably be considered offensive or disruptive to any employee. Offensive content would include, but not be limited to, sexual comments or images, racial slurs, gender-specific comments or any comments or images that would offend someone on the basis of his or her age, sexual orientation, religious or political beliefs, national origin, or disability.

## **EMPLOYEE BENEFITS**

### **Health Care Benefits**

THE PARTNERSHIP provides a comprehensive medical, dental and vision insurance plan for eligible employees and their eligible dependents. An "eligible employee" is one who has a normal work schedule of at least 30 hours per week and is not employed on a temporary, substitute, or 1099 basis, and who is not "on loan" from another organization or from a school districts through detached service or other agreement. An "eligible dependent" has one of the following relationships with an eligible employee: lawful spouse; domestic partner (restrictions apply); unmarried child under age 19 (natural or legally adopted) of the employee or the employee's enrolled spouse; or unmarried child (between 19 and 24) who is a full-time student and qualifies as a dependent for Federal Income Tax purposes.

If eligible, as part of the compensation for health insurance THE PARTNERSHIP will cover the costs for the employee and all eligible dependents for THE PARTNERSHIP's approved health plans. Approved health plans can be provided by the Human Resources contact, and will include an HMO plan provided by Health Net, as well as vision and dental coverage provided by Guardian. If the employee elects to be covered by a more expensive plan (such as a PPO provided by Health Net), deductions will be made from the employee's paycheck to cover the excess costs. If an eligible employee waives his or her right to this benefit, he or she will be eligible to receive an additional \$100 per month in gross pay. The Medical insurance coverage is a benefit provided by THE PARTNERSHIP. Employees should consult the Summary Plan Description for more complete information about eligibility and the details of THE PARTNERSHIP's medical insurance plan. Copies of the Plan Document and Summary Plan Description are available with the Human Resources contact. The Plan Document is controlling.

### **Disability and Life Insurance**

THE PARTNERSHIP provides employees with disability and life insurance for all eligible employees, based on the same definition used for Health Care Benefits. For additional details on coverage amounts, contact your Human Resources contact.

### **Workers' Compensation Insurance**

THE PARTNERSHIP provides a workers' compensation insurance program to protect employees who are injured on the job. This insurance provides medical, surgical and hospital treatment in addition to payment for loss of earnings that result from work-related injuries. The cost of this coverage is paid completely by THE PARTNERSHIP.

Employees who sustain work-related injuries or illnesses should inform the Human Resources contact immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

Individuals who are on "on loan" from other school districts through detached service or other agreement receive Workers' Compensation Insurance from their school district employer.

### **Other Legally Mandated Benefits**

Other legally mandated benefit programs (such as Social Security, state disability, paid family leave benefits and unemployment insurance) cover all employees in the manner prescribed by law. Employees are encouraged to contact the Human Resources contact with any questions they may have regarding these employee benefits.

### **State Teachers Retirement (STRS)**

THE PARTNERSHIP is not a STRS employer and does not provide access to such benefits. For additional information on the STRS program you may call STRS directly at (800) 228-5453.

### **California Public Employees Retirement System (CalPERS)**

THE PARTNERSHIP is not a PERS employer and does not provide access to such benefits. For additional information you may contact PERS at (800) 228-5453.

### **403b Retirement**

Full time employees are eligible to participate in THE PARTNERSHIP's 403(b) retirement plan program. The employee contribution is a percentage amount determined by the employee up to legally mandated limits, and treated as an applicable government pre tax contribution. This deposit is matched by a contribution by THE PARTNERSHIP of up to 6 percent of an employee's salary. For additional information you may contact the Human Resources contact.

## **VACATION AND LEAVE POLICIES**

### **Holidays**

Full-time employees will receive time off with pay at their normal base rate if they are scheduled to work on any of the twelve (12) THE PARTNERSHIP-observed holidays listed below. If the holiday falls on a weekend, THE PARTNERSHIP will designate either the Friday or the Monday adjacent to the weekend as a paid day off.

- New Year's Day
- Martin Luther King, Jr.'s Birthday
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve day
- Christmas Day
- New Year's Eve day

## **Vacation**

### **Accrual**

Full-time employees accrue and may take paid vacation. **Part-time and temporary employees do not qualify for paid vacation time.** Full-time employees accrue 15 days of paid vacation per year. Vacation is accrued on a monthly basis (i.e., a full-time employee accrues one and one quarter vacation day per month). Vacation days will not accrue during any unpaid leave of absence.

### **Vacation Cap**

A full-time employee may accrue unlimited days of unused vacation.

### **Compensation for Vacation**

Vacation can be taken in half-day increments only. Employees will receive pay at their normal base rate for vacation days taken. Full-time, nonexempt employees will be paid for vacation based on an 8-hour workday. An eligible full-time employee who has accrued vacation days may not receive pay in lieu of vacation except upon termination, at which point any accrued but unused vacation time will be paid.

### **Vacation Approval and Scheduling**

Requests for vacation must be approved in advance. In order to request vacation, employees must fill out a "Request for Time Off" form. This form can be obtained from the Human Resources contact.

## **Sick Leave**

THE PARTNERSHIP provides paid accrued sick leave to full-time employees for periods of temporary absences due to illness, injury, or disability, as follows:

### **Accrual**

Full-time employees accrue sick leave on a monthly basis--an employee accrues one sick day per month they are scheduled to work. For example, full-time employees whose employment contracts employ them from September 1 to June 30 will accrue 10 sick days during the academic year, while full-time employees who are scheduled to work during the entire calendar year will accrue 12 sick days per year. All unused sick days will carry over from one fiscal year to the next. Sick leave will not accrue during any unpaid leave of absence.

### **Compensation for Sick Leave**

Eligible employees may take sick leave in half-day increments. Employees will receive pay at their normal base rate for any sick leave taken. For example, a full-time, nonexempt employee will be paid sick leave based on an 8-hour workday for a full-day leave, and a four-hour workday for a half-day leave. No employee may receive pay in lieu of sick leave, and employees will not receive pay for unused sick leave that has expired upon termination of their employment.

## **Use**

Sick leave may be used for personal illness, injury, or disability. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for “personal” absences. Eligible employees are permitted to use their accrued sick leave in order to care for an ill child (including a biological, foster, or adopted child, a stepchild, or legal ward of the employee), parent (including a biological, foster, or adoptive parent, stepparent or legal guardian), spouse, or domestic partner. Time off for medical and dental appointments will be treated as sick leave.

