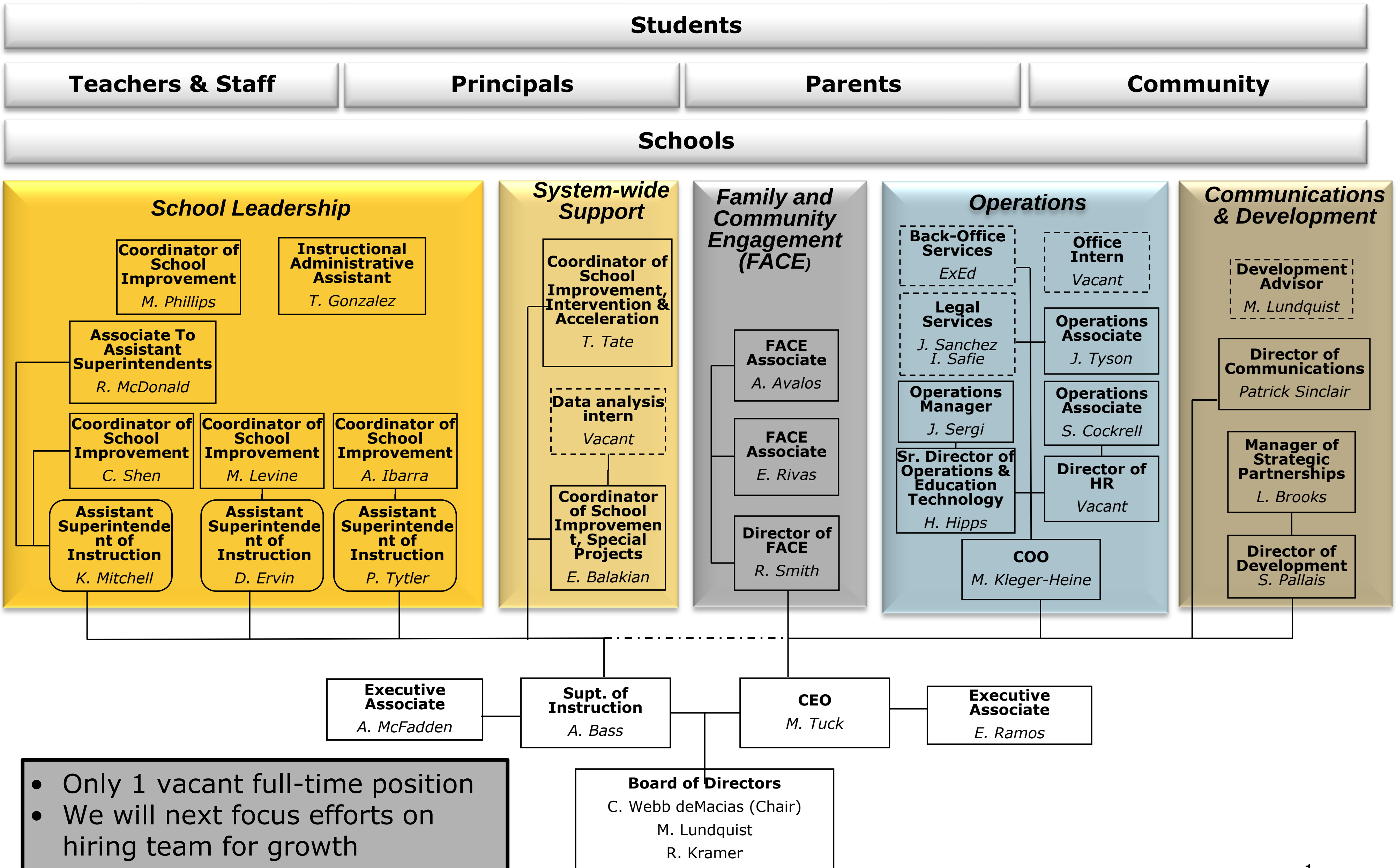
Appendix 1

Draft

The core Partnership team is in place



- Only 1 vacant full-time position
- We will next focus efforts on hiring team for growth

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 Associacion 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
7512 Flanders Drive 858-578-7060 (home)
San Diego, CA 92126 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 2000 – Present
University of San Diego School of Education
San Diego, CA

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 2000 – 2002
San Diego City Schools
San Diego, CA

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 1996 – 2000
San Diego City Schools
San Diego, CA

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 50th 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 50th percentile, up from 24% (1995-96).
  - In 2000, 78% of Latino students scored at/above the 50th 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 1993 – 1996
San Diego City Schools
San Diego, CA

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 1989 – 1993
San Diego City Schools
San Diego, CA

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 1986 – 1989
San Diego City Schools
San Diego, CA

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 1994
Yale University
New Haven, CT

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 1993
San Diego, California

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

The Partnership For Los Angeles Schools — **Los Angeles, CA**
Chief Operating Officer
Non-profit organization implementing turnaround model in twelve underperforming schools with more than 16,000 students in LAUSD.

- **"Home office" operations**: 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.
- **Operations at school sites**: 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.
  - Lead redesign of key operational areas under the Partnership's model.
  - Help redesign LAUSD budgeting system and implement per pupil budgeting in Partnership schools.
  - Lead management of facilities and space improvement program; helped lead conversion of large comprehensive high school from year-round to traditional calendar.
  - Lead financial management of Partnership schools' public funds.
  - Lead human resources function, including recruitment, placement and retention of outstanding candidates; lead staff relations work with LAUSD.
  - Help support use of data at Partnership schools.
  - Support implementation of performance management processes.
  - Help lead initiatives to improve technology at Partnership schools.
- **Legal**: 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.
- **Public policy**: help manage select policy and legislative initiatives, including effort to secure waivers from California State Board of Education.

7/07 – 2/08

Office of Mayor Antonio Villaraigosa — **Los Angeles, CA**
Education Advisor

- 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.
- 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.
- 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.
- Managed development of all written materials in support of Partnership's outreach effort, including responses to questions from school communities, targeted mailers, etc.
- Developed short- and long-term budget and organizational plan for Partnership.
- Led development of Partnership's application to become an independent 501(c)(3).
- Helped secure $50 mm commitment from Richard and Melanie Lundquist to the Partnership.
- Managed Partnership staffing and recruitment efforts.
- Led negotiations, drafting, announcement and execution of "School Safety Declaration" between Mayor, LAPD, LAUSD, LAFD and LAUSD School Police.
- Helped lead Citywide strategy to improve City services in support of public schools.

4/05 – 7/07

McKinsey & Company — **Boston, MA and Los Angeles, CA**
Engagement Manager
Global management consulting firm for large nonprofit, public sector and for-profit organizations.

- **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** **Los Angeles, CA**

Deputy Director

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** **Los Angeles, CA**

Assistant Project Manager for Planning & Development

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 Chemisty 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
- 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

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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.

1998 – 2000 **Assistant Principal – San Marcos High School**
San Marcos, California
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.

1994 - 1998 **Teacher – Mesa Verde Middle School**
Poway, California

- 1400 Students, 6^{th} – 8^{th} grade
- 90% White, 5% African-American, 5% other

EDUCATION

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)

Professional Development

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

Related Activities

IIUSP School Team Consultant
National University Professor (TIER I & II)
Cal State San Bernardino Adjunct Professor

Languages Bilingual/Spanish

References Available upon request

Appendix 2

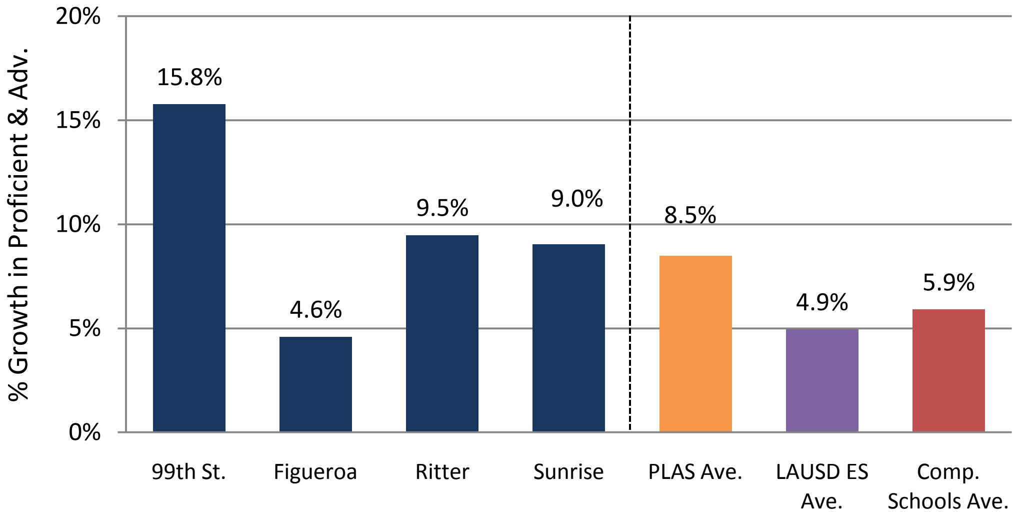
Elementary

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

Analysis of Key Performance Indicators

Elementary School CST Growth

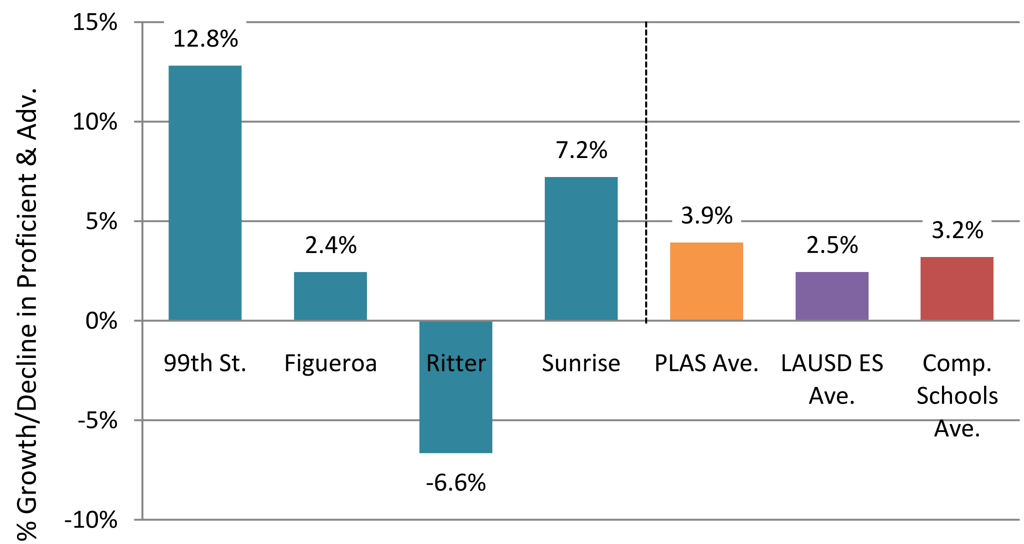
Elementary CST English Language Arts
1-yr. Growth (2007-08 to 2008-09)



99th 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)

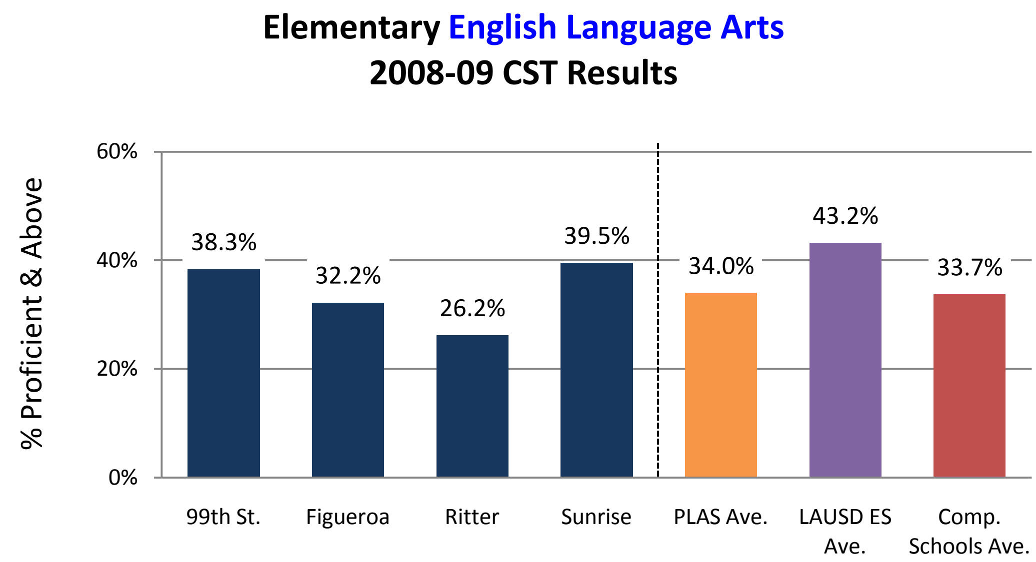
Elementary CST Mathematics
1-yr. Growth/Decline (2007-08 to 2008-09)

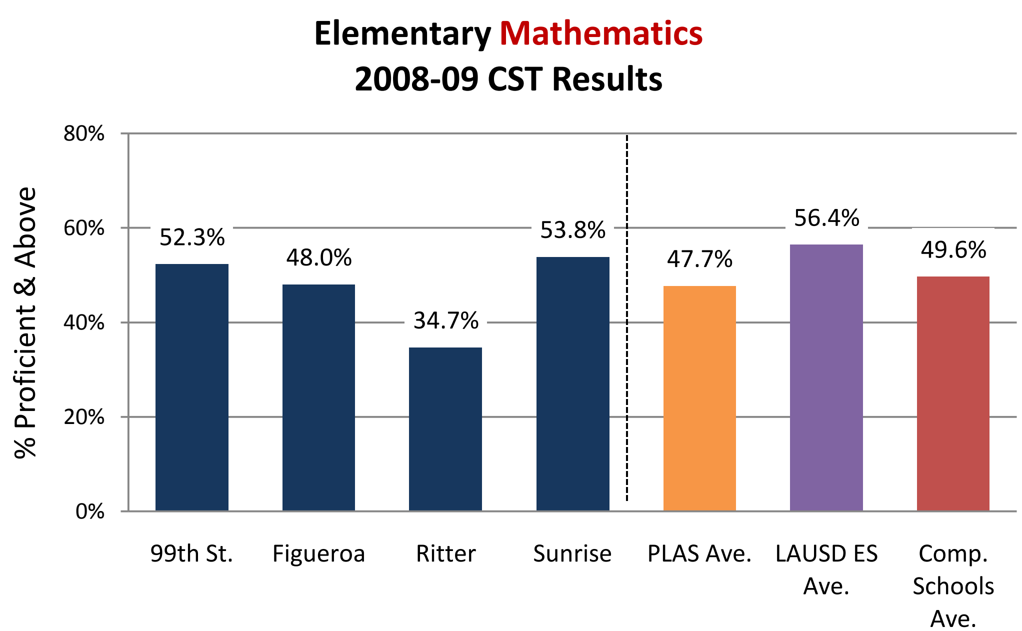


Sunrise ES is in top 10% for growth in Math of all LAUSD schools (39 out of 441 schools)

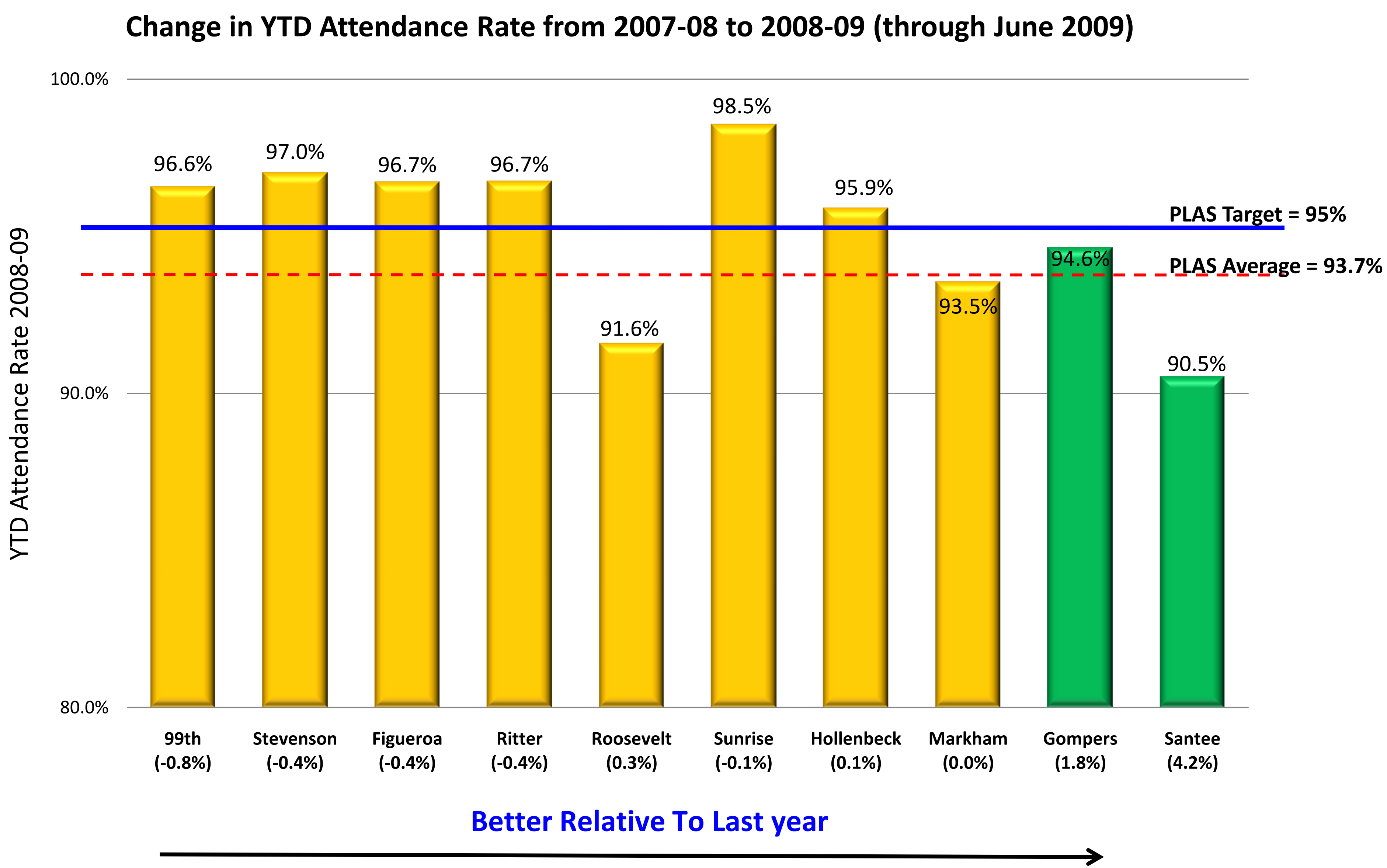
Nearly 13% of 99th Street ES students improved their proficiency rates in Math

Elementary School Student CST Proficiency in ELA & Math



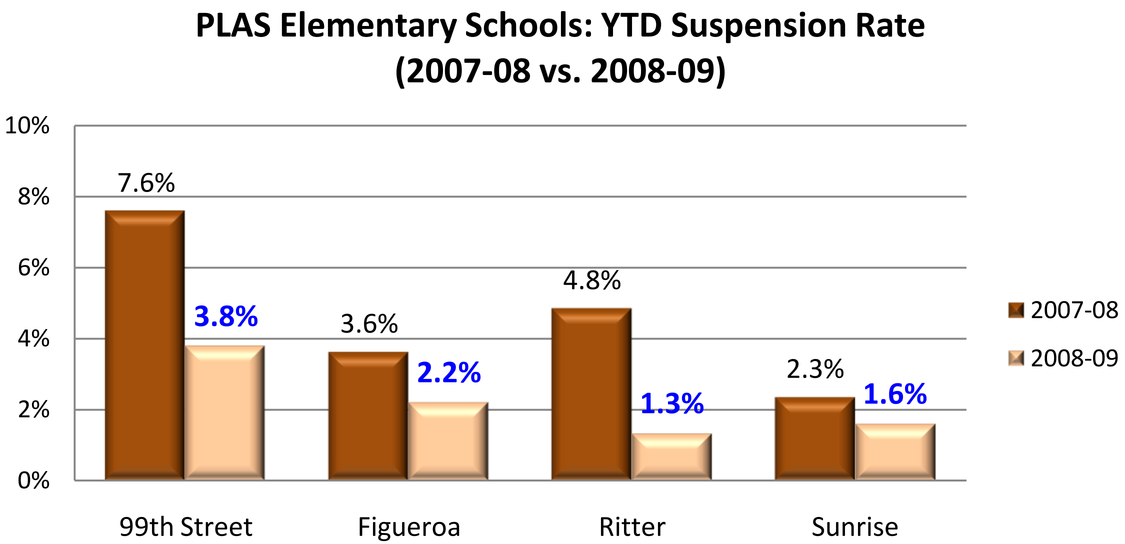


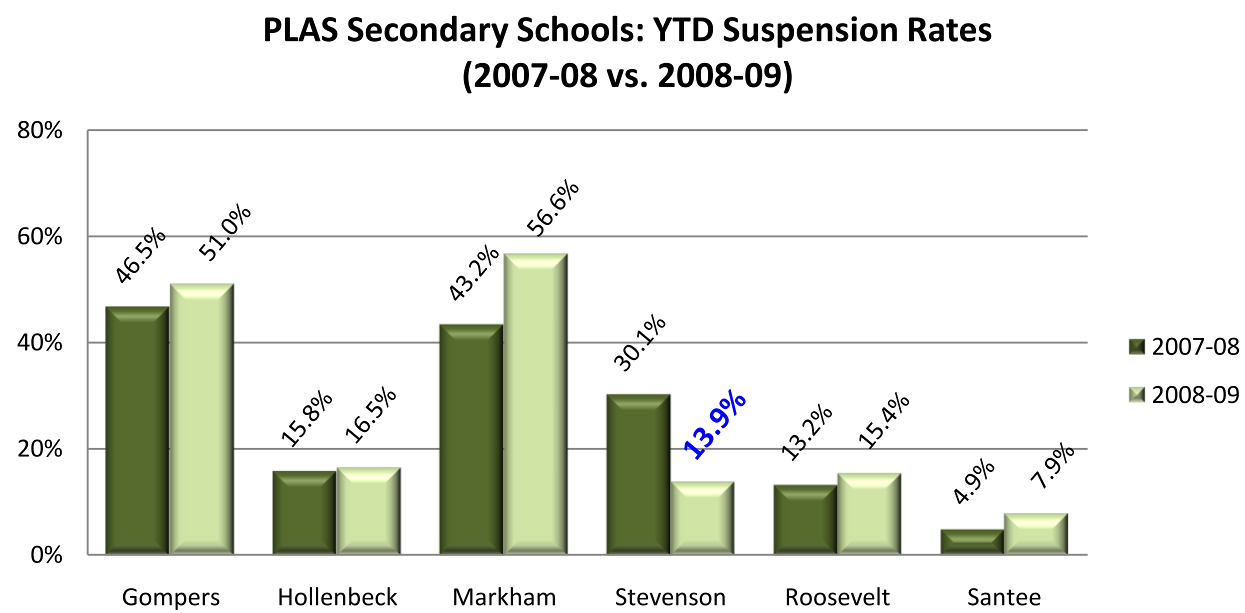
Attendance



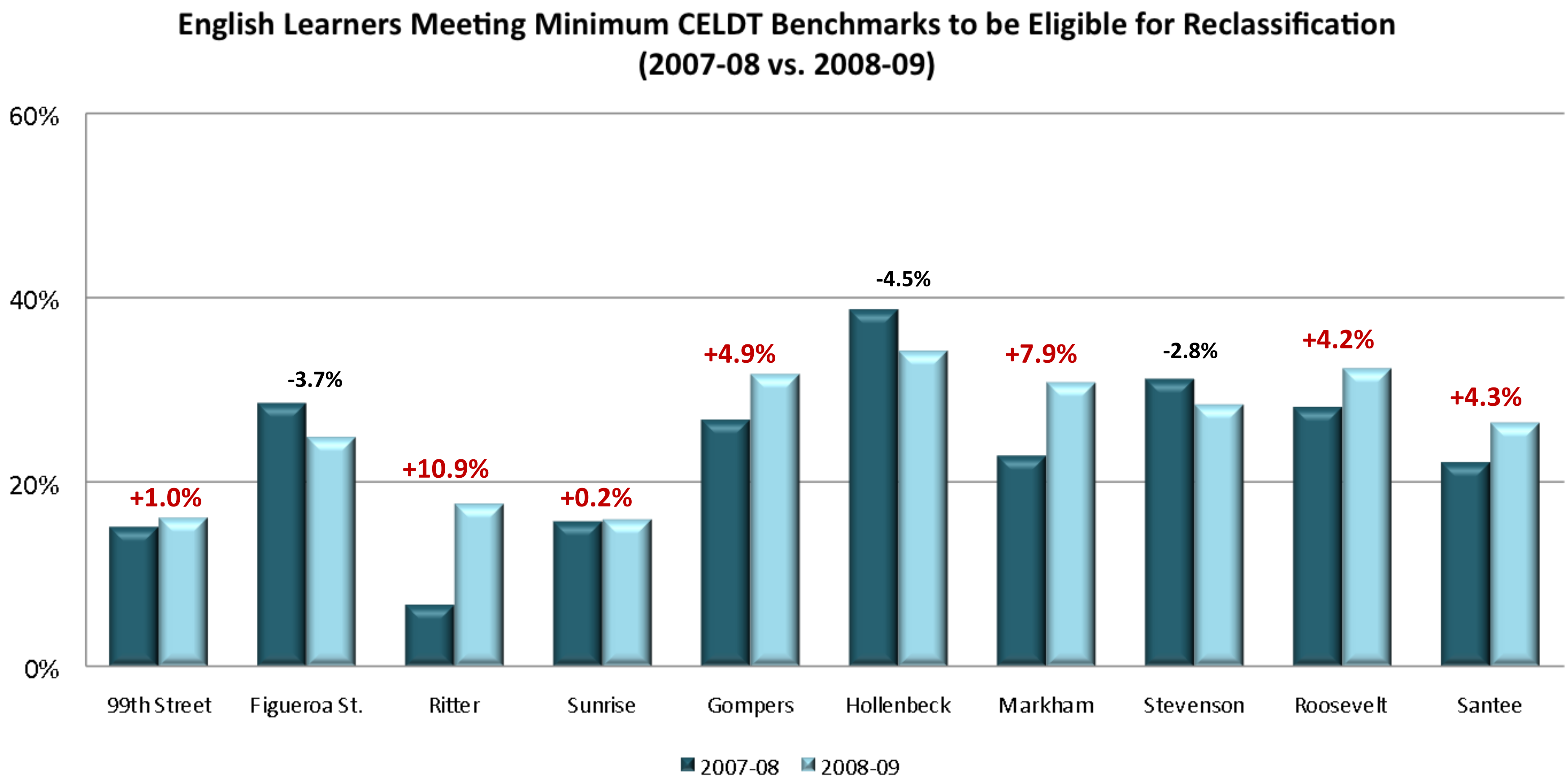
Change in YTD Attendance Rate from 2007-08 to 2008-09 (through June 2009)
100.0%
90.0%
80.0%
YTD Attendance Rate 2008-09
96.6%
97.0%
96.7%
96.7%
91.6%
98.5%
95.9%
93.5%
94.6%
90.5%
PLAS Target = 95%
PLAS Average = 93.7%
99th (-0.8%)
Stevenson (-0.4%)
Figueroa (-0.4%)
Ritter (-0.4%)
Roosevelt (0.3%)
Sunrise (-0.1%)
Hollenbeck (0.1%)
Markham (0.0%)
Gompers (1.8%)
Santee (4.2%)
Better Relative To Last year

Suspensions

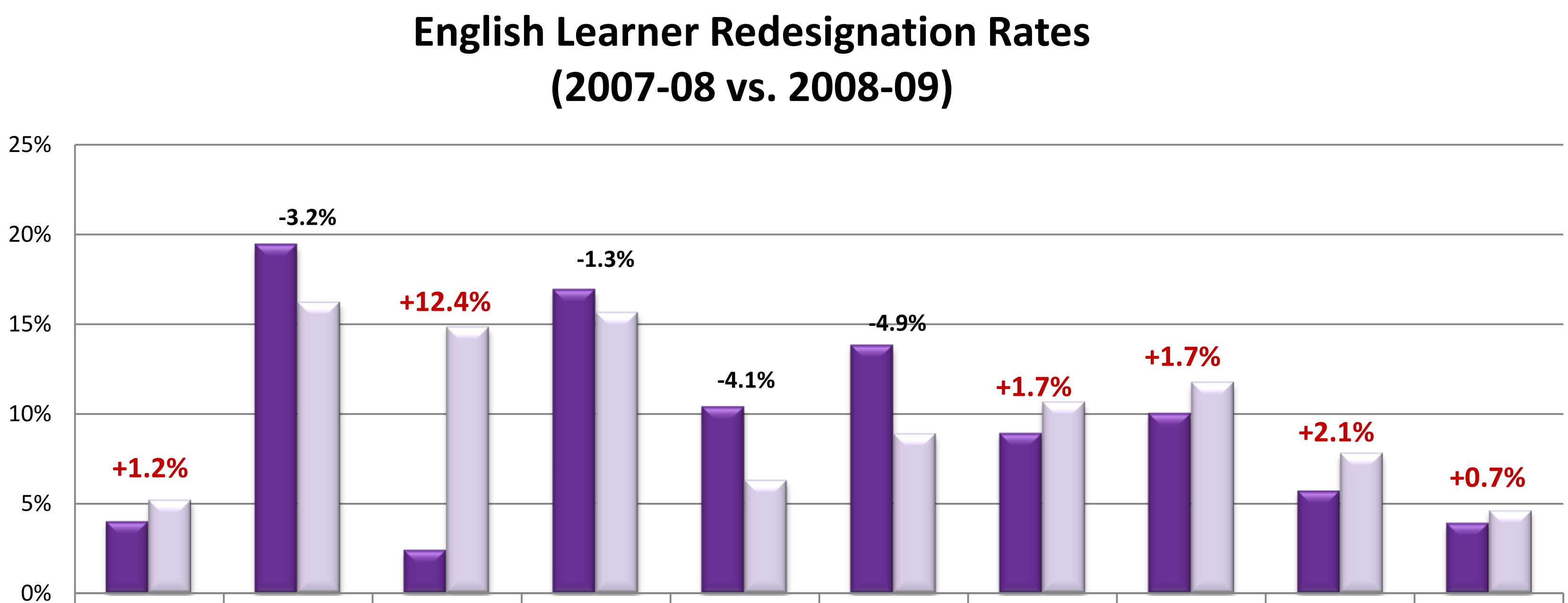




CELDT: Percentage of English Learners Making Annual Progress in Learning English



English Learner Redesignation



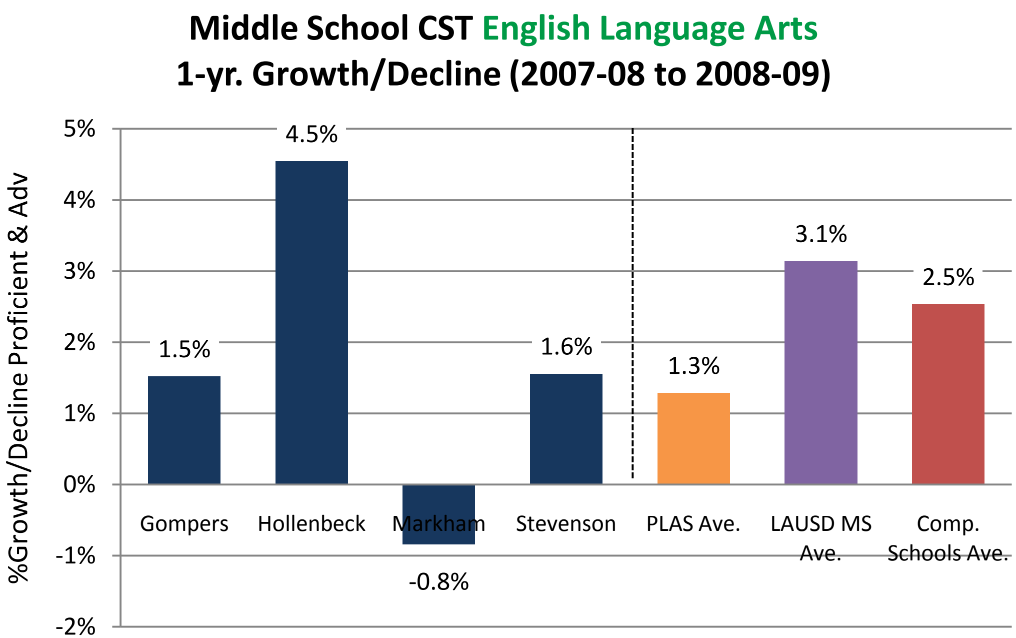
	99th Street	Figueroa St.	Ritter	Sunrise	Gompers	Hollenbeck	Markham	Stevenson	Roosevelt	Santee
2007-08	4.0%	19.4%	2.4%	16.9%	10.4%	13.8%	8.9%	10.0%	5.7%	3.9%
2008-09	5.2%	16.2%	14.8%	15.6%	6.3%	8.9%	10.6%	11.7%	7.8%	4.6%

MIDDLE SCHOOL

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

Analysis of Key Performance Indicators

Middle School CST Growth

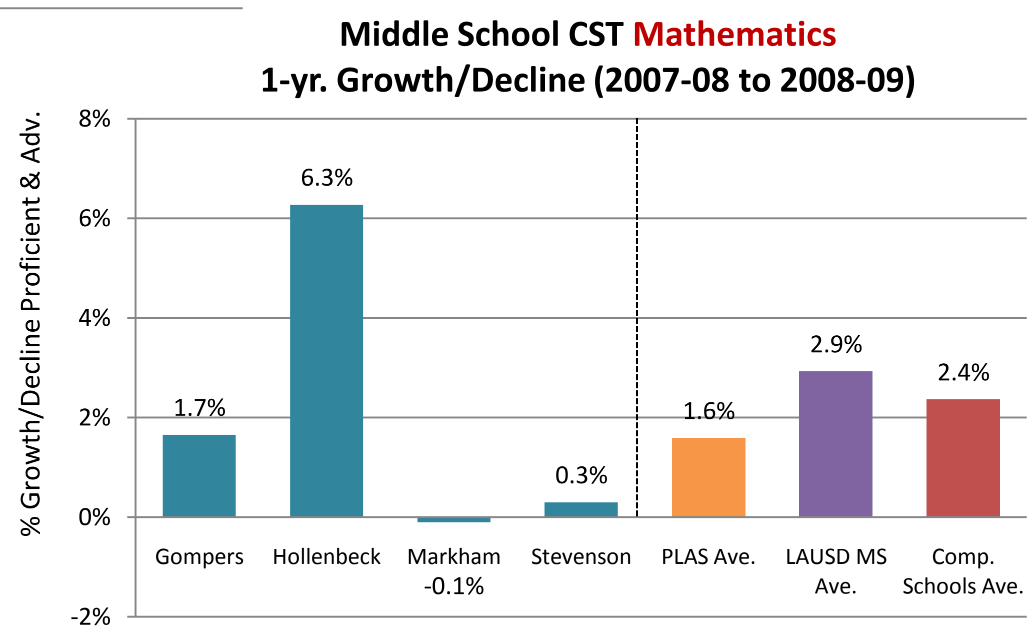


Hollenbeck MS is in the top 10% for growth in math, science, and social science (10 out of 75 schools)

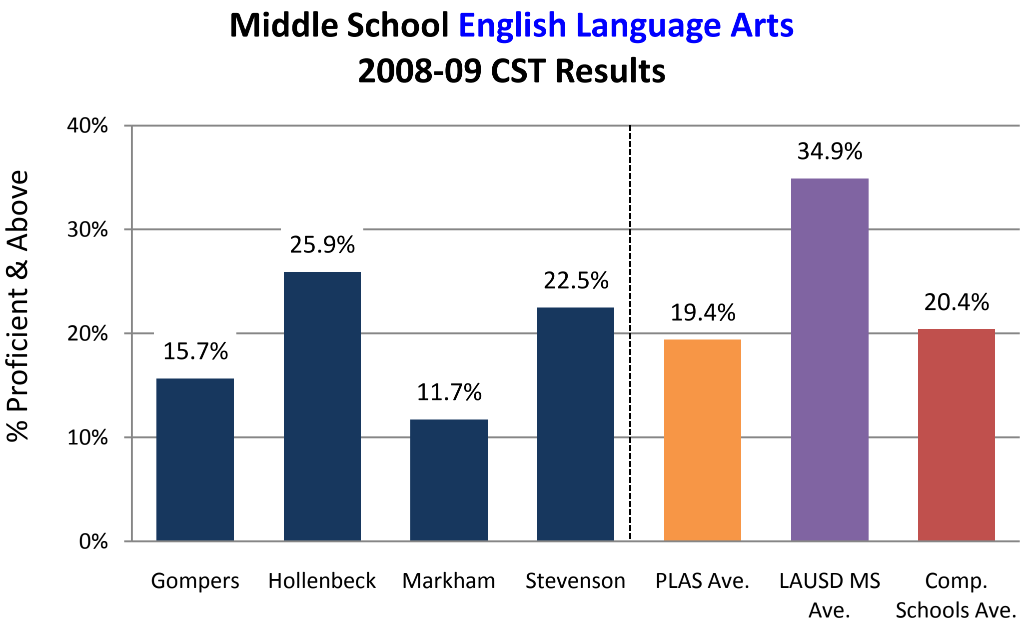
Gompers MS grade 7 had 3.4% increase in proficiency for ELA

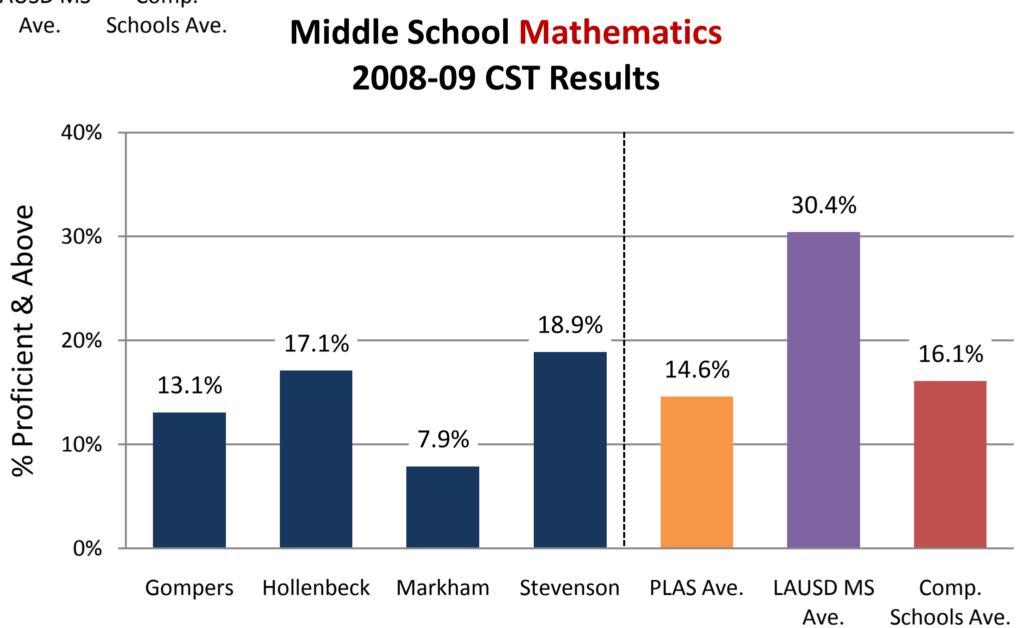
Stevenson MS had 6.7% increase in % of students scoring at or above proficient in Algebra 1