Employees may not use sick time until it is accrued.

THE PARTNERSHIP retains the right to request verification from a licensed health care practitioner for any absence due to illness, injury, or disability. Sick pay may be withheld if a satisfactory verification is not timely received.

## **Requesting Sick Leave**

Eligible employees should call in to their supervisor, the Chief Executive Officer, or the Human Resources contact as soon as they are aware that they are unable to report to work. THE PARTNERSHIP requests that employees attempt to provide at least 2 hours notice.

If medical circumstances allow, employees should fill out a “Request for Time Off” form before taking sick leave. These forms can be obtained from the Human Resources contact.

## **Coordination of Sick Leave Benefits With Other Benefits**

THE PARTNERSHIP will pay sick leave benefits (to the extent they have been accrued) to an eligible employee during the normal waiting period, if applicable, before the employee is paid workers' compensation benefits pursuant to the applicable state and federal law governing industrial injury or illness. Similarly, THE PARTNERSHIP will pay sick leave benefits during the normal waiting period, if applicable, before the eligible employee is paid benefits from either state disability or other insured unemployment disability plan. It is your responsibility to apply for any disability benefits for which you may be eligible as a result of illness or disability, including California State Disability Insurance, paid family leave benefits, workers' compensation insurance, and/or any short-term disability insurance benefits for which you qualify.

## **Other Leaves of Absence**

In addition to vacation, sick leave, and holidays, THE PARTNERSHIP makes available to eligible full-time employees the leaves of absence described below. All employees may be entitled to take certain other leaves as required by law, some of which also are described below. Employees with questions regarding these policies should contact the Human Resources contact.

## **Family or Personal Illness Leave**

Eligible full-time employees may take up to 10 days unpaid leave per rolling 12-month period for their own personal illness or to care for an ill child (including a biological, foster, or adopted child, a stepchild, or legal ward of the employee), parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, or sibling.



Family or Personal Illness Leave benefits are available to a full-time employee only after the employee has been working at THE PARTNERSHIP for a total of at least twelve (12) months. In addition, the employee must first exhaust all accrued sick leave and all accrued vacation. In order to request Family or Personal Illness Leave, employees should fill out a "Request for Time Off" form as soon as the employee is aware of the need for such leave. These forms can be obtained from the Human Resources contact.

THE PARTNERSHIP retains the right to request verification from a licensed health care practitioner for any absences requested under THE PARTNERSHIP's Family or Personal Illness Leave policy.

THE PARTNERSHIP will maintain, for up to a maximum of 12 workweeks of family and medical leave, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, THE PARTNERSHIP may recover premiums it paid to maintain health coverage if you do not return to work following family or medical leave.

If you are on family and medical leave but you are not entitled to continued paid coverage, you may continue your group health insurance coverage through THE PARTNERSHIP in conjunction with federal COBRA guidelines by making monthly payments to THE PARTNERSHIP for the amount of the relevant premium. Please contact Human Resources for further information.

Under most circumstances, upon return from family and medical leave, you will be reinstated to your previous position, or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, during and upon return from a family and medical leave, you have no greater right to reinstatement than if you had been continuously employed rather than on leave. For example, if you would have been laid off had you not gone on family and medical leave, or if your position has been eliminated during the leave, then you will not be entitled to reinstatement.

If you are returning from family and medical leave taken for your own serious health condition, but you are unable to perform the essential functions of your job because of a physical or mental disability, THE PARTNERSHIP will attempt to reasonably accommodate you. Your use of family and medical leave will not result in the loss of any employment benefit that you earned or were entitled to before using family and medical leave.

### **Parental Leave**

Eligible full-time female employees who give birth to a child may take up to 10 days paid leave per rolling 12-month period for the birth of a child. Eligible full-time male employees who have or adopt a child, or eligible female employees who adopt a child may take up to 10 days paid leave per rolling 12-month period. An eligible employee may take Parental Leave in addition to any accrued and unused vacation and/or sick leave.

Parental Leave benefits are available to a full-time employee only after the employee has been working at THE PARTNERSHIP for twelve (12) consecutive months for classified/administrative staff. If both the mother and the father are employed by THE PARTNERSHIP and are eligible to take the leave, the total amount of leave taken under THE PARTNERSHIP's Parental Leave

policy for both the mother and father combined cannot exceed 10 days after all vacation and sick leave.

Upon written request and approval, eligible full-time employees may take an additional unpaid leave under this Parental Leave policy of up to 10 days. However, the employee must substitute any accrued and unused sick leave or vacation time to cover an otherwise unpaid Parental Leave. For example, if the employee has 5 accrued/unused vacation days and 2 accrued/unused sick days, his or her available leave for the birth or adoption of a child would consist of 10 paid Parental Leave days, 5 paid vacation days, 2 paid sick days, and 3 unpaid Parental Leave days.

In order to request Parental Leave, employees should fill out a "Request for Time Off" form at least 30 calendar days before the anticipated start of the leave. These forms can be obtained from the Human Resources contact.

### **Pregnancy-Related Disability Leave**

#### Leave Of Absence and Transfers

Any employee who is qualified under California's pregnancy disability laws and is disabled on account of pregnancy, childbirth or related conditions may take a pregnancy-related disability leave of up to 4 months. Pregnancy-related disability leaves may be taken intermittently, or on a reduced-hours schedule, as medically necessary.

Likewise, in accordance with California's pregnancy disability laws, THE PARTNERSHIP will provide a qualified employee with a reasonable accommodation for pregnancy, childbirth, or related medical conditions if the employee requests a reasonable accommodation and the employee provides THE PARTNERSHIP with medical certification from her health care provider establishing that the employee requires a reasonable accommodation. In addition to other potential forms of reasonable accommodation, THE PARTNERSHIP will temporarily transfer a pregnant employee to a less strenuous or hazardous position or to less hazardous or strenuous duties if she so requests, the transfer request is supported by proper medical certification, and the transfer can be reasonably accommodated.

#### Procedure for Requesting Pregnancy-Related Disability Leave or Transfer

Employees should notify THE PARTNERSHIP of their request for pregnancy-related disability leave as soon as they are aware of the need for such leave. For foreseeable events, if possible, the employee should provide 30 calendar days' advance notice to THE PARTNERSHIP of the need for pregnancy-related disability leave. If it is not practicable for the employee to give 30 calendar days' advance notice of the need for leave or transfer, the employee must notify THE PARTNERSHIP as soon as practicable after she learns of the need for the pregnancy-related leave or transfer.