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

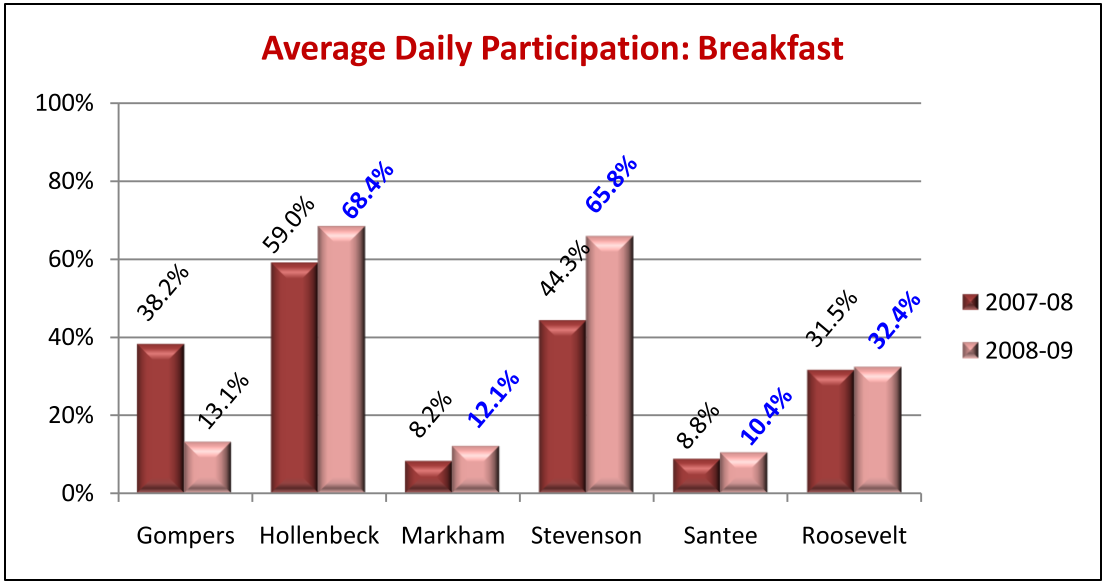


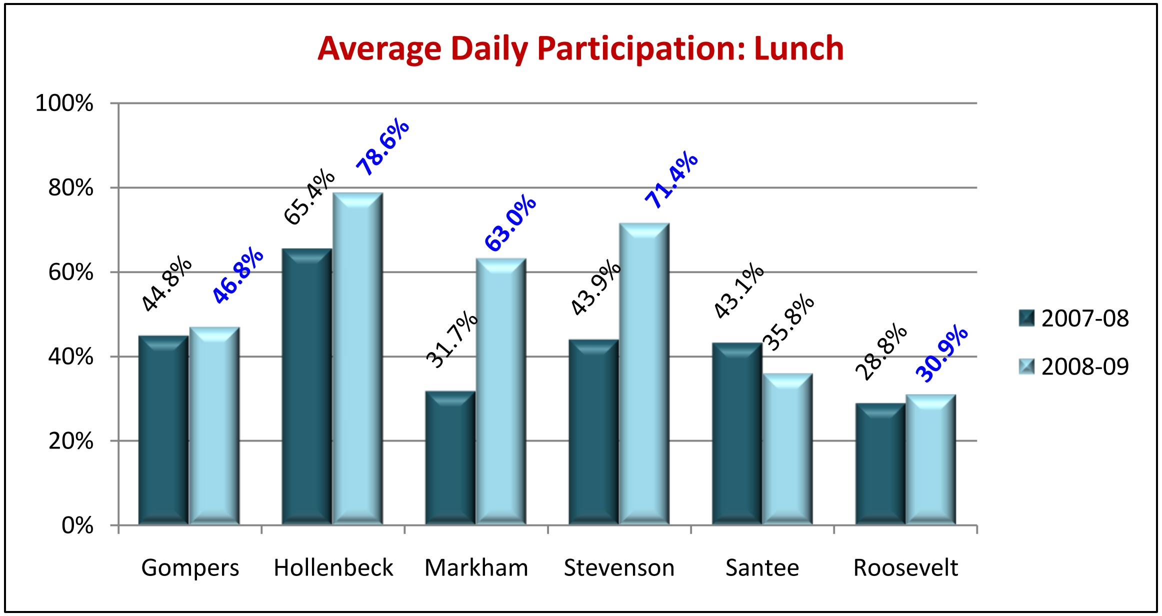
Middle School Student CST Proficiency in ELA & Math



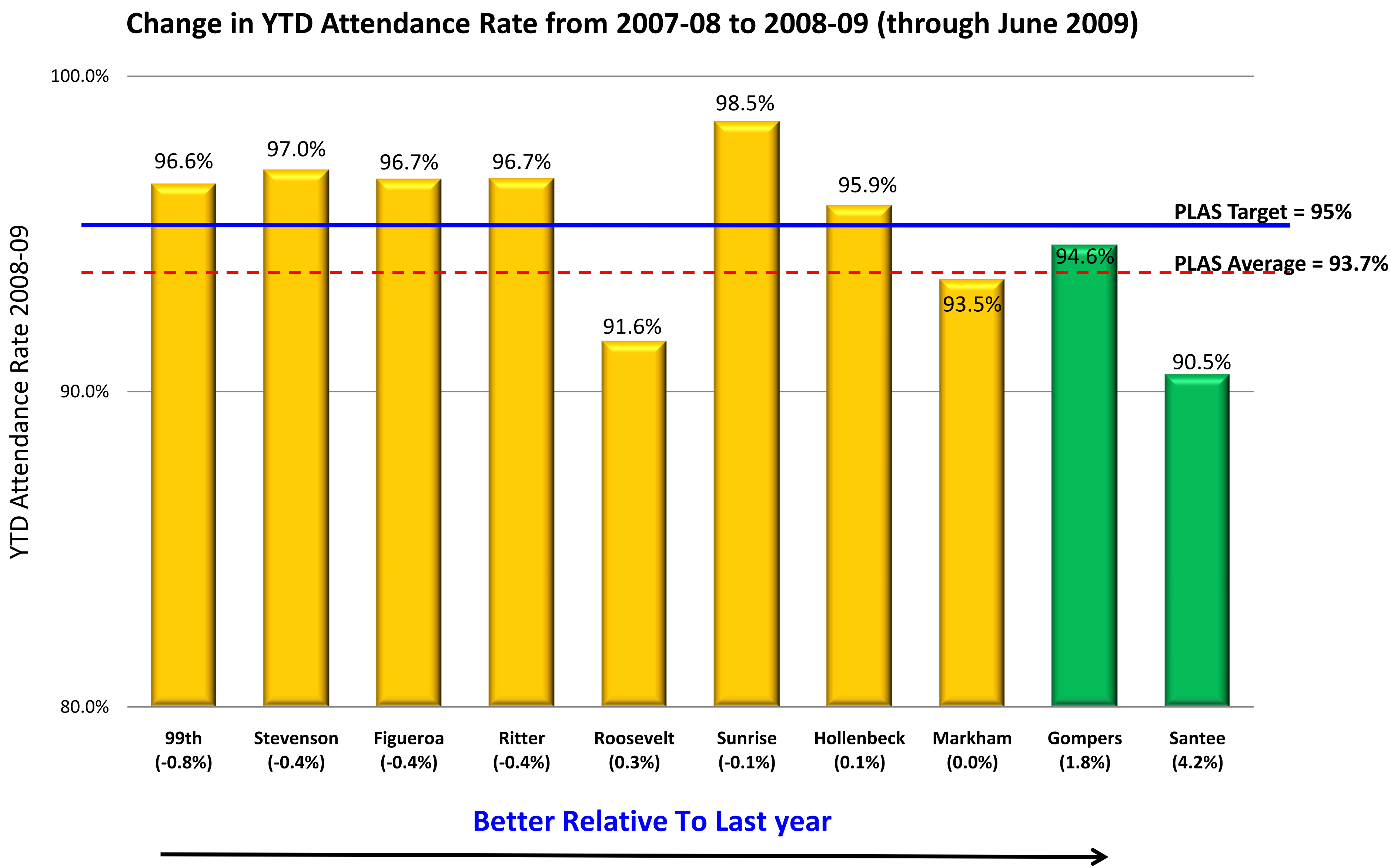


Breakfast and Lunch Participation





Attendance



Change in YTD Attendance Rate from 2007-08 to 2008-09 (through June 2009)
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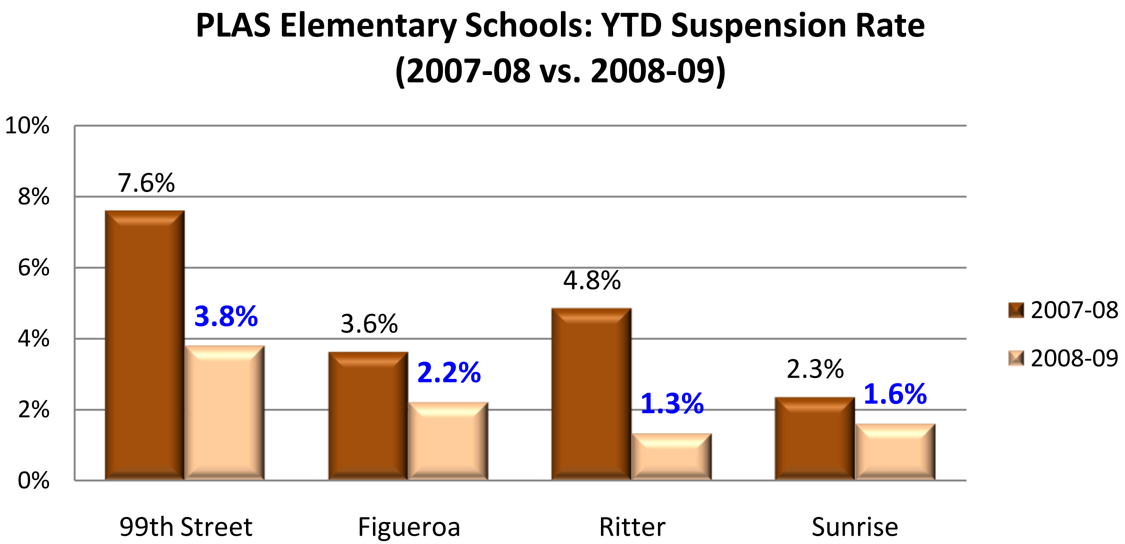
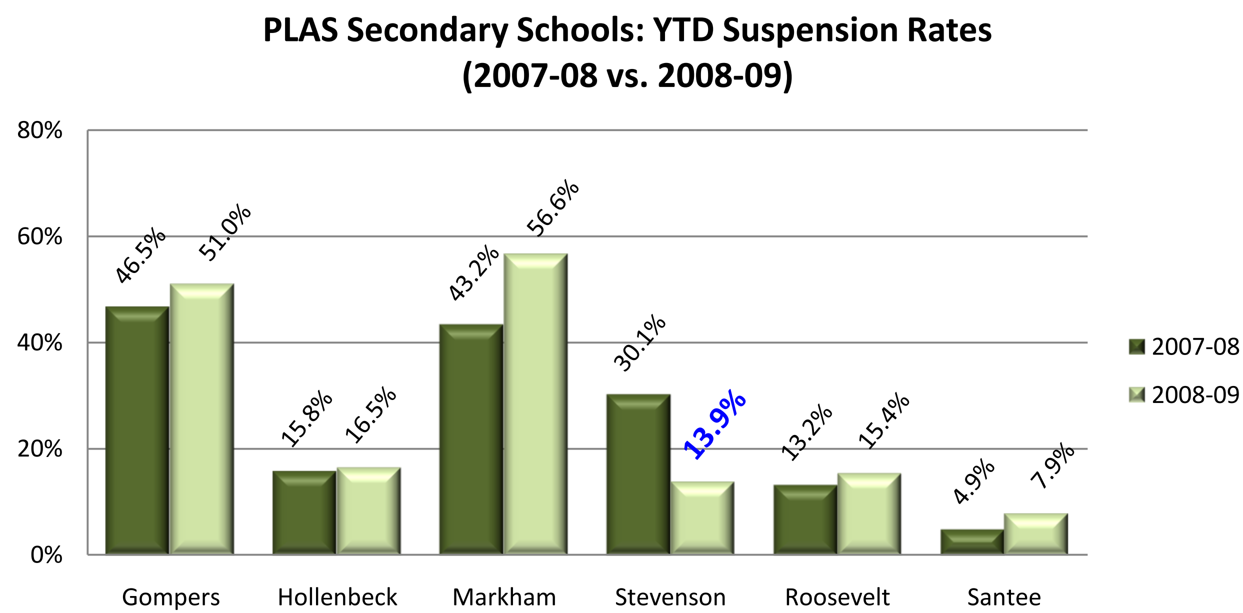
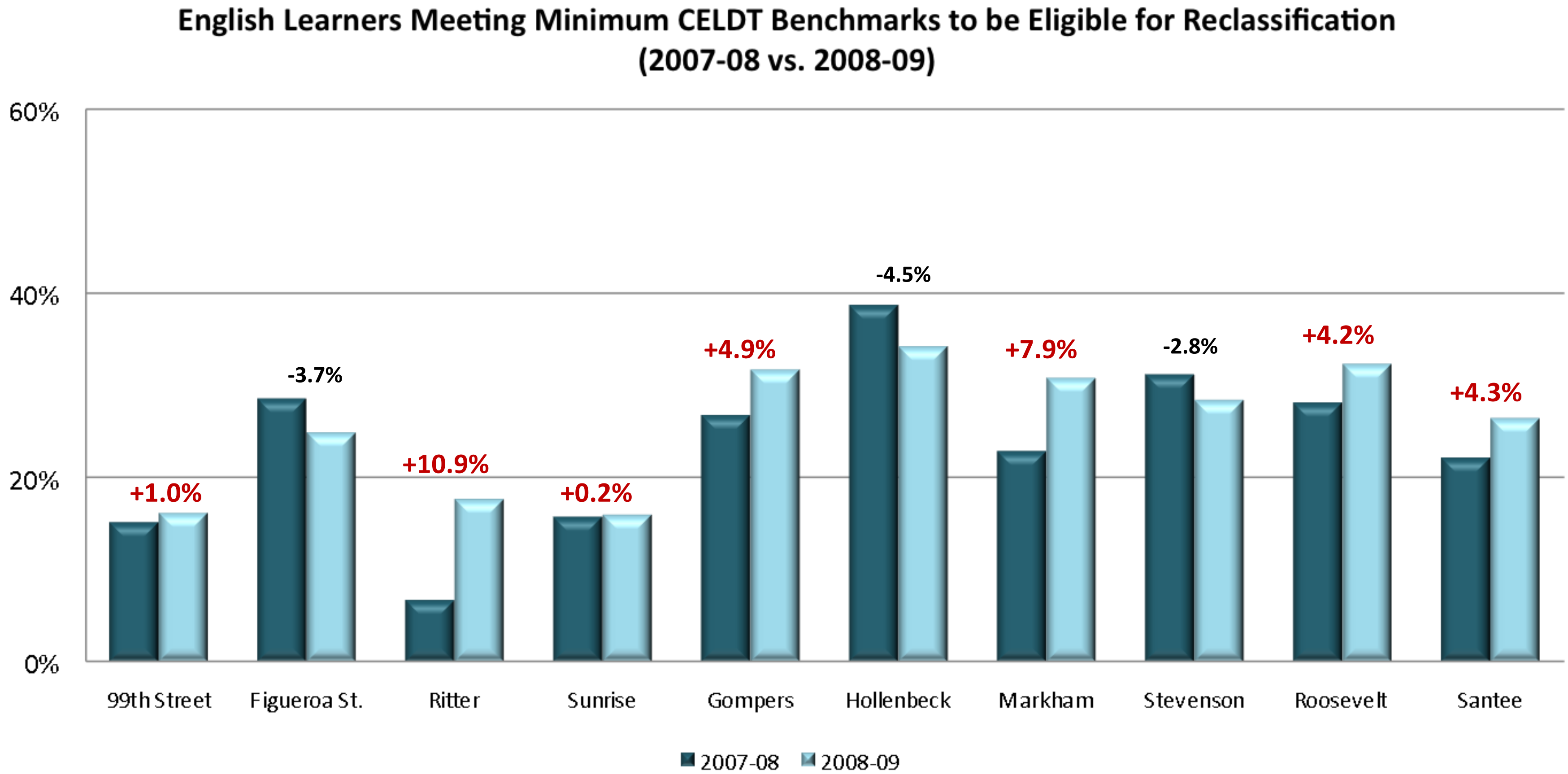
Better Relative To Last year

Suspensions



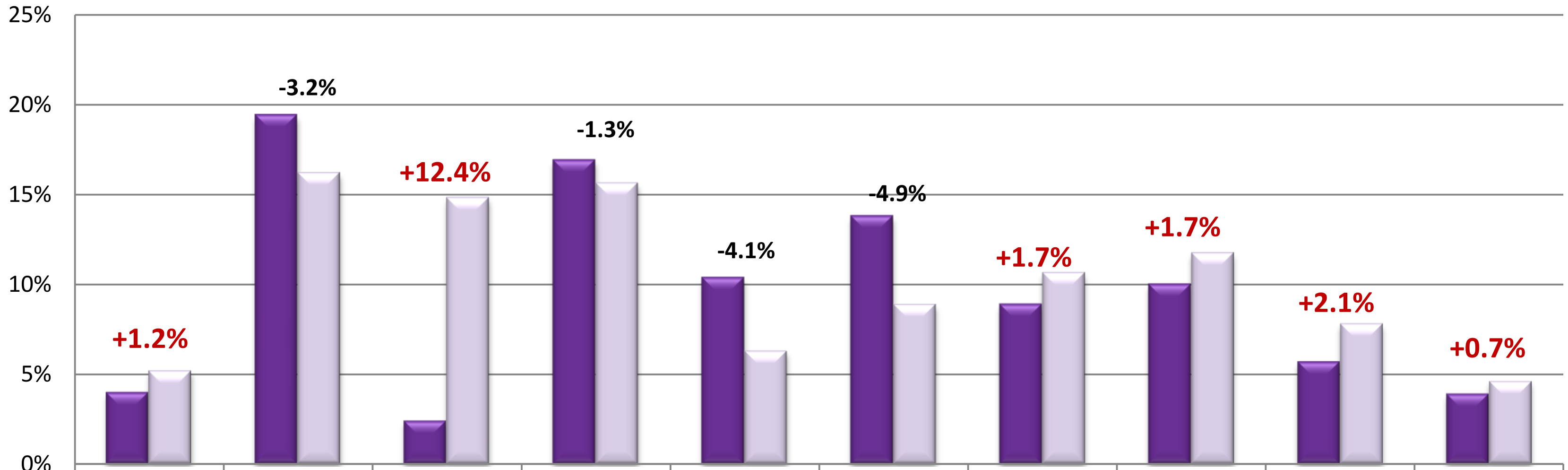


<u>CELDT</u>: Percentage of English Learners Making Annual Progress in Learning English



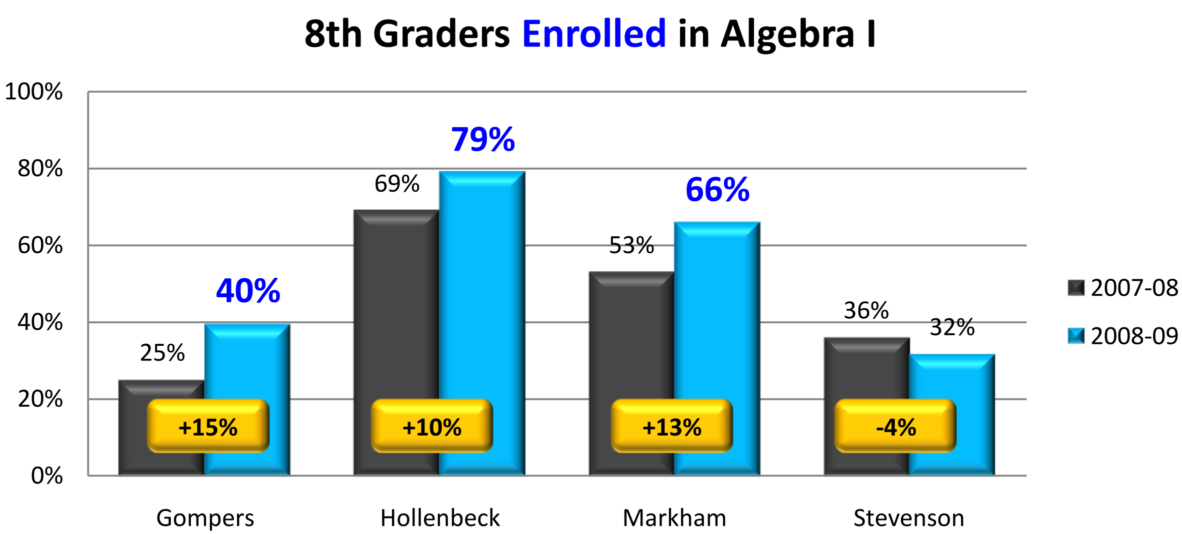
English Learner Redesignation

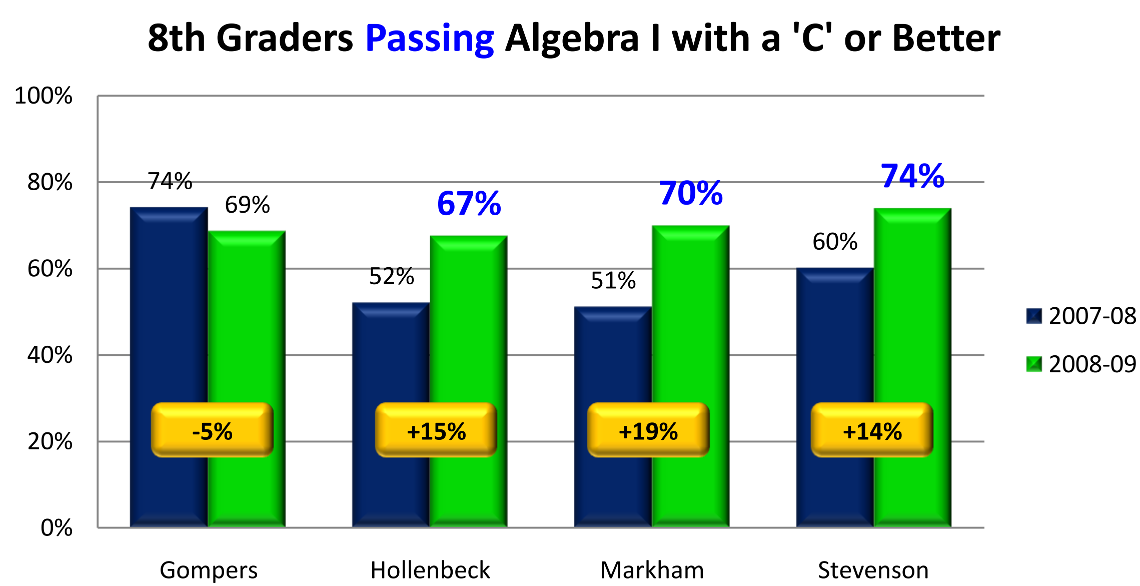
**English Learner Redesignation Rates
(2007-08 vs. 2008-09)**



	99th Street	Figueroa St.	Ritter	Sunrise	Gompers	Hollenbeck	Markham	Stevenson	Roosevelt	Santee
2007-08	4.0%	19.4%	2.4%	16.9%	10.4%	13.8%	8.9%	10.0%	5.7%	3.9%
2008-09	5.2%	16.2%	14.8%	15.6%	6.3%	8.9%	10.6%	11.7%	7.8%	4.6%

8th Grade Algebra 1



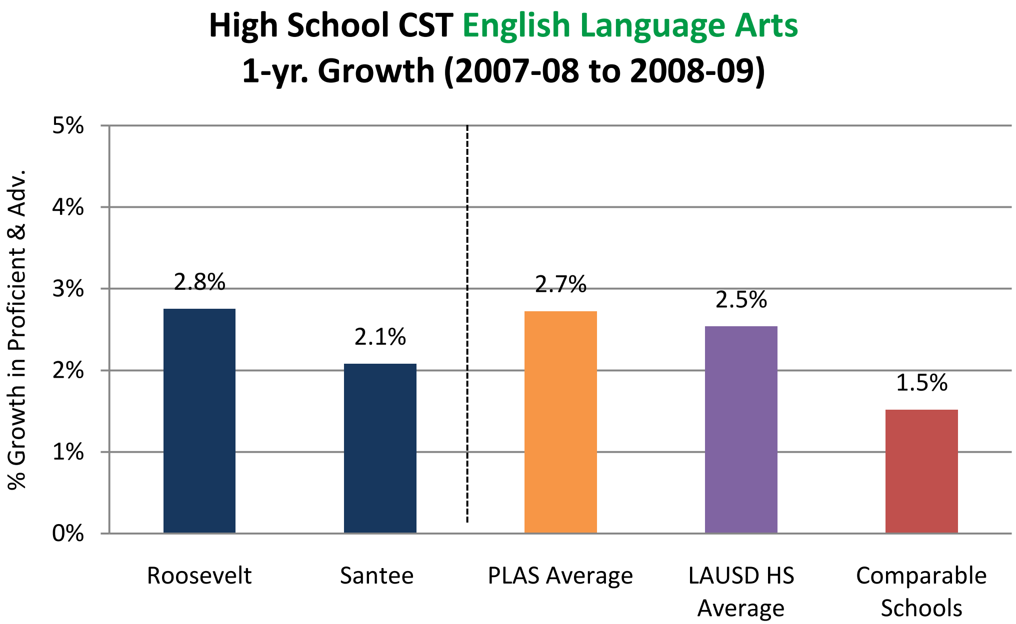


HIGH SCHOOL

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

Analysis of Key Performance Indicators

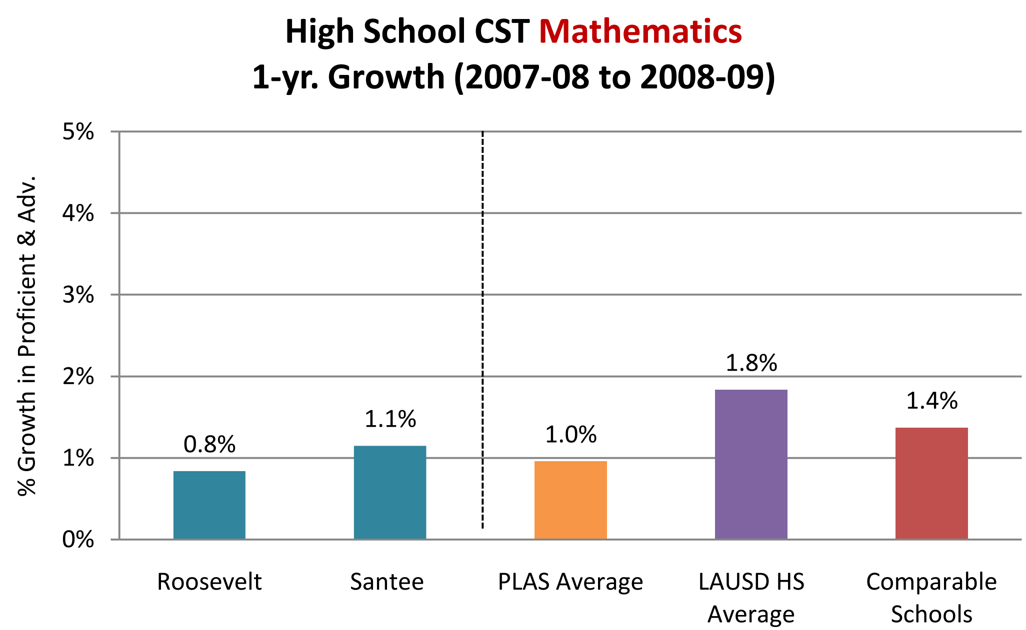
High School CST Growth



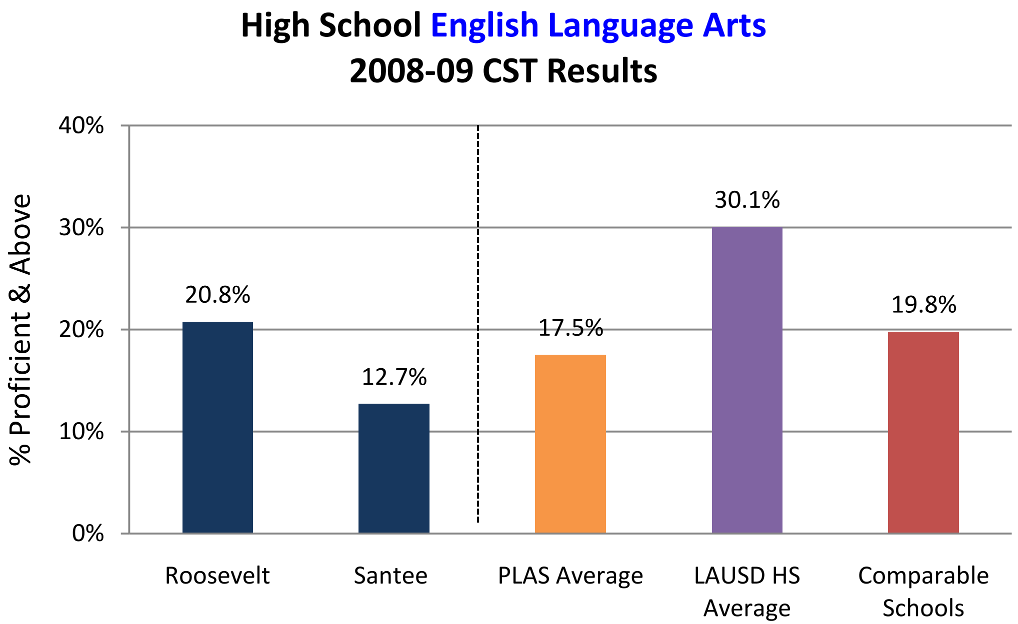
Roosevelt and Santee both ranked in the upper third in improvement in English

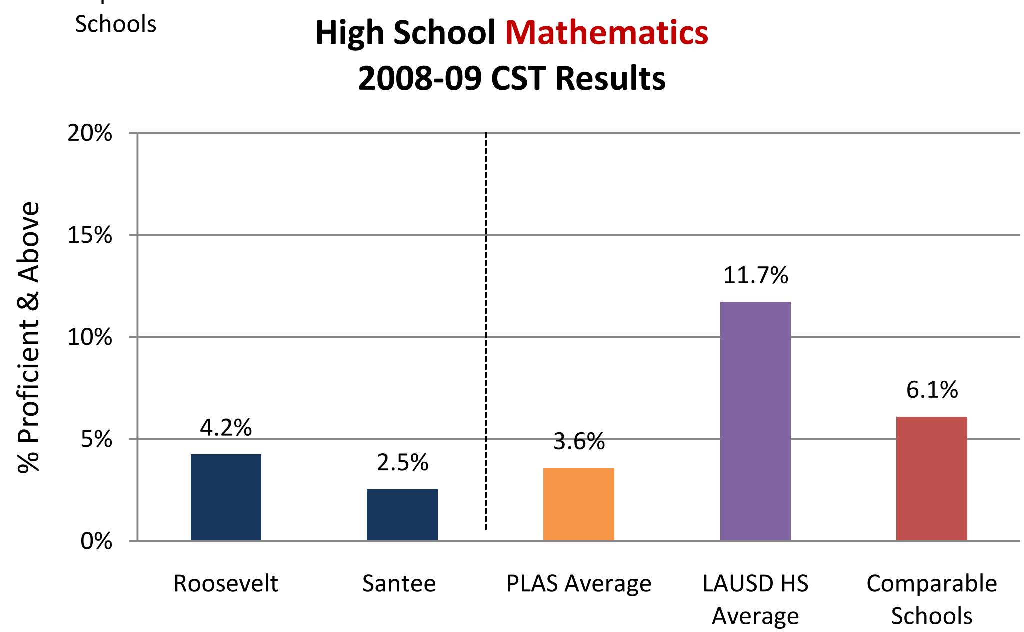
Santee had a 26.4% decline in percent of African American students bar below and below in ELA

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



High School Student Proficiency in ELA & Math

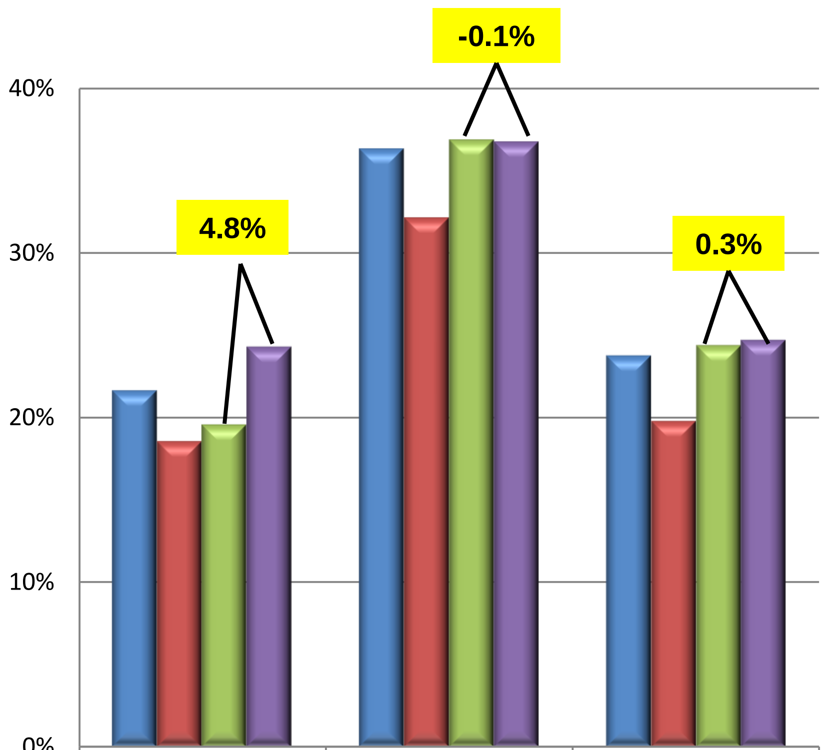




CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

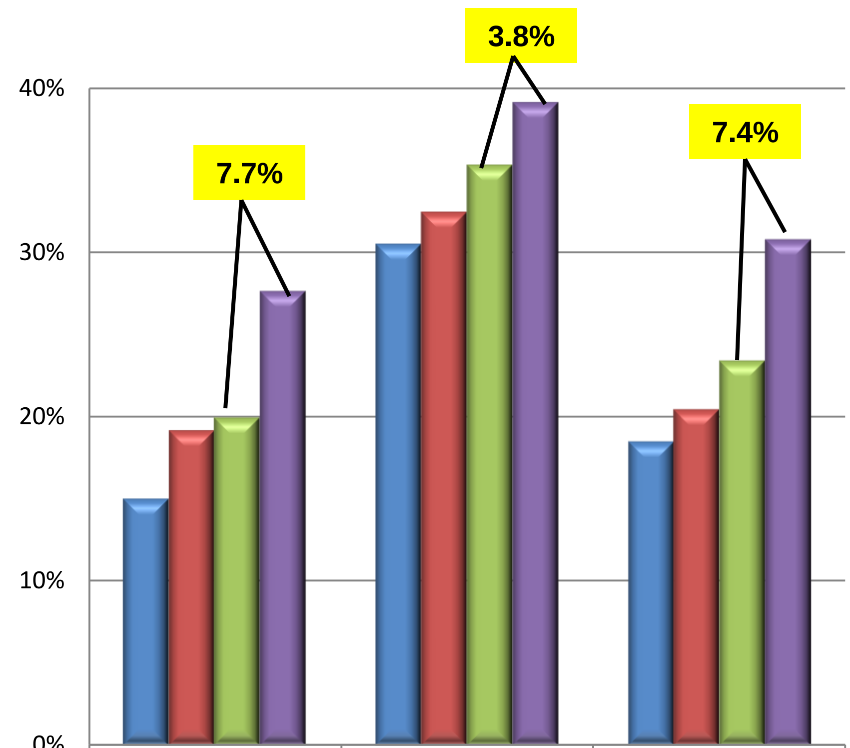
10th Grade CAHSEE Proficiency Rates (AYP)

10th Grade CAHSEE ELA Proficiency Rates (AYP)



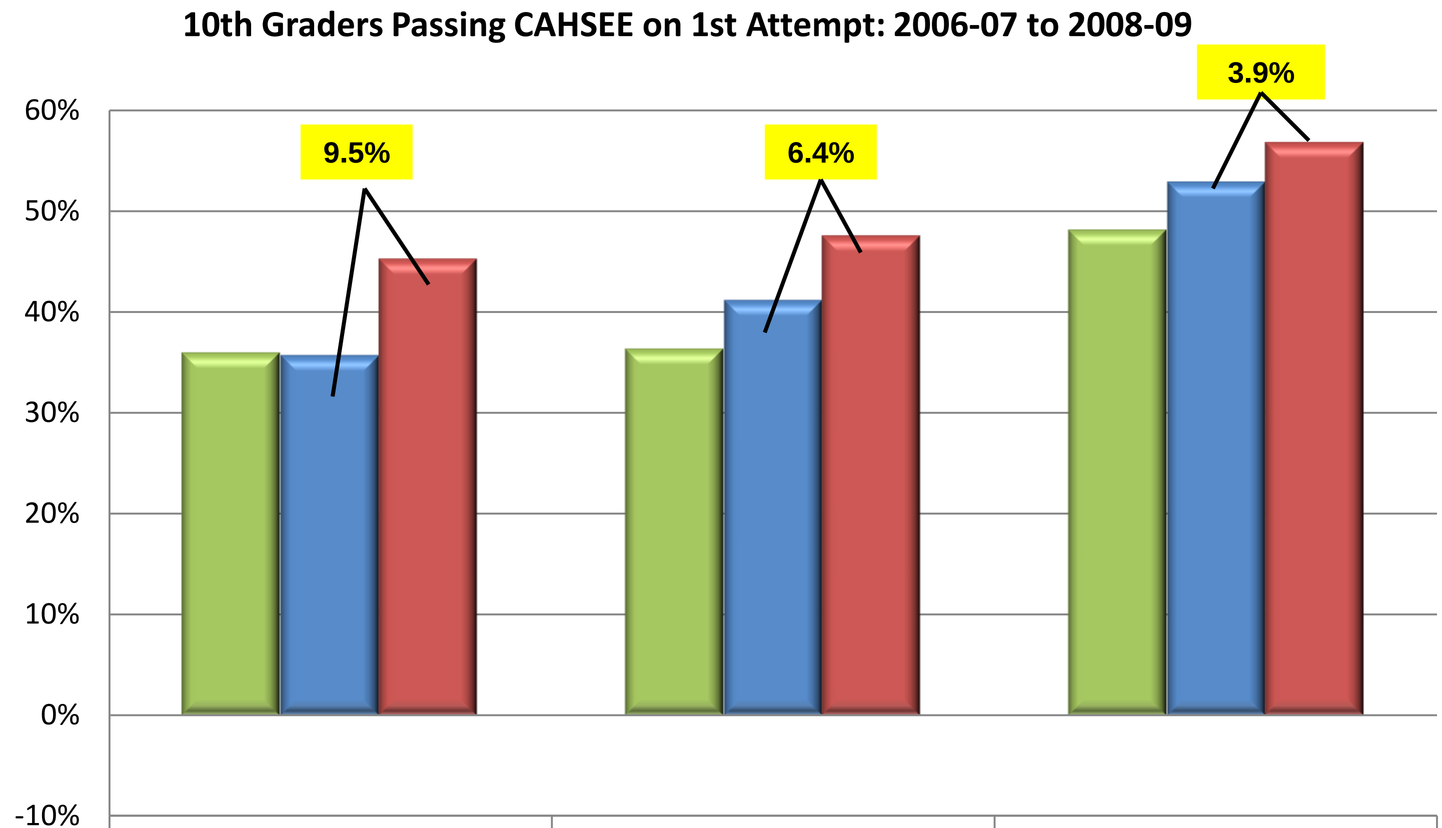
	PLAS	LAUSD	Comparable Schools
2005-2006	21.6%	36.3%	23.8%
2006-2007	18.6%	32.1%	19.8%
2007-2008	19.5%	36.8%	24.4%
2008-2009	24.3%	36.7%	24.7%

10th Grade CAHSEE Math Proficiency Rates (AYP)



	PLAS	LAUSD	Comparable Schools
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%

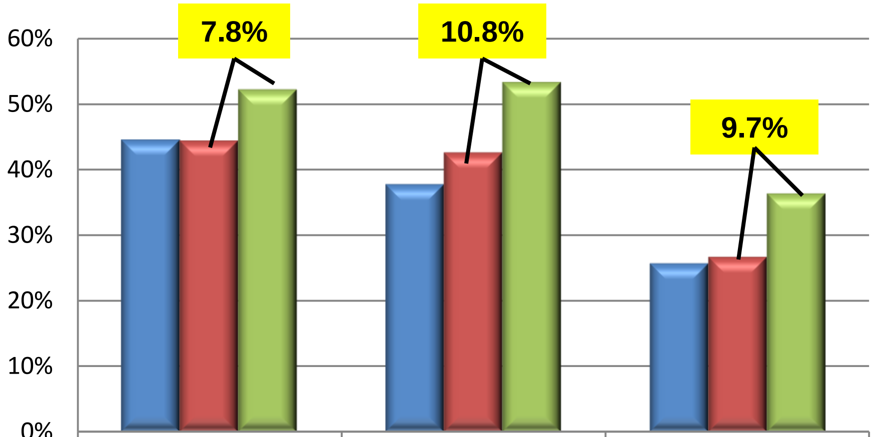
PLAS Average: 10th Graders Passing both Sections of the CAHSEE on First Attempt