If an employee fails to provide the requisite 30-day advance notice for foreseeable events without any reasonable excuse for the delay, THE PARTNERSHIP reserves the right to delay the taking of the leave until at least 30 days after the date the employee provides notice of the need for pregnancy-related disability leave.

Any request for pregnancy-related disability leave must be supported by medical certification from a health care provider, which shall provide the following information: (a) the date on which the

employee became disabled due to pregnancy; (b) the probable duration of the period or periods of disability; and (c) an explanatory statement that, due to the disability, the employee is unable to work at all or is unable to perform one or more of the essential functions of her position without undue risk to herself, her pregnancy, or other persons.

In the case of a pregnancy-related disability transfer, the medical certification shall provide the following information: (a) the date on which the need to transfer became medically advisable; (b) the probable duration of the transfer; and (c) an explanatory statement that, due to the employee's pregnancy, the transfer is medically advisable.

Upon expiration of the time period for the leave or transfer estimated by the health care provider, THE PARTNERSHIP may require the employee to provide another medical certification if additional time is requested for leave or transfer.

#### Leave's Effect on Pay

Except to the extent that other paid leave is substituted for pregnancy-related disability leave, pregnancy-related disability leave is unpaid.

#### Substitution of Other Available Leave for Pregnancy-Related Disability Leave

An employee taking pregnancy-related disability leave must substitute any available sick days (pursuant to THE PARTNERSHIP's Sick Leave policy) and may substitute any available vacation days (pursuant to THE PARTNERSHIP's Vacation policy) for her leave.

#### Leave's Effect on Benefits

During an employee's pregnancy-related disability leave, THE PARTNERSHIP will maintain any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, THE PARTNERSHIP may recover premiums it paid to maintain health coverage if you do not return to work following pregnancy disability leave.

Employees on pregnancy-related disability leave accrue employment benefits, such as sick leave, vacation time or seniority, if any, only when paid leave is being substituted for unpaid leave and only if the employee would otherwise be entitled to such accrual.

#### Reinstatement after Pregnancy-Related Disability Leave or Transfer

Unless THE PARTNERSHIP and the employee already have agreed upon the employee's return date, an employee who has taken a pregnancy-related disability leave or transfer must notify the Human Resources contact at least 2 business days before her scheduled return to work or, as applicable, before her transfer back to her former position. An employee who timely returns to work at the expiration of her pregnancy-related disability leave will be reinstated to her former position, or a comparable position, whenever possible and consistent with applicable law.

Any employee taking a pregnancy-related disability leave or transfer must obtain a certification by her doctor releasing her to return to work. The release should be in writing and submitted to the Human Resources contact on or before the employee's return from a pregnancy-related disability leave.

### **Military Leave**

Employees whose participation in the uniformed services or other military duty is mandatory will be granted time off without pay. However, exempt employees who work any portion of a workweek in which they also take military leave will receive their full salary for that workweek. Employees may elect to substitute accrued vacation days (pursuant to THE PARTNERSHIP's Vacation policy) during any unpaid leave due to military duty.

Employees should inform the Human Resources contact of any military obligations as soon as they know the required dates of service. If requested, employees must furnish the Human Resources contact with a copy of any official orders or instructions within the time required by law.

Upon return from an excused military leave, the employee will be reinstated to his or her former position, or another position, to the extent required by applicable law.

### **Voluntary Civil Service**

Employees who serve as volunteer firefighters, reserve peace officers, or emergency rescue personnel will be granted time off to perform emergency rescue duty.

### **Jury Duty**

Eligible full-time employees will be granted paid time off for jury duty up to five (5) working days per rolling 12-month period. Paid leave for jury duty is available only to a full-time employee who has been working at THE PARTNERSHIP for twelve (12) consecutive months.

All other employees will receive time off without pay for the entire duration of the jury duty. Likewise, any time beyond 5 days necessary to complete jury duty will be without pay for those employees receiving paid jury duty for the first 5 days. However, employees may elect to substitute accrued vacation days (pursuant to THE PARTNERSHIP's Vacation policy) during any unpaid leave due to jury duty.

An employee receiving pay while on jury duty (whether Jury Duty pay or Vacation pay) will be paid at his or her regular rate of pay for the hours the employee was scheduled to work that day, regardless of the time actually spent at jury duty.

Employees must inform the Human Resources contact of the need for jury duty as soon as they receive the summons or subpoena to appear. To request time off (whether paid or unpaid), employees must submit a copy of the court summons to the Human Resources contact. If the employee is excused from court, the employee should return to work if he or she will be able to work at least 2 hours during the normal workday. Once jury duty is completed, the employee must submit to his or her supervisor a receipt from the court verifying the time spent in court. If the employee receives per diem pay from the court for a day that THE PARTNERSHIP provided the employee with paid jury duty leave, the employee should return that per diem pay to THE PARTNERSHIP. Employees may keep any travel allowance they received from the court.

### **Time Off For Voting**

If circumstances prevent an employee from voting during non-working hours, the employee may be given up to 2 hours paid time off to vote. The employee should give his or her supervisor at least two (2) workdays' notice of the need to take time off to vote. In order to receive paid time off, the employee must provide his or her supervisor with a copy of his or her ballot stub when the employee returns to work.

### **Bereavement Leave**

Eligible full-time employees may take up to five (5) days paid leave per rolling 12-month period for the death of a parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, child (including stepchild or child of domestic partner), or sibling. Paid Bereavement Leave is available only to a full-time employee who has been working at THE PARTNERSHIP for twelve (12) consecutive months.

Upon request, and at THE PARTNERSHIP's sole discretion, those employees not eligible for paid Bereavement Leave may take up to five (5) days unpaid leave per rolling 12-month period as bereavement leave. However, THE PARTNERSHIP may require that the employee substitute accrued vacation days (pursuant to THE PARTNERSHIP's Vacation policy) to cover all or part of any unpaid bereavement leave.

THE PARTNERSHIP retains the right to request verification from a funeral home or equivalent entity for any absences taken under THE PARTNERSHIP's Bereavement policy.

### **Assistance for Victims of Violent Crimes or Domestic Violence**

An employee who is the victim of a violent crime or domestic violence will be given a reasonable amount of time off without pay to obtain court relief and obtain other assistance to help ensure the health, safety, or welfare of the employee and/or the employee's children or to appear as a witness in a legal proceeding. The employee may elect to substitute accrued vacation time (pursuant to THE PARTNERSHIP's Vacation policy) for such leave.

Employees must provide THE PARTNERSHIP with reasonable notice of the need for such time off. Employees also must provide satisfactory documentation of the need for such leave, as may be required by THE PARTNERSHIP.

### **School / Day Care Visits or Activities**

Any employee who is a parent or guardian of a child suspended from school, may take time off without pay to appear at the school in connection with that suspension. Employees must give at least 48 hours notice of any need to take time off for this purpose.

In addition, an employee who is the parent or guardian of a child in school or in licensed day care, may be allowed to take up to 40 hours off per year for the purpose of participating in school activities. Employees must first use accrued PTO for this purpose. Once accrued PTO has been exhausted, such time off will be unpaid. Time off for this purpose is limited to eight hours in any month of the practice year, and employees must notify their supervisor of the need for time off at least one week in advance.

### **Compensated and Uncompensated Time Off**

THE PARTNERSHIP's policy on compensated and uncompensated time off does not permit employees to earn paid or unpaid time off for sick leave, vacation or personal necessity above and beyond THE PARTNERSHIP's policy for Vacation, Sick Leave, Holidays and Other Leaves of Absence.

## **TERMINATION**

### **Voluntary Terminations**

Voluntary terminations results when an employee voluntarily resigns his or her employment, or fails to report to work for three consecutively scheduled workdays without notice to, or approval by, his or her supervisor. THE PARTNERSHIP asks that you provide at least two weeks written notice. This will give us the opportunity to make the necessary adjustments in our operations. All THE PARTNERSHIP intellectual property and other property, including vehicles, keys uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment. THE PARTNERSHIP retains the right to accept your resignation immediately upon notice of intent to terminate employment.

### **Involuntary Terminations**

An involuntary termination is one initiated by THE PARTNERSHIP.

### **Reductions in Force**

While THE PARTNERSHIP hopes to continue growing and providing employment opportunities, business conditions, and other factors are unpredictable. Changes or downturns in any of these or other areas could create a need to restructure or reduce the number of people employed. In light of these uncertainties, please be advised that it may become necessary to conduct layoffs at some point in the future.

In the event that THE PARTNERSHIP determines to lay off any employee or a number of employees, THE PARTNERSHIP retains full discretion to select which employee(s) will be laid off. If restructuring or reducing the number of employees becomes necessary, THE PARTNERSHIP will attempt to provide advance notice, if possible, to help prepare affected individuals. While THE PARTNERSHIP retains full discretion, some of the relevant factors might include THE PARTNERSHIP's operational requirements and the skill, productivity, ability, and past performance of those involved.

**ACKNOWLEDGEMENT OF RECEIPT AND REVIEW**

I acknowledge that I have received, reviewed, and understand my personal copy of the THE PARTNERSHIP FOR LOS ANGELES SCHOOLS Employee Handbook. In consideration of my employment with THE PARTNERSHIP, I agree to observe and abide by the conditions of employment, policies, and rules contained in this Handbook. I also understand and agree to company policies set forth including, but not limited to, those of prohibiting sexual harassment and discrimination, non-disclosure, and confidentiality. I understand that from time to time, circumstances will require that the policies and procedures described in this Handbook to be amended or modified by THE PARTNERSHIP. All effective changes will be placed in writing and may occur at any time, with or without prior notice.

I further understand and agree that my employment is entered into voluntarily, and that unless I enter into a separate written employment agreement with THE PARTNERSHIP to the contrary, at all times I shall remain "at will". Just as I am free to resign at any time and for any reason, the company is free to terminate my employment at any time, for any reason. I understand that the terms and conditions set forth in this Handbook represent the entire understanding between the company and me and that this understanding cannot be amended or altered in any way by oral statements made to me. The only way in which any understanding set forth in this Handbook can be altered is by written agreement signed and dated by an officer or director of THE PARTNERSHIP.

I understand that I have the right and ability to have this Employee Handbook reviewed by legal counsel of my choice and that I sign this Acknowledgment of Receipt and Review without duress or misunderstanding. One copy of this Acknowledgment of Receipt and Review must remain in this handbook at all times. The other copy will be placed in my personnel file.

\_\_\_\_\_

EMPLOYEE SIGNATURE

Dated: \_\_\_\_\_

# **PARTNERSHIP FOR LOS ANGELES SCHOOLS**

## **CODE OF ETHICS**

**Adopted as of February 6, 2008**

### **Purpose**

The purpose of this Code of Ethics is to preserve the public's trust by increasing awareness of the ethics and conflict of interest laws. The goal of Partnership for Los Angeles Schools (the "Corporation") is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity and avoids conflicts of interest and appearances of impropriety. Even the perception that a director, an officer or an employee has acted with bias can seriously erode public confidence as much as if any real bias existed. Therefore, it is crucial to be conscious of the conflict of interest laws and other ethics rules established by state and City law.

### **Application and Enforceability**

This Code of Ethics applies to directors, officers and employees of the Corporation. Violations of this Code of Ethics may result in administrative or disciplinary action.

### **Financial Interest (Government Code Section 1090 et seq.)**

Directors, officers and "designated employees" as defined by the Board of Directors (the "Board") shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as directors, officers or designated employees, as the case may be. A Board member shall not be considered to be financially interested in a contract if his or her interest meets the definitions contained in applicable law (Government Code Section 1091.5). A Board member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in the contract and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other member of the Board to enter into the contract. Remote interests are specified in Government Code Sections 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his or her minor child.

### **Financial Interest in a Decision (Government Code Section 87100 et seq.)**

If a director, officer or designated employee determines that he or she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Board's official minutes. In the case of an officer or a designated employee, this announcement shall be made in writing and submitted to the Board. A Board member upon identifying a conflict of interest, shall do all of the following prior to consideration of the matter:



- Publicly identify the financial interest in detail sufficient to be understood by the public;
- Recuse himself or herself from discussing and voting on the matter;
- Leave the room until after the discussion, vote and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A Board member may, however, discuss the issue during the time the general public speaks on the issue.

As of August 15, 2008

# **Fiscal Policies and Procedures Handbook**

## **THE PARTNERSHIP FOR LOS ANGELES SCHOOLS**

As of August 15 2008

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# **THE PARTNERSHIP**

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **OVERVIEW**

The Governing Board of THE PARTNERSHIP FOR LOS ANGELES SCHOOLS (THE PARTNERSHIP) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of THE PARTNERSHIP to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Governing Board formulates financial policies and procedures, delegates administration of the policies and procedures to the Chief Executive Officer and Chief Operating Officer and reviews operations and activities on a regular basis.
2. The Chief Executive Officer has responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
5. The Governing Board will commission an annual financial audit by an independent third party auditor who will report directly to them. The Governing Board will approve the final audit report. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Governing Board.
6. The Governing Board appoints the Chief Operating Officer or someone else to perform the Chief Executive Officer's responsibilities in the case of absence.