	PLAS Average	Comparable Schools	LAUSD
2006-07	35.9%	36.3%	48.1%
2007-08	35.7%	41.1%	52.9%
2008-09	45.2%	47.5%	56.8%

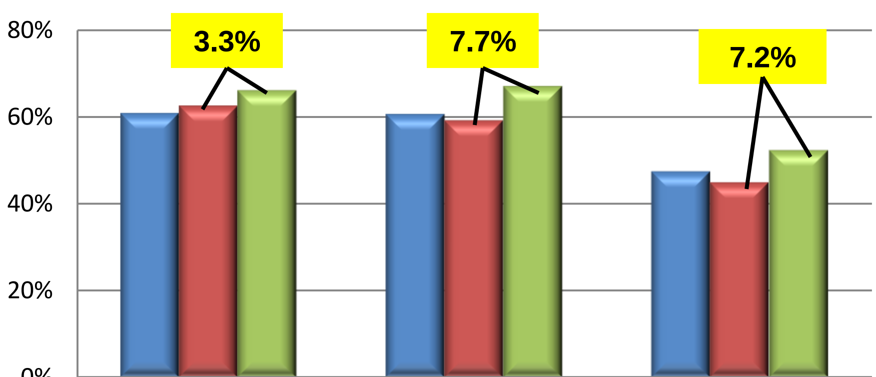
10^{th} Graders Passing CAHSEE on 1^{st} Attempt (API)

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



	ELA	Math	Both ELA & Math
2006-07	44.5%	37.7%	25.7%
2007-08	44.3%	42.5%	26.6%
2008-09	52.1%	53.3%	36.3%

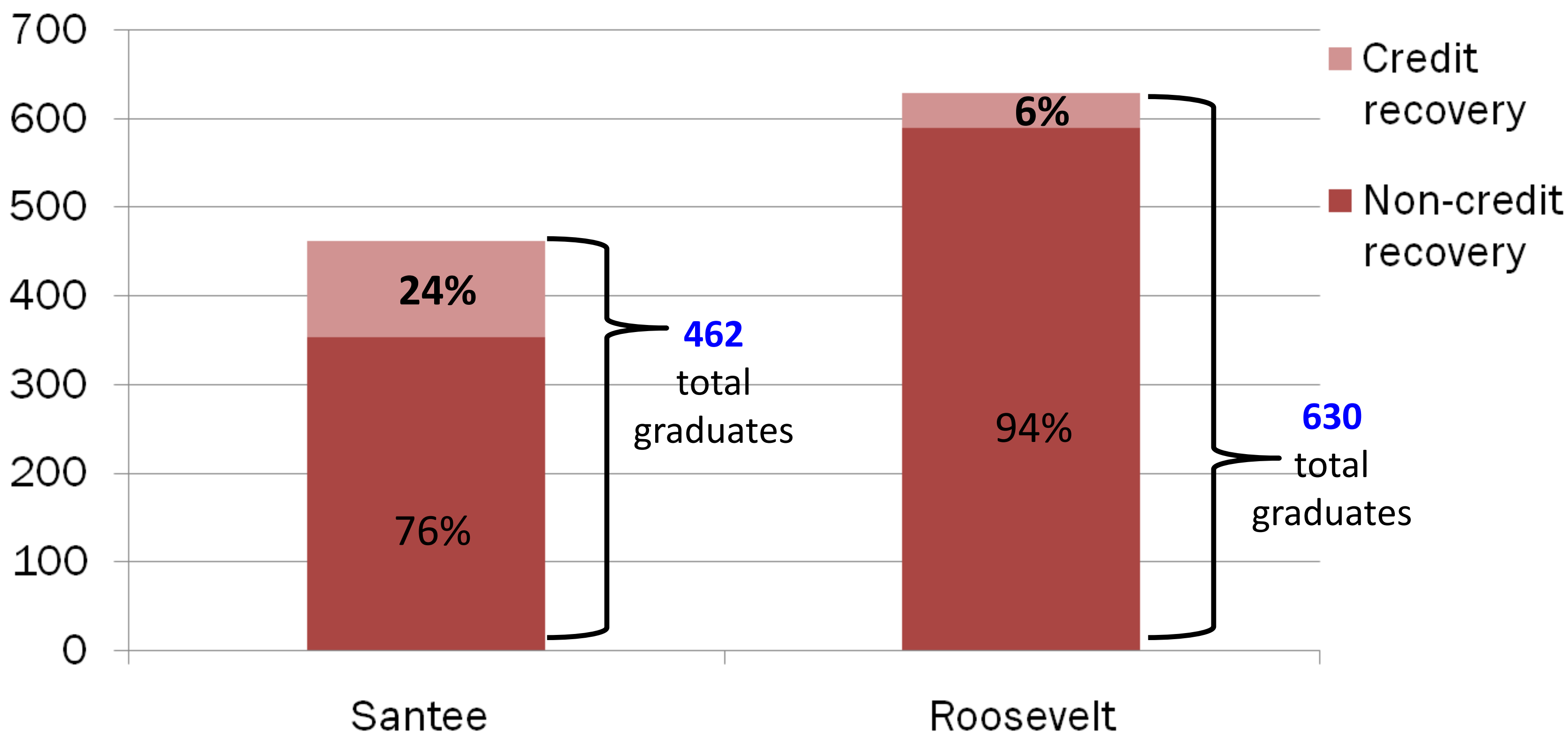
Roosevelt CAHSEE Pass Rates: 2006-07 to 2008-09



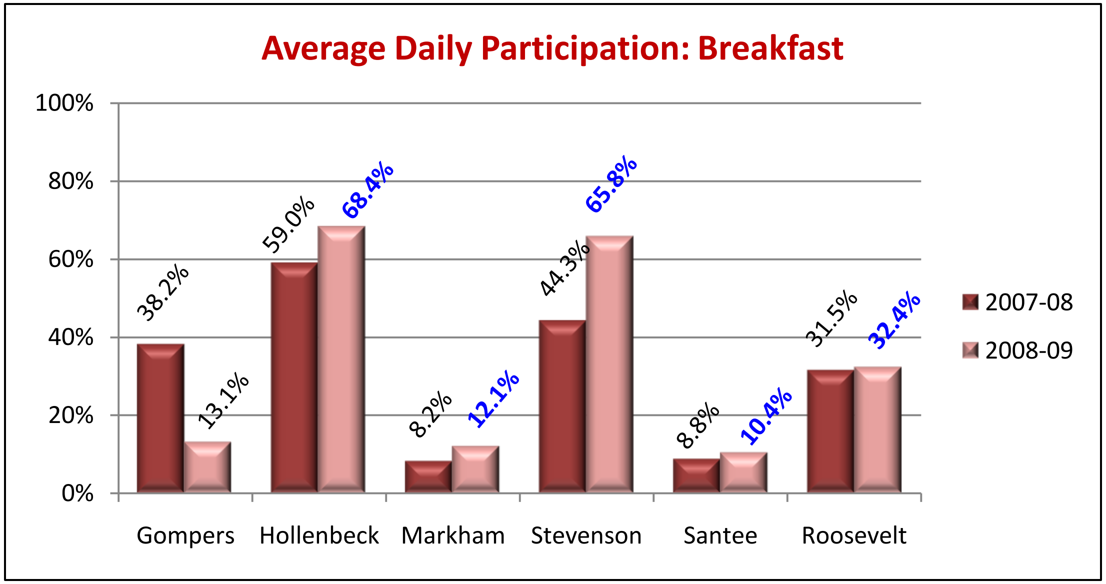
	ELA	Math	Both ELA & Math
2006-07	60.6%	60.4%	47.2%
2007-08	62.5%	59.1%	44.9%
2008-09	65.8%	66.8%	52.1%

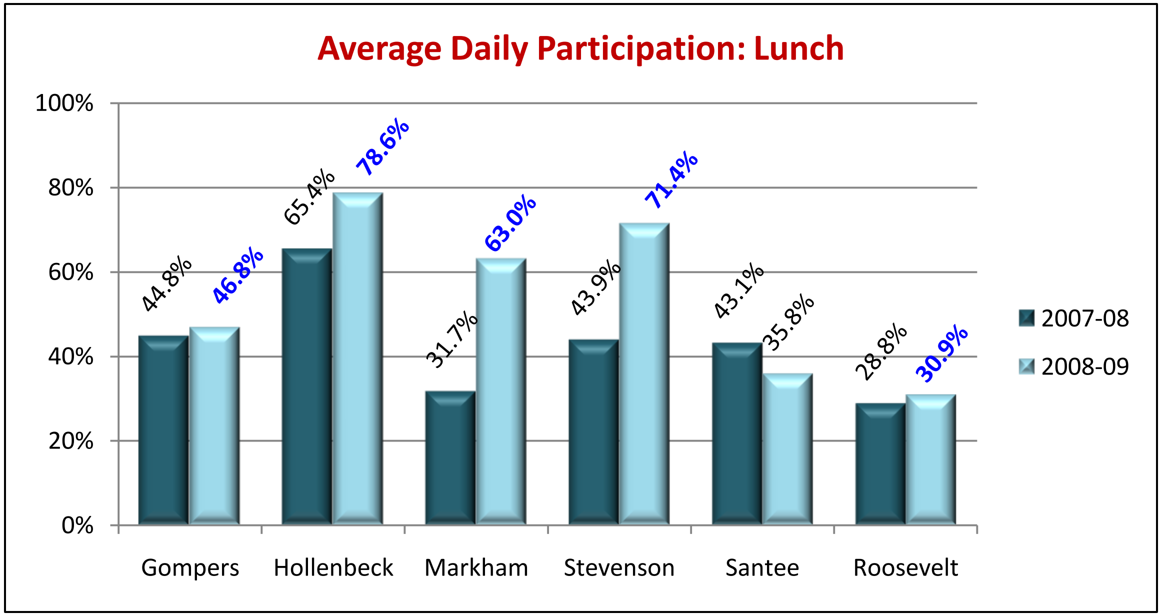
More Seniors Graduated due to Credit Recovery Program

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

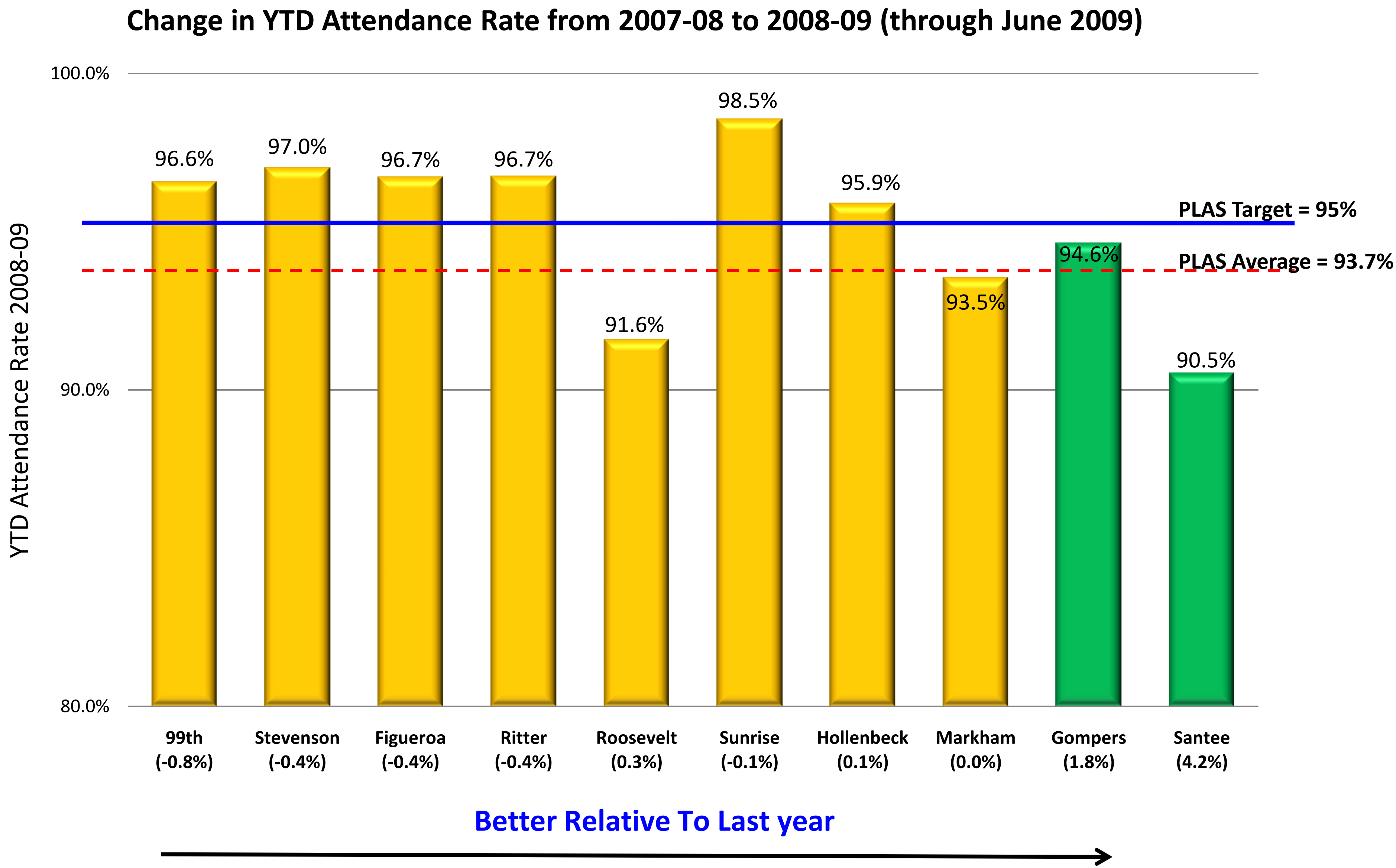


Breakfast and Lunch Participation





Attendance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YTD Attendance Rate 2008-09
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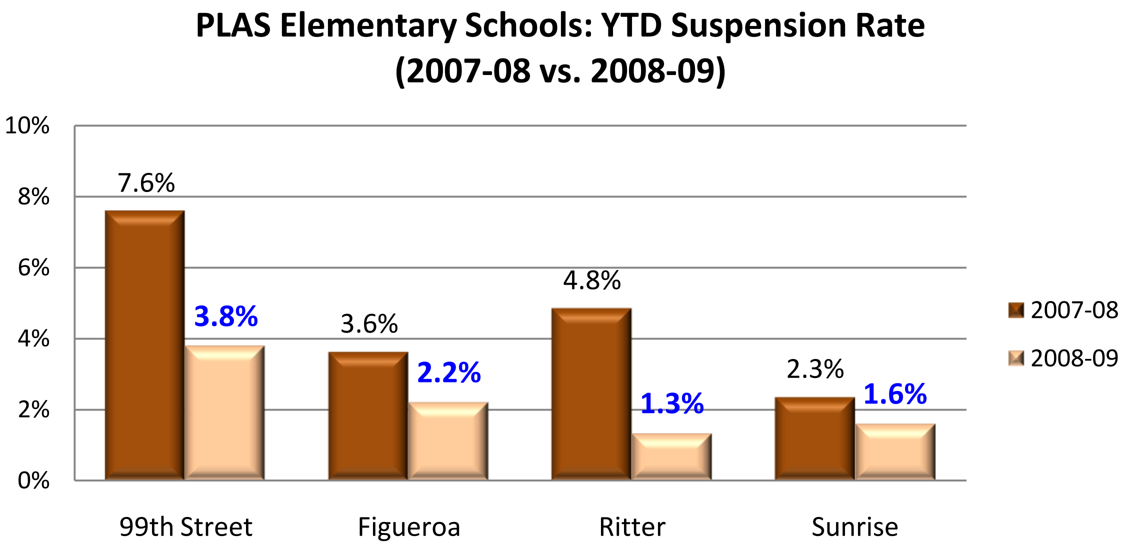
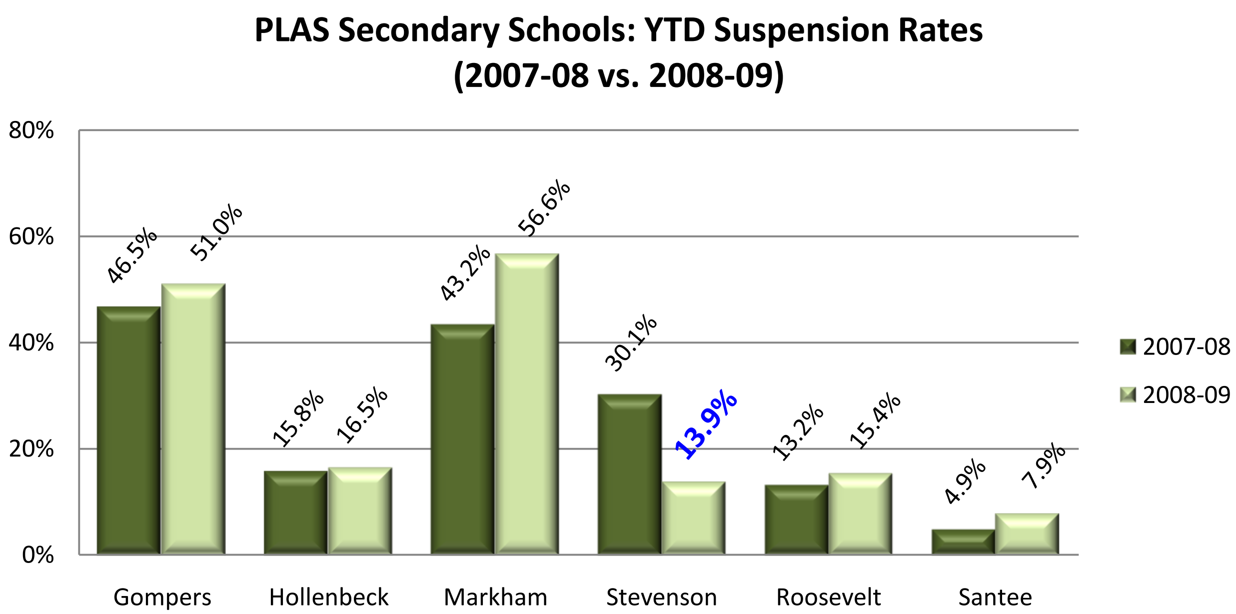
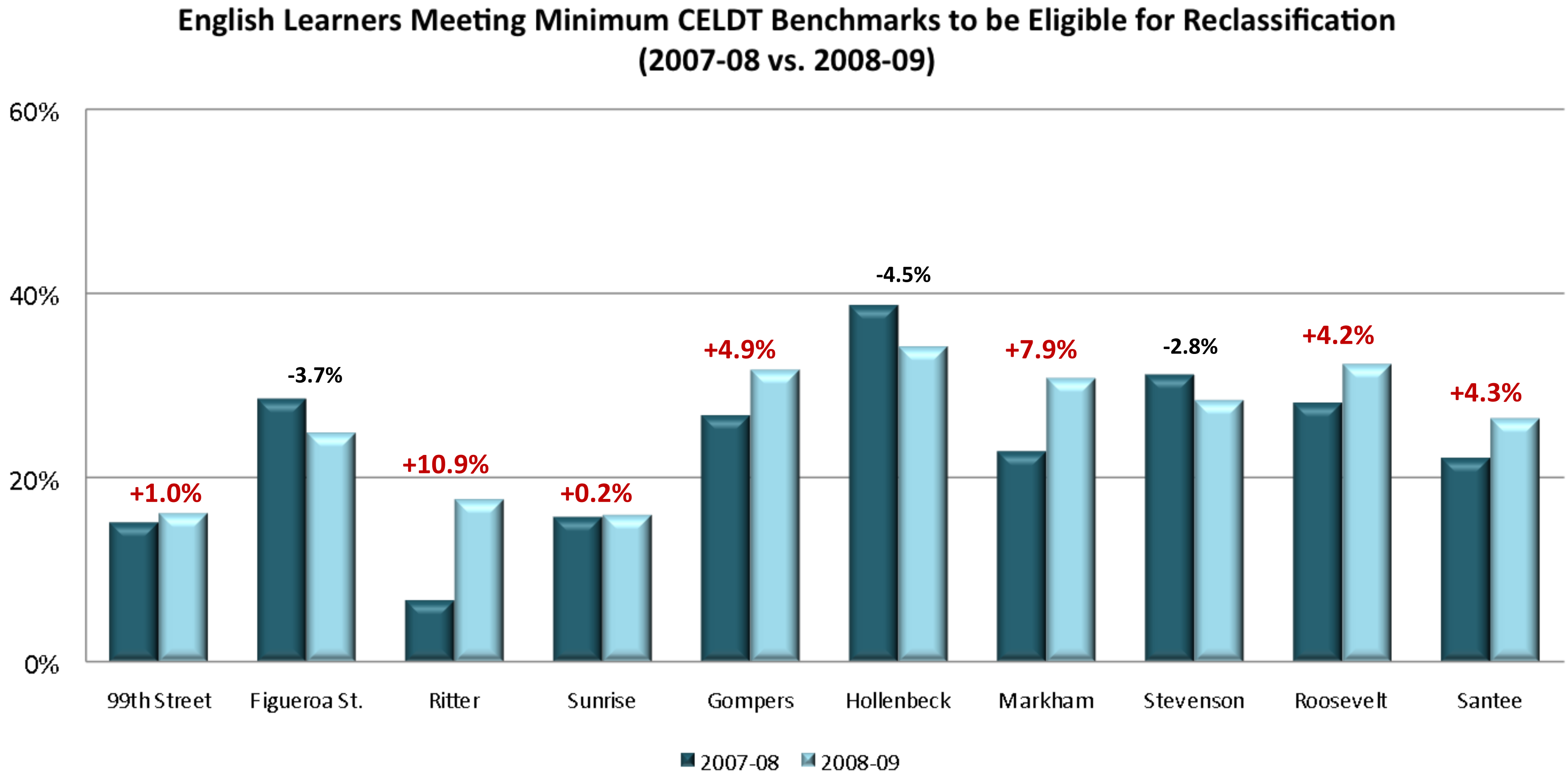
Gompers (1.8%)
Santee (4.2%)
Better Relative To Last year

Suspensions

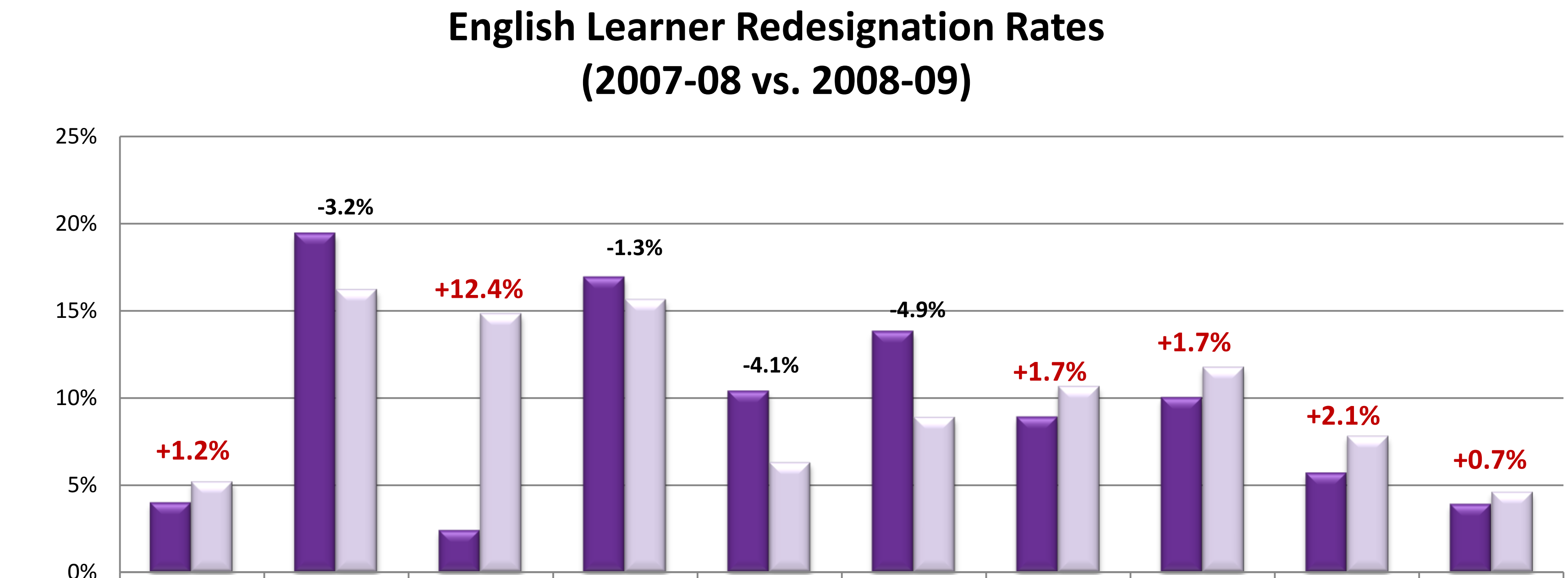




CELDT: Percentage of English Learners Making Annual Progress in Learning English



English Learner Redesignation



	99th Street	Figueroa St.	Ritter	Sunrise	Gompers	Hollenbeck	Markham	Stevenson	Roosevelt	Santee
2007-08	4.0%	19.4%	2.4%	16.9%	10.4%	13.8%	8.9%	10.0%	5.7%	3.9%
2008-09	5.2%	16.2%	14.8%	15.6%	6.3%	8.9%	10.6%	11.7%	7.8%	4.6%

Appendix 3

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

DEPARTMENT OF THE TREASURY

Date: [illegible]

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.

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

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* 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] Marshall Tuck 2-21-08

(Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)

Chief Executive Officer

(Type or print title or authority of signer)

For IRS Use Only

[signature] MAR 20 2008

IRS Director, Exempt Organizations (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**

3055270

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 2 4 2007

Debra Bowen

DEBRA BOWEN
Secretary of State

Sec/State Form CE-107 (REV 1/2007)

OSP 06 99734

3055270

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

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

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.

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.)

If you're required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, call 1-800-829-3676 and request Publication 966, Electronic Choices to Pay All Your Federal Taxes or visit the IRS website and click on the link for "Electronic IRS" located on the home page. If you need to make a deposit before you receive your Welcome Package, please visit an IRS taxpayer assistance center to obtain a Federal Tax Deposit Coupon, Form 8109-B. To locate the taxpayer assistance center nearest you, visit the IRS website at http://www.irs.gov/localcontacts/index.html. Note: You will not be able to obtain Form 8109-B by calling 1-800-829-TAXFORMS (1-800-829-3676).

The IRS is committed to helping all taxpayers to comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS website at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides the addresses and telephone numbers, including links to their websites. You can also download IRS forms, publications, revenue procedures, and other information from this website.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records.
* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
* Refer to this EIN on your tax related correspondence and documents.

If you have questions, you can call or write to us at the phone number or address at the top of this notice. If you write, please tear off the stub at the end of this notice and send it along with your letter. Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number Best Time to Call
( ) -
_____________________ _________________

DATE OF THIS NOTICE: 01-16-2008
EMPLOYER IDENTIFICATION NUMBER: 26-1759681
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

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

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
Partnership for Los Angeles Schools

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)
200 N. Spring Street, Room 303

5a Street address (if different) (Do not enter a P.O. box.)

4b City, state, and ZIP code (if foreign, see instructions)
Los Angeles, CA 90012

5b City, state, and ZIP code (if foreign, see instructions)

6 County and state where principal business is located
Los Angeles, CA

7a Name of principal officer, general partner, grantor, owner, or trustor
Marshall Tuck

7b SSN, ITIN, or EIN 606-05-1524

8a Is this application for a limited liability company (LLC) (or a foreign equivalent)? ☐ Yes ☒ 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? ☐ Yes ☐ No

9a Type of entity (check only one box). **Caution.** If 8a is "Yes," see the instructions for the correct box to check.

- ☐ Sole proprietor (SSN) ________
- ☐ Partnership
- ☐ Corporation (enter form number to be filed) ▶ ________
- ☐ Personal service corporation
- ☐ Church or church-controlled organization
- ☒ Other nonprofit organization (specify) ▶ Corporation
- ☐ Other (specify) ▶
- ☐ Estate (SSN of decedent) ________
- ☐ Plan administrator (TIN) ________
- ☐ Trust (TIN of grantor) ________
- ☐ National Guard
- ☐ State/local government
- ☐ Farmers' cooperative
- ☐ Federal government/military
- ☐ REMIC
- ☐ Indian tribal governments/enterprises

Group Exemption Number (GEN) if any ▶

9b If a corporation, name the state or foreign country (if applicable) where incorporated

State	Foreign country
California	

10 Reason for applying (check only one box)

- ☒ Started new business (specify type) ▶ Nonprofit Corporation
- ☐ Hired employees (Check the box and see line 13.)
- ☐ Compliance with IRS withholding regulations
- ☐ Other (specify) ▶
- ☐ Banking purpose (specify purpose) ▶
- ☐ Changed type of organization (specify new type) ▶
- ☐ Purchased going business
- ☐ Created a trust (specify type) ▶
- ☐ Created a pension plan (specify type) ▶

11 Date business started or acquired (month, day, year). See instructions.
11/15/2007

12 Closing month of accounting year 12

13 Highest number of employees expected in the next 12 months (enter -0- if none).

Agricultural	Household	Other
0	0	4

14 Do you expect your employment tax liability to be $1,000 or less in a full calendar year? ☐ Yes ☒ No (If you expect to pay $4,000 or less in total wages in a full calendar year, you can mark "Yes.")

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) ▶ N/A

16 Check one box that best describes the principal activity of your business.

- ☐ Health care & social assistance
- ☐ Wholesale-agent/broker
- ☐ Construction
- ☐ Rental & leasing
- ☐ Transportation & warehousing
- ☐ Accommodation & food service
- ☐ Wholesale-other
- ☐ Retail
- ☐ Real estate
- ☐ Manufacturing
- ☐ Finance & insurance
- ☒ Other (specify) Nonprofit Corp

17 Indicate principal line of merchandise sold, specific construction work done, products produced, or services provided.
NA

18 Has the applicant entity shown on line 1 ever applied for and received an EIN? ☐ Yes ☒ 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

Designee's telephone number (include area code): (213) 892-7715

Address and ZIP code: 777 S. Figueroa Street, #3307

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

Signature ▶

Date ▶ 1/15/08

Applicant's fax number (include area code)

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

ISA

STF RWDM1000.1

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

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.

Marshall Tuck
President

Employment Development Department
State of California
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 committment 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

CALIFORNIA FORM

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	FEIN
3055270	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.)		Daytime telephone number
200 N. Spring Street, Room 303		(213) 978-0735
City	State	ZIP Code
Los Angeles	CA	90012 - 3239

Name of representative to be contacted regarding additional requirements or information	Daytime telephone number
Reynolds T. Cafferata, Esq., Rodriguez, Horii, Choi & Cafferata LLP	(213) 892-7704

Representative's mailing address (including suite, room, or PMB no.)
777 S. Figueroa Street, #2150

City	State	ZIP Code
Los Angeles	CA	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 ☐ Trust

2 ☐ Private Foundation

3 ☒ 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	[signature]	Secretary/Treasurer/COO
DATE	SIGNATURE OF OFFICER ~~OR REPRESENTATIVE~~	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

Names and addresses of ALL trustees or directors and officers (attach a list if necessary):

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

If assets (funds, property, etc.) have been received, enter the date first received:

Date assets first received: 03/07/08

Registration with the Attorney General is required within thirty days of receipt of assets.

What annual accounting period has the organization adopted?

☑ Fiscal Year Ending 06/30 ☐ 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

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 CRES #18'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 CRES #18. 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.

_______________________ 11/11/10

Marshall Tuck
Chief Executive Officer
Partnership for Los Angeles Schools

Date

Appendix 5

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

VASQUEZ & COMPANY LLP
CERTIFIED PUBLIC ACCOUNTANTS AND BUSINESS CONSULTANTS

VASQUEZ & COMPANY LLP
CERTIFIED PUBLIC ACCOUNTANTS AND BUSINESS CONSULTANTS

801 South Grand Avenue, Suite 400 ▪ Los Angeles, CA 90017-4646 ▪ Ph. (213) 629-9094 ▪ Fax (213) 996-4242 ▪ www.vasquezcpa.com

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

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	714	30,583
Other receivables		4,620
Total assets		$ 4,572,861

LIABILITIES AND NET ASSETS

Liabilities	
Accounts payable and accrued expenses	$ 663,491
Net assets	
Unrestricted:	
Undesignated	3,641,471
Board designated - school site planning	267,899
Total net assets	3,909,370
Total liabilities and net assets	$ 4,572,861

See notes to financial statements.

Revenues and other support		
Grants	$	6,039,633
In-kind donation		99,089
Interest income		27,244
Total revenues and other support		6,165,966
Operating expenses		
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
		897,997
Connecting communities		
Community outreach		342,876
Partnership support team		
Salaries and wages		416,617
Consultants		243,253
Health and other benefits		88,291
Payroll taxes		33,346
		781,507
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
		234,216
Total operating expenses		2,256,596
Change in net assets		3,909,370
Net assets, beginning		-
Net assets, ending	$	3,909,370

See notes to financial statements.

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)

FINANCIAL STATEMENTS
WITH
INDEPENDENT AUDITORS' REPORT

JUNE 30, 2009

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

JUNE 30, 2009

Contents

vtd
Vavrinek, Trine, Day & Co., LLP
Certified Public Accountants

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

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FRESNO • LAGUNA HILLS • PALO ALTO • PLEASANTON • RANCHO CUCAMONGA

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	280,108	
Total Current Assets		$ 2,665,436
Non-Current Assets		
Fixed assets	74,004	
Less: accumulated depreciation	9,681	
Total Non-Current Assets		64,323
Total Assets		$ 2,729,759
LIABILITIES		
Current Liabilities		
Accounts payable	$ 498,156	
Compensated absences	7,590	
Total Current Liabilities		$ 505,746
NET ASSETS		
Unrestricted	2,224,013	
Total Net Assets		2,224,013
Total Liabilities and Net Assets		$ 2,729,759

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	6,821,420
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	2,994,124
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	1,889,294
Partnership support team	
Salaries and wages	2,078,812
Consultants	459,709
Health and other benefits	234,422
Payroll taxes	155,466
Subtotal	2,928,409
Management and general	
Other operating	401,137
In-kind donation cost	131,835
Depreciation	8,967
Fundraising	5,487
Subtotal	547,426
Total Expenses	8,506,777
DECREASE IN UNRESTRICTED NET ASSETS	(1,685,357)
NET ASSETS, BEGINNING OF YEAR	3,909,370
NET ASSETS, END OF YEAR	$ 2,224,013

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	286,799
CASH FLOWS FROM INVESTING ACTIVITIES	
Capital expenses	(42,707)
Net Cash Used by Investing Activities	(42,707)
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.

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.

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.

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	$ 113,578

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	$	280,108

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
		74,004
Less: accumulated depreciation		(9,681)
Total Fixed Assets	$	64,323

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	$	498,156

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:

	Program Services Other Operating Expenses
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	$ 401,137

SUPPLEMENTARY INFORMATION - UNAUDITED

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
ASSETS		
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	2,665,436	4,542,278
Non-Current Assets		
Fixed assets	74,004	31,297
Less: accumulated depreciation	9,681	714
Total Non-Current Assets	64,323	30,583
Total Assets	$ 2,729,759	$ 4,572,861
LIABILITIES		
Current Liabilities		
Accounts payable	$ 498,156	$ 663,491
Compensated absences	7,590	-
Total Current Liabilities	505,746	663,491
NET ASSETS		
Unrestricted	2,224,013	3,641,471
Board designated - school site planning	-	267,899
Total Net Assets	2,224,013	3,909,370
Total Liabilities and Net Assets	$ 2,729,759	$ 4,572,861

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
REVENUES		
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	6,821,420	6,165,966
EXPENSES		
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	2,994,124	897,997
Connecting communities		
Community outreach	147,524	342,876
Re-granting activities		
Teach for America	1,000,000	-
Boston Consulting Group	660,828	-
Network Partners	200,000	-
Fiscal sponsor	28,466	-
Subtotal	1,889,294	-
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	2,928,409	781,507
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	547,426	234,216
Total Expenses	8,506,777	2,256,596
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	(1,685,357)	3,909,370
NET ASSETS, BEGINNING OF YEAR	3,909,370	-
NET ASSETS, END OF YEAR	$ 2,224,013	$ 3,909,370

Appendix 6

QUARTER 1

Second Grade Quarterly Concept Organizer

Number Relationships, Equivalence, and Place Value

Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

There are properties that govern the addition of numbers.

- Add numbers and develop strategies for finding unknown facts.
- Decompose and compose numbers when adding.
- Use the commutative and associative properties to simplify results.

Addition and subtraction are related.

- Develop multiple strategies for finding the difference.
- Use the inverse relationship between addition and subtraction to solve problems and check solutions.

Numbers to 100 are composed of groups of tens and ones.

- Use words, models, and expanded form to represent numbers.
- Identify place value of a digit.
- Count, read, write and order numbers to 100.

Geometry

Plane and solid shapes are classified and analyzed by their attributes.

Shapes can be analyzed and manipulated using their attributes.

- Describe and classify plane and solid shapes.
- Put shapes together and take them apart from other shapes.

CA MATH STANDARDS	NS 1.1	NS 1.2	NS 1.3	NS 2.1	AF 1.1	AF 1.2	AF 1.3	MG 2.0	MG 2.1	MG 2.2	SDAP 1.4	SDAP 2.0	SDAP 2.1	SDAP 2.2
KEY STANDARDS														
CONCEPT LESSON														
QUARTERLY ASSESSED	4	2	4	4	4/CR		2		3	3	2		2	

LOS ANGELES UNIFIED SCHOOL DISTRICT
Second Grade: Quarter One
Quarterly Instructional Roadmap

Number Relationships, Equivalence, and Place Value
Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

Standards:

NS 1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
NS 1.2 Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000).
NS 1.3 Order and compare whole numbers to 1,000 by using the symbols <, =, >.
NS 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 – 6 = 8) to solve problems and check solutions.
AF 1.1 Use the commutative and associative rules to simplify mental calculations and to check results.
AF 1.2 Relate problem situations to number sentences involving addition and subtraction.
AF 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.
SDAP 1.4 Ask and answer simple questions related to data representations.
SDAP 2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:
SDAP 2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12… the number of ears on one horse, two horses, three horses, four horses).
SDAP 2.2 Solve problems involving simple number patterns.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
There are properties that govern the addition of numbers.	AF 1.1 AF 1.2 AF 1.3	**Topic 1: Understanding Addition and Subtraction** • Math Background for Teachers • Universal Access • The Language of Math • Interactive Math Story • Topic Opener • Lessons 1-1 – 1-7 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate • Topic Test, Alternate Assessments, and Reteaching	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 162 - 167 *Developing Number Concepts Book 2* (Richardson), pp 56 – 98 Literature Connections • *Mission: Addition* by Loreen Leedy • *Mice Twice* by Joseph Low • *My Nine Lives by Clio* by Marjorie Priceman • *When We Get Home* by Robin Ballard

Legend:
Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
There are properties that govern the addition of numbers.	AF 1.1 AF 1.2 AF 1.3	**Topic 2: Addition Strategies** • Lessons 2-4, 2-5, 2-8 (***Lesson 2-1 – 2-3, 2-6, 2-7: Grade 1 standards)*** . • ***Recommendation:*** Administer topic test before starting instruction to determine student needs. • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts Book 2* (Richardson), pp 112 – 172 Literature Connections • *Sea Sums* by Joy Hulme • *Monster Math* by Anne Miranda • *Splash!* by Ann Jonas • *Missing Mittens* by Stuart J. Murphy
Addition and subtraction are related.	NS 2.1 AF 1.2	**Topic 3: Subtraction Strategies** • Lessons 3-2 – 3-6 (***Lesson 3-1: Grade 1 standards)*** • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp 170 - 171 *Developing Number Concepts Book 2* (Richardson), pp 112 – 172 *A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank), pp. 19 -20
Numbers to 100 are composed of groups of tens and ones.	NS 1.1 NS 1.2 NS 1.3 SDAP 1.4 SDAP 2.1 SDAP 2.2	**Topic 4: Place Value: Numbers to 100** • Lessons 4-1 – 4-10 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*A Collection of Math Lessons from Grades 1 though 3* (Burns & Tank), pp. 63 - 82 *50 Problem Solving Lessons* (Burns), pp 41-42 *Developing Number Concepts Book 3* (Richardson) pp 15 - 29 Literature Connections • *The King's Commissioners* by Aileen Friedman • *The Wolf's Chicken Stew* by Keiko Kasza

Legend:
Key Standard

Geometry
Plane and solid shapes are classified and analyzed by their attributes.