### **Annual Financial Audit**

1. The Governing Board will annually appoint an audit committee to select an auditor for each fiscal year.
2. Any persons with expenditure authorization or recording responsibilities within THE PARTNERSHIP may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
  - a. An audit of the accuracy of the financial statements
  - b. An audit of the internal control practices

# **THE PARTNERSHIP**

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **PURCHASING**

1. The Chief Executive Officer or Chief Operating Officer may authorize expenditures and may sign related contracts within the approved budget, as aligned with prior resolutions of the Governing Board. The Chief Executive Officer or Chief Operating Officer must review all expenditures. This will be done via approval of check requests that describe the purpose, check request #, payee, date, and amount. The Governing Board must also approve all check requests over \$5,000. Checks will be processed by a third-party vendor. Checks that are written following the submission of a check request may be processed using a pre-authorized signature stamp and sent directly from the third-party vendor's office.
2. Check requests seeking reimbursement may not be approved by the individual seeking reimbursement.
3. Any budgeted expenditure over \$200,000 requires the approval of the Governing Board. Any budgeted expenditure under \$200,000 may be approved by the Chief Executive Officer or a member of the Governing Board.
4. The Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than \$500, must be signed by the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction and submitted with any check request.
5. When approving purchases, the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction must:
  - a. Determine if the expenditure is budgeted
  - b. Determine if funds are currently available for expenditures (i.e. cash flow)
  - c. Determine if the expenditure is allowable under the appropriate revenue source
  - d. Determine if the expenditure is appropriate and consistent with the corporation's vision, policies and procedures, and any related laws or applicable regulations
  - e. Determine if the price is competitive and prudent.
6. Any individual making an authorized purchase on behalf of The Partnership must provide appropriate documentation of the purchase with the check request.
7. Individuals other than those specified above are not authorized to make purchases without pre-approval.
8. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase. Check processing typically takes between two and three weeks.
9. The Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction may use, or authorize an individual to use, a corporate credit card to make an authorized purchase on behalf of The Partnership, consistent with guidelines contained in THE PARTNERSHIP's Credit Card policy.
  - a. The Partnership card will be kept by the individuals authorized to hold such cards,
  - b. Subordinate individuals authorized to make expenditures on behalf of authorized card holders must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction.

## **THE PARTNERSHIP**

### **FISCAL CONTROL POLICIES AND PROCEDURES**

- c. If receipts are not available or are “missing”, the individual making the charge will be held responsible for payment.
- d. Credit cards will bear the names of both THE PARTNERSHIP and the appropriate authorized executive employee.
- e. Debit cards are not allowed.
- f. Authorized executive employees whose name appears on the credit cards must approve all expenditures each month for review and final approval. The Chief Operating Officer will approve all expenditures other than those on his credit card. The Chief Executive Officer will approve the Chief Operating Officer’s expenditures.

#### **Petty Cash**

- 1. The Administrative Assistant for the Chief Operating Officer will manage the petty cash fund.
- 2. The petty cash fund will be capped at \$350.
- 3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Administrative Assistant and Chief Operating Officer will have keys to the petty cash box and drawer or file cabinet.
- 4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
- 5. THE PARTNERSHIP’s third-party vendor will insure that the petty cash slip is properly completed and that a proper receipt is attached.
- 6. At all times the petty cash box will contain receipts and cash totaling \$350. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Administrative Assistant within 48 hours of withdrawing the petty cash.
- 7. When expenditures total \$200 (when cash balance is reduced to \$150), the Administrative Assistant will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Chief Operating Officer. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to the third-party vendor.
- 8. Petty cash fund reimbursement checks will be made payable to the Chief Operating Officer.
- 9. Any irregularities in the petty cash fund will be immediately reported in writing to the Chief Executive Officer.
- 10. Loans will not be made from the petty cash fund.
- 11. THE PARTNERSHIP’s third-party vendor will conduct surprise counts of the petty cash fund.

#### **Contracts**

- 1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.

**THE PARTNERSHIP**  
**FISCAL CONTROL POLICIES AND PROCEDURES**

2. Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$10,000.
  - a. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of THE PARTNERSHIP.
3. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
  - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Chief Executive Officer or Chief Operating Officer may also require that contract service providers list THE PARTNERSHIP and its affiliates as an additional insured.
4. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Administrative Assistant for the Chief Operating Officer will obtain a W-9 from the contract service provider prior to submitting any requests for payments to THE PARTNERSHIP's third-party vendor.
5. The Chief Operating Officer will approve proposed contracts and modifications in writing.
6. The Chief Executive Officer or Chief Operating Officer will sign all contracts and will be responsible for ensuring the terms of the contracts are fulfilled.
7. Contract service providers will be paid in accordance with approved contracts as work is performed.
8. Potential conflicts of interest will be disclosed up-front, prior to consideration and entering into any transaction or third party relationship, and the Chief Executive Officer and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract. This process must follow THE PARTNERSHIP's Conflicts of Interest policy and Code of Ethics.

# **THE PARTNERSHIP**

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **ACCOUNTS PAYABLE**

#### **Bank Check Authorization**

1. All original invoices will immediately be forwarded to the Chief Executive Officer or Chief Operating Officer for approval.
2. The Chief Executive Officer or Chief Operating Officer will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to THE PARTNERSHIP's third-party vendor with the invoice. The vendor will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Once approved by the appropriate officer, he/she will complete a check request form and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. All invoices and supporting documentation must be submitted with this check request form. The invoice and supporting documentation will be sent to THE PARTNERSHIP's third-party vendor on at least a weekly basis (Chief Executive Officer and Chief Operating Officer should be aware of invoice due dates to avoid late payments). The vendor will then process the invoices with sufficient supporting documentation.
4. The Chief Executive Officer or Chief Operating Officer may authorize THE PARTNERSHIP's third-party vendor to pay recurring expenses (e.g. insurance premiums) without the Chief Executive Officer's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to THE PARTNERSHIP's third-party vendor in writing and updated on an annual basis.