Standards:

MG 2.0	Students identify and describe the attributes of common figures in the plane and of common objects in space:
MG 2.1	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.
MG 2.2	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Shapes can be analyzed and manipulated using their attributes.	MG 2.0 MG 2.1 MG 2.2	**Topic 5: Geometry** • Lessons 5-1 – 5-5 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), p. 90 *50 Problem Solving Lessons* (Burns), pp. 33-35 *A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank), pp 117 - 128 Literature Connections: • *The Greedy Triangle* by Marilyn Burns • *The Village of Round and Square Houses* by Ann Grifalconi • *Shape Up!* by David A. Adler

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Second Grade, Quarter 1

	STANDARD	**Multiple Choice**	**Constructed Response**
NS 1.1	Count, read, and write whole numbers to 1,000 and identify the place value for each digit. (*Focus on numbers to 100.*)	4	
NS 1.2	Use words models, and expanded forms (e.g. 45 = 4 tens + 5) to represent numbers (to 1,000). (*Focus on numbers to 100.*)	2	
NS 1.3	Order and compare whole numbers to 1,000 by using the symbols <, =, >. (*Focus on numbers to 100.*)	4	
NS 2.1	Understand and use the inverse relationship between addition and subtraction (e.g. an opposite number sentence for 8 + 6 = 14 is 14 – 6 = 8) to solve problems and check solutions.	4	
AF 1.1	Use the commutative and associative rules to simplify mental calculations and to check results.	4	1
AF 1.3	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	2	
MG 2.1	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.	3	
MG 2.2	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).	3	
SDAP 1.4	Ask and answer simple questions related to data representations.	2	
SDAP 2.1	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12…; the number of ears on one horse, two horses, three horses, four horses).	2	
	TOTAL:	30	1

Key standard

Second Grade Quarterly Concept Organizer

QUARTER 2

<u>Number Relationships, Equivalence, and Place Value</u>
Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

Addition and subtraction of 2-digit numbers are related.

- Check results using the inverse relationship of addition and subtraction.
- Add and subtract two-digit numbers using multiple

Numbers can be approximated by the numbers that are close.

- Use estimation strategies in computation and problem solving that involve numbers that use the ones , tens, hundreds and thousands places.
- Recognize when an estimate is reasonable in

<u>Measurement</u>
Objects can be measured using various unit amounts.

Objects can be measured and their measurements can differ when using different units.

- Measure the length of objects by repeating a nonstandard or standard unit.
- Measure the length of an object to the nearest inch or centimeter.
- Understand that measurements will differ when

CA MATH STANDARDS	NS 2.1	NS 2.2	NS 2.3	NS 6.1	AF 1.1	AF 1.2	AF 1.3	MG 1.1	MG 1.2	MG 1.3	SDAP 1.4	SDAP 2.0	SDAP 2.1
KEY STANDARDS													
CONCEPT LESSON													
QUARTERLY ASSESSED	4/CR	5		2	5		4			5	3		2

LOS ANGELES UNIFIED SCHOOL DISTRICT
Second Grade: Quarter Two
Quarterly Instructional Roadmap

Number Relationships, Equivalence, and Place Value
Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

Standards:

🔑	NS 2.1	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 – 6 = 8) to solve problems and check solutions.
🔑	NS 2.2	Find the sum or difference of two whole numbers up to three digits long.
	NS 2.3	Use mental arithmetic to find the sum or difference of two two-digit numbers.
	NS 6.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands place.
🔑	AF 1.1	Use the commutative and associative rules to simplify mental calculations and to check results.
	AF 1.2	Relate problem situations to number sentences involving addition and subtraction.
	AF 1.3	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.
	SDAP 1.4	Ask and answer simple questions related to data representations
🔑	SDAP 2.0	Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:
	SDAP 2.1	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12…; the number of ears on one horse, two horses, three horses, four horses).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Addition and subtraction of 2-digit numbers are related.	NS 2.3 AF 1.2 AF 1.3 SDAP 1.4 🔑 SDAP 2.0 SDAP 2.1	**Topic 6: Mental Addition** • Math Background for Teachers • Universal Access • The Language of Math • Interactive Math Story • Topic Opener • Lessons 6-1 – 6-5 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate Topic Test, Alternate Assessments, & Reteaching	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 130-131, 187

Legend:
🔑 Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Addition and subtraction of 2-digit numbers are related.	NS 2.1 NS 2.3 AF 1.1	**Topic 7: Mental Subtraction** • Lessons 7-1 – 7-5 • See Topic 6 for a list of Program Components related to planning and teaching the lessons in this Topic.	*A Collection of Math Lessons from Grades 1 – 3* (Burns & Tank), pp. 83 – 96 *50 Problems Solving Lessons* (Burns), pp. 63 – 64
There are properties that govern the addition of numbers and addition is related to subtraction.	NS 6.0	**Topic 8: Estimating Sums and Differences** • Lessons 8-1 –8-4 • See Topic 6 for a list of Program Components related to planning and teaching the lessons in this Topic.	*A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank), pp. 41 - 46 *Developing Number Concepts Book 3* (Richardson) , pp. 78 – 82
Addition and subtraction of 2-digit numbers are related.	NS 2.1 NS 2.2 NS 2.3	**Topic 9: Adding Two-Digit Numbers** • Lessons 9-1 – 9-6 • See Topic 6 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts Book 3* (Richardson), pp. 104 – 123
Addition and subtraction of 2-digit numbers are related.	NS 2.1 NS 2.2 AF 1.2	**Topic 10: Subtracting Two-Digit Numbers** • Lessons 10-1 – 10-7 • See Topic 6 for a list of Program Components related to planning and teaching the lessons in this Topic.	Literature Connections • *The Hundred Penny Box* by Sharon Bell Mathis • *The Philharmonic Gets Dressed* by Karla Kuskin • *Subtraction Action* by Loreen Leedy • *The Letters are Lost* by Lisa Campbell Ernst • *Elevator Magic* by Stuart J. Murphy • *Shark Swimathon* by Stuart J. Murphy

Measurement
Objects can be measured using various unit amounts.

Standards:

NS 6.1	Recognize when an estimate is reasonable in measurements (e.g., closest inch).
MG 1.1	Measure the length of objects by iterating (repeating) a nonstandard or standard unit.
MG 1.2	Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
MG 1.3	Measure the length of an object to the nearest inch and/or centimeter.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Objects can be measured and their measurements can differ when using different units.	NS 6.1 MG 1.1 MG 1.2 MG 1.3	**Topic 11: Linear Measurement** • Lesson 11-1 – 11-6 • See Topic 6 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts Book 3* (Richardson) pp. 89 - 93 Literature Connections • *Inch by Inch* by Leo Lionni • *Measuring Penny* by Loreen Leedy • *How Big is a Foot?* by Rolf Myller

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Second Grade, Quarter 2

	STANDARD	**Multiple Choice**	**Constructed Response**
NS 2.1	Understand and use the inverse relationship between addition and subtraction (e.g. an opposite number sentence for 8 + 6 = 14 is 14 – 6 = 8) to solve problems and check solutions.	4	1
NS 2.2	Find the sum or difference of two whole numbers up to three digits long. (*Focus on 2-digit computation.*)	5	
NS 6.1	Recognize when an estimate is reasonable in measurements (e.g., closest inch).	2	
AF 1.1	Use the commutative and associative rules to simplify mental calculations and to check results.	5	
AF 1.3	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	4	
MG 1.3	Measure the length of an object to the nearest inch and/or centimeter.	5	
SDAP 1.4	Ask and answer simple questions related to data representations	3	
SDAP 2.1	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12…; the number of ears on one horse, two horses, three horses, four horses).	2	
	TOTAL:	30	1

Key standard

Second Grade Quarterly Concept Organizer

QUARTER 3

Number Relationships, Equivalence, and Place Value

Operations for whole numbers are related and can be represented in multiple ways using the base-ten number system.

Numbers to 1,000 are composed of groups of hundreds, tens and ones.

- Count, read, and write numbers to 1,000 and identify place value.
- Use words, models, and expanded forms to show numbers to 1,000.
- Order and compare numbers to 1,000.

Addition and subtraction of 3-digit numbers are related.

- Find the sum or difference of numbers with up to 3 digits including money values.
- Solve problems that require addition and subtraction.

Money and time can be measured in a variety of ways.

- Solve problems using combinations of coins.
- Tell time, know relationships of time and determine duration of intervals of time.

Fractions show the relationship of parts to a whole.

- Recognize, name, and compare unit fractions from ½ to 1/12.
- Recognize fractions of a whole and parts of a set.
- Understand that a fraction that names all parts is equal to 1.

Data Analysis and Patterns

Predictions and generalizations can be made from analysis of data and patterns.

Data can be collected, sorted, classified and analyzed.

- Record, organize, display and interpret data in systematic ways.
- Identify features of data sets (i.e., range and mode).
- Ask and answer simple questions related to data.

Patterns grow and extend in predictable ways.

- Recognize, describe, and extend patterns.
- Solve problems involving simple number patterns.

CA MATH STANDARDS	NS 1.1	NS 1.2	NS 1.3	NS 4.1	NS 4.2	NS4.3	NS 5.1	NS 5.	AF 1.3	MG 1.4	MG 1.5	SDAP 1.1	SDAP 1.2	SDAP 1.3	SDAP1.4	SDAP 2.1
KEY STANDARD																
CONCEPT LESSON				C	C	C										
QUARTERLY ASSESSED	4		4	4	4	4	3/CR	2		2				3		

LOS ANGELES UNIFIED SCHOOL DISTRICT
Second Grade: Quarter Three
Quarterly Instructional Roadmap

Number Relationships and Equivalence

Operations for whole numbers and fractions are related and can be represented in multiple ways.

Standards:

NS 4.1	Recognize, name, and compare unit fractions from 1/12 to 1/2.
NS 4.2	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
NS 4.3	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Fractions show the relationship of parts to a whole.	NS 4.1 NS 4.2 NS 4.3	**Topic 12: Fractions** • Math Background for Teachers • Universal Access • The Language of Math • Interactive Math Story • Topic Opener • Lessons 12-1 – 12-7 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate • Topic Test, Alternate Assessments, and Reteaching	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 226 - 234 *50 Problem Solving Lessons* (Burns), pp. 43 – 45, 53 – 56 *Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 77 - 79 Literature Connections • *Fraction Action* by Loreen Leedy • *Fraction Fun* by David A. Adler *Eating Fractions* by Bruce MacMillan

Legend:
Key Standard

Time
Time can be measured in a variety of ways.

Standard

MG 1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year.)

MG 1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.)

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Time can be measured in a variety of ways.	MG 1.4 MG 1.5	**Topic 13: Time** • Lessons 13-1 – 13-8 • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics*(Burns, 2nd Ed.), p. 56, 189 Literature Connections • *Bats Around the Clock* by Kathi Appelt • *Just a Minute!* by Teddy Slater

Data Analysis and Patterns
Predictions and generalizations can be made from analysis of data and patterns.

Standards:

AF 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences

🔑 SDAP 1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:

SDAP 1.1 Record numerical data in systematic ways, keeping track of what has been counted.

SDAP 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).

SDAP 1.3 Identify features of data sets (range and mode).

SDAP 1.4 Ask and answer simple questions related to data representations.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Data can be collected, sorted, classified, and analyzed.	AF 1.3 🔑 SDAP 1.0 SDAP 1.1 SDAP 1.2 SDAP 1.3 SDAP 1.4	**Topic 14: Data and Graphs** • Lessons 14-1 – 14-5 • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), 76 – 78, 184 *50 Problem Solving Lessons* (Burns), 13 -14, 19 – 20, 69 - 72 Literature Connections • *Lemonade for Sale* by Stuart J. Murphy

Legend:
🔑 Key Standard

Number Relationships, Equivalence, and Place Value
Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

Standards:

🔑	NS 1.1	Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
	NS 1.2	Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000).
🔑	NS 1.3	Order and compare whole numbers to 1,000 by using the symbols <. =, >.
🔑	NS 2.2	Find the sum or difference of two whole numbers up to three digits long.
🔑	NS 5.1	Solve problems using combinations of coins and bills.
🔑	NS 5.2	Know and use the decimal notation and the dollar and cent symbols for money.
🔑	SDAP 2.1	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12....; the number of ears on one horse, two horses, three horses, four horses).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Numbers to 1000 are composed of groups of hundreds, tens, and ones.	🔑 NS 1.1 NS 1.2 🔑 NS 1.3	**Topic 15: Place Value: Numbers to 1,000** • Lesson 15-1 – 15-7 • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 135, 192 *A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank), pp. 167 - 172 *Developing Number Concepts Book 3* (Richardson) *Lessons for Algebraic Thinking Grades K – 2* (von Rotz & Burns) pp. 12 - 23 Literature Connections • *Can You Count to a Googol?* by Robert E. Wells • *Millions of Cats* by Wanda Gag *How Many Stars in the Sky?* by Lenny Hort
Money can be measured in a variety of ways.	🔑 NS 5.1 NS 5.2	**Topic 16: Counting Money** • Lessons 16-1 – 16-6 • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 175 – 177, 190 Literature Connections • *Monster Money Book* by Loreen Leedy • *Alexander, Who Used to be Rich Last Sunday* by Judith Viorst

Legend:
🔑 Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Second Grade, Quarter 3

	STANDARD	**Multiple Choice**	**Constructed Response**
NS 1.1	Count, read, and write numbers to 1,000 and identify the place value for each digit.	4	
NS 1.3	Order and compare whole numbers to 1000 by using the symbols <, =, >.	4	
NS 4.1	Recognize, name, and compare unit fractions from 1/12 to ½.	4	
NS 4.2	Recognize fractions of a whole and parts of a group (e.g. one-fourth of a pie, two thirds of 15 balls).	4	
NS 4.3	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.	4	
NS 5.1	Solve problems using combinations of coins and bills.	3	1
NS 5.2	Know and use the decimal notation and the dollar and cent symbols for money.	2	
MG 1.4	Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year.	2	
SDAP 1.3	Identify features of data sets (range and mode).	3	
	TOTAL:	30	1

Key standard

LAUSD Mathematics Program
Elementary Instructional Guide, Periodic Assessment Blueprint: Grade 2
Scott Foresman – Addison Wesley: Quarter 3
Page 7

QUARTER 4

Second Grade Quarterly Concept Organizer

<u>Number Relationships, Equivalence, and Place Value</u>
Operations for whole numbers are related and can be represented in multiple ways using the base-ten number system.

Multiplication and division are related.

- Use repeated addition, arrays, and skip counting to show multiplication.
- Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
- Memorize multiplication facts to automaticity for 2s, 5s, and 10s.

There are properties that govern the addition of numbers and addition is related to subtraction.

- Know that two or more numbers can be grouped and added in any order.
- Calculate the sum or difference of numbers up to three digits long.
- Use the commutative and associative properties to simplify results.

CA MATH STANDARDS	NS 2.2	NS 3.0	NS 3.1	NS 3.2	NS 3.3	SDAP 1.2	SDAP 1.4	SDAP 2.1	SDAP 2.2
KEY STANDARDS	🔑	🔑	🔑	🔑	🔑				
CONCEPT LESSON									

LOS ANGELES UNIFIED SCHOOL DISTRICT
Second Grade: Quarter Four
Quarterly Instructional Roadmap

<u>Number Relationships, Equivalence, and Place Value</u>
Operations for whole numbers are related and can be represented in multiple ways using the base-ten number system.

Standards:

🔑 NS 2.2	Find the sum or difference of two whole numbers up to three digits long.
🔑 NS 3.0	Students model and solve simple problems involving multiplication and division:
🔑 NS 3.1	Use repeated addition, arrays, and counting by multiples to do multiplication.
🔑 NS 3.2	Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
🔑 NS 3.3	Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.
SDAP 1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
SDAP 1.4	Ask and answer simple questions related to data representations.
SDAP 2.1	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12....; the number of ears on one horse, two horses, three horses, four horses).
SDAP 2.2	Solve problems involving simple number patterns

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Addition and subtraction of 3-digit numbers are related.	🔑 NS 2.2 SDAP 1.2 SDAP 1.4	**Topic 17: Three Digit Addition and Subtraction** • Math Background for Teachers • Universal Access • The Language of Math • Interactive Math Story • Topic Opener • Lessons 17-1 – 17-9 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual o Close/Assess and Differentiate • Topic Test, Alternate Assessments, & Reteaching	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 106, 193, 187

Legend:
🔑 Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Multiplication and division are related.	NS 3.0 NS 3.1	**Topic 18: Multiplication Concepts** • Lessons 18-1 – 18-6 • See Topic 17 for a list of program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 195 -198, 204 - 208 *50 Problem Solving Lessons* (Burns), pp. 81 – 84 *A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank) pp. 47 - 60 *Developing Number Concepts Book 3* (Richardson) pp. 133 - 210 Literature Connections • *What Comes in 2s, 3s, and 4s?* by Suzanne Aker • *Divide and Ride* by Stuart J. Murphy • *The Doorbell Rang* by Pat Hutchins
Multiplication and division are related.	NS 3.1 NS 3.3	**Topic 19: Multiplication Facts** • Lessons 19-1 – 19-4 • See Topic 17 for a list of program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp 197 – 201 *50 Problem Solving Lessons* (Burns), pp. 47 - 48 Literature Connections: • *Amanda Bean and Her Amazing Dream: A Mathematical Story* by Cindy Neuschwander • *One Hundred Hungry Ants & A Remainder of One* by Elinor Pinczes
Multiplication and division are related.	NS 3.0 NS 3.1 NS 3.2 NS 3.3	**Topic 20: Division Concepts and Facts** • Lesson 20-5 – 20-8 • See Topic 17 for a list of program Components related to planning and teaching the lessons in this Topic.	

Legend:
Key Standard

Sample Assessment Items - Grade 2

The purpose of these sample assessment items is to provide teachers with examples of questions that address the assessed standards. Although the assessment items will not be identical to these samples, the test format, level of rigor, and type of questions will be similar. Not all assessed standards are represented by this selection. The intent is to neither create a pretest nor an additional assessment for teacher use.

MULTIPLE CHOICE QUESTIONS

Sample Item #1

Strand: Number Sense

Standard Set: 1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

***Standard:** 1.3 Order and compare whole numbers to 1,000 by using the symbols <, =, >.

[Which of these numbers is between twenty-six and thirty-eight?] (***Answer: C***)

$$26 < \square < 38$$

A 16 **B** 23 **C** 36 **D** 41

Sample Item #2

Strand: Number Sense

Standard Set: 2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:

***Standard:** 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 – 6 = 8) to solve problems and check solutions.

[Look at the number sentences. Which number sentence below belongs with the set?] (***Answer: D***)

$$48 - 36 = 12$$
$$12 + 36 = 48$$

A $18 + 30 = 48$
B $48 - 16 = 32$
C $36 + 13 = 49$
D $48 - 12 = 36$

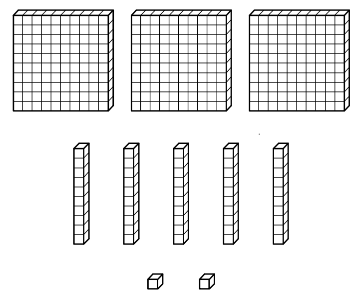
Sample Item #3

Strand: Number Sense

Standard Set: 1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

***Standard:** 1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.

What is another name for the number shown? (*Answer A*)



A 352 **B** 3,052 **C** 30,052 **D** 300,502

Sample Item #4

Strand: Number Sense

Standard Set: 5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:

***Standard:** 5.1 Solve problems using combinations of coins and bills.

[How much money is shown?] (*Answer: B*)

A 43 cents **B** 48 cents **C** 58 cents **D** 85 cents

Sample Item #5

Strand: Number Sense

Standard Set: 2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:

*** Standard:** 2.2 Find the sum or difference of two whole numbers up to three digits long.

[Some friends caught fifty-six fish. Nineteen had to be thrown back because they were too small. How many fish were kept?] (*Answer: B*)

56 fish **19 fish**

A 35 fish **B** 37 fish **C** 43 fish **D** 47 fish

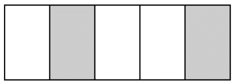
Sample Item #6

Strand: Number Sense

Standard Set: 4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

*** Standard:** 4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

What fraction of the figure is shaded? (*Answer: A*)



A $\frac{2}{5}$ **B** $\frac{2}{3}$ **C** $\frac{1}{2}$ **D** $\frac{3}{2}$

Sample Item #7

Strand: Number Sense

Standard Set: 3.0 Students model and solve simple problems involving multiplication and division:

***Standard:** 3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

[Pencils are sold in packs of eight. What is the <u>least</u> number of packs of pencils that Ms. Weber must buy so that each of her twenty-seven students will get one pencil?]
(*Answer: B*)

A 3 packs B 4 packs C 5 packs D 6 packs

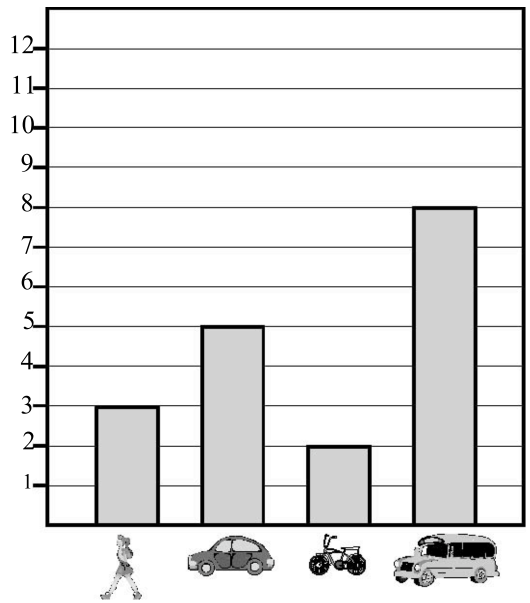
CONSTRUCTED RESPONSE

Strand: Algebra and Functions

Standard Set: 1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:

***Standard:** 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

The students in Mr. Lamm's class made a graph of the ways they get to school.



- **Write a number sentence that shows how many students walk and ride in a car to school.**
- **Explain your number sentence using numbers, words, or pictures.**
- **Write a number sentence that shows how many more students take the bus than ride a bike to school.**
- **Explain your number sentence using numbers, words, or pictures.**

<u>Rubric</u>:

4-point response: The response indicates **advanced proficiency** of solving addition and subtraction problems by using data from simple charts, picture graphs, and number sentences by doing **all** of the following:

- Writes the number sentence 3 + 5 = 8.
- Explains using words, numbers, or pictures that 3 students walk and 5 students ride in a car so 3 + 5 = 8.
- Writes the number sentence 8 – 2 = 6.
- Explains using words, numbers, or pictures that 8 students ride the bus and 2 students ride a bike so 8 – 2 = 6.

3-point response: The response indicates **proficiency** of solving addition and subtraction problems by using data from simple charts, picture graphs, and number sentences by doing **three** of the following:

- Writes the number sentence 3 + 5 = 8.
- Explains using words, numbers, or pictures that 3 students walk and 5 students ride in a car so 3 + 5 = 8.
- Writes the number sentence 8 – 2 = 6.
- Explains using words, numbers, or pictures that 8 students ride the bus and 2 students ride a bike so 8 – 2 = 6.

2-point response: The response indicates **limited proficiency** of solving addition and subtraction problems by using data from simple charts, picture graphs, and number sentences by doing **two** of the following:

- Writes the number sentence 3 + 5 = 8.
- Explains using words, numbers, or pictures that 3 students walk and 5 students ride in a car so 3 + 5 = 8.
- Writes the number sentence 8 – 2 = 6.
- Explains using words, numbers, or pictures that 8 students ride the bus and 2 students ride a bike so 8 – 2 = 6.

1-point response: The response indicates **little or no proficiency** of solving addition and subtraction problems by using data from simple charts, picture graphs, and number sentences by doing the following:

- Writes a number sentence that does not correspond to the graph.
- Makes an attempt to explain the number sentence, but the explanation is flawed, incomplete or inaccurate.

OR

- Does not attempt the problem.

Third Grade Quarterly Concept Organizer

QUARTER 1

Number Relationships, Equivalence, and Place Value

Numbers are represented in multiple ways and operations are related and are represented in multiple ways.

Numbers to 10,000 are composed of groups of thousands, hundreds, tens, and ones.

- Show representations of numbers in expanded form, word form, and standard form.
- Compare numbers to 10,000 using <, >, and =.
- Round numbers to the nearest place value up to 10,000.
- Identify place value of a digit within a number.
- Compose and decompose numbers.
- Use concrete objects to represent the value of a number.

Addition and subtraction are inversely related to each other.

- Use traditional and alternative algorithms for adding and subtracting large numbers including decimals.
- Use inverse operation to check results of computations.
- Use place value understandings to perform operations using multiple approaches, especially regrouping.
- Use concrete objects and drawings to represent operations.
- Solve multi-step problems.

Geometry

A shape is defined by its attributes

Plane and solid shapes can be classified and analyzed.

- Identify, describe, and classify plane and solid shapes (polygons and polyhedra).
- Know types of triangles (scalene, obtuse, equilateral, isosceles, right).
- Know attributes of quadrilaterals.
- Identify angles as being right angles or greater than or less than 90º (right, obtuse or acute).
- Construct and deconstruct solid objects.

CA MATH STANDARDS	NS 1.1	NS 1.2	NS 1.3	NS 1.4	NS 1.5	NS 2.1	MG 2.1	MG 2.2	MG 2.3	MG 2.4	MG 2.5	MG 2.6
KEY STANDARDS												
CONCEPT LESSON												
QUARTERLY ASSESSED		3	4	2	4	6/CR	4	3	4			

LOS ANGELES UNIFIED SCHOOL DISTRICT
Third Grade: Quarter One
Quarterly Instructional Roadmap

<u>Number Relationships, Equivalence, and Place Value</u>
Numbers are represented in multiple ways and operations are related and are represented in multiple ways.

Standards:

	NS 1.1	Count, read, and write whole numbers to 10,000.
	NS 1.2	Compare and order whole numbers to 10,000.
Key	NS 1.3	Identify the place value for each digit in numbers to 10,000.
	NS 1.4	Round off numbers to 10,000 to the nearest ten, hundred, and thousand.
Key	NS 1.5	Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).
Key	NS 2.1	Find the sum or difference of two whole numbers between 0 and 10,000.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Numbers to 10,000 are composed of groups of thousands, hundreds, tens and ones.	NS 1.1 NS 1.2 Key NS 1.3 Key NS 1.5	**Topic 1: Numeration** • Math Background for Teachers • Universal Access • The Language of Math • Topic Opener • Lessons 1-1 – 1-6 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate Topic Test, Alternate Assessments, and Reteaching	*A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank), pp. 167 – 172 *Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 17 - 19 Literature Connections • *Can You Count to a Googol?* by Robert E. Wells • *How Much is a Million?* by David M. Schwartz • *Bicycle Race* by Donald Crews • *Nine for California* by Sonia Levitin
Numbers to 10,000 are composed of groups of thousands, hundreds, tens and ones.	NS 1.4	**Topic 2: Rounding** • Lessons 2-1 – 2-4 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	
Addition and subtraction are inversely related to each other.	Key NS 2.1	**Topic 3: Adding Whole Numbers** • Lessons 3-1 – 3-8 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 58, 127 – 128, 131 *Lessons for Algebraic Thinking Grades 3 - 5* (Wickett, Kharas, & Burns) pp. 27 – 42, 139-150

Legend:
Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Addition and subtraction are inversely related to each other.	NS 2.1	**Topic 4: Subtracting Whole Numbers** • Lessons 4-1 – 4-10 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp 31 -34 Literature Connections • *If You Made a Million* by David M. Schwartz

Geometry
A shape is defined by its attributes.

Standards:

MG 2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).

MG 2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).

MG 2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).

MG 2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle, (right, obtuse, acute).

MG 2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).

MG 2.6 Identify common solid objects that are the components needed to make a more complex solid object.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Plane and solid shapes can be classified and analyzed by their attributes.	MG 2.1 MG 2.2 MG 2.3 MG 2.4 MG 2.5 MG 2.6	**Topic 5: Solid and Shapes** • Lessons 5-1 – 5-8 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 83, 85, 95 – 97 *50 Problem Solving Lessons* (Burns), 33 -36, 105 – 108, 159 - 160 *A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank), 99 - 106 *Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 156 - 159 Literature Connections • *Grandfather Tang's Story* by Ann Tompert • *The Greedy Triangle* by Marilyn Burns

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Third Grade, Quarter 1

	STANDARD	Multiple Choice	Constructed Response
NS 1.2	Compare and order whole numbers to 10,000.	3	
NS 1.3	Identify the place for each digit in numbers to 10,000.	4	
NS 1.4	Round off numbers to 10,000 to the nearest ten, hundred, and thousand.	2	
NS 1.5	Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).	4	
NS 2.1	Find the sum or difference of two whole numbers between 0 and 10,000.	6	1
MG 2.1	Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).	4	
MG 2.2	Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).	3	
MG 2.3	Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	4	
	TOTAL:	30	1

Key standard

Third Grade Quarterly Concept Organizer

QUARTER 2

<u>Number Relationships, Equivalence, and Place Value</u>
Operations are related and are represented in multiple ways.

Multiplication and division are inversely related to each other.

- Know multiplication facts (1 – 10).
- Use inverse operations to check results of computations.
- Know and use the relationship between addition and multiplication and between subtraction and division.
- Use concrete objects and drawings to represent operations.
- Use zero and identity properties of multiplication.
- Solve multi-step problems that require using multiple operations.

<u>Patterns and Algebraic Reasoning</u>
Patterns grow and extend in predictable ways.

Function shows a relationship between a change from one term to another term.

- Use addition, subtraction, multiplication, and division in functional relationships.
- Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
- Express simple unit conversions in symbolic form.
- Use a variety of strategies (t-charts, diagrams, etc.) to solve problems with functional relationships and to extend and recognize a linear pattern by its rules.

CA MATH STANDARDS	NS 2.1	NS 2.2	NS 2.3	NS 2.6	NS 2.8	AF 1.1	AF 1.3	AF 1.5	AF 2.1	AF 2.2
KEY STANDARD										
CONCEPT LESSON										
QUARTERLY ASSESSED	4	4	4		1	4/CR	3	3	4	3

LOS ANGELES UNIFIED SCHOOL DISTRICT
Third Grade: Quarter Two
Quarterly Instructional Roadmap

Number Relationships, Equivalence and Place Value
Operations are related and are represented in multiple ways.

Standards:

🔑	NS 2.1	Find the sum or difference of two whole numbers between 0 and 10,000.
🔑	NS 2.2	Memorize to automaticity the multiplication tables for numbers between 1 and 10.
🔑	NS 2.3	Use the inverse relationship of multiplication and division to compute and check results.
	NS 2.6	Understand the special properties of 0 and 1 in multiplication and division.
	NS 2.8	Solve problems that require two or more of the skills mentioned above.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Multiplication and division are inversely related to each other.	2nd grade standards	**Topic 6: Multiplication Concepts *(Optional)*** • Topic 6 is a review of second grade standards. • Recommendation: Administer Topic Test before starting instruction to determine student need.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 197 *A Collection of Math Lessons from Grades 3 through 6* (Burns), 21-35

Multiplication and division are inversely related to each other.	🔑 NS 2.2
	NS 2.6
	NS 2.8
	AF 1.3
		Topic 7: Multiplication Facts: Use Patterns
		• Math Background for Teachers
		• Universal Access
		• The Language of Math
		• Topic Opener
		• Lessons 7-1 – 7-5
		• Daily Spiral Review
		  o Develop the Concept: Interactive
		  o Develop the Concept: Visual
		    ▪ Visual Learning Bridge
		    ▪ Guided Practice
		    ▪ Independent Practice
		  o Close/Assess and Differentiate
		• Topic Test, Alternate Assessments, and Reteaching
			About Teaching Mathematics (Burns, 2nd Ed.), pp. 198 - 201
			
			Lessons for Algebraic Thinking Grades 3 – 5 (Wickett, Kharas, & Burns), pp. 276 - 294

Multiplication and division are inversely related to each other.	🔑 NS 2.1 🔑 NS 2.2 NS 2.8 AF 1.5	**Topic 8: Multiplication Facts: Use Known Facts** • Lessons 8-1 – 8-6 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	

Legend:
🔑 Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Multiplication and division are inversely related to each other.	NS 2.3	**Topic 9: Division Concepts** • Lessons 9-1 – 9- 4 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 59 – 60, 65 – 70 *A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank),11 – 20, 47 - 60 *50 Problem Solving Lessons* (Burns), pp. 81 – 84, 155 - 156
Multiplication and division are inversely related to each other.	NS 2.3 NS 2.6	**Topic 10: Division Facts** • Lessons 10-1 – 10-6 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank), pp. 47 -60 *A Collection of Math Lessons from Grades 3 through 6* (Burns), 11 - 20 *50 Problem Solving Lessons* (Burns), 81 – 84, 155 – 156 *About Teaching Mathematics* (Burns, 2nd Ed.), pp. 206 – 207, 209 – 211 Literature Connections *What's Faster Than a Speeding Cheetah*? by Robert E. Wells *Divide and Ride* by Stuart J. Murphy

Patterns and Algebraic Reasoning
Patterns grow and extend in predictable ways.

Standards:

AF 1.1 Represent relationship of quantities in the form of mathematical expressions, equations, or inequalities.

AF 1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __3 = 12, what operational symbol goes in the blank?).

AF 1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).

AF 2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

AF 2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

Legend:
Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Function shows a relationship between a change from one term to another term.	AF 1.1 AF 1.3 AF 2.1 AF 2.2	**Topic 11: Patterns and Relationships** • Lessons 11-1 – 11-6 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 113 - 116 *Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 126 - 134 *Lessons for Algebraic Thinking Grades 3 - 5* (Wickett, Kharas, & Burns), pp 3 – 26, pp 168- 196

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Third Grade, Quarter 2

	STANDARD	**Multiple Choice**	**Constructed Response**
NS 2.1	Find the sum or difference of two whole numbers between 0 and 10,000.	4	
NS 2.2	Memorize to automaticity the multiplication tables for numbers between 1 and 10.	4	
NS 2.3	Use the inverse relationship of multiplication and division to compute and check results.	4	
NS 2.8	Solve problems that require two or more of the skills mentioned above.	1	
AF 1.1	Represent relationship of quantities in the form of mathematical expressions, equations, or inequalities.	4	1
AF 1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __3 = 12, what operational symbol goes in the blank?).	3	
AF 1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).	3	
AF 2.1	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).	4	
AF 2.2	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	3	
	TOTAL:	30	1

Key standard

Third Grade Quarterly Concept Organizer

QUARTER 3

<u>Geometry</u>
A shape is defined by its attributes, and some attributes can be quantified using measuring tools.

<u>Number Relationships and Equivalence</u>
Numbers are represented in multiple ways and operations are related and are represented in multiple ways.

An object's attributes can be measured.

- Use different tools and units of measurement.
- Carry out simple unit conversions within a system of measurement.
- Know and use customary and metric unit measurements.

Multiplication and division are inversely related to each other

- Use inverse operation to check results of computations.
- Use understanding of place value to solve multi-digit multiplication and division problems.
- Use concrete objects and drawings to represent operations.
- Use zero and identity properties of multiplication.
- Solve multi-step problems that require using multiple operations.

A comparison of a part to a whole can be represented using fractions

- Compare and order fractions to show equivalency by representing them in drawings or with concrete materials.
- Add and subtract simple fractions.
- Use fractional pieces to represent fractional amounts.
- Know meaning of numerator and denominator.

CA MATH STANDARDS	NS 2.3	NS 2.4	NS 2.5	NS 2.8	NS 3.1	NS 3.2	AF 1.4	MG 1.1	MG 1.4
KEY STANDARDS									
CONCEPT LESSON		CL			CL				
QUARTERLY ASSESSED	4	5/CR	3	5	4	5		4	

Number Relationships and Equivalence

Numbers are represented in multiple ways and operations are related and are represented in multiple ways.

Standards:

NS 3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., ½ of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than ¼).

NS 3.2 Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
A comparison of a part to a whole can be represented using fractions.	NS 3.1	**Topic 12: Fraction Concepts** • Math Background for Teachers • Universal Access • The Language of Math • Topic Opener • Lessons 12-1 – 12-8 • Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate • Topic Test, Alternate Assessments, and Reteaching	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 226 -228, 232 – 236 *50 Problem Solving Lessons* (Burns), pp. 55 – 56, 97 – 98, 125 - 128 *A Collection of Math Lessons from Grades 3 through 6* (Burns), pp. 37 - 44
A comparison of a part to a whole can be represented using fractions.	NS 3.1 NS 3.2	**Topic 13: Adding and Subtracting Fractions** • Lessons 13-1 – 13-5 • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 77- 79, 87 - 88 Literature Connections • *Fraction Action* by Loreen Leedy • *One Hungry Cat* by Joanne Rocklin • *Fraction Fun* by David A. Adler

Legend:
Key Standard

Number Relationships, Equivalence and Place Value
Operations are related and are represented in multiple ways.

Standards:

Key	NS 2.3	Use the inverse relationship of multiplication and division to compute and check results.
Key	NS 2.4	Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 x 3 = __).
	NS 2.5	Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = __).
	NS 2.8	Solve problems that require two or more of the skills mentioned above.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Multiplication and division are inversely related to each other.	Key NS 2.4	**Topic 14: Multiplying Greater Numbers** • Lessons 14-1 – 14-2, 14 -4 – 14-8 (***Lesson 14-3: Grade3 standard***) • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp 59 – 60, 69 - 70
Multiplication and division are inversely related to each other.	Key NS 2.3 NS 2.5 NS 2.8	**Topic 15: Dividing by 1-Digit Numbers** • Lessons 15-1 – 15-8 • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 204 - 211

Legend:
Key Standard

<u>Geometry</u>
A shape is defined by its attributes, and some attributes can be quantified using measuring tools.

Standards:

AF 1.4 Express simple unit conversions in symbolic form (e.g., __inches = __ feet x 12).
MG 1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.
MG 1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
An object's attributes can be measured.	AF 1.4 MG 1.1 MG 1.4	**Topic 16: Customary Measurement** • Lessons 16-1 –16- 7, 16-9 ***(Lesson 16-8: <u>Grade 2 standard</u>)*** • See Topic 17 for a list of Program Components related to planning and teaching the lessons in this Topic.	*A Collection of Math Lessons from Grades 3 – 6* (Burns), pp. 113 - 128 *About Teaching Mathematics* (Burns, 2nd Ed.), pp 52 – 58, 185 – 186, 190 *Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 183 - 186 Literature Connections *Math Counts: Capacity* by Henry Pluckrose *How Big Were the Dinosaurs?* by Bernard Most

Legend:
 Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Third Grade, Quarter 3

	STANDARD	Multiple Choice	Constructed Response
NS 2.3	Use the inverse relationship of multiplication and division to compute and check results.	4	
NS 2.4	Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 x 3 = __).	5	1
NS 2.5	Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = __).	3	
NS 2.8	Solve problems that require two or more of the skills mentioned above.	5	
NS 3.1	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., ½ of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than ¼).	4	
NS 3.2	Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).	5	
MG 1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.	4	
	TOTAL:	30	1

Key standard

Third Grade Quarterly Concept Organizer

QUARTER 4

Geometry

A shape is defined by its attributes, and some attributes can be quantified using measuring tools.

An object's attributes can be measured.

- Use different tools and units of measurement.
- Find area by using tiles (square units) and volume by using cubes.
- Determine perimeter of polygons.
- Carry out simple unit conversions within a system of measurement.
- Know and use customary and metric unit measurements.

Number Relationships, Equivalence, and Place Value

Numbers are represented in multiple ways and operations are related and are represented in multiple ways.

Fractions and decimals can be used to represent equivalent quantities.