#### **Bank Checks**

1. The Governing Board will approve, in advance, the list of authorized signers on The Partnership account. The Chief Executive Officer, Chief Operating Officer, Board Directors, and any other employee authorized by the Governing Board may sign bank checks within established limitations.
2. The Governing Board will be authorized to open and close bank accounts.
3. THE PARTNERSHIP's third-party vendor, the Chief Executive Officer and the Chief Operating Officer will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Chief Executive Officer or Chief Operating Officer will send appropriate approved documentation to the PARTNERSHIP's third-party vendor.
5. Once approved by the Chief Executive Officer or Chief Operating Officer, THE PARTNERSHIP's third-party vendor types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).



## **THE PARTNERSHIP**

### **FISCAL CONTROL POLICIES AND PROCEDURES**

6. The Chief Executive Officer or Chief Operating Officer and one Board Director will co-sign checks in excess of \$5,000 for all non-recurring items. All checks less than \$5,000 require only the signature of the Chief Executive Officer, Chief Operating Officer or when not available one Board Director.
7. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
8. THE PARTNERSHIP's third-party vendor will record the check transaction(s) into the appropriate checkbook and in the general ledger.
9. THE PARTNERSHIP's third-party vendor will distribute the checks and vouchers as follows:
  - a. Original – mailed or delivered to payee
  - b. Duplicate or voucher – attached to the invoice and filed by vendor name by a third-party vendor accountant.
  - c. Cancelled Checks – filed numerically with bank statements by a third-party vendor accountant.
  - d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to THE PARTNERSHIP's third-party vendor, who will attach any other related documentation as appropriate.

#### **Bank Reconciliation**

1. Bank statements will be received directly, unopened, by the Vice President, Finance and Accounting at THE PARTNERSHIP's third-party vendor.
2. THE PARTNERSHIP's third-party vendor will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
3. A third-party vendor accountant will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The third-party vendor accountant will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Vice President, Finance and Accounting at THE PARTNERSHIP's third-party vendor and the PARTNERSHIP's Chief Operating Officer.
5. The third-party vendor accountant will prepare a monthly summary report to be approved by the Vice President, Finance and Accounting at THE PARTNERSHIP's third-party vendor. This report will also be sent to THE PARTNERSHIP's third-party vendor.

# **THE PARTNERSHIP**

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **ACCOUNTS RECEIVABLE**

1. Documentation will be maintained for accounts receivable and forwarded to THE PARTNERSHIP's third-party vendor.
2. Accounts receivable will be recorded by the third-party vendor in the general ledger and collected on a timely basis.

### **Cash Receipts (Cash and Checks)**

1. For each fundraising or other event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
  - a. The Volunteer Coordinator will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
  - b. The cash, checks, receipt book, and deposit summary must be given to the Administrative Assistant of the Chief Operating Officer by the end of the next day, who will immediately put the funds in a secure, locked location.
  - c. Both the Volunteer Coordinator and the Administrative Assistant will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at The Partnership office will be placed directly into a lock box by the person dropping off the cash/checks.
  - a. All funds are deposited into the lock box in a sealed envelope to be stored with the Chief Operating Officer, along with any notes, forms, or other descriptions of how the funds are to be used.
  - b. The Administrative Assistant of the Chief Operating Officer and the Chief Operating Officer will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
  - c. The lock box will be emptied within three business days since deposits were made.
3. For any cash or checks received in the mail, the Administrative Assistant will prepare a deposit packet itemizing the amount, source, and purpose of each payment, with a designated office staff member counting the funds and verifying this in writing.
4. Periodically and within three days of receipt, the Administrative Assistant of the Chief Operating Officer will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be sent to THE PARTNERSHIP's third-party vendor with the weekly mailing of invoices.
5. All checks will be immediately endorsed with THE PARTNERSHIP's deposit stamp.
6. Deposits will be made one of two ways. Either, checks will be deposited via a desktop deposit technology that allows deposits to banks from THE PARTNERSHIP's office. Alternatively, a deposit slip will be completed by the Administrative Assistant of the Chief Operating Officer and initialed by the Chief Executive Officer or Chief Operating Officer for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
7. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the Administrative Assistant of the Chief Operating Officer. Deposits totaling less than

## **THE PARTNERSHIP**

### **FISCAL CONTROL POLICIES AND PROCEDURES**

\$2,000 will be made weekly by the Administrative Assistant of the Chief Operating Officer. All cash will be immediately put into a lock box.

8. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to THE PARTNERSHIP's third-party vendor to be filed and recorded weekly.

#### **Volunteer Expenses**

1. All volunteers will submit a purchase requisition form to the Chief Executive Officer or Chief Operating Officer for all potential expenses.
  - a. Only items with prior written authorization from the Chief Executive Officer or Chief Operating Officer will be paid/reimbursed.

#### **Returned Check Policy**

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by THE PARTNERSHIP's third-party vendor, the Chief Executive Officer, or the Chief Operating Officer, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. If unsuccessful in collecting funds owed, The Partnership may initiate appropriate collection and/or legal action at the discretion of the Chief Executive Officer and/or Governing Board.

**THE PARTNERSHIP  
FISCAL CONTROL POLICIES AND PROCEDURES**

**PERSONNEL**

1. The Chief Operating Officer will be responsible for all new employees completing or providing all of the items on the Personnel File Checklist.
2. The Chief Operating Officer will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, form I-9, and health insurance forms have been completed.
4. A position control list will be developed during budget season. THE PARTNERSHIP's third-party vendor will notify the Board of any variances to the position control throughout the year.

# **THE PARTNERSHIP**

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **PAYROLL**

#### **Timesheets**

1. All full-time employees will be responsible for completing a “Request for Time Off” form for all vacation and sick time. The employee and the appropriate supervisor will sign the completed form.
2. Summary timesheets will be submitted to THE PARTNERSHIP’s third-party vendor on a date designated for the payroll reporting period.
3. Incomplete forms will be returned to the signatory supervisor and late forms will be held until the next pay period. No employee will be paid until a correctly completed form is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the form to be submitted as soon as possible after the employee’s return. Forms that are received after the due date for payroll will cause the employee’s time to be adjusted in the next pay period.

#### **Overtime**

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to hourly employees and is defined as hours worked in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee’s regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee’s supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Chief Executive Officer for further guidance.