- Know that fractions and decimals are two different representations of the same value.
- Know common decimal and fraction equivalents.

Probability

Events can be measured based on analysis of possible outcomes.

Events can be visually represented and can be used for predictions.

- Determine likelihood of an event.
- Systematically record outcomes of events.
- Visually represent the results of the outcomes.
- Predict future events based on results of probability experiments.

CA MATH STANDARDS	NS 2.7	NS 2.8	NS 3.3	NS 3.4	AF 1.4	MG 1.1	MG 1.2	MG 1.3	MG 1. 4	MG 2.3	SDAP 1.1	SDAP 1.2	SDAP 1.3	SDAP 1.4
KEY STANDARDS														
CONCEPT LESSON			CL				CL							

Geometry

A shape is defined by its attributes, and some attributes can be quantified using measuring tools.

Standards:

NS 2.8	Solve problems that require two or more of the skills mentioned above
AF 1.4	Express simple unit conversions in symbolic form (e.g., __inches = __ feet x 12).
AF 2.1	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).
MG 1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.
MG 1.2	Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
MG 1.3	Find the perimeter of a polygon with integer sides.
MG 1.4	Carry out simple unit conversions within a system of measurement e.g., centimeters and meters, hours and minutes).
MG 2.3	Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
An object's attributes can be measured.	NS 2.8 AF 1.4 AF 2.1 MG 1.1 MG 1.4	**Topic 17: Metric Measurement** • Math Background for Teachers • Universal Access • The Language of Math • Topic Opener • Lessons 17-1 – 17-5 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate • Topic Test, Alternate Assessments, and Reteaching	*Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 183 - 186 Literature Connections *Math Counts: Capacity* by Henry Pluckrose *How Big Were the Dinosaurs?* by Bernard Most

Legend:
Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
An object's attributes can be measured.	MG 1.2 MG 1.3 MG 2.3	**Topic 18: Perimeter, Area, and Volume** • Lessons 18-1 – 18-6 • See Topic 17 for a list of Program Components related to planning and teaching the lessons in this Topic.	*A Collection of Math Lessons from Grades 3 – 6* (Burns), pp. 113 - 128 • Chapter 10: Foot Activities, pp. 113 – 128 *About Teaching Mathematics* (Burns, 2nd Ed.), pp. 50 – 52, 54 – 55, 58, 133, 185 – 186, 190, 201 *Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), 183 -186 Literature Connections • *Math Counts: Capacity* by Henry Pluckrose • *How Big Were the Dinosaurs?* by Bernard Most

Number Relationships, Equivalence, and Place Value

Numbers are represented in multiple ways and operations are related and are represented in multiple ways.

Standards:

NS 2.7 Determine the unit cost when given the total cost when given the total cost and number of units.

NS 3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

NS 3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is ½ of a dollar, 75 cents is ¾ of a dollar).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Fractions and decimals can be used to represent equivalent quantities.	NS 2.7 NS 3.3 NS 3.4	**Topic 19: Decimal Operations and Money** • Lessons 19-1 – 19-6 • See Topic 17 for a list of Program Components related to planning and teaching the lessons in this Topic. .	*A Collection of Math Lessons from Grades 3 through 6* (Burns), pp 85 - 93 *About Teaching Mathematics* (Burns, 2nd Ed.), pp. 239 - 242 *Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp 100 - 103

Probability
Events can be measured based on analysis of possible outcomes.

Standards:

SDAP 1.1 Identify whether common events are certain, likely, unlikely, or improbable.

SDAP 1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.

SDAP 1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).

SDAP 1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources	Time Frame
Events can be visually represented and can be used for predictions.	SDAP 1.1 SDAP 1.2 SDAP 1.3 SDAP 1.4	**Topic 20: Data and Probability** • Lessons 20-1 – 20-5 (*Lesson 20-6*: *Grade 4 standards*) • See Topic 17 for the sections related to planning and teaching the lessons in this topic.	*About Teaching Mathematics* (Burns), pp. 61 – 66, 73 *A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank), 141 – 148, 161 – 166, 173 - 190 *50 Problem Solving Lessons* (Burns), pp. 147 - 149 *Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 216 - 220 Literature Connections • *Probably Pistachio* by Stuart J. Murphy • *Frogs, Toads, Lizards, and Salamanders* by Nancy Winslow Parker and Joan Richards Wright	

Sample Assessment Items - Grade 3

The purpose of these sample assessment items is to provide teachers with examples of questions that address the assessed standards. Although the assessment items will not be identical to these samples, the test format, level of rigor, and type of questions will be similar. Not all assessed standards are represented by this selection. The intent is to neither create a pretest nor an additional assessment for teacher use.

MULTIPLE CHOICE QUESTIONS

Sample Item #1

Strand: Number Sense

Standard Set: 3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:

Standard: 3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

Adult concert tickets cost $5.25 each and student concert tickets cost $3.75. How much did Mr. Lewis pay all together for two adult tickets and one student ticket? (*Answer: C*)

A $9.00
B $12.75
C $14.25
D $18.00

Sample Item #2

Strand: Number Sense

Standard Set: 1.0 Students understand the place value of whole numbers:

Standard: 1.3 Identify the place value for each digit in numbers to 10,000.

Which of the following numbers has a nine in the thousands place and a five in the ones place? (*Answer: A*)

A 9,325
B 9,352
C 9,523
D 9,532

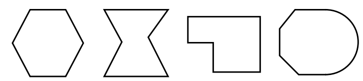
Sample Item #3

Strand: Measurement and Geometry

Standard Set: 2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:

Standard: 2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).

Exactly how many of the figures below are hexagons? (*Answer: C*)



A 1 **B** 2 **C** 3 **D** 4

Sample Item #4

Strand: Number Sense

Standard Set: 2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

Standard: 2.4 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers (3,671 × 3 = ___).

A card shop received a crate with 64 boxes of cards. Each box has 8 cards.
How many cards did the card shop receive? (*Answer: D*)

A 152 **B** 482 **C** 504 **D** 512

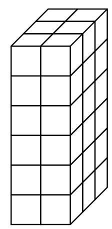
Sample Item #5

Strand: Measurement and Geometry

Standard Set: 1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:

Standard: 1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.

What is the volume of this figure? (*Answer: D*)



A 6 cubic units **B** 12 cubic units **C** 18 cubic units **D** 36 cubic units

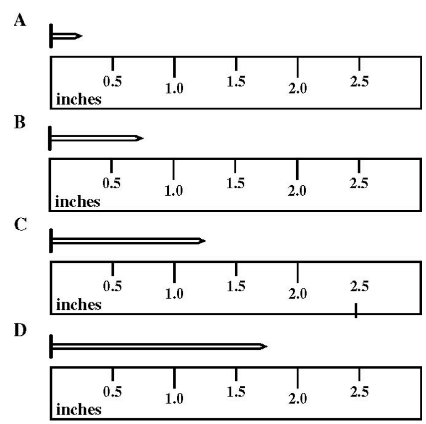
Sample Item #6

Strand: Number Sense

Standard Set: 3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:

Standard: 3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is ½ of a dollar, 75 cents is ¾ of a dollar).

The instructions Billi has for building a doghouse call for $\frac{3}{4}$ inch nails. Which nail is $\frac{3}{4}$ inch long? (*Answer: B*)



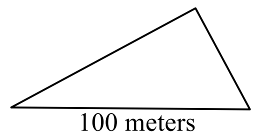
Sample Item #7

Strand: Measurement and Geometry

Standard Set: 1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:

Standard: 1.3 Find the perimeter of a polygon with integer sides.

The perimeter of the triangle is 240 meters. Which of these could be the other two sides of the triangle? (*Answer: D*)



A	50 meters, 70 meters	**C**	70 meters, 60 meters
B	60 meters, 50 meters	**D**	80 meters, 60 meters

Sample Item #8

Strand: Algebra and Functions

Standard Set: 2.0 Students represent simple functional relationships:

Standard: 2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

For each quarter Sara puts in the parking meter, she gets to park for 20 minutes. How much will parking cost for 1 hour and 20 minutes? (*Answer: B*)

A $0.75
B $1.00
C $1.25
D $1.50

CONSTRUCTED RESPONSE

Strand: Algebra and Functions

Standard Set: 1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:

Standard: 1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.

Sal is 10 years old. Kim is 4 years younger than Sal.

- **How old is Kim?**
- **Use an equation or words to explain how you found Kim's age.**

Owen is 7 years older than Kim.

- **How old is Owen?**
- **Use an equation or words to explain how you found Owen's age.**

Rubric:

4-point response: The response indicates **advanced proficiency** of representing relationships of quantities in the form of mathematical expressions, equations, or inequalities by doing **all** of the following:

- Correctly finds Kim's age to be 6.
- Uses an equation or words to clearly and correctly explain how to find Kim's age (for example, $10 - 4 = K$).
- Correctly finds Owen's age to be 13.
- Uses an equation or words to clearly and correctly explain how to find Owen's age (for example, $K + 7 = O$).

3-point response: The response indicates **proficiency** of representing relationships of quantities in the form of mathematical expressions, equations, or inequalities by doing **three** of the following:

- Correctly finds Kim's age to be 6.
- Uses an equation or words to clearly and correctly explain how to find Kim's age (for example, $10 - 4 = K$).
- Correctly finds Owen's age to be 13.
- Uses an equation or words to clearly and correctly explain how to find Owen's age (for example, $K + 7 = O$).

2-point response: The response indicates **limited proficiency** of representing relationships of quantities in the form of mathematical expressions, equations, or inequalities by doing **two** of the following:

- Finds Kim's age, but may make a minor calculation error.
- Uses an equation or words to explain how to find Kim's age, but may make a mistake in the numbers or the operation, which reflects in the answer given.

- Correctly finds Owen's age, based on the mistake made in finding Kim's age. The student may also make a minor mistake in calculating Owen's age.
- Uses an equation or words to explain how to find Owen's age, but may make a mistake in the numbers or the operation, which reflects the mistake made.

1-point response: The response indicates **little or no proficiency** of representing relationships of quantities in the form of mathematical expressions, equations, or inequalities by doing the following:

- Makes significant calculation errors in finding Kim's age.
- Uses an equation or words to explain how to find Kim's age that is significantly flawed.
- Makes significant calculation errors in finding Owen's age.
- Uses an equation or words to explain how to find Owen's age that is significantly flawed.

OR

- Does not attempt the problem.

QUARTER 1

First Grade Quarterly Concept Organizer

<u>Number Relationships, Equivalence, and Place Value</u>

Numbers have absolute value and relative size.

The same number can be represented in multiple ways.

- Represent equivalent forms of the same number through the use of physical models.
- Show the meaning of addition and subtraction.

Numbers beyond 9 are composed of groups of ten and ones.

- Count, read, and write whole numbers up to 50.
- Count and group objects in tens and ones.
- Compare whole numbers up to 50.

CA MATH STANDARDS	NS 1.1	NS 1.2	NS 1.3	NS 2.1	NS 2.5	AF 1.1	AF 1.2
KEY STANDARDS							
CONCEPT LESSON							
QUARTERLY ASSESSED	4	4	3	3	3/CR		3

LOS ANGELES UNIFIED SCHOOL DISTRICT
First Grade: Quarter One
Quarterly Instructional Roadmap

<u>Number Relationships, Equivalence, and Place Value</u>
Numbers have absolute value and relative size.

Standards:

NS 1.1	Count, read, and write whole numbers to 100.
NS 1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).
NS 1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 – 2, 11 – 3).
NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory
NS 2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).
AF 1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.
AF 1.2	Understand the meaning of the symbols +, -, =.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
The same number can be represented in multiple ways. Numbers beyond 9 are composed of groups of ten and ones.	NS 1.1 NS 1.3	**Topic 1: Numbers to 12** • Math Background for Teachers • Universal Access • The Language of Math • Lessons 1-4 – 1-6 • Daily Spiral Review ○ Develop the Concept: Interactive ○ Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice ○ Close/Assess and Differentiate • Topic Test, Alternate Assessment, Reteaching	*About Teaching Mathematics* (Burns, 2nd Ed.) pp. 174, 178 - 179
The same number can be represented in multiple ways. Numbers beyond 9 are composed of groups of ten and ones.	NS 1.2	**Topic 2: Comparing and Ordering Numbers** • Lessons 2-4 (***Lesson 2-1 – 2-3: <u>Grade Kindergarten standard</u>)*** • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Lessons for Algebraic Thinking Grades K - 2* (von Rotz & Burns), pp. 12 - 23 *Developing Number Concepts, Book 1* (Richardson), pp. 125 - 174

Legend:
Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Numbers beyond 9 are composed of groups of ten and ones. The same number can be represented in multiple ways.	NS 1.3 NS 2.5 AF 1.1 AF 1.2	**Topic 3: Understanding Addition** • Lessons 3-1 – 3-7 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts, Book 2* (Richardson) pp 2-40
Numbers beyond 9 are composed of groups of ten and ones. The same number can be represented in multiple ways.	NS 1.3 NS 2.1 NS 2.5 AF 1.1 AF 1.2	**Topic 4: Understanding Subtraction** • Lessons 4-1 – 4-8 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	
Numbers beyond 9 are composed of groups of ten and ones. The same number can be represented in multiple ways.	NS 1.3	**Topic 5: Five and Ten Relationships** • Lessons 5-1 – 5-5 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 174, 178 - 179 Literature Connections: • *Ten Black Dots* by Donald Crews • *Two Ways to Count to Ten* by Ruby Dee • *From One to One Hundred* by Teri Sloat • *What Comes in 2's, 3's, and 4's* by Suzanne Aker • *The King's Commissioners* by Aileen Friedman

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – First Grade, Quarter 1

	STANDARD	Multiple Choice	Constructed Response
NS 1.1	Count, read, and write whole numbers to 100. (*Focus on whole numbers to 50.*)	4	
NS 1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >). (*Focus on whole numbers to 50.*)	4	
NS 1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 – 2, 11 – 3). (*Focus on equivalent forms to 10.*)	3	
NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory	3	
NS 2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	3	1
AF 1.2	Understand the meaning of the symbols +, -, =.	3	
	TOTAL:	20	1

Key standard

First Grade Quarterly Concept Organizer

QUARTER 2

<u>Number Relationships, Equivalence, and Place Value</u>

Whole numbers can be composed (put together) and decomposed (taken apart).

The same number can be represented in multiple ways.

- Represent equivalent forms of the same number through the use of physical models.
- Show the meaning of addition and subtraction.

Addition means putting together and increasing (join and part-part-whole). Subtracting is taking away, comparing, and finding a difference (separate and

- Use addition facts (sums to 20) and the corresponding subtraction facts.
- Perform the operation that corresponds to the symbols +, –, =.

<u>Geometry through Patterns</u>

Geometric figures are classified and compared by common attributes and used as objects to create patterns.

Patterns can be defined by their predictable elements.

- Classify and analyze plane and solid shapes by their attributes.
- Arrange and describe objects by proximity, position, and direction.
- Create, describe, and extend patterns using numbers.

CA MATH STANDARDS	NS 1.3	NS 2.1	NS 2.2	NS 2.3	AF 1.1	MG 1.2	MG 2.1	MG 2.2	MG 2.3	MG 2.4	SDAP 2.1
KEY STANDARDS											
CONCEPT LESSON											
QUARTERLY ASSESSED	2	3		3	2	2	2	2		2	2/CR

LOS ANGELES UNIFIED SCHOOL DISTRICT
First Grade: Quarter Two
Quarterly Instructional Roadmap

Number Relationships, Equivalence, and Place Value
Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

Standards:

NS 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 – 2, 11 – 3).

NS 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

NS 2.2 Use the inverse relationship between addition and subtraction to solve problems.

NS 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.

AF 1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Addition means putting together and increasing (join and part-part-whole).	NS 1.3 NS 2.1 NS 2.3 AF 1.1	**Topic 6: Addition Facts to 12** • Math Background for Teachers • Universal Access • The Language of Math • Interactive Math Story • Topic Opener • Lessons 6-1 – 6-6 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate • Topic Test, Alternate Assessment, Reteaching	*Developing Number Concepts Book 2* (Richardson), pp. 42 - 98 *Lessons for Algebraic Thinking Grades K – 2* (von Rotz & Burns), pp. 68 – 78, 213 - 224 *About Teaching Mathematics* (Burns, 2nd Ed.) pp. 126 - 130
Subtracting is taking away, comparing, and finding a difference (separate and compare).	NS 2.1 NS 2.2 NS 2.3 AF 1.1	**Topic 7: Subtraction Facts to 12** • Lessons 7-1 – 7-5 • See Topic 6 for a list of Program Components related to planning and teaching the lessons in this Topic.	

Legend:
Key Standard

Geometry through Patterns

Plane and solid objects can be classified and compared by common attributes; arranged in space or on a plane; and used as objects to create patterns.

Standards:

MG 1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer)

MG 2.1 Identify, describe and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.

MG 2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.

MG 2.3 Give and follow directions about location.

MG 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left, or right of)

SDAP 2.1 Describe, extend and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Plane and solid shapes can be classified and analyzed by their attributes.	MG 2.1 MG 2.2 MG 2.3 MG 2.4	**Topic 8: Geometry** • Lessons 8-1, 8-2, 8-4 – 8-6, 8-8 – 8-9 (***Lessons 8-3, 8-7: Grade Two Standards)*** • See Topic 6 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 96 - 97
Patterns can be defined by their predictable elements.	SDAP 2.1	**Topic 9: Patterns** • Lessons 9-1 – 9-4 • See Topic 6 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts, Book 1* (Richardson), pp. 71 - 124 Literature Connections: • *Pattern Bugs* & *Pattern Fish* by Trudy Harris • *Lots and Lots of Zebra Stripes* by Stephen Swinburne
Direct comparison and nonstandard units are used to determine the measurement of objects/time.	MG 1.2	**Topic 10: Time** • Lessons 10-3 – 10-5 (***Lessons 10-1, 10-2: Grade Kindergarten Standards)*** • See Topic 6 for a list of Program Components related to planning and teaching the lessons in this Topic.	

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – First Grade, Quarter 2

	STANDARD	**Multiple Choice**	**Constructed Response**
NS 1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 – 2, 11 – 3). (*Focus on equivalent forms to 10.*)	2	
NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	3	
NS 2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.	3	
AF 1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	2	
MG 1.2	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer)	2	
MG 2.1	Identify, describe and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.	2	
MG 2.2	Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.	2	
MG 2.4	Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left, or right of)	2	
SDAP 2.1	Describe, extend and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	2	1
	TOTAL:	20	1

Key standard

QUARTER 3

First Grade Quarterly Concept Organizer

<u>Number Relationships, Equivalence, and Place Value</u>
Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

Numbers beyond nine are composed of groups of tens and ones.

- Count, read, and write whole numbers to 100.
- Compare whole numbers up to 100.
- Make reasonable estimates when comparing larger or smaller numbers.

The same number can be represented in multiple ways.

- Represent equivalent forms of the same number through the use of diagrams and number expressions (to 20).
- Use the inverse relationship between addition and subtraction to solve problems.
- Make precise calculations and check validity of results from context of problem.
- Write and solve number sentences from problem situations that express relationships involving addition and subtraction.
- Identify and know the values of coins and show different combinations of coins that equal the same value.

CA MATH STANDARDS	NS 1.1	NS 1.2	NS 1.4	NS 2.1	NS 2.2	NS 2.3	NS 2.4	NS 2.6	NS 2.7	NS 3.1	MG 2.4	SDAP 2.1
KEY STANDARDS	🔑	🔑		🔑	🔑	🔑	🔑					🔑
CONCEPT LESSON												
QUARTERLY ASSESSED	3	3	3	3	2/CR	3	3					

Number Relationships, Equivalence, and Place Value

Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

Standards:

🔑	NS 1.1	Count, read, and write whole numbers to 100.
🔑	NS 1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).
	NS 1.4	Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).
🔑	NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
🔑	NS 2.2	Use the inverse relationship between addition and subtraction to solve problems.
🔑	NS 2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.
🔑	NS 2.4	Count by 2s, 5s, and 10s to 100.
	NS 2.6	Solve addition and subtraction problems with one-and two-digit numbers (e.g., 5 + 58 = __)
	NS 2.7	Find the sum of three one-digit numbers.
	NS 3.1	Make reasonable estimates when comparing larger or smaller numbers.
	MG 2.4	Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).
🔑	SDAP 2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources

Numbers beyond 9 are composed of groups of tens and ones.
Our number system is based on groups of 10.
	🔑NS 1.1
	NS 1.4
	🔑NS 2.4
	🔑SDAP 2.1
		Topic 11: Counting and Number Patterns to 100
		• Math Background for Teachers
		• Universal Access
		• The Language of Math
		• Interactive Math Story
		• Topic Opener
		• Lessons 11-1 – 11-9
		  ○ Daily Spiral Review
		  ○ Develop the Concept: Interactive
		  ○ Develop the Concept: Visual
		    ▪ Visual Learning Bridge
		    ▪ Guided Practice
		    ▪ Independent Practice
			Developing Number Concepts Book 3 (Richardson)
			Chapter 1: Place Value pp 2 - 98

Legend:
🔑 Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
		○ Close/Assess and Differentiate • Topic Test, Alternate Assessment, Reteaching	
Numbers beyond 9 are composed of groups of tens and ones. Our number system is based on groups of 10.	NS 1.4	**Topic 12: Tens and Ones** • Lessons 12-1 – 12-6 • See Topic 11 for a list of Program Components related to planning and teaching the lessons in this Topic.	*A Collection of Math Lessons from Grades 1 through 3* (Burns & Tank), pp. 63 – 70, 71 – 82
Numbers beyond 9 are composed of groups of tens and ones. Our number system is based on groups of 10.	NS 1.2 NS 2.3. NS 3.1 MG 2.4	**Topic 13: Comparing and Ordering Numbers to 100** • Lessons 13-1 – 13-2, 13-4, 13-7 – 139 (***Lessons 13-3, 13-5, 13-6: <u>Kindergarten Standards</u>***) • See Topic 11 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Lessons for Algebraic Thinking Grades K - 2* (von Rotz & Burns) pp. 138 – 156 *Developing Number Concepts Book 3* (Richardson) , pp. 2 - 98 *About Teaching Mathematics* ((Burns, 2nd Ed.), p. 169 *50 Problem Solving Lessons* (Burns), pp. 37 - 42 Literature Connections • *Six Dinner Sid* by Inga Moore • *Freddy Gets Dressed* by Jonathan London • *The Biggest Fish* by Sheila Keenan *Count and See* by Tana Hoban
Addition and subtraction are related operations that are used to solve problems in a variety of contexts with different models.	NS 2.1 NS 2.6 NS 2.7	**Topic 14: Addition Facts to 20** • Lessons 14-1 – 14-8 • See Topic 11 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts, Book 2* (Richardson), pp. 99 - 172 • *About Teaching Mathematics* (Burns, 2nd Ed.), pp. 167 - 171
	NS 2.1 NS 2.2	**Topic 15: Subtraction Facts to 20** • Lessons 15-1 – 15-5 • See Topic 11 for a list of Program Components related to planning and teaching the lessons in this Topic.	

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – First Grade, Quarter 3

	STANDARD	**Multiple Choice**	**Constructed Response**
NS 1.1	Count, read, and write whole numbers to 100.	3	
NS 1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	3	
NS 1.4	Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4)	3	
NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	3	
NS 2.2	Use the inverse relationship between addition and subtraction to solve problems.	2	1
NS 2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number	3	
NS 2.4	Count by 2a, 5s, and 10s to 100.	3	
	TOTAL:	20	1

Key standard

First Grade Quarterly Concept Organizer

QUARTER 4

Number Relationships, Equivalence, and Place Value
Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

Addition and subtraction are related operations that are used to solve problems in a variety of contexts with different models.

- Know addition and subtraction facts to 20.
- Solve one- and two-digit addition/subtraction problems in real-life situations.
- Find the sum of three one-digit numbers.

Measurement and Geometry
Objects and two-dimensional shapes can be quantified, classified, described, and analyzed by their attributes and by using unit amounts.

Direct comparison and nonstandard units are used to determine the measurement of objects/time.

- Compare length, volume, and weight.
- Identify and know the value of coins and show different combinations that equal the same value.

Data Analysis
Data can be interpreted from organized visual representations.

Data can be sorted, classified, represented

- Use pictures/picture graphs.
- Use bar graphs.
- Use tally marks.

CA MATH STANDARDS	NS 1.5	NS 2.1	NS 2.2	NS 2.6	AF 1.3	MG 1.1	SDAP 1.1	SDAP 1.2
KEY STANDARDS								
CONCEPT LESSON								

LOS ANGELES UNIFIED SCHOOL DISTRICT
First Grade: Quarter Four
Quarterly Instructional Roadmap

Number Relationships, Equivalence, and Place Value
Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

Standards:

NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
NS 2.2	Use the inverse relationship between addition and subtraction to solve problems.
AF 1.3	Create problem situations that might lead to given number sentences involving addition and subtraction.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Addition and subtraction are related operations that are used to solve problems in a variety of contexts with different models.	NS 2.1 NS 2.2 AF 1.3	**Topic 16: Practicing Addition and Subtraction Facts** • Math Background for Teachers • Universal Access • The Language of Math • Interactive Math Story • Topic Opener • Lessons 16-1 – 16-4 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate • Topic Test, Alternate Assessments, & Reteaching	*Developing Number Concepts, Book 2* (Richardson), pp 112 - 172

Legend:
Key Standard

Data Analysis
Data can be interpreted from organized visual representations.

Standards:

SDAP 1.1 Sort objects and data by common attributes and describe the categories.

SDAP 1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Data can be sorted, classified, represented and compared.	SDAP 1.1 SDAP 1.2	**Topic 17: Data and Graphs** • Lessons 17-1 – 17-8 • See Topic 16 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 75 – 78, 184 *50 Problem Solving Lessons* (Burns) pp, 13 – 14, 19 – 20, 69 - 72 Literature Connections • *Chrysanthemum* by Kevin Henkes • *Is It Rough? Is It Smooth? Is It Shiny?* by Tana Hoban • *Lemonade for Sale* by Stuart J. Murphy

Legend:
Quarterly Assessed Standard

<u>Measurement and Geometry</u>

Objects and two-dimensional shapes can be quantified, classified, described, and analyzed by their attributes and by using unit amounts.

Standards:

NS 1.5	Identify and know the value of coins and show different combinations of coins that equal the same value.
MG 1.0	Students use direct comparison and nonstandard units to describe the measurements of objects.
MG 1.1	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Direct comparison and nonstandard units are used to determine the measurement of objects/time.	NS 1.5	**Topic 18: Counting Money** • Lessons 18-4 – 18-7 • See Topic 16 for a list of Program Components related to planning and teaching the lessons in this Topic.	*50 Problem Solving Lessons* (Burns, 2nd Ed.), pp. 57 - 59
Direct comparison and nonstandard units are used to determine the measurement of objects.	MG 1.0 MG 1.1	**Topic 19: Measurement** • Lessons 19-1 – 19-6 • See Topic 16 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp 46 – 47, 189 Literature Connections • *The Best Bug Parade* by Stuart J. Murphy • *Super Sand Castle Saturday* by Stuart J. Murphy • *Inch by Inch* by Leo Lionni • *Measuring Penny* by Loreen Leedy • *Room for Ripley* by Stuart J. Murphy

Legend:
Quarterly Assessed Standard

Number Relationships, Equivalence, and Place Value
Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).

Standards:

NS 2.2 Use the inverse relationship between addition and subtraction to solve problems.
NS 2.6 Solve addition and subtraction problems with one and two-digit numbers (e.g., 5 + 58 = ____)

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Addition and subtraction are related operations that are used to solve problems in a variety of contexts with different models.	NS 2.2 NS 2.6	**Topic 20: Adding and Subtracting with Tens and Ones** • Lessons 20-1 – 20-9 • See Topic 16 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts, Book 3* (Richardson), pp. 123 - 130

Legend:
Quarterly Assessed Standard

Sample Assessment Items - Grade 1

The purpose of these sample assessment items is to provide teachers with examples of questions that address the assessed standards. Although the assessment items will not be identical to these samples, the test format, level of rigor, and type of questions will be similar. Not all assessed standards are represented by this selection. The intent is to neither create a pretest nor an additional assessment for teacher use.

MULTIPLE CHOICE QUESTIONS

Sample Item #1

Strand: Number Sense

Standard Set: 1.0 Students understand and use numbers up to 100:

Standard: 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4+4, 5+3, 2+2+2+2, 10-2, 11-3)

[What goes in the box to make the number sentence true?] (*Answer: A*)

$$2 + 3 + 4 = \boxed{}$$

A 1 + 8 **B** 2 + 6 **C** 3 + 7

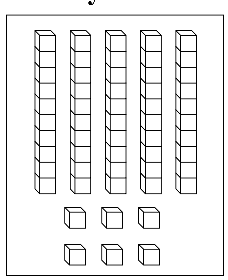
Sample Item #2

Strand: Number Sense

Standard Set: 1.0 Students understand and use numbers up to 100:

Standard: 1.4 Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30+4).

[How many blocks does Maya have?] (*Answer: D*)



A 45 blocks
B 46 blocks
C 55 blocks
D 56 blocks

Sample Item #3

Strand: Number Sense

Standard Set: 2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

Standard: 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts.

[What is six minus two?] (*Answer: B*)

$$6 - 2 = \square$$

A 3 **B** 4 **C** 6 **D** 8

Sample Item #4

Strand: Number Sense

Standard Set: 2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

Standard: 2.3 Identify one more than, one less than a given number, 10 more than, and 10 less than a given number.

[Which number is one more than nineteen?] (*Answer: D*)

A 9 **B** 18 **C** 19 **D** 20

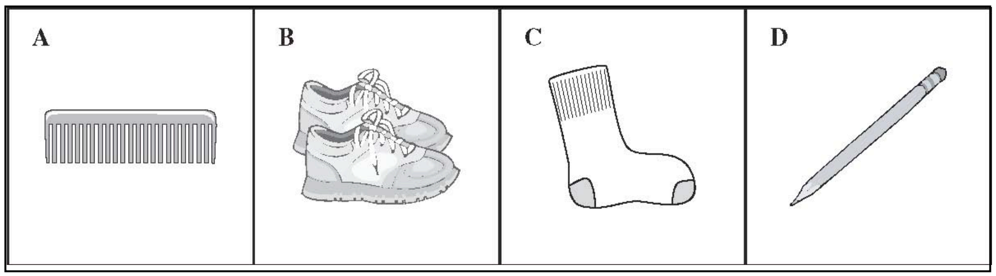
Sample Item #5

Strand: Measurement and Geometry

Standard Set: 1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:

Standard: 1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

[Which object weighs more than a loaf of bread?] (*Answer: B*)



Sample Item #6

Strand: Number Sense

Standard Set: 2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

Standard: 2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 + 58 = ___)

[Twenty-six people were watching a soccer game. Five more people came to watch. How many people were watching the game in all?] (*Answer: D*)

A 21 people **B** 26 people **C** 30 people **D** 31 people

Sample Item #7

Strand: Number Sense

Standard Set: 1.0 Students understand and use numbers up to 100:

Standard: 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).

[Which of the following number sentences is true?] (*Answer:* A)

A 41 < 63 **B** 41 = 63 **C** 41 > 63

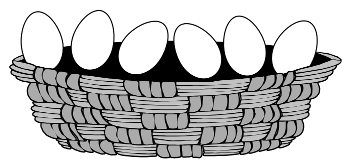
Sample Item #8

Strand: Number Sense

Standard Set: 2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

Standard: 2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

[Sasha used two eggs from the basket to make cookies. Which number sentence shows how many eggs are left in the basket?] (*Answer:* A)



A 6 – 2 = 4 **B** 4 + 2 = 6 **C** 6 + 2 = 8

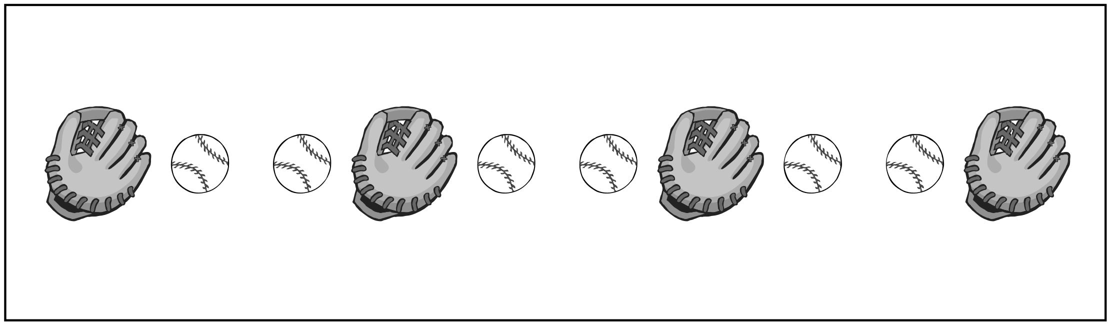
CONSTRUCTED RESPONSE

Strand: Statistics, Data Analysis, and Probability

Standard Set: 2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:

Standard: 2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

[Look at the objects below.]



- **[Describe the pattern.]**
- **[What two shapes would come next in this pattern?]**
- **[If the pattern continued, what would the thirteenth object be?]**

Rubric:

4-point response: The student shows **complete understanding** of describing, extending, and explaining simple repeating patterns by doing the following:

- The student accurately describes the pattern. (e.g., ABB pattern; baseball glove, baseball, baseball, baseball glove, baseball, baseball, repeating).
- The student identifies that 2 baseballs would be next.
- The student identifies the thirteenth object as a baseball glove.

3-point response: The student shows **understanding** of describing, extending, and explaining simple repeating patterns by doing the following:

- **The student accurately describes the pattern. (e.g., ABB pattern; baseball glove, baseball, baseball, baseball glove, baseball, baseball, repeating).**
- The student correctly identifies one of the shapes that follow.
- The student correctly identifies the thirteenth object.

OR

- **The student incorrectly describes the pattern.**
- The student identifies that 2 baseballs would be next.
- The student correctly identifies the thirteenth object.

2-point response: The student shows **partial understanding** of describing, extending, and explaining simple repeating patterns by doing the following:

- **The student provides an accurate explanation of the pattern. (e.g., ABB pattern; baseball glove, baseball, baseball, baseball glove, baseball, baseball, repeating).**
- The student incorrectly identifies the shapes that follow.
- The student attempts to identify the thirteenth object.

OR

- **The student provides an incomplete explanation of the pattern.**
- The student correctly identifies one of the shapes that follow.
- The student attempts to identify the thirteenth object.

1-point response: The student shows **little or no understanding** of describing, extending, and explaining simple repeating patterns by doing the following:

- The student incorrectly describes the pattern.
- The student incorrectly identifies the shapes that follow.
- The student incorrectly identifies the thirteenth object.

OR

- The student provides no response.

QUARTER 1

Fourth Grade Quarterly Concept Organizer

<u>Number Relationships, Equivalence, and Place Value</u>
Numerical values can be represented in multiple ways.

Equivalent values can have different numerical representations.

- Read and write whole numbers in the millions.
- Round whole numbers to the millions and decimals to two decimal places.

Commutative, associative, and distributive properties are inherent in the algorithms for operations of rational numbers.

Add, subtract, multiply, and divide whole numbers.
Show relationships between operations.
Solve problems involving addition, subtraction, multiplication, and division.
Estimate reasonableness.
Evaluate and use expressions with parentheses.

CA MATH STANDARDS	NS 1.1	NS 1.2	NS 1.3	NS 1.4	NS 2.1	NS 3.1	NS 3.2	NS 3.3	AF 1.2	AF 1.3
KEY STANDARDS										
CONCEPT LESSON							CL			
QUARTERLY ASSESSED	3	3	3	1	3	3	4/CR	3	4	3

LOS ANGELES UNIFIED SCHOOL DISTRICT
Fourth Grade: Quarter One
Quarterly Instructional Roadmap

<u>Number Relationships, Equivalence, and Place Value</u>
Numerical values can be represented in multiple ways.

Standards:

NS 1.1	Read and write whole numbers in the millions.	Key
NS 1.2	Order and compare whole numbers and decimals to two decimal places.	Key
NS 1.3	Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.	Key
NS 1.4	Decide when a rounded solution is called for and explain why such a solution may be appropriate.	Key
NS 2.1	Estimate and compute the sum or difference of whole numbers and positive decimals to two places.	
NS 3.0	Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:	Key
NS 3.1	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.	Key
NS 3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.	Key
NS 3.3	Solve problems involving multiplication of multidigit numbers by two-digit numbers.	Key
AF 1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).	
AF 1.2	Interpret and evaluate mathematical expressions that now use parentheses.	Key
AF 1.3	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	Key

Concepts	Standards	Scott Foresman-Addison Wesley Resources	Additional Resources

Equivalent values can have different numerical representations	NS 1.1
	NS 1.2
		Topic 1: Numeration
		• Math Background for Teachers
		• Universal Access
		• The Language of Math
		• Topic Opener
		• Lesson 1-1 – 1-5
		  ○ Daily Spiral Review
		  ○ Develop the Concept: Interactive
		  ○ Develop the Concept: Visual
		    ▪ Visual Learning Bridge
		    ▪ Guided Practice
		    ▪ Independent Practice
			50 Problem Solving Lessons (Burns), pp. 65-67

Concepts	Standards	Scott Foresman-Addison Wesley Resources	Additional Resources
		o Close/Assess and Differentiate Topic Test, Alternate Assessments, & Reteaching	
Commutative, associative, and distributive properties are inherent in the algorithms for operations of rational numbers.	🔑 NS 1.3 NS 2.1 🔑 NS 3.1	**Topic 2: Addition and Subtraction Number Sense** • Lessons 2-1 – 2-9 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*A Collection of Math lessons from Grades 3 through 6* (Burns), pp. 95 – 102, 159 – 170 *Math Matters K-6: Understanding the Math You Teach* (Chapin & Johnson), pp. 31 – 34
Commutative, associative, and distributive properties are inherent in the algorithms for operations of rational numbers.	🔑 NS 3.0	**Topic 3: Multiplication and Division Meanings and Facts** • Topic 3 is a review of third grade standards. • Recommendation: Administer topic test before starting instruction to determine student need. • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	
Commutative, associative, and distributive properties are inherent in the algorithms for operations of rational numbers.		**Topic 4: Multiplying by 1-Digit Numbers** • Topic 4 is a review of third grade standards. • Lessons 4-1 – 4-8 • Recommendation: Administer topic test before starting instruction to determine student need. • • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	
Algebraic expressions are used to represent problem situations.	AF 1.1 🔑 AF 1.2 🔑 AF 1.3	**Topic 5: Variables and Expressions** • Lessons 5-1 – 5-5 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*50 Problem Solving Lessons* (Burns), pp. 141 – 142 *About Teaching Mathematics* (Burns, 2nd Ed), pp 113 – 121
Commutative, associative, and distributive properties are inherent in the algorithms for operations of rational numbers	🔑 NS 1.4 🔑 NS 3.2 🔑 NS 3.3	**Topic 6: Multiplying by 2-Digit Numbers** • Lessons 6-1 – 6-7 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed), pp. 133, 216, 219 *50 Problem Solving Lessons* (Burns), 155 - 156 *Math Matters K-6: Understanding the Math You Teach*, pp 34 - 36

Legend:
🔑 Key Standard

Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Fourth Grade, Quarter 1

	STANDARD	Multiple Choice	Constructed Response
NS 1.1	Read and write whole numbers in the millions.	3	
NS 1.2	Order and compare whole numbers and decimals to two decimal places.	3	
NS 1.3	Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.	3	
NS 1.4	Decide when a rounded solution is called for and explain why such a solution may be appropriate.	1	
NS 2.1	Estimate and compute the sum or difference of whole numbers and positive decimals to two places.	3	
NS 3.1	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.	3	
NS 3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi-digit number by a two-digit number and for dividing a multi-digit number by a one-digit number; use relationships between them to simplify computations and to check results.	4	1
NS 3.3	Solve problems involving multiplication of multidigit numbers by two-digit numbers.	3	
AF 1.2	Interpret and evaluate mathematical expressions that now use parentheses.	4	
AF 1.3	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	3	
	TOTAL:	30	1

Key standard

Fourth Grade Quarterly Concept Organizer

QUARTER 2

<u>Number Relationships and Algebraic Reasoning</u>

Arithmetic and algebra are guided by properties of operations and equivalence.

Equivalent values can have different numerical representations.

- Represent fractions, decimals, and mixed numbers in multiple ways.
- Round whole numbers to the millions and decimals to two decimal places.

Numbers have a unique point on the number line. Two numbers are equal when they represent the same point on the number line.

- Order and compare numbers.
- Place numbers (including positive and negative integers) on the number line.

Numbers can be classified as prime or composite and can be expressed as a product of factors.

- Decompose whole numbers down to their factors.
- Identify prime and composite numbers.

<u>Geometric Figures</u>

Geometric properties determine the similarities and differences of shapes and solids

Lines and shapes can be described by their attributes.

- Identify parallel and perpendicular lines.
- Identify radius and diameter.
- Define angles.
- Visualize, describe, and make models of geometric solids.
- Describe properties of triangles and quadrilaterals.

CA MATH STANDARDS	NS 1.2	NS 1.4	NS 1.5	NS 1.6	NS 1.7	NS 1.9	NS 3.2	NS 3.4	NS 4.1	NS 4.2	MG 3.1	MG 3.2	MG 3.5	MG 3.6	MG 3.7	MG 3.8
KEY STANDARDS	🔑	🔑				🔑	🔑	🔑		🔑						
CONCEPT LESSON						CL		CL								
QUARTERLY ASSESSED	2		2	2	2	3/CR	3	3	1	2	1	1	2	2	2	2

LOS ANGELES UNIFIED SCHOOL DISTRICT
Fourth Grade: Quarter Two
Quarterly Instructional Roadmap

Standards:

🔑 NS 1.4		Decide when a rounded solution is called for and explain why such a solution may be appropriate.
🔑 NS 3.2		Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.
🔑 NS 3.4		Solve problems involving division of multidigit numbers by one-digit numbers.
NS 4.1		Understand that many whole numbers break down in different ways (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3)
🔑 NS 4.2		Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.

Concepts	Standards	Scott Foresman - Addison Wesley Resources	Additional Resources
Commutative, associative, and distributive properties are inherent in the algorithms for operations of rational numbers	🔑 NS 1.4 🔑 NS 3.2 🔑 NS 3.4 NS 4.1 🔑 NS 4.2	**Topic 7: Dividing by One Digit Divisors** • Math Background for Teachers • Universal Access • The Language of Math • Topic Opener • Lessons 7-1 – 7-11 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate • Topic Test, Alternate Assessments, & Reteaching	*About Teaching Mathematics* (Burns, 2nd Ed), pp. 208, 215, 220 *Math Matters K-6: Understanding the Math You Teach* (Chapin & Johnson), pp 37 – 39, 67-69

Legend:
🔑 Key Standard

<u>Geometric Figures</u>
Geometric properties determine the similarities and differences of shapes and solids

Standards:

MG 3.1 Identify lines that are parallel and perpendicular.
MG 3.2 Identify the radius and diameter of a circle.
MG 3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1/4, 1/2, 3/4, and full turns.
MG 3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.
MG 3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.
MG 3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

Concepts	Standards	Scott Foresman - Addison Wesley Resources	Additional Resources
Lines and shapes can be described by their attributes.	MG 3.1 MG 3.2 MG 3.5 MG 3.6 MG 3.7 MG 3.8	**Topic 8: Lines, Angles, Shapes and Solids** • Lessons 8-1 – 8-10 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed), pp. 91, 95-96 *50 Problem Solving Lessons* (Burns), pp 105 – 107 *Math Matters Grades K - 6 Understanding the Math You Teach* (Chapin & Johnson), pp 149-151, 156-158, 171-172, 175-176

Legend:
Key Standard

Number Relationships, Equivalence, and Place Value
Numerical values can be represented in multiple ways.

Standards:

NS 1.2 Order and compare whole numbers and decimals to two decimal places.
NS 1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions, (see Standard 4.0).
NS 1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., ½ = 0.5 or 0.50; 7/4 = 1 ¾ or 1.75).
NS 1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.
NS 1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.

Concept	Standard	Scott Foresman – Addison Wesley Resources	Additional Resources
Equivalent values can have different numerical representations.	NS 1.5 NS 1.7	**Topic 9: Fraction Meanings and Concepts** • Lessons 9-1 – 9-8 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed), pp. 225 – 230, 234 *Math Matters Grades K – 6: Understanding the Math You Teach* (Chapin & Johnson), pp.77 – 81, 86-88
		Topic 10: Addition and Subtraction of Fractions (Fifth grade standard)	
Equivalent values can have different numerical representations.	NS 1.2 NS 1.6 NS 1.7 NS 1.9	**Topic 11: Fraction and Decimal Concepts** • Lessons 11-1 – 11-6 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed), pp. 231, 240, 242, 244 *Math Matters Grades K – 6: Understanding the Math You Teach* (Chapin & Johnson), 103 - 105

Legend:
Key Standard

Periodic Assessment Blueprint – Fourth Grade, Quarter 2

	STANDARD	Multiple Choice	Constructed Response
NS 1.2	Order and compare whole numbers and decimals to two decimal places	2	
NS 1.5	Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions.	2	
NS 1.6	Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., ½ = 0.5 or 0.50; 7/4 = 1 ¾ or 1.75).	2	
NS 1.7	Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.	2	
NS 1.9	Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places. (*Focus on fractions and mixed numbers.*)	3	1
NS 3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.	3	
NS 3.4	Solve problems involving division of multidigit numbers by one-digit numbers.	3	
NS 4.1	Understand that many whole numbers break down in different ways (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3)	1	
NS 4.2	Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.	2	
MG 3.1	Identify lines that are parallel and perpendicular.	1	
MG 3.2	Identify the radius and diameter of a circle.	1	
MG 3.5	Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1⁄4, 1⁄2, 3⁄4, and full turns.	2	
MG 3.6	Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.	2	
MG 3.7	Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.	2	
MG 3.8	Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).	2	
	TOTAL:	30	1

Key standard

Fourth Grade Quarterly Concept Organizer

QUARTER 3

Measurement and Geometry
Objects can be measured using unit amounts.

A 2-dimensional object is measurable both around (perimeter) and within (area).

- Measure perimeter and area of a rectangle using appropriate units.
- Demonstrate that rectangles with the same area can have different perimeters.
- Demonstrate that rectangles with the same perimeter can have different areas.
- Use and apply formulas to determine perimeter and area of rectangles.
- Measure the area of complex shapes by breaking them up into basic shapes.

Data Analysis
Data can be interpreted from organized visual representations.

Data can be collected, classified, displayed, and analyzed.

- Create survey questions and collect data.
- Identify mode, median, and outliers.
- Interpret and share data.

Number Relationships and Algebraic Reasoning
Arithmetic and algebra are guided by properties of operations and equivalence.

Equivalent values can have different numerical representations.

- Represent fractions, decimals, and mixed numbers in multiple ways.
- Round whole numbers to the millions and decimals to two decimal places.

Numbers have a unique point on the number line. Two numbers are equal when they represent the same point on the number line.

- Order and compare numbers.
- Place numbers (including positive and negative integers) on the number line.
- Show equivalence of fractions and decimals.

One of the concepts of algebraic reasoning is balance.

- Show that equals added or multiplied by equals are equal.

CA MATH STANDARDS	NS 1.8	NS 2.1	NS 2.2	NS 3.1	AF 1.1	AF 1.4	AF 2.1	AF 2.2	MG 1.1	MG 1.2	MG 1.3	MG 1.4	SDAP 1.2	SDAP 1.3
KEY STANDARDS														
CONCEPT LESSON											CL			
QUARTERLY ASSESSED	3	3	2	3	2	2	3	3	3	CR		2	2	2

Number Relationships, and Algebra

Arithmetic and algebra are guided by properties of operations and equivalence.

Standards:

Key	NS 1.8	Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").
	NS 2.1	Estimate and compute the sum or difference of whole numbers and positive decimals to two places.
	NS 2.2	Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.
Key	NS 3.1	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.
.	AF 1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).
Key	AF 2.0	Students know how to manipulate equations:
Key	AF 2.1	Know and understand that equals added to equals are equal.
Key	AF 2.2	Know and understand that equals multiplied by equals are equal.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources

Equivalent values can have different numerical representations.	NS 2.1
	NS 2.2
		Topic 12: Operations with Decimals
		• Math Background for Teachers
		• Universal Access
		• The Language of Math
		• Topic Opener
		• Lessons 12-1 – 12-4, 12-6 (12-5 addresses a fifth grade standard)
		  o Daily Spiral Review
		  o Develop the Concept: Interactive
		  o Develop the Concept: Visual
		    ▪ Visual Learning Bridge
		    ▪ Guided Practice
		    ▪ Independent Practice
		  o Close/Assess and Differentiate
		• Topic Test, Alternate Assessment, Reteaching
			About Teaching Mathematics (Burns, 2nd Ed), pp 242 - 243

Legend:
Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
One of the concepts of algebraic reasoning is balance.	AF 1.1 AF 2.0 AF 2.1 AF 2.2	**Topic 13: Solving Equations** • Lessons 13-1 – 13-5 • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Lessons for Algebraic Thinking Grades 3-5* (Wickett, Kharas & Burns), pp. 27 - 42 *About Teaching Mathematics* (Burns, 2nd Ed), p. 110 Math Matters K-6: Understanding the Math You Teach (Chapin & Johnson), pp. 138 - 140
Numbers have a unique point on the number line	NS 1.8 NS 3.1	**Topic 14: Integers** • Lessons 14-1 – 14-4 • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed), p. 232 *Math Matters Grades K – 6: Understanding the Math You Teach* (Chapin & Johnson), pp. 89 – 91

Measurement and Geometry
Objects can be measured using unit amounts.

Standards

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AF 1.4	Use and interpret formulas (e.g., area = length x width or A = lw) to answer questions about quantities and their relationships.
MG 1.1	Measure the area of rectangular shapes by using appropriate units such as square centimeter (cm^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2)
MG 1.2	Recognize that rectangles that have the same area can have different perimeters.
MG 1.3	Understand that rectangles that have the same perimeter can have different areas
MG 1.4	Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
A 2-dimensional object is measurable both around (perimeter) and within (area).	AF 1.4 MG 1.1 MG 1.2 MG 1.3 MG 1.4	**Topic 15: Measurement, Perimeter, and Area** • Lessons 15-3 – 15-8 (*Lessons 15-1, 15-2: Third Grade Standards*) • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed), pp. 87, 98 *A Collection of Math Lessons from Grades 3 through 6* (Burns), pp. 113 - 128 *Math Matters Grades K - 6 Understanding the Math You Teach* (Chapin & Johnson). pp. 189 - 193 Literature Connections: • *Sir Cumference and the First Round Table: A Math Adventure* by Cindy Neuschwander

Legend:
Key Standard

Data Analysis
Data can be interpreted from organized visual representations.

Standards

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SDAP 1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.

SDAP 1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.

SDAP 1.3 Interpret one – and two-variable data graphs to answer questions about a situation.

Concepts	Standards	Scott Foresman - Addison Wesley Resources	Additional Resources
Data can be collected, classified, displayed, and analyzed.	SDAP 1.1 SDAP 1.2 SDAP 1.3	**Topic 16: Data and Graphs** • Lessons 15-1 – 15-2 • See Topic 12 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed), pp. 77 – 78, 229 *A Collection of Math Lessons From Grades 3 through 6* (Burns), pp. 103 - 112 *50 Problem Solving Lessons* (Burns), • A Statistical Experiment, pp. 109 – 110 *Math Matters Grades K-6 Understanding the Math You Teach* (Chapin & Johnson), pp 211 – 213, 140 - 143

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Fourth Grade, Quarter 3

	STANDARD	Multiple Choice	Constructed Response
NS 1.8	Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing")	3	
NS 2.1	Estimate and compute the sum or difference of whole numbers and positive decimals to two places.	3	
NS 2.2	Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.	2	
NS 3.1	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.	3	
AF 1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable)	2	
AF 1.4	Use and interpret formulas (e.g., area = length x width or A = (w) to answer questions about quantities and their relationships.	2	
AF 2.1	Know and understand that equals added to equals are equal.	3	
AF 2.2	Know and understand that equals added to equals are equal.	3	
MG 1.1	Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm^2), square meter (m^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2).	3	
MG 1.2	Recognize that rectangles that have the same area can have different perimeters.		1
MG 1.4	Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.	2	
SDAP 1.2	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.	2	
SDAP 1.3	Interpret one – and two-variable data graphs to answer questions about a situation.	2	
	Total	30	1

Key standard

QUARTER 4

Fourth Grade Quarterly Concept Organizer

Measurement and Geometry
Objects can be measured using unit amounts.

Congruent figures do not change through slides, flips, and turns.

- Identify congruent figures.
- Show and identify bilateral and rotational symmetry: 1/4, 1/2, and 3/4 rotations.

Probability
The chance of an event occurring can be represented as a fraction, decimal, and percent.

Probability can be discovered through experiments.

- Make predictions about outcomes of probability situations.
- Represent and express outcomes of a probability situation.

Algebraic Reasoning
Problem situations can be represented as algebraic expressions and equations, as variables, and as charts and graphs.

Algebraic expressions are used to represent problem situations.

- Use variables.
- Use and interpret formulas.
- Understand the functional relationship within equations such as $y = 3x$.

Functions can be expressed with words, symbols, tables, and graphs.

- Use coordinate grids.
- Graph ordered pairs and lines.
- Find the distance between two points on a coordinate grid.

CA MATH STANDARDS	AF 1.4	AF 1.5	MG 2.1	MG 2.2	MG 2.3	MG 3.3	MG 3.4	MG 3.5	SDAP 2.1	SDAP 2.2
KEY STANDARDS										
CONCEPT LESSON		CL								

Algebraic Reasoning
Problem situations can be represented as algebraic expressions and equations, as variables, and as charts and graphs.

Standard

	AF 1.4	Use and interpret formulas (e.g., area = length x width or A = lw) to answer questions about quantities and their relationships.
🔑	AF 1.5	Understand that an equation such as y = 3x + 5 is a prescription for determining a second number when a first number is given.
🔑	MG 2.0	Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:
🔑	MG 2.1	Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation y = 3x and connect them by using a straight line).
🔑	MG 2.2	Understand that the length of a horizontal line segment equals the difference of the x-coordinates.
🔑	MG 2.3	Understand that the length of a vertical line segment equals the difference of the y-coordinates.

Concepts	Standards	Scott Foresman - Addison Wesley Resources	Additional Resources
Functions can be expressed with words, symbols, tables, and graphs.	🔑 MG 2.0 🔑 MG 2.2 🔑 MG 2.3	**Topic 17: Length and Coordinates** • Math Background for Teachers • Universal Access • The Language of Math • Topic Opener • Lessons 17-1 – 17-4 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate • Topic Test, Alternate Assessment, Reteaching	*Lessons for Algebraic Thinking Grades 3* - 5 (Wickett, Kharas, & Burns) Literature Connections • *Spaghetti and Meatballs For All* by Marilyn Burns *Amanda Bean's Amazing Dream* by Cindy Neuschwander
Algebraic expressions are used to represent problem situations.	AF 1.4 🔑 AF 1.5 🔑 MG 2.1	**Topic 18: Formulas and Equations** • Lessons 18-1 – 18-6 See Topic 17 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Lessons for Algebraic Thinking Grades 3* - 5 (Wickett, Kharas, & Burns)

Legend:
🔑 Key Standard

Measurement and Geometry
Objects can be measured using unit amounts.

Standards:

MG 3.3 Identify congruent figures.
MG 3.4 Identify figures that have bilateral and rotational symmetry.
MG 3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1⁄4, 1⁄2, 3⁄4, and full turns.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources	Time Frame
Congruent figures do not change through slides, flips, and turns.	MG 3.3 MG 3.4 MG 3.5	**Topic 19: Congruency and Symmetry** • Lessons 19-1 – 17-4 • See Topic 17 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed), p. 84 *Math Matters Grades K - 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 166 –- 169	

Probability
The chance of an event occurring can be represented as a fraction, decimal, and percent.

Standards:

. SDAP 2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).
SDAP 2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3⁄4).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources	Time Frame
Probability can be discovered through experiments.	SDAP 2.1 SDAP 2.2	**Topic 20: Probability** • Lessons 20-1 – 20-4 • See Topic 17 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* ((Burns, 2nd Ed) • Part II Probability and Statistics pp. 58-75 *50 Problem Solving Lessons* (Burns) • Probability Tile Games, pp. 147 – 149	

Legend:
Key Standard

Sample Assessment Items - Grade 4

The purpose of these sample assessment items is to provide teachers with examples of questions that address the assessed standards. Although the assessment items will not be identical to these samples, the test format, level of rigor, and type of questions will be similar. Not all assessed standards are represented by this selection. The intent is to neither create a pretest nor an additional assessment for teacher use.

MULTIPLE CHOICE QUESTIONS

Sample Item #1

Strand: Number Sense

Standard Set: 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

Standard: 1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.

Which of the following problems would <u>best</u> be answered by rounding the numbers before working the problem? (*Answer: B*)

A Granite Hill is 4,320 meters high. Black Hill is 4,242 meters high. How much higher is Granite Hill than Black Hill?

B Big City has a population of 9,385,432. The population increases by 199,528. Would the new population be more than 10,000,000?

C A 28-page photo album has 224 photos. How many photos are on each page?

D A letter-sorting machine sorts 600 letters in 1 minute. How many letters can be sorted in 60 minutes?

Sample Item #2

Strand: Algebra and Functions

Standard Set: 1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:

Standard: 1.2 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.

Mrs. Ortiz bought each of her 34 students some school supplies. The table below shows the cost of the school supplies. She also bought herself a pack of markers for $2.19. (*Answer: A*)

School Supplies

Item	Cost
pencil boxes	$0.75
pencils	$0.18
green pens	$0.50

A 34 ($0.75 + $0.18 + $0.50) + $2.19
B 34 ($0.75 + $0.18) + $0.50 + $2.19
C 34 ($0.75 + $0.18 + $0.50 + $2.19)
D (34 x $2.19) + ($0.75 + $0.18 + $ 0.50)

Sample Item #3

Strand: Algebra and Functions

Standard Set: 1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:

Standard: 1.2 Interpret and evaluate mathematical expressions that now use parentheses.

Sierra had 136 trading cards. She gave away 15 to each of her 3 friends. Which expression shows how many cards Sierra has left? (*Answer: A*)

A 136 – (15 x 3)
B 136 + (15 x 3)
C (136 – 15) x 3
D (136 + 15) x 3

Sample Item #4

Strand: Number Sense

Standard Set: 3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:

Standard: 3.4 Solve problems involving division of multidigit numbers by one-digit numbers.

Fifty-nine girls and 49 boys signed up for the park district baseball league. The children will be assigned to 6 equal-sized teams. How many children will be on each team? (*Answer: C*)

A 16 **B** 17 **C** 18 **D** 19

Sample Item #5

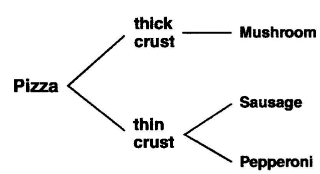
Strand: Statistics, Data Analysis, Probability

Standard Set: 2.0 Students make predictions for simple probability situations:

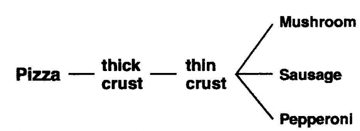
Standard: 2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).

A pizza parlor offers thick or thin pizza crusts. For toppings, a customer can choose toppings of mushrooms, sausage, and pepperoni. Which tree diagram shows all the possible ways that a customer can order a pizza with one type of crust and one type of topping? (*Answer: D*)

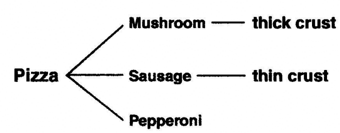
A



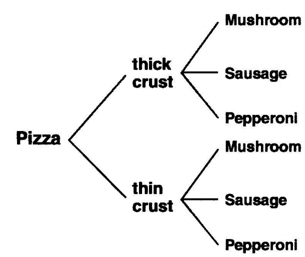
C



B



D



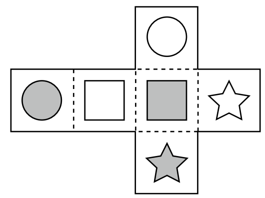
Sample Item #6

Strand: Measurement and Geometry

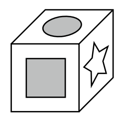
Standard Set: 3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:

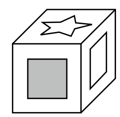
Standard: 3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.

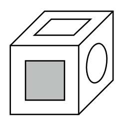
The figure below can be cut out and folded on the dotted lines to form a cube.

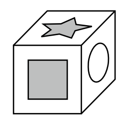


Which of the following cubes is made from this figure? (*Answer: B*)

A 

C 

B 

D 

Sample Item #7

Strand: Algebra and Functions

Standard Set: 1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:

Standard: 1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.

Lincoln School hired a clown to perform at the school Fun Fair. The total cost for the clown can be shown by the equation *C = $7h + 12,* where *C* = cost and *h* = hours. How much will the school pay if the clown performs for 2 hours? (*Answer: B*)

A $21 **B** $26 **C** $31 **D** $38

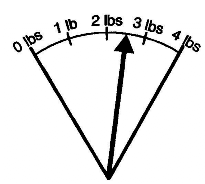
Sample Item #8

Strand: Number Sense

Standard Set: 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

Standard: 1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.

Mr. Ortega is buying apples at the grocery store. When he measures the weight of the apples, the scale shows the following weight. (*Answer: C*)



What is the approximate weight of the apples?

A $1\frac{1}{2}$ pounds **B** $1\frac{2}{3}$ pounds

C $2\frac{1}{2}$ pounds **D** $2\frac{2}{3}$ pounds

CONSTRUCTED RESPONSE

Strand: Number Sense

Standard Set: 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

Standard: 1.2 Order and compare whole numbers and decimals to two decimal places.

Salvador is doing a report on buildings for his social studies class. He has found the heights of 6 buildings from around the world. The table below shows this information.

Buildings' Heights

Name	Height (feet)
Building A	1,205
Building B	1,250
Building C	1,483
Building D	1,454
Building E	1,671
Building F	1,018

Salvador wants to present his research in a poster.

- **Draw a poster showing the buildings from the <u>shortest</u> building to the <u>tallest</u> building. Label each building with its height and its name.**

During his research, Salvador has found information on 2 more buildings that he wants to include in his report.

Building G	**1,046 feet**
Building H	**1,227 feet**

He also wants to display the information of all 8 buildings in a chart for his report.

- **Complete the chart below showing the name of the building and its height, in order, from the <u>tallest</u> building to the <u>shortest</u> building.**

Buildings' Heights

Name	Height (feet)

Rubric:

4-point response: The response indicates an advanced proficiency of ordering and comparing whole numbers.

- Makes a drawing showing the pictures of the 6 buildings in order of increasing heights.
- Correctly labels each building with its height and its name: Building F, 1,081 ft; Building A, 1,205 ft; Building B, 1,250 ft; Building D, 1,454 ft; Building C, 1,483 ft; and Building E, 1,671 ft.
- Completes the table with the names of the 8 buildings and their heights listed, in order, from the tallest building to the shortest building: Building E, 1,671 ft; Building C, 1,483 ft; Building D, 1,454 ft; Building B, 1,250 ft; Building H, 1,227 ft; Building A, 1,205 ft; Building G, 1,046 ft; and Building F, 1,018 ft.
- Correctly places the information for Building G and Building H within the original data.

3-point response: The response indicates proficiency of ordering and comparing whole numbers.

- Makes a drawing showing the pictures of the 6 buildings in order of increasing heights.
- Correctly labels most of the buildings with their heights and their names.
- Completes the table, with some errors, with the names of the 8 buildings and their heights listed, in order, from the tallest building to the shortest building.
- Places the information for Building G and Building H within the original data, but the new data are not incorporated correctly within the original data.

2-point response: The response indicates partial proficiency of ordering and comparing whole numbers.

- Makes a drawing showing the pictures of the 6 buildings, but not in order of increasing heights.
- Attempts to label some of the buildings with their heights and their names, but the data are placed incorrectly, or the buildings are not labeled at all.
- Attempts to complete the table with the names of the 8 buildings and their heights, listed in order, from the tallest building to the shortest building, but the table is either missing data, or the data are not in the correct order.
- Attempts to place the information for Building G and Building H within the original data, but the placement of the data are either incorrect or missing from the table.

1-point response: The response indicates little or no proficiency of ordering and comparing whole numbers.

- Makes a drawing showing some of the pictures of the 6 buildings, but the buildings are not in any particular order.
- Attempts to label some of the buildings with their heights and their names, but the labeling contains many errors.
- Attempts to complete the table with the names of the 8 buildings and their heights, listed in order, from the tallest building to the shortest building, but the table contains many errors.
- Does not place the information for Building G and Building H within the original data.

OR

- Does not complete the problem.

QUARTER 1

Kindergarten Quarterly Concept Organizer

<u>Sorting and Classifying</u>
Geometric figures and common objects can be sorted based on their common attributes.

Objects can be collected, sorted, and classified.

- Identify, classify and sort objects by attributes (triangles, circle, square).
- Compare attributes.

<u>Number Relationships and Equivalence</u>
Numbers can be represented in multiple ways.

Whole numbers represent discrete objects that can be counted and ordered.

- Count numbers up to 5.
- Relate a numeral to a set of objects.
- Understand the magnitude of numbers.

CA MATH STANDARDS	NS 1.0	NS 1.1	NS 1.2	AF 1.1
KEY STANDARDS				
CONCEPT LESSON				
QUARTERLY ASSESSED		7	7	6 / CR

Sorting and Classifying
Geometric figures and common objects can be sorted based on their common attributes.

Standards:

AF 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

Concepts	Standards	Scott Foresman –Addison Wesley Resources	Additional Resources
Objects can be collected, sorted, and classified.	AF 1.1	**Topic 1: Sorting and Classifying** • Math Background for Teachers • Universal Access • The Language of Math • Topic Centers • Interactive Math Story • Topic Opener • Lessons 1-1 - 1-6 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice ▪ Additional Activity o Close/Assess and Differentiate • Topic Test, Alternate Assessment, Reteaching	*About Teaching Mathematics* (Burns) • Junk Sorting, p. 103 *Developing Number Concepts, Book 1* (Richardson) • Sorting Collections, p. 67 • Sorting Colors, p. 65 Literature Connections • *A Pair of Socks* by Stuart J. Murphy • *The Button Box* by Margarette Reid

Legend:
Key Standard

Number Relationships and Equivalence
Numbers can be represented in multiple ways.

Standards:

NS 1.0	Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):
NS 1.1	Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.
NS 1.2	Count, recognize, represent, name, and order a number of objects (up to 30).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Whole numbers represent discrete objects that can be counted and ordered.	NS 1.0 NS 1.2	**Topic 2: One to Five** • Lessons 2-1 – 2-8 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts, Book 1* (Richardson) pp. 28 - 34 Literature Connections • *One Gorilla* by Atsuko Morozumi • *City 1 2 3* by Zoran Milich • *Chicka, Chicka 1, 2, 3* by Bill Martin • *Ten Little Fish* by Audrey Wood • *Counting Wildflowers* by Bruce McMillan
Whole numbers represent discrete objects that can be counted.	NS 1.0 NS 1.1 NS 1.2	**Topic 3: More and Fewer** • Lesson 3.1 – 3.8 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Lessons for Algebraic Thinking Grades K - 2* (von Rotz & Burns), p. 12 *Developing Number Concepts, Book 1* (Richardson), • Grow and Shrink, p. 35 • One More/One Less, p. 45 • Build a Staircase, p. 56 • Build a City, p. 58 Literature Connections • *Ten, Nine, Eight* by Molly Bang • *Anno's Counting Book* by Mitsumasa Anno • *Ten Black Dots* by Donald Crews • *How Many Blue Birds Flew Away?: A Counting Book with a Difference* by Paul Giganti Jr.

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Kindergarten, Quarter 1

	STANDARD	**Multiple Choice**	**Constructed Response**
NS 1.1	Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other. *(Focus on numbers to 5 in each group)*	7	
NS 1.2	Count, recognize, represent, name, and order a number of objects (up to 30). (*Focus on numbers to 5.*)	7	
AF 1.1	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red). (*Focus on identify, sort, and classify objects by one attribute.*)	6	1
	TOTAL	20	1

Key standard

Kindergarten Quarterly Concept Organizer

QUARTER 2

<u>Number Relationships and Equivalence</u>
Numbers can be represented in multiple ways.

Whole numbers represent discrete objects that can be counted or ordered.

- Count numbers up to 10.
- Relate a numeral to a set of objects.
- Understand the magnitude of numbers.
- Compare two or more sets of objects up to 10 (e.g., equal to, less than, more than).

Addition and subtraction can be represented as joining, separating, part-part-whole, and comparison.

- Use concrete objects to determine the answers to addition and subtraction problems for two numbers that are each less than 5.
- Recognize when an estimate is reasonable.

CA MATH STANDARDS	NS 1.0	NS 1.1	NS 1.2	NS 1.3	NS 2.1
KEY STANDARDS					
CONCEPT LESSON					
QUARTERLY ASSESSED		5	5	5	5/CR

LOS ANGELES UNIFIED SCHOOL DISTRICT
Kindergarten: Quarter Two
Quarterly Instructional Roadmap

Number Relationships and Equivalence
Numbers can be represented in multiple ways.

Standards:

🔑	NS 1.0	Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):
	NS 1.1	Compare two or more sets of objects (up to 10 objects in each group) and identify which set is equal to, more than, or less than the other.
	NS 1.2	Count, recognize, represent, name, and order a number of objects (up to 30).
	NS 1.3	Know that the larger numbers describe sets with more objects in them than the smaller numbers have.
🔑	NS 2.1	Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Whole numbers represent discrete objects that can be counted.	🔑 NS 1.0 NS 1.1 NS 1.2 NS 1.3	**Topic 4: Six to Ten** • Math Background for Teachers • Universal Access • The Language of Math • Topic Centers • Interactive Math Story • Topic Opener • Lessons 4-1 – 4-14 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice ▪ Additional Activity o Close/Assess and Differentiate • Topic Test, Alternate Assessments, & Reteaching	*Lessons for Algebraic Thinking Grades K - 2* (von Rotz & Burns), p. 12 *Developing Number Concepts, Book 1* (Richardson) • Grow and Shrink, p. 35 • One More/One Less, p. 45 • Build a Staircase, p. 56 • Build a City, p. 58 Literature Connections • *Ten, Nine, Eight* by Molly Bang • *Anno's Counting Book* by Mitsumasa Anno • *Ten Black Dots* by Donald Crews • *How Many Blue Birds Flew Away?: A Counting Book with a Difference* by Paul Giganti Jr. • *They Added 5 Little Ducks-An Old Rhyme* illustrated by Pamela Paprone

Legend:
🔑 Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Whole numbers represent discrete objects that can be counted and ordered.	NS 1.0 NS 1.1 NS 1.2 NS 1.3	**Topic 5: Comparing Numbers** • Lessons 5-1 – 5-10 • See Topic 4 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts, Book 1* (Richardson) • Break It Up (Extension), p. 43 • Creations Station (Extension), pp. 52 - 53 • Shapes Puzzles (Extension), p. 60 • How Many Does It Hold? (Extension), p. 65 *About Teaching Mathematics* (Burns), pp. 166 – 167 Literature Connections: • *What Can I Buy?* by Jane Simon • *Ten Little Mice* by Joyce Dunbar • *Rooster's Off to See the World* by Eric Carle • *One Gorilla* by Atsuko Morozumi • *Ten Black Dots* by Donald Crews
Addition and subtraction can be represented as joining, separating, part-part-whole, and comparison.	NS 2.1	**Topic 6: Addition** • Lessons 6-1 – 6-7 • See Topic 4 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts, Book 2* (Richardson) pp 17 - 22 Literature Connections: • *The Crayon Counting Book* by Pam Ryan and Jerry Pallotta • *The Napping House* by Audrey Wood • *Ten Little Crocodiles* by Colin West • *Splash!* by Ann Jonas • *Fish Eyes* by Lois Ehlert

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Kindergarten, Quarter 2

	STANDARD	**Multiple Choice**	**Constructed Response**
NS 1.1	Compare two or more sets of objects (up to 10 objects in each group) and identify which set is equal to, more than, or less than the other. (*Focus on comparing groups that contain up to 5 objects.*)	5	
NS 1.2	Count, recognize, represent, name, and order a number of objects (up to 30). (*Focus on numbers up to 10.*)	5	1
NS 1.3	Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	5	
NS 2.1	Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10)	5	
	TOTAL	20	1

Key standard

Kindergarten Quarterly Concept Organizer

QUARTER 3

0

<u>Number Relationships and Equivalence</u>
Numbers can be represented in multiple ways.

Whole numbers represent discrete objects that can be counted and ordered.

- Count numbers up to 20.
- Relate a numeral to a set of objects.
- Understand the magnitude of numbers.
- Compare two or more sets of objects up to 10 (e.g., equal to, less than, more than).

Addition and subtraction can be represented as joining, separating, part-part-whole, and comparison.

- Use concrete objects to determine the answers to addition and subtraction problems for two numbers that are each less than 5.
- Recognize when an estimate is reasonable.

<u>Patterns</u>
Patterns grow in predictable ways

Patterns are predictable.

- Identify patterns.
- Create and extend patterns.
- Describe patterns by referring to color, shape, or size.

CA MATH STANDARDS	NS 1.0	NS 1.2	NS 1.3	NS 2.1	NS 3.1	SDAP 1.2
KEY STANDARDS						
CONCEPT LESSON						
QUARTERLY ASSESSED		4	4	6/CR		6

Number Relationships and Equivalence
Numbers can be represented in multiple ways.

Standards:

NS 1.0 (Key Standard)	Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):
NS 1.2	Count, recognize, represent, name, and order a number of objects (up to 30).
NS 1.3	Know that the larger numbers describe sets with more objects in them than the smaller numbers have.
NS 2.1 (Key Standard)	Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
NS 3.1	Recognize when an estimate is reasonable.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources

Addition and subtraction can be represented as joining, separating, part-part-whole, and comparison.
.
	NS 2.1 (Key Standard)	**Topic 7: Subtraction**
		• Math Background for Teachers
		• Universal Access
		• The Language of Math
		• Topic Centers
		• Interactive Math Story
		• Topic Opener
		• Lessons 7-1 – 7-3
		• Daily Spiral Review
		  o Develop the Concept: Interactive
		  o Develop the Concept: Visual
		    ▪ Visual Learning Bridge
		    ▪ Guided Practice
		    ▪ Independent Practice
		    ▪ Additional Activity
		  o Close/Assess and Differentiate
		• Topic Test, Alternate Assessment, & Reteaching
			About Teaching Mathematics (Burns), p. 164
			
			Developing Number Concepts, Book 2 (Richardson), pp. 17 - 22
			
			Literature Connections
			• *Bears at the Park* by Niki Yektai
			• *Animals on Board* by Stuart J. Murphy
			• *Little Quack* by Lauren Thompson

Legend:
Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Whole numbers represent discrete objects that can be counted and ordered.	NS 2.1	**Topic 8: Numbers to 20** • Lessons 8-1 – 8-6 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns), 111, 168, 179-180 Literature Connections: • *Fish Eyes* by Lois Ehlert • *Jack the Builder* by Stuart J. Murphy • *Ten Flashing Fireflies* by Philemon Sturges • *One Moose, Twenty Mice* by Clare Beaton
Whole numbers represent discrete objects that can be counted and ordered.	NS 1.2 NS 1.3 NS 3.1	**Topic 9: Numbers to 30** • Lessons 9-1 – 9-8 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	Literature Connections: • *The Crayon Counting Book* by Pam Ryan and Jerry Pallotta • *The Napping House* by Audrey Wood • *Ten Little Crocodiles* by Colin West *Splash!* by Ann Jonas

<u>Patterns</u>
Patterns grow in predictable ways

Standards:

SDAP 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Patterns are predictable	SDAP 1.2	**Topic 10: Patterns** • Lessons 10-1 – 10-7 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts Book 1* (Richardson) Chapter Two: Patterns pp 71 – 123 *Lessons for Algebraic Thinking Grades K - 2* (von Rotz and Burns), pp. 2 – 11, 79 – 88, 114 - 137

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Kindergarten, Quarter 3

	STANDARD	**Multiple Choice**	**Constructed Response**
NS 1.2	Count, recognize, represent, name, and order a number of objects up to 30. (*Focus on numbers up to 20.*)	4	
NS 2.1	Use concrete objects to determine the answers to addition and subtraction problems for two numbers that are each less than 10. (*Focus on addends each less than 5.*)	6	1
NS 1.3	Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	4	
SDAP 1.2	Identify, describe, and extend simple patterns (such as circles or triangles by referring to their shapes, sizes or colors.	6	
	TOTAL:	20	1

Key standard

Kindergarten Quarterly Concept Organizer

QUARTER 4

Measurement and Geometry
Objects and plane and solid shapes can be sorted, classified, and compared by their attributes.

Data Analysis
Data can be collected, recorded using various types of representations, and interpreted to answer questions

Attributes of objects can be used to sort, classify, and make comparisons.

- Identify and describe shapes and use their attributes to make comparisons.

Direct comparison is used to determine the measurement of objects.

- Compare length, volume, and weight.

Time is measured by a variety of tools.

- Identify relative time of everyday events.
- Identify tools used to measure time (e.g. clock, calendar).
- Name days of the week.

Questions guide the collection of data that is displayed through various pictorial representations.

- Pose information questions.
- Collect data.
- Record the results using objects, pictures, and picture graphs.

CA MATH STANDARDS	MG 1.0	MG 1.1	MG 1.2	MG 1.3	MG 1.4	MG 2.1	MG 2.2	SDAP 1.1
KEY STANDARDS	🔑							
CONCEPT LESSON								

LOS ANGELES UNIFIED SCHOOL DISTRICT
Kindergarten: Quarter Four
Quarterly Instructional Roadmap

<u>Geometry</u>
Attributes of objects can be used to sort, classify, and make comparisons

Standards:

MG 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).
MG 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources

Attributes of objects can be used to sort, classify, and make comparisons.	MG 2.1
	MG 2.2
		Topic 11: Geometry
		• Math Background for Teachers
		• Universal Access
		• The Language of Math
		• Topic Centers
		• Interactive Math Story
		• Lessons 11-1 – 11-6, 11-8 ***(Lesson 11-7: <u>Grade One Standard</u>)***
		  o Daily Spiral Review
		  o Develop the Concept: Interactive
		  o Develop the Concept: Visual
		    ▪ Visual Learning Bridge
		    ▪ Guided Practice
		    ▪ Independent Practice
		    ▪ Additional Activity
		  o Close/Assess and Differentiate
		Topic Test, Alternate Assessments, & Reteaching
			About Teaching Mathematics (Burns)
			• Geometry Building, p. 85
			• WHOLE CLASS: Explorations Using the Geoboard, p. 94
			
			Literature Connections
			• *Shapes, Shapes, Shapes* by Tana Hoban
			• *The Shape of Things* by Dayle Ann Dodds

Legend:
Key Standard

Measurement

Certain attributes of objects are measurable and can be compared to other objects with the same measurable attributes

Standards:

MG 1.0		Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.
MG 1.1		Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).
MG 1.2		Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).
MG 1.3		Name the days of the week.
MG 1.4		Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Direct comparison is used to determine the measurement of objects.	MG 1.0 MG 1.1 MG 1.3	**Topic 12: Length** • Lessons 12-1 – 12-3, 12-6 (***Lessons 12-4, 12-5, 12-7: Grade One Standards***) • See Topic 11 for a list of Program Components related to planning and teaching the lessons in this Topic. **Topic 13: Capacity and Weight** • Lessons 13-1, 13-2, 13-4, 13-5 (***Lessons 13-3, 13-6, 13-7: Grade One Standards)*** • See Topic 11 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts Book 1* (Richardson) • Comparing Containers, p. 170 • Comparing Lengths, p. 164 Literature Connections • *The Right Number of Elephants* by Jeff Sheppard • *Measuring Penny* by Loreen Leedy
Time is measured by a variety of tools.	MG 1.0 MG 1.2 MG 1.3	**Topic 14: Time** • Lessons 14-1 – 14-7 • See Topic 11 for a list of Program Components related to planning and teaching the lessons in this topic. **Topic 15: Calendar** • Lessons 15-1 – 15-5 • See Topic 11 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Growing Mathematical Ideas in Kindergarten* (Dacey & Eston), p. 37 Literature Connections • *The Long and Short of It* by Cheryl Nathan and Lisa McCourt • *It's About Time* by Stuart J. Murphy • *Same Old Horse* by Stuart J. Murphy • *Time to…* by Bruce McMillan • *A House for Hermit Crab* by Eric Carle • *Greetings Sun* by Phillis and David Gershiter

Legend:
Key Standard

Data Analysis
Data can be collected, recorded using various types of graphs, and interpreted to answer questions

Standards:

SDAP 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Questions guide the collection of data that is displayed through various pictorial representations.	SDAP 1.1	**Topic 16: Graphing** • Lessons 16-1 – 16-5 • See Topic 11 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Developing Number Concepts Book 1* (Richardson) • Graph and See, p. 152 *About Teaching Mathematics* (Burns) • Graphing in the Classroom, pp. 75 - 78 *Growing Mathematical Ideas in Kindergarten* (Dacey and Eston) • Collecting Data, pp. 138 – 141 Literature Connections • *Lemonade for Sale* by Stuart J. Murphy

Sample Assessment Items - Kindergarten

The purpose of these sample assessment items is to provide teachers with examples of questions that address the assessed standards. Although the assessment items will not be identical to these samples, the test format, level of rigor, and type of questions will be similar. Not all assessed standards are represented by this selection. The intent is to neither create a pretest nor an additional assessment for teacher use.