#### **Payroll Processing**

1. For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensation, and monitor number of hours worked versus budgeted. The Chief Operating Officer will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor’s initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to THE PARTNERSHIP’s third-party vendor, who will verify the calculations for accuracy.
2. For salaried employees, employees must sign a “Request for Time-Off” form for all paid and unpaid leave. The Administrative Assistant of the Chief Operating Officer will provide this information to THE PARTNERSHIP’s third-party vendor, who will track

## **THE PARTNERSHIP FISCAL CONTROL POLICIES AND PROCEDURES**

this information. The Administrative Assistant will provide employees with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

3. The Chief Executive Officer or Chief Operating Officer will notify THE PARTNERSHIP's third-party vendor of all authorizations for approved stipends.
4. THE PARTNERSHIP's third-party vendor will prepare the payroll worksheet based on the summary report from the Administrative Assistant of the Chief Operating Officer.
5. The payroll checks (if applicable) will be delivered to The Partnership. The Chief Operating Officer will document receipt of the paychecks and review the payroll checks prior to distribution.

### **Payroll Taxes and Filings**

1. THE PARTNERSHIP's third-party vendor will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. THE PARTNERSHIP's third-party vendor will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Chief Executive Officer and Chief Operating Officer, and submit the forms to the respective agencies.

### **Record Keeping**

1. The Administrative Assistant of the Chief Operating Officer will maintain written records of all full-time employees' use of sick leave, vacation pay, and any other paid or unpaid leave.
  - a. The Administrative Assistant will immediately notify the Chief Operating Officer if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
  - b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

# **THE PARTNERSHIP**

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **EXPENSES**

#### **Expense Reports**

1. Employees will be reimbursed for expenditures within 10-15 days of presentation of appropriate documentation.
2. Employees will complete expense reports at least monthly, as necessary, to be submitted to THE PARTNERSHIP's third-party vendor.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the Chief Executive Officer or Chief Operating Officer must sign expense reports.
5. Chief Executive Officer expense reports should be approved by the Chief Operating Officer and always be submitted to THE PARTNERSHIP's third-party vendor for processing and payment.
6. Expenses greater than three months old will not be reimbursed without approval from a member of the Board of Directors.

#### **Travel**

1. Employees will be reimbursed for mileage driven on personal cars for company-related business. Mileage will be reimbursed at the government-mandated rate for the distance traveled. Mileage should subtract the distance from the employee's residence to THE PARTNERSHIP's home office for all trips that begin and/or end each day. For example, if an employee lives 5 miles from the office, drives 10 miles to a school site from their house in the morning, and drives 7 miles from the school site to the office, then that employee would be reimbursed 12 miles ( $10 + 7 - 5 = 12$ ).
2. The Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction and the event is more than 50 miles from either the employee's residence or THE PARTNERSHIP's home office. Hotel rates should be negotiated at the lowest level possible, include the corporate, nonprofit or government rate if offered, and be booked at the lowest rate available. Employees will be reimbursed for any breakfast, lunch, or dinner that is not included as part of the related event not to exceed the following limits per person: \$15 for breakfast, \$25 for lunch and \$40 for dinner.
4. Travel advances require written approval from the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction for approval and then on to THE PARTNERSHIP's third-party vendor for processing.

## **THE PARTNERSHIP**

### **FISCAL CONTROL POLICIES AND PROCEDURES**

7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

#### **Parking**

1. THE PARTNERSHIP will reimburse all full-time individuals for parking expenses at THE PARTNERSHIP's home office unless otherwise agreed to as a term of the individual's overall compensation package with THE PARTNERSHIP. All part-time employees and consultants are responsible for their own parking expenses. This policy is in effect while THE PARTNERSHIP is housed in City Hall and may change if THE PARTNERSHIP's offices change.
2. THE PARTNERSHIP will reimburse staff for parking or public transportation expenses incurred as a result of attending meetings off-site where parking validation is not provided by the party being visited by THE PARTNERSHIP staff. All reasonable methods should be used to avoid parking expenses.

#### **Governing Board Expenses**

3. The individual incurring authorized expenses while carrying out the duties of THE PARTNERSHIP will complete and sign an expense report.
4. The Chief Executive Officer or Chief Operating Officer will approve and sign the expense report, and submit it to THE PARTNERSHIP's third-party vendor for payment.

#### **Telephone Usage**

1. All full-time employees will be provided a Blackberry device with data, text and phone capabilities. Employees should determine whether they use the texting feature for work purposes and request that the Administrative Assistant of the Chief Operating Officer add this feature to their phone if desired.
2. Full-time employees have the option to use this phone for personal use. Employees who would like to use this phone and Blackberry for personal use will agree to have \$50 removed from their pay each month (or \$25 per pay period) to off-set costs. This request must be provided in writing to the Administrative Assistant of the Chief Operating Officer. This monthly fee for personal phone usage is subject to change if THE PARTNERSHIP's cell phone plan changes.
3. Employees will not make personal long distance calls on the office's land line telephones without prior approval from a supervisor.
4. Employees will reimburse THE PARTNERSHIP for all personal telephone calls made from the company's land lines.



# **THE PARTNERSHIP**

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **FINANCE**

#### **Financial Reporting**

1. In consultation with the Chief Executive Officer and Chief Operating Officer, THE PARTNERSHIP's third-party vendor will prepare the annual financial budget for approval by the Governing Board.
2. THE PARTNERSHIP's third-party vendor will submit a monthly balance sheet and monthly revenue and expense summaries to the Chief Executive Officer and Chief Operating Officer, including a review of the discretionary accounts and any line items that are substantially over or under budget (\$5,000 or +/- 10% of established budget, whichever is greater). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. THE PARTNERSHIP's third-party vendor will provide the Chief Executive Officer, Chief Operating Officer, and/or Governing Board with additional financial reports, as needed.

#### **Loans**

1. The Chief Executive Officer and the Governing Board will approve all loans from third parties.
2. Once approved, a promissory note will be prepared and signed by the Chief Executive Officer before funds are borrowed.
3. Employee loans are regulated by THE PARTNERSHIP's Conflicts of Interest policy and Code of Ethics.

#### **Financial Institutions**

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds, unless the Governing Board determines that other investments would help advance THE PARTNERSHIP's mission. All investments must be consistent with an investment policy passed by the Governing Board.
3. Physical evidence will be maintained on-site for all financial institution transactions.

#### **Retention of Records**

1. Financial records, such as transaction ledgers, canceled/duplicate checks, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Governing Board or Chief Executive Officer, certain documentation may be maintained for a longer period of time.
2. Financial records will be shredded at the end of their retention period.
4. Appropriate back-up copies of electronic and paper documentation will be regularly prepared and stored in a secure off-site location, separate from THE PARTNERSHIP.