MULTIPLE CHOICE QUESTIONS

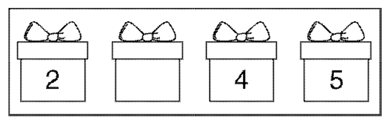
Sample Item #1

Strand: Number Sense

Standard Set: 1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):

Standard: 1.2 Count, recognize, represent, name and order a number of objects (up to 30).

[The gift boxes are numbered in order. Which number is missing?] **(*Answer: B*)**



A 2	B 3	C 4	D 5

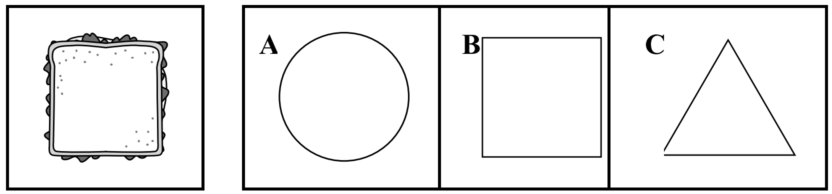
Sample Item #2

Strand: Measurement and Geometry

Standard Set: 2.0 Students identify common objects in their environment and describe the geometric features:

Standard: 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).

[Put your finger on the first box. Which shape is the same as the object in the first box?] (*Answer: B*)



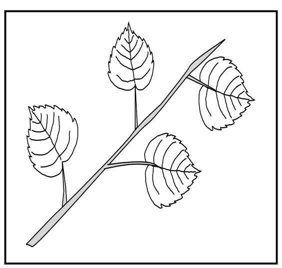
Sample Item #3

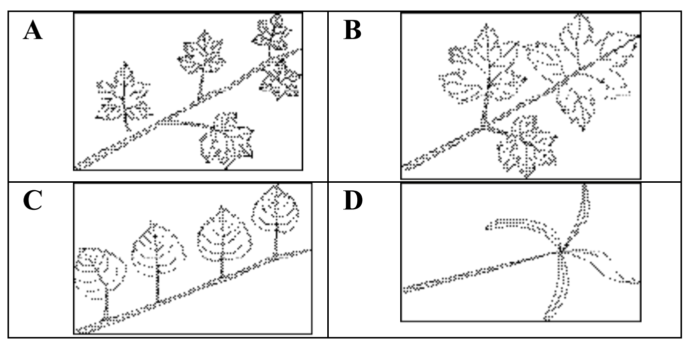
Strand: Number Sense

Standard Set: 1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):

Standard: 1.1 Compare two or more sets of objects (up to 10 objects in each group) and identify which set is equal to, more than, or less than the other.

[Which branch has more leaves than the branch in the box?] (*Answer: A*)





Sample Item #4

Strand: Statistics, Data Analysis, and Probability

Standard Set: 1.0 Students collect information about objects and events in their environment:

Standard: 1.2 Identify and describe simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

[Look at the pattern. What letters are missing from the pattern?] (***Answer: B***)

Aa, Bb, Aa, Bb, Aa, Bb, Aa, ____

A	**B**	**C**
Aa	Bb	Cc

Sample Item #5

Strand: Measurement and Geometry

Standard Set: 1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:

Standard: 1.4 Identify the time (to the nearest hour) of everyday events (e.g, lunch time is 12 o'clock; bedtime is 8 o'clock at night).

[About what time is lunch?] (***Answer: B***)

A	B	C	D
			

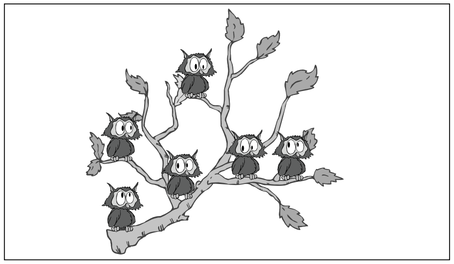
Sample Item #6

Strand: Number Sense

Standard Set: 2.0 Students understand and describe simple addition and subtraction:

Standard: 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

[Look at the owls in the tree. Cameron saw four more owls flying by. How many owls are there all together?] (*Answer: A*)



A 10	**B** 2	**C** 11

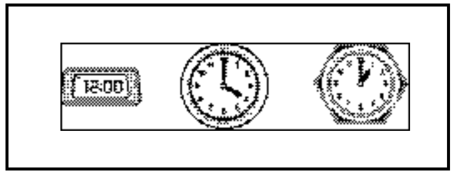
Sample Item #7

Strand: Algebra and Functions

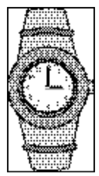
Standard Set: 1.0 Students sort and classify objects:

Standard: 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green; those are red).

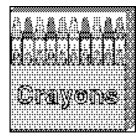
[Look at the box below. Which of the following belongs in the box?] (*Answer: A*)



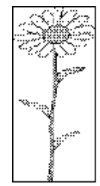
A



B



C



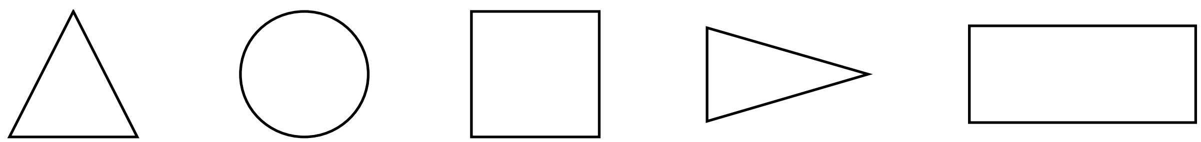
CONSTRUCTED RESPONSE

Strand: Algebra and Functions

Standard Set: 1.0 Students sort and classify objects:

Standard: 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green; those are red).

[Look at the shapes below.
- **Draw an X on two shapes that belong together.**
- **Why do they belong together?**
- **Draw a line under two different shapes that belong together.**
- **Why do they belong together?]**



Rubric

4-point response: The student shows a **complete understanding** of identifying and classifying objects by attribute by doing the following:
- The student draws an X on two shapes that belong together (e.g., 2 triangles).
- The student clearly and completely explains the common attributes of the shapes marked with an X.
- The student underlines two different shapes that belong together (e.g., square and rectangle).
- The student clearly and completely explains the common attributes of the shapes underlined.

assessed standard

3-point response: The student shows **understanding** of identifying and classifying objects by attribute by doing the following:
- The student draws an X on two shapes that belong together (e.g., 2 triangles).
- The student provides a partial explanation of the common attributes of the shapes marked with an X.
- The student underlines two different shapes that belong together (e.g., square and rectangle).
- The student provides a partial explanation of the common attributes of the shapes marked underlined.

2-point response: The student shows **partial understanding** of identifying and classifying objects by attribute by doing the following:

- The student draws an X on two shapes that may or may not belong together.
- The student underlines two different shapes that may or may not belong together.
- The student attempts to explain the common attributes but explanation is incomplete or unclear.

1-point response: The student shows **little or no understanding** of identifying and classifying objects by attribute by doing **one** the following:

- The student draws an X on two shapes that may or may not have common attributes.
- The student underlines two shapes that may or may not have common attributes.
- The student provides no explanation of the common attributes.
- The student provides no response.

QUARTER 1

<u>**Number Relationships and Equivalence**</u>
Numerical values can be represented in multiple ways.

Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.

- Use mental math when computing with decimals.
- Add, subtract, multiply, and divide whole numbers and decimals accurately.
- Estimate and round numbers.
- Add with negative integers and subtract a positive integer from a negative integer.

<u>**Algebraic Reasoning**</u>
Equations, expressions, and variables are mathematical models used to represent real situations.

Linear relationships are presented in multiple ways.

- Write and evaluate simple algebraic expressions using one variable.
- Use the distributive property in equations and expressions with variables.

CA MATH STANDARDS	NS 1.1	NS 1.3	NS 2.1	NS 2.2	AF 1.2	AF 1.3
KEY STANDARDS			🔑	🔑	🔑	
CONCEPT LESSON						
QUARTERLY ASSESSED	4	4	9/CR	5	7	1

LOS ANGELES UNIFIED SCHOOL DISTRICT
Fifth Grade: Quarter One
Quarterly Instructional Roadmap

Numerical Relationships and Equivalence
Numerical values can be represented in multiple ways.

Standards:

	NS 1.1	Estimate, round, and manipulate very large (e.g., millions) and very small (e.g. thousandths) numbers.
	NS 1.3	Understand and compute positive integer powers of non-negative integers; compute examples as repeated multiplication.
🔑	NS 2.1	Add, subtract, multiply and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.
🔑	NS 2.2	Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors.
🔑	AF 1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.
	AF 1.3	Know and use the distributive property in equations and expressions with variables.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Fractions, decimals, and percents are identified and represented on a number line.	NS 1.1	**Topic 1: Numeration** • Math Background for Teachers • The Language of Math • Topic Opener • Lessons 1-1 – 1-5 o Daily Spiral Review o Develop the Concept: Interactive o Develop the Concept: Visual ▪ Visual Learning Bridge ▪ Guided Practice ▪ Independent Practice o Close/Assess and Differentiate • Universal Access • Topic Test, Alternate Assessment, Reteaching	
Fractions, decimals, and percents are identified and represented on a number line.	NS 1.1 🔑 NS 2.1	**Topic 2: Addition and Subtraction Number Sense** • Lessons 2-2 – 2-6 (***Lesson 2-1: Grade 4 standard; Lesson 2-7: Grade 6 standard)*** • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*A Collection of Math Lessons from Grades 3 through 6* (Burns), pp. 129 - 138
Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.	NS 1.1 NS 1.3	**Topic 3: Reviewing Multiplication of Whole Numbers** • Lessons 3-2, 3-5 – 3-7 (*Lesson 3-1:* ***Grade 6 standard; Lesson 3-3: Grade 3 standard; Lesson 3-4 Grade 4 standard)*** • See Topic 1 for a list of Program Components	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 198 – 202, 210, 221

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
		related to planning and teaching the lessons in this Topic.	
Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.	NS 1.1 NS 2.2	**Topic 4: Division of Whole Numbers** • Lessons 4-1 – 4-8 (*Lesson 4-9:* ***Grade 6 standard***) • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*50 Problem Solving Lessons* (Burns, pp. 117 – 120 *Math Matters Grades K-6: Understanding the Math You Teach* (Chapin & Johnson), pp. 67 – 69
Linear relationships are presented in multiple ways.	AF 1.2 AF 1.3	**Topic 5: Variables and Expressions** • Lessons 5-1 – 5-4, 5-6 *(Lesson 5-5:* ***Grade 6 standard)*** • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*50 Problem Solving Lessons* (Burns), pp. 133 - 135 *Lessons for Algebraic Thinking Grades 3 – 5* (Wickett, Kharas, & Burns), pp. 27-42, 139 -150, 276 - 294
Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.	NS 2.1	**Topic 6: Multiplying Decimals** • Lessons 6-1 – 6-6 • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 216- 243

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Fifth Grade, Quarter 1

	STANDARD	Multiple Choice	Constructed Response
NS 1.1	Estimate, round, and manipulate very large (e.g., millions) and very small (e.g. thousandths) numbers.	4	
NS 1.3	Understand and compute positive integer powers of non-negative integers; compute examples as repeated multiplication.	4	
NS 2.1 (key)	Add, subtract, multiply and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. (*Focus on operations with decimals.*)	9	1
NS 2.2 (key)	Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors.	5	
AF 1.2 (key)	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.	7	
AF 1.3	Know and use the distributive property in equations and expressions with variables.	1	
	TOTAL:	30	1

(key) Key standard

Fifth Grade Quarterly Concept Organizer

QUARTER 2

<u>Number Relationships and Algebraic Reasoning</u>
Arithmetic and algebra are guided by equivalence and properties of operations.

<u>Geometric Figures</u>
Shapes can be described, classified, and analyzed by their attributes.

Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.

- Solve problems involving addition, subtraction, multiplication, and division of fractions accurately and represent in simplest form.
- Recognize equivalent fractions and solve problems involving fractions with like and unlike denominations.
- Add, subtract, multiply, and divide whole numbers and decimals.
-

Numbers are expressed as the product of prime factors and are written in exponential notation.

- Determine prime factors and write in exponential form.
-
-

Fractions, decimals, and percents are identified and represented on a number line.

- Represent numbers smaller than one, mixed numbers, positive and negative integers on the number line.
-

Plane Figures have many properties that make them different from one another.

- Use appropriate tools to measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles.
- Know the sum of the angles of a triangle and quadrilateral and apply to problem solving.

CA MATH STAND	NS 1.4	NS 1.5	NS 2.1	NS 2.2	NS 2.3	NS 2.4	NS 2.5	MG 2.	MG 2.2
KEY STANDARDS									
CONCEPT LESSO		CL			CL				
QUARTERLY ASS	3	3	5	3	5/CR	2	2	3	4

Number Relationships and Algebraic Reasoning
Arithmetic and algebra are guided by equivalence and properties of operations.

Standards:

NS 2.1 Add, subtract, multiply and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.

NS 2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources

Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.	NS 2.1
	NS 2.2
		Topic 7: Dividing Decimals
		• Math Background for Teachers
		• The Language of Math
		• Topic Opener
		• Lessons 7-1 – 7-5
		  o Daily Spiral Review
		  o Develop the Concept: Interactive
		  o Develop the Concept: Visual
		    ▪ Visual Learning Bridge
		    ▪ Guided Practice
		    ▪ Independent Practice
		  o Close/Assess and Differentiate
		• Universal Access
		Topic Test, Alternate Assessment, Reteaching
			Math Matters Grades K – 6: Understanding the Math You Teach (Chapin & Johnson), pp. 67 – 69, 107 - 110

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Fifth Grade: Quarter Two
Quarterly Instructional Roadmap

Geometric Figures
Shapes can be described, classified, and analyzed by their attributes.

Standards:

Key	MG 2.1	Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).
Key	MG 2.2	Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Plane Figures have many properties that make them different from one another.	Key MG 2.1 Key MG 2.2	**Topic 8: Shapes** • Lessons 8-1 – 8-6 • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp 91 - 97 *A Collection of Math Lessons from Grades 3 through 6* (Burns), pp 139 – 148 *Math Matters Grades K-6 Understanding the Math You Teach* (Chapin & Johnson), pp 149 -155

Number Relationships and Equivalence
Numerical values can be represented in multiple ways.

Standards:

Key	NS 1.4	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. $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).
Key	NS 1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.
Key	NS 2.3	Solve simple problems, including ones arising in concrete situation, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.
	NS 2.4	Understand the concept of multiplication and division of fractions.
	NS 2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Numbers are expressed as the product of prime factors and are written in exponential notation.	Key NS 1.4	**Topic 9 : Factors and Multiples** • Lessons 9-3, 9-5 (***Lessons 9-1, 9-2: Grade 4 standard; Lesson 9-4: Grade 6 standard***) • See Topic 7 for a list of Program Components	*A Collection of Math Lessons from Grades 3 through 6* (Burns) • Chapter 6: Exploring Multiplication with Rectangles, pp. 71 - 84 *Math Matters, Grades K- 6, Understanding the Math You Teach* (Chapin & Johnson), pp. 7 – 10, 16 – 17, 65 - 66

Legend:
Key Standard

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
		related to planning and teaching the lessons in this Topic.	
Fractions, decimals, and percents are identified and represented on a number line.	NS 1.5	**Topic 10: Fractions, Mixed Numbers, and Decimals** • Lessons 10-1 – 10-3, 10-7 – 10-9 (***Lesson10-4, 10-6, 10-10: Grade 4 standard; Lesson 10-5: Grade 6 standard)*** • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Math Matters Grades K – 6: Understanding the Math You Teach* (Chapin & Johnson), pp. 77 – 81, 87 – 90, 103 – 107, *50 Problem Solving Lessons* (Burns), pp. 125 - 128
Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.	NS 2.3	**Topic 11: Adding and Subtracting Fractions and Mixed Numbers** • Lessons 11-1, 11-3 – 11-6 (***Lesson 11-2: Grade 6 standard)*** • See Topic 7 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.) • The Fraction Kit, pp. 226 – 228 • Build the Yellow Hexagon, p. 235 *Math Matters Grades K – 6: Understanding the Math You Teach* (Chapin & Johnson) • Adding and Subtracting Fractions with Models, pp. 91 – 93 • Modeling Fraction Multiplication, pp. 93 - 94 Division of Fractions, pp. 95 - 97
Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.	NS 2.4 NS 2.5	**Topic 12: Multiplying and Dividing Fractions and Mixed Numbers** • Lessons 12-1 – 12-7 (***Lesson 12-8: Grade 6 standard)*** • See Topic 1 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Math Matters Grades K – 6: Understanding the Math You Teach* (Chapin & Johnson), pp. 93 -97

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Fifth Grade, Quarter 2

	STANDARD	Multiple Choice	Constructed Response
NS 1.4	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. $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).	3	
NS 1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers. (*Focus on integers.*)	3	
NS 2.1	Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. (*Focus on integers.*)	5	
NS 2.2	Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors.	3	
NS 2.3	Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.	5	1
NS 2.4	Understand the concept of multiplication and division of fractions.	2	
NS 2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.	2	
MG 2.1	Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).	3	
MG 2.2	Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.	4	
	TOTAL:	30	1

Key standard

Fifth Grade Quarterly Concept Organizer

QUARTER 3

Number Relationships and Algebraic Reasoning

Arithmetic and algebra are guided by equivalence and properties of operations.

Linear relationships are presented in multiple wavs.

- Write and evaluate simple algebraic expressions using one variable
- Identify and graph ordered pairs in the four quadrants

Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.

- Represent and identify positive and negative integers on a number line
- Add with negative integers and subtract a positive integer from a negative integer
- Interpret percents as part of 100

Measurement and Geometry

Some attributes of objects are measurable and quantified using unit

Two- and three-dimensional objects are measured and described both around and within.

- Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle and use appropriate units
- Construct a cube and a rectangular box from two-dimensional objects and use patterns to compute the surface area of these objects
- Compute area, perimeter, volume of rectangular plane and solid figures and use appropriate units
- Draw two-dimensional views of three-dimensional objects made from rectangular solids

Data Analysis

Data can be interpreted from organized visual representations.

Data is collected, sorted and/or classified, and analyzed visually and numerically depending upon the problem situation.

- Identify, graph ordered pairs in the four quadrants, and write ordered pairs of data from a graph and interpret meaning of data
- Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid

CA MATH STANDARDS	NS 1.2	NS 1.5	NS 2.1	AF 1.2	AF 1.4	AF 1.5	MG 1.1	MG 1.2	MG 1.3	MG 1.4	MG 2.3	SDAP 1.4	SDAP 1.5
KEY STANDARDS													
CONCEPT LESSON			CL	CL									
QUARTERLY ASSESSED	5		3	3	2	3/CR	3	3	3			2	3

LOS ANGELES UNIFIED SCHOOL DISTRICT
Fifth Grade: Quarter Three
Quarterly Instructional Roadmap

<u>Measurement and Geometry</u>
Some attributes of objects are measurable and described using unit amounts.

Standards:

MG 1.1 (Key)	Derive and use the formula for the area of a triangle and of a parallelogram by comparing each with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by pasting and cutting a right triangle on the parallelogram).
MG 1.2 (Key)	Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area of these objects.
MG 1.3 (Key)	Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeters [cm^3], cubic meter [m^3], cubic inch [in^3], cubic yard [yd^3]) to compute the volume of rectangular solids.
MG 1.4	Differentiate between, and use appropriate units of measures for two- and three-dimensional objects (i.e., find the perimeter, area, volume).
MG 2.3	Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources

Two- and three-dimensional objects are measured and described both around and within.	MG 1.1 (Key)
	MG 1.4
		Topic 13: Length, Perimeter, and Area
		• Math Background for Teachers
		• The Language of Math
		• Topic Opener
		• Lessons 13-1, 13-2, 13-4 – 13-7 (***Lesson 13-3: <u>Grade 4 standard</u>***)
		  o Daily Spiral Review
		  o Develop the Concept: Interactive
		  o Develop the Concept: Visual
		    ▪ Visual Learning Bridge
		    ▪ Guided Practice
		    ▪ Independent Practice
		  o Close/Assess and Differentiate
		• Universal Access
		• Topic Test, Alternate Assessments, and Reteaching
			About Teaching Mathematics (Burns, 2nd Ed.), pp. 87, 97 - 99
			
			A Collection of Math Lessons from Grades 3 through 6 (Burns), pp. 139 - 148
			
			Math Matters Grades K-6 Understanding the Math You Teach (Chapin & Johnson), pp. 189- 192

Two- and three-dimensional objects are measured and described both around and within.	MG 1.2 (Key) MG 1.3 (Key) MG 1.4 MG 2.3	**Topic 14: Solids** • Lessons 14-3 – 14-7 (***Lesson 14-1, 14-2: <u>Grade 4 standard</u>***) • See Topic 13 for a list of Program Components related to planning and teaching the lessons in this Topic.	*Math Matters Grades K-6 Understanding the Math You Teach* (Chapin & Johnson) pp. 171 – 176, 194 - 195

Legend:
Key Standard

Number Relationships and Algebraic Reasoning
Arithmetic and algebra are guided by equivalence and properties of operations.

Standards:

🔑	NS 1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.
🔑	NS 2.1	Add, subtract, multiply and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.
🔑	AF 1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.
🔑	AF 1.5	Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.	🔑 NS 1.5 🔑 NS 2.1 🔑 AF 1.2	**Topic15: Integers** • Lessons 15-1 – 15-7 • See Topic 13 for a list of Program Components related to planning and teaching the lessons in this Topic.	
Linear relationships are presented in multiple ways.	🔑 AF 1.2 🔑 AF 1.5	**Topic 16: Solving and Writing Equations** • Lessons 16-3 – 16-5 (***Lesson 16-1, 16-2, 16-7: Grade 6 standard***) • See Topic 13 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns), pp. 89, 115 – 123, 214 - 215

Number Relationships and Equivalence
Numerical values can be represented in multiple ways.

Standards:

🔑	NS 1.2	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.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Fractions, decimals, and percents are identified and represented on a number line.	🔑 NS 1.2	**Topic 17: Percent** • Lessons 17-2 – 17-5 (***Lesson 17-1: Grade 6 standard***) • See Topic 13 for a list of Program Components related to planning and teaching the lessons in this Topic.	*About Teaching Mathematics* (Burns, 2nd Ed.), pp. 249 – 252, 234 – 236, 241, 243 *Math Matters Grades K – 6 Understanding the Math You Teach* (Chapin & Johnson), pp. 114 – 116, 120 - 121

Legend:
🔑 Key Standard

Data Analysis
Commonly used statistical measures describe data.

Standards:

Key	AF 1.4	Identify and graph ordered pairs in the four quadrants of the coordinate plane.
Key	AF 1.5	Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.
Key	SDAP 1.4	Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.
Key	SDAP 1.5	Know how to write ordered pairs correctly; for example, (x, y).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Data is collected, sorted, and/or classified, and analyzed visually and numerically depending upon the problem situation.	Key AF 1.4 Key AF 1.5 Key SDAP 1.4 Key SDAP 1.5	**Topic 18: Equations and Graphs** • Lessons 18-1 – 18-4 • See Topic 13 for a list of Program Components related to planning and teaching the lessons in this Topic.	• *50 Problem Solving Lessons* (Burns, 2nd Ed.), pp. 139 - 140 • *Lessons for Algebraic Thinking Grades 3 – 5* (Wickett, Kharas, & Burns), pp 43 – 70, 197 – 221

Legend:
Key Standard

LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services, District Mathematics Program
Periodic Assessment Blueprint – Fifth Grade, Quarter 3

	STANDARD	Multiple Choice	Constructed Response
NS 1.2	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.	5	
NS 2.1	Add, subtract, multiply and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. (*Focus on integers.*)	3	
AF 1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.	3	
AF 1.4	Identify and graph ordered pairs in the four quadrants of the coordinate plane	2	
AF 1.5	Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.	3	1
MG 1.1	Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle.	3	
MG 1.2	Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.	3	
MG 1.3	Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeters [cm^3], cubic meters [m^3], cubic inches [$in.^3$], cubic yards [$yd.^3$]) to compute the volume of rectangular solids.	3	
SDAP 1.4	Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.	2	
SDAP 1.5	Know how to write ordered pairs correctly; for example, (x,y)	3	
	Total	30	1

Fifth Grade Quarterly Concept Organizer

QUARTER 4

<u>Data Analysis</u>
Data can be interpreted from organized visual representations.

Data is collected, sorted and/or classified, and analyzed visually and numerically depending upon the problem situation.

- Understand and explain the concepts of mean, median, and mode.
- Compute and compare mean, median, and mode to show that they may differ.
- Use graphic organizers, including histograms and circle graphs, and explain which type of graph(s) is appropriate for various data sets.
- Determine the best choice of visual representations based on the type of data.
- Use fractions and percentages to compare data sets of different sizes.

<u>Geometric Figures</u>
Two- and three-dimensional objects with or without curved surfaces can be describes, classified, and analyzed by their attributes.

Two- and three-dimensional objects are measured and described both around and within.

- Use appropriate tools to measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles.

CA MATH STANDARDS	SDAP 1.1	SDAP 1.2	SDAP 1.3	MG 2.1
KEY STANDARDS				
CONCEPT LESSON				

LOS ANGELES UNIFIED SCHOOL DISTRICT
Fifth Grade: Quarter Four
Quarterly Instructional Roadmap

<u>Data Analysis</u>
Commonly used statistical measures describe data.

Standards:

SDAP 1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.
SDAP 1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.
SDAP 1.3 Use fractions and percentages to compare data sets of different sizes.

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Data is collected, sorted, and/or classified, and analyzed visually and numerically depending upon the problem situation.	SDAP 1.1 SDAP 1.2 SDAP 1.3	**Topic 19: Graphs and Data** • Lessons 19-1 – 19-6, 19-8, 19-9 ***(Lesson 19-7: <u>Grade 6 standard</u>)*** .	*About Teaching Mathematics* (Burns), pp. 76 – 78 *Math Matters Grades K – 6: Understanding the Math You Teach* (Chapin & Johnson), 197 – 203, 211 – 213

<u>Measurement and Geometry</u>
Two- and three-dimensional objects with or without curved surfaces can be describes, classified, and analyzed by their attributes.

Standards:

MG 2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).

Concepts	Standards	Scott Foresman – Addison Wesley Resources	Additional Resources
Two- and three-dimensional objects are measured and described both around and within.	MG 2.1	**Topic 20: Constructions** • Lessons 20.1 – 20.3	

Legend:
Key Standard

Sample Assessment Items - Grade 5

The purpose of these sample assessment items is to provide teachers with examples of questions that address the assessed standards. Although the assessment items will not be identical to these samples, the test format, level of rigor, and type of questions will be similar. Not all assessed standards are represented by this selection. The intent is to neither create a pretest nor an additional assessment for teacher use.

MULTIPLE CHOICE QUESTIONS

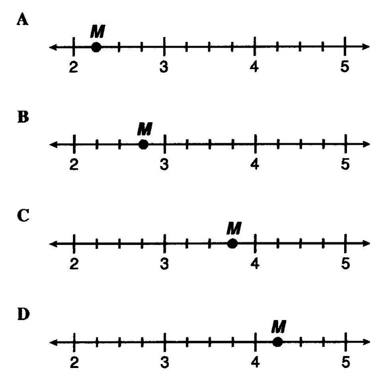
Sample Item #1

Strand: Number Sense

Standard Set: 1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:

***Standard:** 1.5 Identify and represent on a number line decimals, fractions, mixed numbers and positive and negative integers.

On which number line below is point *M* located at 2.75? (*Answer: B*)



Sample Item #2

Strand: Number Sense

Standard Set: 1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:

***Standard:** 1.2 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.

Leanne wants to buy a pair of shoes that cost $45. If the shoes go on sale for 30% off the regular price, how much less will the shoes cost? (*Answer: A*)

A $13.50
B $15.00
C $30.00
D $75.00

Sample Item #3

Strand: Number Sense

Standard Set: 2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:

***Standard:** 2.1 Add, subtract, multiply, and divide with decimals.

The table below shows the length of petals for some California poppies.

Poppies' Petals

Type of Poppy	**Length of Petal (centimeters)**
Island poppy	0.9
Kernville poppy	4
San Benito poppy	1.67
Tejon poppy	3.8

How much longer is the Kernville poppy petal than the San Benito poppy petal? (*Answer: B*)

A 1.63 centimeters **B** 2.33 centimeters **C** 3.43 centimeters **D** 5.67 centimeters

Sample Item #4

Strand: Statistics, Data Analysis, and Probability

Standard Set: 1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:

Standard: 1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.

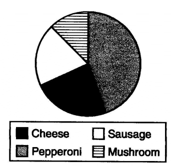
Hannah conducted a survey of her classmates to find out their favorite type of pizza. The table below shows the results of her survey.

Favorite Pizza Survey

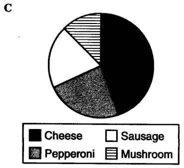
Favorite Type of Pizza	Number of Students
Cheese	11
Pepperoni	6
Sausage	5
Mushroom	3

Which of the following circle graphs represents her survey? (*Answer: C*)

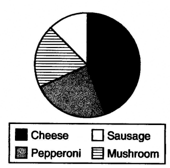
A



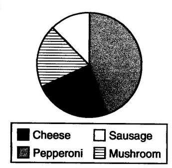
C



B



D



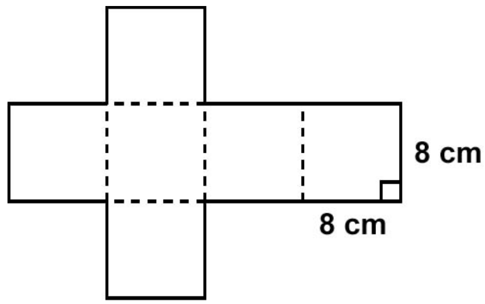
Sample Item #5

Strand: Measurement and Geometry

Standard Set: 1.0 Students understand and compute the volumes and areas of simple objects:

***Standard:** 1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.

Rachel wants to create a cube from construction paper. She cuts out a pattern in the shape shown below.



What is the surface area of the cube? (*Answer: C*)

A

B

C

D

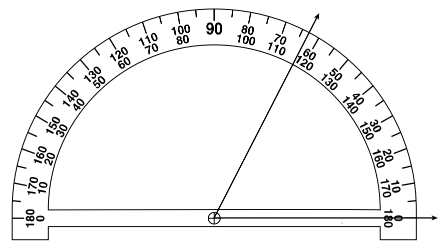
Sample Item #6

Strand: Measurement and Geometry

Standard Set: 2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:

***Standard:** 2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).

What is the measurement of the angle below? (*Answer: A*)



A 63°
B 77°
C 117°
D 123°

Sample Item #7

Strand: Algebra and Functions

Standard Set: 1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

***Standard:** 1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.

Jerome and Nadia are planting trees. Nadia (*N*) has planted 4 more trees than Jerome. Which expression shows the number of trees Jerome has planted? (*Answer: D)*

A 4 x *N*
B *N* ÷ 4
C N + 4
D N - 4

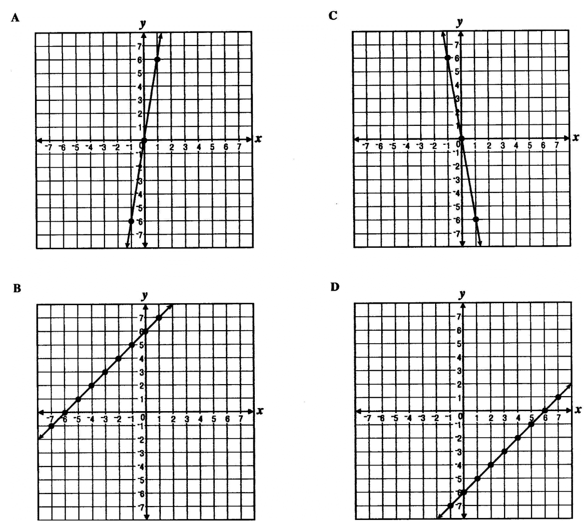
Sample Item #8

Strand: Algebra and Functions

Standard Set: 1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

***Standard:** 1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

Which graph shows $\boxed{}$ **(*Answer: A)***



CONSTRUCTED RESPONSE

Strand: Number Sense

Standard Set: 2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:

***Standard:** 2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors.

A soccer team is getting new uniforms. Each player of a soccer team will need a pair of shorts, a shirt, and a pair of socks. The table below shows the prices of the items per package, as well as the number of items in each package.

Uniform Prices

Item	Number in Package	Price per Package
Shorts	10	$115
Shirts	15	$180
Pairs of socks	12	$30

- **What is the cost for each pair of shorts, each shirt, and each pair of socks?**
- **What will be the total cost of a uniform for each player? Show all your work.**
- **Use words and numbers to explain how you got your answer. You may also use pictures.**

Rubric:

4-point response: The response indicates an advanced proficiency of division, including division with positive decimals and long division with multi-digit divisors.

- Calculates the cost for each item; $11.50 for the shorts, $12.00 for a shirt, and $2.50 for socks.
- States the total cost of a uniform for each player; $26.00.
- Shows all supporting work.
- Clearly explains the process of solving the problem. For example, the student may state that to find the cost of each item, divide the number in package into the price per package. Then take each item cost and add to find the cost of the uniform for each player.

3-point response: The response indicates proficiency of division, including division with positive decimals and long division with multi-digit divisors.

- Calculates the cost for some of the items; $11.50 for the shorts, $12.00 for a shirt, and $2.50 for socks.
- States a total cost of a uniform for each player, but the cost is inaccurate; $26.00.
- Shows most supporting work.
- Explains the process of solving the problem, but is missing the explanation for how to find the cost of each item or how to find the cost of the uniform for each player. For example, the student may restate the cost of each item and the cost of the uniform for each player.

2-point response: The response indicates partial proficiency of division, including division with positive decimals and long division with multi-digit divisors.

- Calculates the cost for some of the items with the calculated costs being incorrect; $11.50 for the shorts, $12.00 for a shirt, and $2.50 for socks.
- States a total cost of a uniform for each player, but the cost is inaccurate; $26.00.
- Shows some supporting work.
- Explains the process of solving the problem, but the explanation is incomplete, inaccurate, and/or missing information.

1-point response: The response indicates little or no proficiency of division, including division with positive decimals and long division with multi-digit divisors.

- Attempts to calculate some of the costs for each item; $11.50 for the shorts, $12.00 for a shirt, and $2.50 for socks.
- States an inaccurate cost of a uniform for each player or does not state a total cost for the uniform for each person; $26.00.
- Shows no supporting work.
- Explanation is inaccurate or missing.
- Does not complete the problem.

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

Kindergarten

Single Track

September				
M	T	W	Th	F
	1	2	3	4
7 **H**	8 **PF**	9	10	11
14	15	16	17	18
21	22	23	24	25
28 **U**	29	30		

October				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November				
M	T	W	Th	F
2	3	4	5	6
9	10	11 **H**	12	13
16	17	18	19	20
23	24	25	26 **H**	27 **H**
30				

December				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18 **H**	19	20	21	22
25	26	27	28	29

Book 1 - School

September 9 - October 15 (26 days)

Lesson		Days
1	Unit Opener/Chrysanthemum	2
2-5	Look Out Kindergarten, Here I Come!	5
6-10	Boomer Goes to School	7
11-14	I Brought a Worm	5
15-19	Anabelle Swift, Kindergartner	6
20	Unit Wrap-up	1

Book 2 - Shadows

October 16 - November 16 (21 days)

Lesson		Days
1	Unit Opener/What Makes a Shadow?	2
2-5	Shadows	4
6-10	Bear Shadow	4
11-15	The Wolf and His Shadow	4
16-19	Nothing Sticks Like a Shadow	5
20	Unit Wrap-up	1
-	Fall Assessment* (Optional)	1

Book 3 - Finding Friends

November 17 - December 18 (22 days)

Lesson		Days
1	Unit Opener/Big Al	2
2-5	Ginger	4
6-10	The Lonely Prince	5
11-15	Making Friends	5
16-19	Don't Need Friends	4
20	Unit Wrap-up	2

Book 4 - The Wind

January 11 - February 10 (22 days)

Lesson		Days
1	Unit Opener/Can You See the Wind?	1
2-5	Gilberto and the Wind	4
6-10	What Happens When Wind Blows?	4
11-15	The Wind	5
16-19	Wind Says Goodnight	5
20	Unit Wrap-up	1
-	Assessment/Mid Year Assessment	2

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

Kindergarten

Single Track

February				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15 **H**	16	17	18	19
22	23	24	25	26

March				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 **H**				

June				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25 **PF**

Book 5 - Stick To It

February 11 - March 15 (22 days)

Lesson		**Days**
1	Unit Opener/Bunny Cakes	2
2-5	The Great Big Enormous Turnip	4
6-10	Tillie and the Wall	5
11-15	To Catch a Fish	5
16-19	Wanda's Roses	5
20	Unit Wrap-up	1

Book 6 - Red, White, and Blue

March 16 - April 22 (23 days)

Lesson		**Days**
1	Unit Opener/A Flag for Our Country	2
2-5	Patriotism	5
6-10	Hats Off for the 4th of July	5
11-15	America the Beautiful	5
16-19	The American Wei	4
20	Unit Wrap-up /Spring Assessment *(Optional)	2

Book 7 - Teamwork

April 23 - May 21 (21 days)

Lesson		**Days**
1	Unit Opener/Mr. McGill Goes to Town	2
2-5	Teamwork	4
6-10	Swimmy	5
11-15	Cleaning Up the Block	5
16-19	The Little Red Hen	4
20	Unit Wrap-up	1

Book 8 - By the Sea

May 24 - June 24 (23 days)

Lesson		**Days**
1	Unit Opener/A Walk By the Seashore	2
2-5	The Ocean	4
6-10	Humphrey the Lost Whale	4
11-15	There Was Once a Puffin	4
16-19	Hello Ocean	4
20	End of Year Assessment	3
-	Unit Wrap-up	2

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

1st Grade

Single Track

September

M	T	W	Th	F
	1	2	3	4
7 **H**	8 **PF**	9	10	11
14	15	16	17	18
21	22	23	24	25
28 **U**	29	30		

October

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

M	T	W	Th	F
2	3	4	5	6
9	10	11 **H**	12	13
16	17	18	19	20
23	24	25	26 **H**	27 **H**
30				

December

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18 **H**	19	20	21	22
25	26	27	28	29

Unit 1 - Let's Read!