# **THE PARTNERSHIP**

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **RESERVES /INSURANCE/LIABILITIES/ASSETS**

#### **Funds Balance Reserve**

1. A funds balance reserve of at least 10% of the total monthly cash flow will be maintained.
2. THE PARTNERSHIP's third-party vendor will provide the Chief Executive Officer and Chief Financial Officer with balance sheets on a monthly basis. It is the responsibility of the Chief Executive Officer and the Governing Board to understand THE PARTNERSHIP's cash situation. It is the responsibility of the Chief Executive Officer and Chief Operating Officer to prioritize payments as needed. The Chief Executive Officer and Chief Operating Officer have responsibility for all operations and activities related to financial management.

#### **Insurance**

1. THE PARTNERSHIP's third-party vendor will work with the Chief Operating Officer to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. THE PARTNERSHIP's insurance policies will be consistent with the Memorandum of Understanding with the Los Angeles Unified School District (LAUSD) and will include at least general liability, worker's compensation, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities.
3. The Chief Operating Officer and THE PARTNERSHIP's third-party vendor will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
4. The Chief Operating Officer and THE PARTNERSHIP's third-party vendor will carefully review insurance policies on an annual basis, prior to renewal.

## **THE PARTNERSHIP**

### **FISCAL CONTROL POLICIES AND PROCEDURES**

#### **Asset Inventory**

1. An asset is defined as all items, purchased or donated, with a value of \$1,000 or more and with a useful life of more than one year.
2. THE PARTNERSHIP's third-party vendor will file all receipts for purchased assets.
3. THE PARTNERSHIP's third-party vendor will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. THE PARTNERSHIP's third-party vendor will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The Chief Executive Officer or Chief Operating Officer will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Chief Executive Officer will submit to THE PARTNERSHIP's third-party vendor written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

# **PARTNERSHIP FOR LOS ANGELES SCHOOLS CONFLICTS OF INTEREST POLICY**

**Adopted as of February 6, 2008**

## **Article I**

### **Purpose**

The purpose of the conflicts of interest policy is to protect the interests of Partnership for Los Angeles Schools (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or any other person having substantial influence over the Corporation. This policy implements but does not replace any applicable state or federal laws governing conflicts of interest with respect to nonprofit and charitable corporations.

## **Article II**

### **Definitions**

#### **1. Interested Person**

An interested person is any director, officer, member of a committee with board delegated powers, or other person who has substantial influence over the Corporation who has a direct or indirect financial interest, as defined below, with respect to the Corporation.

#### **2. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment or family--

(a) an actual or potential ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or is negotiating a transaction or arrangement (excluding an interest of less than 1% of any publicly held company); or

(b) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

## **Article III**

### **Procedures**

## 1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.

## 2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest, the interested person shall leave the board or committee meeting while the financial interest is discussed and any action is voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

## 3. Procedures for Addressing the Conflict of Interest

(a) The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. A person shall be disinterested only if he or she has no financial interest with respect to the transaction to be reviewed and if the person who has a conflict of interest has not previously approved a conflict of interest transaction for such person.

(b) After exercising due diligence, the board or committee shall determine whether the Corporation can obtain an overall more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest. Such diligence shall include written documentation of comparable third party arrangements.

(c) After a complete factual basis has been developed, the board or committee may seek an opinion of counsel with respect to the transaction in appropriate circumstances.

(d) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination

(e) If a conflict of interest transaction results in benefit to a person that is to be considered compensation, such characterization shall be clearly documented, and the Corporation shall file all appropriate tax reporting for such compensation.

## 4. Violations of the Conflicts of Interest Policy

(a) If the board or committee has reasonable cause to believe that a member has failed to disclose a financial interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member

has in fact failed to disclose a financial interest, it shall take appropriate disciplinary and corrective action.

## Article IV

### Records of Proceedings

1. The minutes of the board and all committees with board-delegated powers shall contain--

(a) the names of the persons who disclosed or otherwise were found to have a financial interest in connection with a conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

(b) the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement as well the factual information and reports reviewed, and a record of any votes taken in connection therewith.

2. The Corporation shall maintain a list of the persons for whom transactions in which such person had a financial interest were approved and the persons who approved those transactions. The Corporation also shall maintain a list of each of its directors and the persons for whom such directors approved transactions in which a person had a financial interest.

## Article V

### Compensation Committees

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's own compensation.

## Article VI

### Annual Statements

Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement substantially in the form attached hereto as Exhibit A (or such other form as is approved by the board from time to time) which affirms that such person--

(a) has received a copy of the conflicts of interest policy;

(b) has read and understands the policy;

(c) has agreed to comply with the policy; and

(d) understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

## Article VII

### Periodic Reviews

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.
- (b) Whether partnership and joint venture arrangements and arrangements with for-profit organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable purposes and do not result in inurement or impermissible private benefit.

## Article VIII

### Use of Outside Experts

In conducting the periodic reviews provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring that periodic reviews are conducted.

**ACKNOWLEDGMENT OF RECEIPT OF  
PARTNERSHIP FOR LOS ANGELES SCHOOLS  
CONFLICTS OF INTEREST POLICY**

A conflict of interest exists where any director or officer of Partnership for Los Angeles Schools a) is authorized to or b) participates in the decision to authorize others to enter into a business transaction on behalf of Partnership for Los Angeles Schools which business transaction may directly or indirectly materially benefit that director or officer, or any related or affiliated person or entity ("Insider"). By way of example only, a conflict of interest may occur when:

1. An Insider's business, friend or relative provides goods or services to Partnership for Los Angeles Schools in return for money or other consideration;
2. A vendor or person with whom an Insider has a business relationship provides goods or services to Partnership for Los Angeles Schools in return for money or other consideration;
3. An Insider receives a referral fee or preferential discount, gift, or other valuable consideration from a vendor or any other outside party, for referring Partnership for Los Angeles Schools business to such vendor or party.

Each potential conflict of interest shall be reported to the board of directors before any action affecting the particular matter is taken and the board shall determine how to proceed.

The undersigned hereby acknowledges that the undersigned:

- (a) has received a copy of the Partnership for Los Angeles Schools CONFLICTS OF INTEREST POLICY (the "Policy");
- (b) has read and understands the Policy;
- (c) agrees to comply with the policy; and
- (d) understands that Partnership for Los Angeles Schools is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Date: \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name