September 9 - October 1 (16 days)

Lesson		Days
1-15	Let's Read!	16

Unit 2 - Animals

October 2 - October 27 (18 days)

Lesson		Days
1	Unit Opener/(from Lesson 1)	1
2-14	Animals	14
15	Unit Wrap-up	1
-	Unit 1 and 2 Assessment	2

Unit 3 - Things That Go

October 28 - November 20 (17 days)

Lesson		Days
1	Unit Opener/(from Lesson 1)	1
2-14	Things That Go	15
15	Unit Wrap-up	1

Unit 4 - Our Neighborhood at Work

November 23 - December 18 (18 days)

Lesson		Days
1	Unit Opener/(from lesson 1)	1
2-14	Our Neighborhood at Work	15
15	Unit Wrap-up	1
-	Unit 3 and 4 Assessment* (Optional)	1

Unit 5 - Weather

January 11 - February 2 (16 days)

Lesson		Days
1	Unit Opener/(from lesson 1)	1
2-14	Weather	14
15	Unit Wrap-up	1

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

1st Grade

Single Track

February

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15 **H**	16	17	18	19
22	23	24	25	26

March

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 **H**				

June

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25 **PF**

Unit 6 - Journeys

February 3 - March 1 (18 days)

Lesson		**Days**
1	Unit Opener/(from lesson 1)	1
2-14	Journeys	14
15	Unit Wrap-up	1
-	Unit 5 and 6 Assessment	2

Unit 7 - Keep Trying

March 2 - April 8 (23 days)

Lesson		**Days**
1	Unit Opener - In 1776	1
2	The Itsy, Bitsy Spider	3
3	The Kite	4
4	The Garden	4
5	The Way of an Ant	3
6	The Fox and the Grapes	2
7	The Hare and the Tortoise	3
8	74th Street	2
9	Unit Wrap-up	1

Unit 8 - Games

April 9 - May 7 (21 days)

Lesson		**Days**
1	Unit Opener/What Game Shall We Play?	1
2	A Game Called Piggle	2
3	Jafta	2
4	Mary Mack	2
5	Matthew and Tilly	4
6	The Great Ball Game	5
7	The Big Team Relay Race	3
8	Unit Wrap-up and Assessment (Units 7 and 8)*	2

Unit 10 - Homes

May 10 - June 24 (33 days)

Lesson		**Days**
1	Unit Opener/Watch the Stars Come Out	1
2	Homes Around the World	3
3	Building a House	4
4	A House Is a House for Me	4
5	Animal Homes	3
6	Make a Home	4
7	Home for a Bunny	3
8	Is This a House for Hermit Crab?	4
9	Three Little Pigs	3
10	Assessment (Unit 10)	3
-	Unit Wrap-up	1

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

2nd Grade

Single Track

September

M	T	W	Th	F
	1	2	3	4
7 **H**	8 **PF**	9	10	11
14	15	16	17	18
21	22	23	24	25
28 **U**	29	30		

October

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

M	T	W	Th	F
2	3	4	5	6
9	10	11 **H**	12	13
16	17	18	19	20
23	24	25	26 **H**	27 **H**
30				

December

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Getting Started	**Days**
September 9 - September 15 (5 days)	5

Book 1 - Unit 1 - Sharing Stories

September 16 - October 27 (29 days)

Lesson		**Days**
-	Unit Opener	1
1	Ant and the Three Little Figs	5
2	Come Back, Jack!	5
3	The Library	5
4	Story Hour - Starring Megan	5
5	Tomás and the Library Lady	5
-	Unit Wrap-up and Unit Presentations	1
-	Assessment	2

Book 2 - Unit 2 - Kindness

October 28 - December 18 (35 days)

Lesson		**Days**
-	Unit Opener	1
1	Mushroom in the Rain	4
2	The Elves and the Shoemaker	5
3	The Paper Crane	5
4	Butterfly House	5
5	Corduroy	5
6	The Story of Three Whales	5
7	Cinderella	3
-	Unit Wrap-up and Unit Presentations	1
-	Assessment	1

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

2nd Grade

Single Track

January

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18 **H**	19	20	21	22
25	26	27	28	29

February

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15 **H**	16	17	18	19
22	23	24	25	26

March

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 **H**				

June

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25 **PF**

Book 3 - Unit 3 - Look Again

January 11 - March 4 (37 days)

Lesson		Days
-	Unit Opener	1
1	I See Animals Hiding	6
2	They Thought They Saw Him	6
3	Hungry Little Hare	6
4	How to Hide an Octopus and Other Sea Creatures	5
5	How the Guinea Fowl Got Her Spots	4
6	Animal Camouflage	5
-	Unit Wrap-up & Research Presentations	2
-	Assessment	2

Book 4 - Unit 4 - Fossils

March 5 - April 30 (36 days)

Lesson		Days
-	Unit Opener	1
1	Fossils Tell of Long Ago	5
2	The Dinosaur Who Lived in My Backyard	5
3	Dinosaur Fossils	5
4	Why Did the Dinosaurs Disappear?	5
5	Monster Tracks	5
6	Let's Go Dinosaur Tracking	5
-	Unit Wrap-up and Unit Presentations	3
-	Assessment* (Optional)	2

Book 5 - Unit 5 - Courage

May 3 - June 24 (38 days)

Lesson		Days
-	Unit Opener	1
1	Molly the Brave and Me	6
2	Dragons and Giants	6
3	The Hole in the Dike	5
4	Martin Luther King, Jr.	5
5	The Empty Pot	5
6	Brave as a Mountain Lion	5
-	Assessment	2
-	End of Year Assessment	1
-	Unit Wrap-up and Presentations	2

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

3rd Grade

September

M	T	W	Th	F
	1	2	3	4
7 **H**	8 **PF**	9	10	11
14	15	16	17	18
21	22	23	24	25
28 **U**	29	30		

October

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

M	T	W	Th	F
2	3	4	5	6
9	10	11 **H**	12	13
16	17	18	19	20
23	24	25	26 **H**	27 **H**
30				

December

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18 **H**	19	20	21	22
25	26	27	28	29

Getting Started	**Days**
September 9 - September 16 (6 days)	6

Unit 1 - Friendship

September 17 - November 2 (32 days)

Lesson		**Days**
-	Unit Opener	1
1	Gloria Who Might Be My Best Friend	5
2	Angel Child, Dragon Child	5
3	The Tree House	5
4	Rugby and Rosie	5
5	Teammates	5
6	The Legend of Damon and Pythias	4
-	Unit Wrap-up	1
-	Assessment	1

Unit 2 - City Wildlife

November 3 - December 18 (31 days)

Lesson		**Days**
-	Unit Opener	1
1	The Boy Who Didn't Believe in Spring	4
2	City Critters	4
3	Make Way for Ducklings	5
4	Urban Roosts	5
5	Two Days in May	5
6	Secret Place	5
-	Unit Wrap-up	1
-	Assessment	1

Unit 3 - Imagination

January 11 - February 26 (33 days)

Lesson		**Days**
-	Unit Opener	1
1	Through Grandpa's Eyes	5
2	The Cat Who Became a Poet	5
3	A Cloak for the Dreamer	5
4	Picasso	5
5	The Emperor's New Clothes	5
6	Roxaboxen	5
-	Unit Wrap-up	1
-	Assessment	1

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

3rd Grade

Single Track

February

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15 **H**	16	17	18	19
22	23	24	25	26

March

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 **H**				

June

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25 **PF**

Unit 4 - Money

March 1 - April 28 (38 days)

Lesson		Days
-	Unit Opener	1
1	A New Coat for Anna	5
2	Alexander, Who Used to Be Rich Last Sunday	5
3	Kids Did It! In Business	5
4	The Cobbler's Song	5
5	Four Dollars and Fifty Cents	5
6	The Go-Around Dollar	5
7	Uncle Jed's Barbershop	5
-	Unit Wrap-up	1
-	Assessment* (Optional)	1

Unit 5 - Storytelling

April 29 - June 24 (40 days)

Lesson		Days
-	Unit Opener	1
1	A Story, A Story	4
2	Oral History	4
3	Storm in the Night	5
4	Carving the Pole	5
5	The Keeping Quilt	5
6	Johnny Appleseed	5
7	Aunt Flossie's Hats	5
-	Assessment	2
-	End of the Year Assessment	1
-	Unit Wrap-up & Presentation	3

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

4th Grade **Single Track**

September				
M	T	W	Th	F
	1	2	3	4
7 **H**	8 **PF**	9	10	11
14	15	16	17	18
21	22	23	24	25
28 **U**	29	30		

October				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November				
M	T	W	Th	F
2	3	4	5	6
9	10	11 **H**	12	13
16	17	18	19	20
23	24	25	26 **H**	27 **H**
30				

December				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18 **H**	19	20	21	22
25	26	27	28	29

February				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15 **H**	16	17	18	19
22	23	24	25	26

Getting Started	**Days**
September 9 - September 14 (4 days)	4

Unit 1 - Risks and Consequences		
September 15 - November 2 (34 days)		
Lesson		
-		**Days**
1	Unit Opener	1
2	Mrs. Frisby and the Crow	5
3	Toto	4
4	Sarah, Plain and Tall	4
5	Escape	5
6	Mae Jemison: Space Scientist	5
7	Two Tickets to Freedom	4
8	Daedalus and Icarus	4
-	Unit Wrap-up	1
-	Assessment	1

Unit 2 - Dollars and Sense		
November 3 - December 18 (31 days)		
Lesson		**Days**
-	Unit Opener	1
1	Starting a Business	4
2	Henry Wells and William G. Fargo	4
3	Elias Sifuentes: Restaurateur	4
4	Food from the 'Hood: A Garden of Hope	5
5	Business is Looking Up	4
6	Salt	4
7	The Milkmaid and Her Pail	3
-	Unit Wrap-up	1
-	Assessment	1

Unit 3 - Mystery to Medicine		
January 11 - March 9 (40 days)		
Lesson		**Days**
-	Unit Opener	1
1	Medicine: Past and Present	5
2	Sewed Up His Heart	5
3	The Bridge Dancers	5
4	Emily's Hands-On Science Experiment	5
5	The New Doctor	5
6	The Story of Susan LaFlesche Picotte	5
7	Shadow of a Bull	5
-	Unit Wrap-up and Presentation of Research	2
-	Assessment	2

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

4th Grade

Single Track

March

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 **H**				

June

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25 **PF**

Unit 4 - Survival

March 10 - May 3 (34 days)

Lesson		**Days**
-	Unit Opener	1
1	Island of the Blue Dolphins	5
2	Arctic Explorer	5
3	McBroom and the Big Wind	5
4	The Big Wave	5
5	Anne Frank: The Diary of a Young Girl	5
6	Music and Slavery	5
-	Unit Wrap-up	2
-	Assessment* (Optional)	1

Unit 5 - Communication

May 4 - June 24 (37 days)

Lesson		**Days**
-	Unit Opener	1
1	Messages by the Mile	5
2	We'll Be Right Back After These Messages	5
3	Breaking Into Print	5
4	Koko's Kitten	5
5	Louis Braille: The Boy Who Invented Books for the Blind	5
6	My Two Drawings	5
-	End of Year Assessment	2
-	Assessment	2
-	Unit Wrap-up	2

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

5th Grade

Single Track

September				
M	T	W	Th	F
	1	2	3	4
7 **H**	8 **PF**	9	10	11
14	15	16	17	18
21	22	23	24	25
28 **U**	29	30		

October				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November				
M	T	W	Th	F
2	3	4	5	6
9	10	11 **H**	12	13
16	17	18	19	20
23	24	25	26 **H**	27 **H**
30				

December				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Getting Started	**Days**
September 9 - 11 (3 Day)	3

Unit 1 - Cooperation and Competition

September 14 - October 27 (31 days)

Lesson		**Days**
-	Unit Opener	1
1	Class President	5
2	The Marble Champ	5
3	Juggling	5
4	The Abacus Contest	5
5	S. O. R. Losers	4
6	Founders of the Children's Rain Forest	4
-	Unit Wrap-up	1
-	Assessment	1

Unit 2 - Astronomy

October 28 - December 18 (35 days)

Lesson		**Days**
-	Unit Opener	1
1	Galileo	5
2	Telescopes	5
3	The Heavenly Zoo	5
4	Circles, Squares, and Daggers	5
5	The Mystery of Mars	4
6	Stars	4
7	The Book That Saved the Earth	4
-	Unit Wrap-up	1
-	Assessment	1

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

5th Grade

Single Track

January

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18 **H**	19	20	21	22
25	26	27	28	29

February

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15 **H**	16	17	18	19
22	23	24	25	26

March

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 **H**				

June

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25 **PF**

Unit 3 - Heritage

January 11 - February 26 (33 days)

Lesson		**Days**
-	Unit Opener	1
1	The Land I Lost: Adventures of a Boy in Vietnam	5
2	The Two Worlds: A Yup'ik Eskimo Family	5
3	The West Side	5
4	Love as Strong as Ginger	5
5	The Night Journey	5
6	Parmele	5
-	Unit Wrap-up	1
-	Assessment	1

Unit 4 - Making a New Nation

March 1 - April 28 (38 days)

Lesson		**Days**
-	Unit Opener	1
1	...If You Lived at the Time of the American Revolution	5
2	The Night the Revolution Began	5
3	The Midnight Ride of Paul Revere	5
4	The Declaration of Independence	5
5	The Master Spy of Yorktown	5
6	Shh! We're Writing the Constitution	5
7	We, the People of the United States of America	5
-	Unit Wrap-up	1
-	Assessment	1

Unit 5 - Going West

April 29 - June 24 (40 days)

Lesson		**Days**
-	Unit Opener	1
1	Sacagawea's Journey	5
2	Buffalo Hunt	5
3	The Journal of Wong Ming-Chung	5
4	The Coming of the Long Knives	5
5	Old Yeller and the Bear	5
6	Bill Pickett: Rodeo Ridin' Cowboy	5
7	McBroom the Rainmaker	5
-	Assessment	2
-	End of Year Assessment	1
-	End of Year Assessment Unit Wrap-up	1

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

6th Grade

Single Track

September				
M	T	W	Th	F
	1	2	3	4
7 **H**	8 **PF**	9	10	11
14	15	16	17	18
21	22	23	24	25
28 **U**	29	30		

October				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November				
M	T	W	Th	F
2	3	4	5	6
9	10	11 **H**	12	13
16	17	18	19	20
23	24	25	26 **H**	27 **H**
30				

December				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Getting Started	**Days**
September 9 - 11 (3 day)	3

Book 1 - Unit 1 - Perseverance

September 14 - October 27 (31 days)

Lesson		**Days**
-	Unit Opener	1
1	The Fire Builder	5
2	Amaroq, the Wolf	5
3	On Top of the World	5
4	Saint George and the Dragon	5
5	A Picture Book of Jesse Owens	4
6	Back to the Drawing Board	4
-	Unit Wrap-up	1
-	Assessment	1

Book 1 - Unit 2 - Ancient Civilizations

October 28 - December 18 (35 days)

Lesson		**Days**
-	Unit Opener	1
1	Digging Up the Past	5
2	The Search for Early Americans	5
3	The Island of Bulls	5
4	The People on the Beach	4
5	The Riddle of the Rosetta Stone	5
6	His Majesty, Queen Hatshepsut	4
7	The Silk Route	4
-	Unit Wrap-up	1
-	Assessment	1

Open Court 2002 Pacing Plan
Los Angeles Unified School District
(2009-2010 School Year)

6th Grade — Single Track

January

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18 H	19	20	21	22
25	26	27	28	29

February

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15 H	16	17	18	19
22	23	24	25	26

March

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 H				

June

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25 PF

Book 1 - Unit 3 - Taking a Stand

January 11 - March 5 (38 days)

Lesson		Days
-	Unit Opener	1
1	The Pretty Pennies Picket	5
2	Class Discussion	5
3	The Grimke Sisters	5
4	I Have a Dream	5
6	Gandhi	5
7	Sweeping Pittsburgh Clean	5
8	Passage to Freedom	5
-	Unit Wrap-up and Research Presentations	1
-	Assessment	1

Book 2 - Unit 4 - Beyond the Notes

March 8 - May 3 (36 days)

Lesson		Days
-	Unit Opener	1
1	What is an Orchestra?	4
2	The Nightingale	5
3	Aida	5
4	The Sound of Flutes	4
5	Ray and Mr. Pit	5
6	Beethoven Lives Upstairs	5
7	The Man Who Wrote *Messiah*	5
-	Unit Wrap-up	1
-	Assessment	1

Book 2 - Unit 5 - Ecology

May 4 - June 24 (37 days)

Lesson		Days
-	Unit Opener	1
1	Protecting Wildlife	5
2	The Most Beautiful Roof in the World	5
3	Alejandro's Gift	5
4	A Natural Force	5
5	Saving the Peregrine Falcon	5
6	The Day They Parachuted Cats on Borneo	5
-	Assessment	2
-	End of Year Assessment	2
-	Unit Wrap-up	2

Appendix 7

Level	Content Area	Curriculum
Elementary	ELA	Open Court Reading, SRA McGraw Hill
Elementary	Mathematics	enVision Math, Scott Foresman-Addison Wesley
Elementary	Science	Harcourt Science (Gr. 4 & 5) and FOSS: Full Option Science Series (Gr. K-5)

Appendix 8

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

ARTICLE 2

TERM AND RENEWAL

ARTICLE 3

PARTNERSHIP SCHOOL(S)

ARTICLE 4

SCHOOL DESIGN

ARTICLE 8

REPRESENTATIONS

ARTICLE 9

INDEMNIFICATION

ARTICLE 10

TERMINATION

ARTICLE 11

INSURANCE

ARTICLE 12

AUDIT AND INSPECTION OF RECORDS

ARTICLE 13
MISCELLANEOUS

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 form 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
99th 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 polices 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 polices 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, it 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 opening 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 transpiration 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 it 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 an 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, 28th Floor, Los Angeles CA 90017) within 30 days of all new policies inceptions, 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 timeconsuming 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: David L. Brewer III

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	

[illegible]

	Number of schools		
	Score 1	Score 2	. . .
Tier I			
Network Partner 1	#	#	#
Tier 2			
Network Partner 2			
Network Partner 3			
Tier 3			
...			
Total	X	Y	Z

[illegible]

	ACTUAL	1 YEAR CHANGE	3 YEAR CHANGE
iDivision quality review	X		
Administration satisfaction with district support	X%		
Network partners satisfaction with district support	X%		

[illegible]

Function	Key performance metrics (WIP)	ACTUAL	GOAL	1 YEAR CHANGE	3 YEAR CHANGE
HR / Personnel	*Days to process new teacher*[1]	X%	X		
	Days to fulfill classified position[2]	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[3]	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
- % American Indian
- % Asian
- % Filipino
- % Hispanic or Latino
- % Pacific Islander
- % White (not Hispanic)
- % EL
- % Special Ed

SCHOOL PERFORMANCE

Score 1
- School X
- School Y
- School Z

Score 2
- School M
- School N

...

QUALITY REVIEWS

	Quality instruction	School leadership and ops	School Climate	Parent and community engagement	Overall Score
School Quality Review					
School X	X	X	X	X	X
School Y					
School M					
...					
Network Partner Quality Review					X

[illegible]

	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 ACTUAL	6 ONE YEAR CHANGE	7 3 YEAR CHANGE	8 5 YEAR GOAL	9 LAUSD 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%				
[illegible]					
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%				
[illegible]TRUCTION, SCHOOL LEADERSHIP, AND SCHOOL CLIMATE					
Quality review	X				
Teachers remaining at school	X%				
Faculty and staff attendance	X%				
Students feeling safe on campus	X%				
STUDENT CON[illegible] COMMUNITY INVOL[illegible]					
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)	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 MS: 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 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 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 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
[illegible]					
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%				
[illegible]					
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%				
[illegible]TION, SCHOOL LEADERSHIP AND SCHOOL CL[illegible]					
Quality Review	X				
Teachers remaining at school	X%				
Faculty and staff attendance	X%				
Students feeling safe on campus	X%				
STUDENT [illegible] AND PARENT/COMMUNITY INVOLVEMENT					
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?
10th graders passing CAHSEE	Percent of all 10th graders passing the entire California High School Exit Exam (CAHSEE)	The CAHSEE tests basic math and English skills and is a requirement for graduation
9th graders on track to graduate	Percent of all 9th graders who have accumulated at least 55 credits during their freshman year, have completed 2 core classes: Algebra I and 9th 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 9th 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 of 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
11th 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
10th 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
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 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
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 HS: 2008-2009 School Year

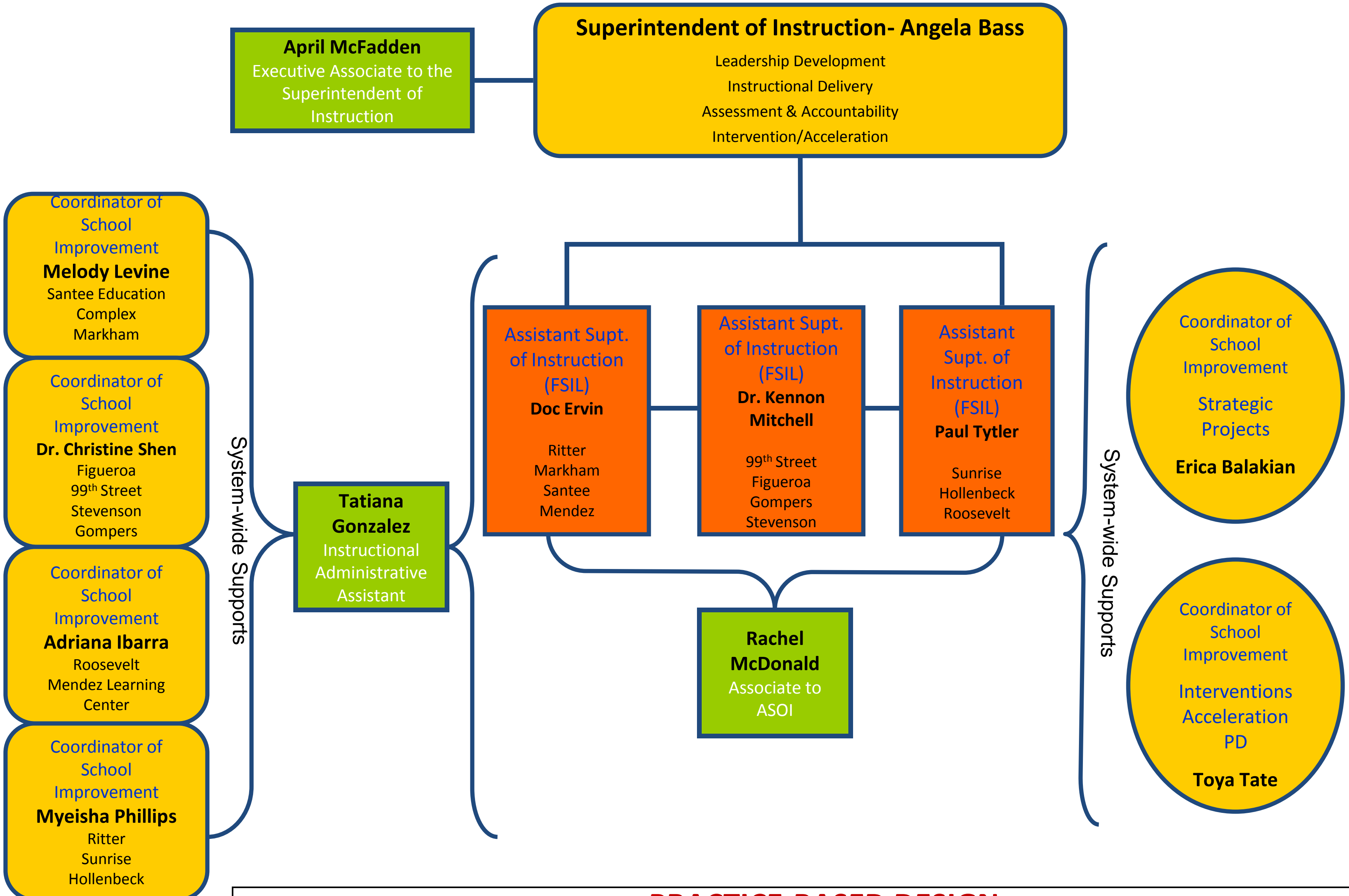
API
Meets AYP?
PI status

	ACTUAL	ONE YEAR CHANGE	3 YEAR CHANGE	5 YEAR GOAL	LAUSI RANK (out of 6
STUDENT OUTCOMES					
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%				
ACADEMIC PROGRESS					
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%				
11th graders meeting Early Assessment Program (EAP) college-readiness standards	X%				
10th graders on track to graduate	X%				
10th graders passing CAHSEE	X%				
9th graders on track to graduate	X%				
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%				
STUDENT CONN[illegible] INVOLVEMENT					
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 9

Partnership for Los Angeles Schools
Gold Standard of Excellence in Education



Instructional Delivery & Leadership Development **PRACTICE-BASED DESIGN** **Creating & Sustaining Professional Learning Communities**

Standard-Based Lesson Design & Intervention

and acceleration

2009-2010

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)
Engagement with Learning through Talk	1. A substantial portion of instructional time involves students in talk related to the concepts delineated in the standards. ➢ Throughout the school day, in all subject areas, there is a high amount of talk directly related to the content being studied. ➢ A high percentage of classroom talk is by and among students. ➢ 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.	
	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. ➢ press for clarification and explanation ➢ require justifications of proposals and challenges ➢ recognize and challenge misconceptions ➢ demand evidence for claims and arguments ➢ interpret and "revoice" students' statements	

Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
Accountability to the Learning Community	1. Students actively participate in classroom talk. ➢ Each student is able to participate in several different kinds of classroom talk activities. ➢ Students' talk is appropriate in tone and content to the social group and setting and to the purpose of the conversation. ➢ Students allow others to speak without interruption. ➢ Students speak directly to other students on appropriate occasion.	
	2. Students listen attentively to one another. ➢ Students' body language/eye contact show attention. ➢ When appropriate, students make references to previous speakers. ➢ Speakers' comments are connected to previous ideas. ➢ Participants avoid inappropriate overtalk. ➢ Participants' interest is in the whole discussion, not only in their own turn taking.	
	3. Students elaborate and build upon ideas and each others' contributions. ➢ Talk remains related to text/subject/issue. ➢ Related issues or topics are introduced and elaborated. ➢ Talk is about issues rather than participants. ➢ Students work toward the goal of clarifying or expanding a proposition. ➢ Students revoice, summarize, paraphrase each other's argument(s). ➢ Students make an effort to ensure they understand one another. ➢ Students clarify or define terms under discussion.	

Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
Accountability to Knowledge	1. Students make use of specific and accurate knowledge. ➢ Students make specific reference to a text to support arguments and assertions. ➢ Students make clear reference to knowledge built in the course of discussion ➢ Examples or claims using outside knowledge are accurate, accessible, and/or relevant.	
	2. Students provide evidence for claims and arguments. ➢ Unsupported claims are questioned and investigated by discussion participants ➢ Requests are made for factual information, elaboration, rephrasing and examples. ➢ Students call for the definition and clarification of terms under discussion. ➢ Students challenge whether the information being used to address a topic is relevant to the discussion. ➢ Students identify the knowledge that may not be available yet which is needed to address an issue.	

Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
Accountability to Rigorous Thinking	1. Students synthesize several sources of information. ➢ Students refer to a variety of texts as sources of information. ➢ Students connect ideas within and between texts. ➢ Students use previous knowledge to support ideas and opinions.	
	2. Students construct explanations. ➢ Students acknowledge that more information is needed. ➢ Students use sequential ideas to build logical and coherent arguments. ➢ Students employ a variety of types of evidence.	
	3. Students formulate conjectures and hypotheses. ➢ Students use "what if" scenarios as challenging questions or supporting explanations. ➢ Students formulate hypotheses and suggest ways to investigate them. ➢ Students indicate when ideas need further support or explanation.	
	4. Students test their own understanding of concepts. ➢ Students re-define or change explanations. ➢ Students ask questions that test the definition of concepts. ➢ Students draw comparisons and contrasts among ideas. ➢ Students identify their own bias. ➢ Students indicate to what degree they accept ideas and arguments.	
	5. Classroom talk is accountable to generally accepted standards of reasoning. ➢ Students use rational strategies to present arguments and draw conclusions. ➢ Students provide reasons for their claims and conclusions. ➢ Students fashion sound premise-conclusion arguments. ➢ Students use examples, analogies, and hypothetical "what if" scenarios to make arguments and support claims. ➢ Students partition argument issues and claims in order to address topics and further discussion.	
	6. Students challenge the quality of each other's evidence and reasoning. ➢ The soundness of evidence and the quality of premise-conclusion arguments are assessed and challenged by discussion participants. ➢ Hidden premises and assumptions of students' lines of argument are exposed and challenged.	
	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*

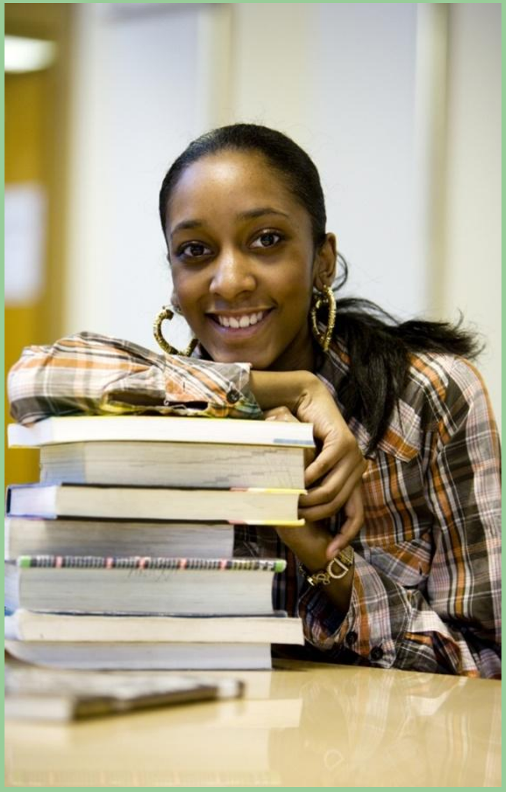
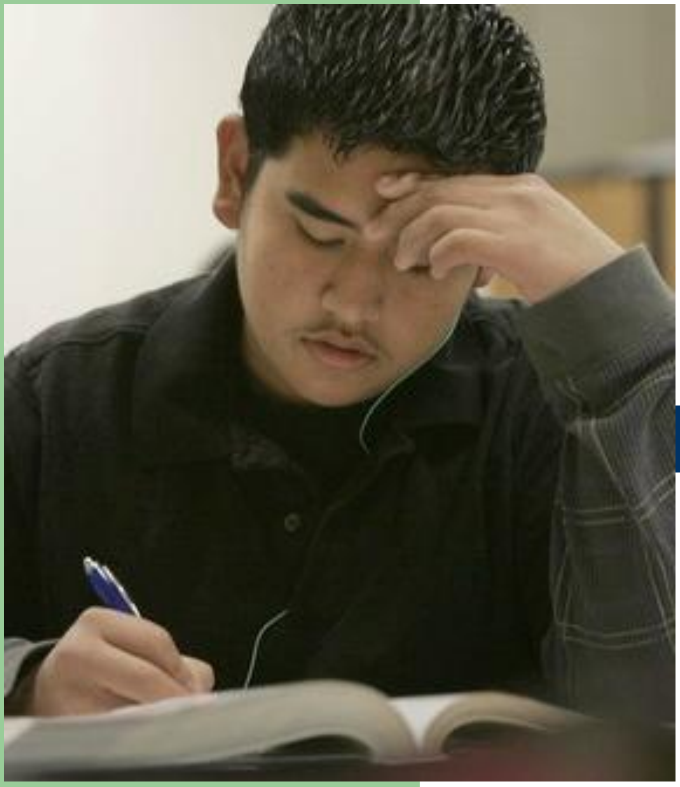
Prohibited Items as part of the Uniform Guidelines

- **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

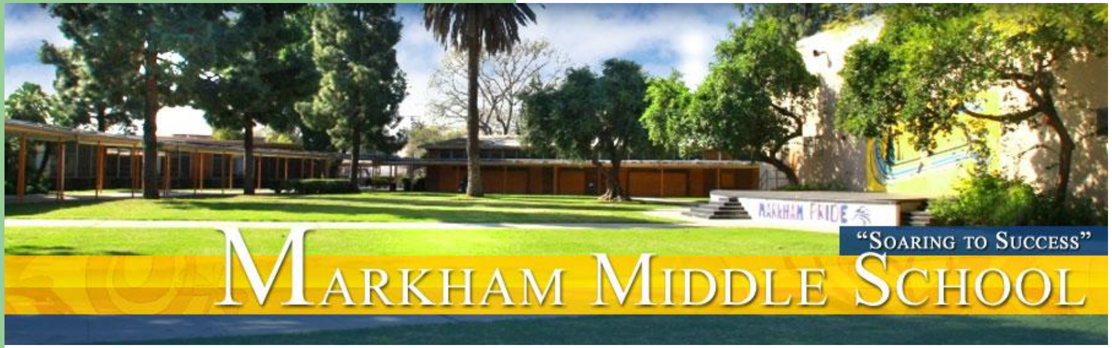
- Artist in Residence – artist on site each week to provide in-school or after school support and programming for students, teachers and parents
- Music LA – afterschool instruction 3 days a week in guitar, keyboard, and percussion (instruments provided)

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.

<u>Other partners and resources</u>

- 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

<u>In Progress</u>

- 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

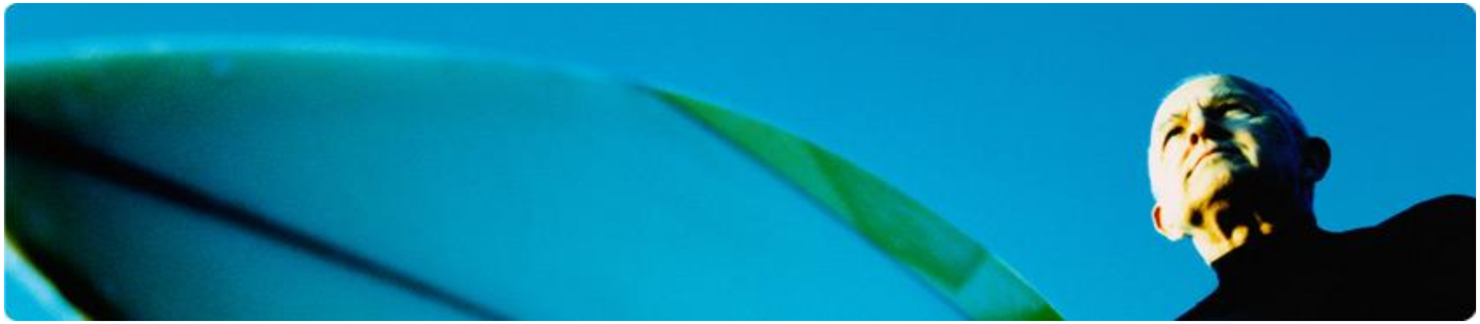
- Recreation and Parks Trainees – child care workers and custodians who help staff monitor recreation and park sites near schools

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 6th period - walking school bus to pool
- Full use of computer lab

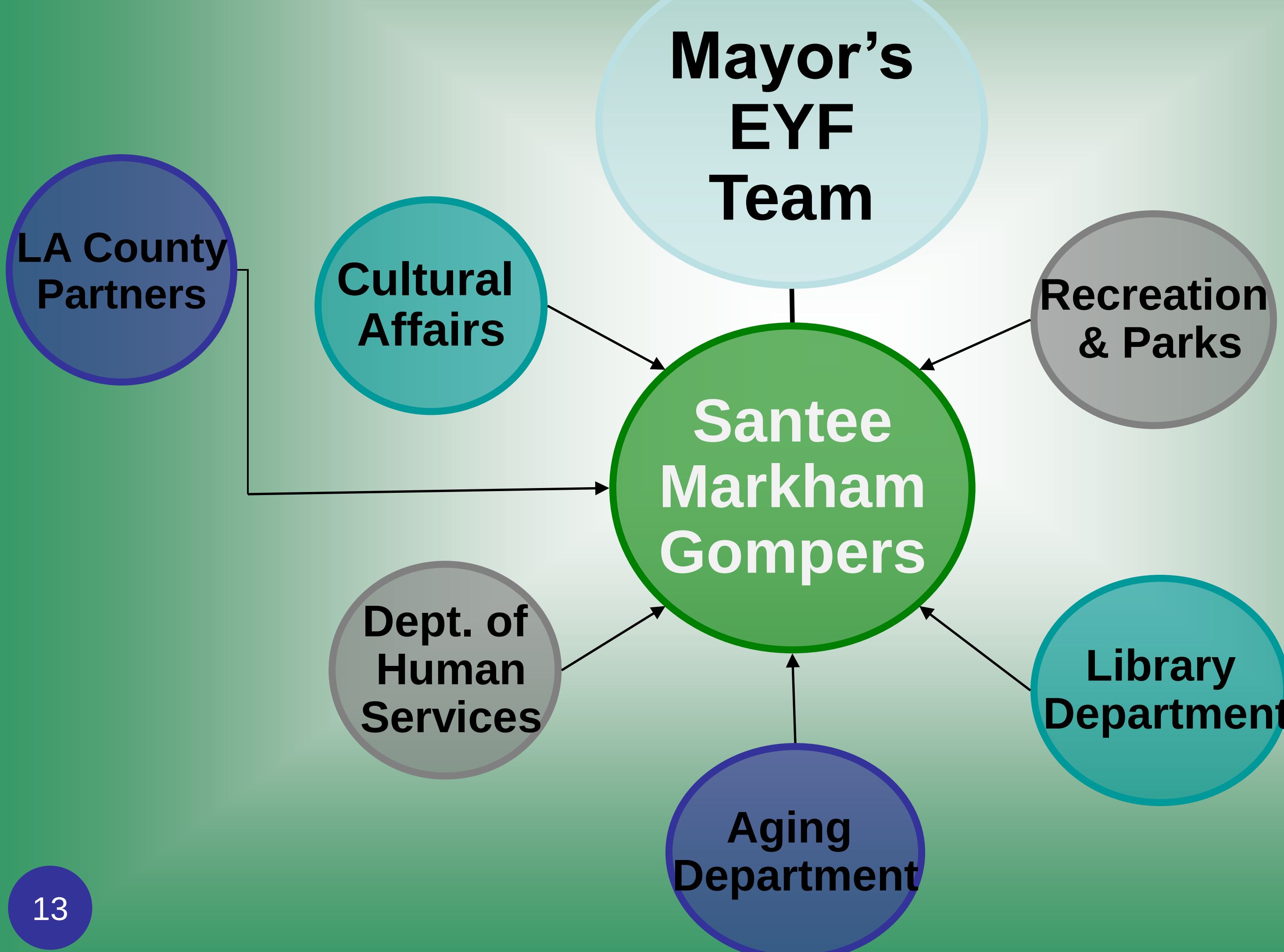
Department of Children and Family Services

- 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

TITLE:	Discipline Foundation Policy: School-Wide Positive Behavior Support	**ROUTING** Chief Operating Officer School Site Administrators School Instructional Staff School Support Personnel Deans Local District Administration Central Office Administrators Facilities Transportation All Employees
NUMBER:	BUL-3638.0	
ISSUER:	Donnalyn Jaque-Antón, Executive Officer Educational Services	
DATE:	March 27, 2007	

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.[1] 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].)

[1] Boynton, M. & Boynton, C. (2005). The Educator's Guide to Preventing and Solving Discipline Problems, Alexandria, VA: ASCD.

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 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.

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.

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.

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

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.

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;

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.

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

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

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

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:

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Prevention Strategies. Thousand Oaks, CA: Corwin Press, Inc.

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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.

ATTACHMENT A

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 activites

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

ATTACHMENT B

Culture of Discipline

Student Expectations

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.

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 *for exemplary School-Wide Positive Behavior Support system rubric and list of providers.)*
3. The leadership team works with the entire school community to establish a small number of positively stated rules (3-6) aligned with *Culture of Discipline: Guiding Principles for the School Community* 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 *Culture of Discipline: Guiding Principles for the School Community* 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)

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!

ATTACHMENT E

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.

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: ____________________

ATTACHMENT F

Please check all that apply:

Academic Support Programs: Contact ____________________

☐ Intersession
☐ Tutoring
☐ Saturday School
☐ Other: ____________________
☐ Mentoring
☐ Parenting Education and Life Skills
☐ Extended Learning Academy

Behavior Support Programs: Contact ____________________

☐ Alternatives to Suspension
☐ Progressive Discipline
☐ Positive Behavior Support
☐ Referral Room
☐ Dean
☐ Classroom Management Training
☐ Progressive Parent Contact
☐ Other, please list: _____

Conflict Resolution Programs: Contact ____________________

☐ Peacemakers
☐ Conflict Mediators/Conflict Busters
☐ Anti-bullying Program, please list: ____________
☐ Second Step
☐ Peer counseling
☐ 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

☐ Abolish Chronic Truancy (ACT)
☐ Student Attendance Review Team (SART)
☐ Drop Out Prevention Programs (SB65)
☐ Operation Bright Future
☐ Other, please list: _____

Attendance Incentives

☐ Trips/Prizes
☐ Banners
☐ Trophies/Certificates
☐ Pencils/Prizes
☐ Assemblies/Special Events
☐ 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: _____

ATTACHMENT F

When a student is identified as having social service or mental health needs, what are the steps your school takes?

____
____
____

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: ______________________________

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?

____

____

How can your Local District be of assistance to you?

____

____

ATTACHMENT G

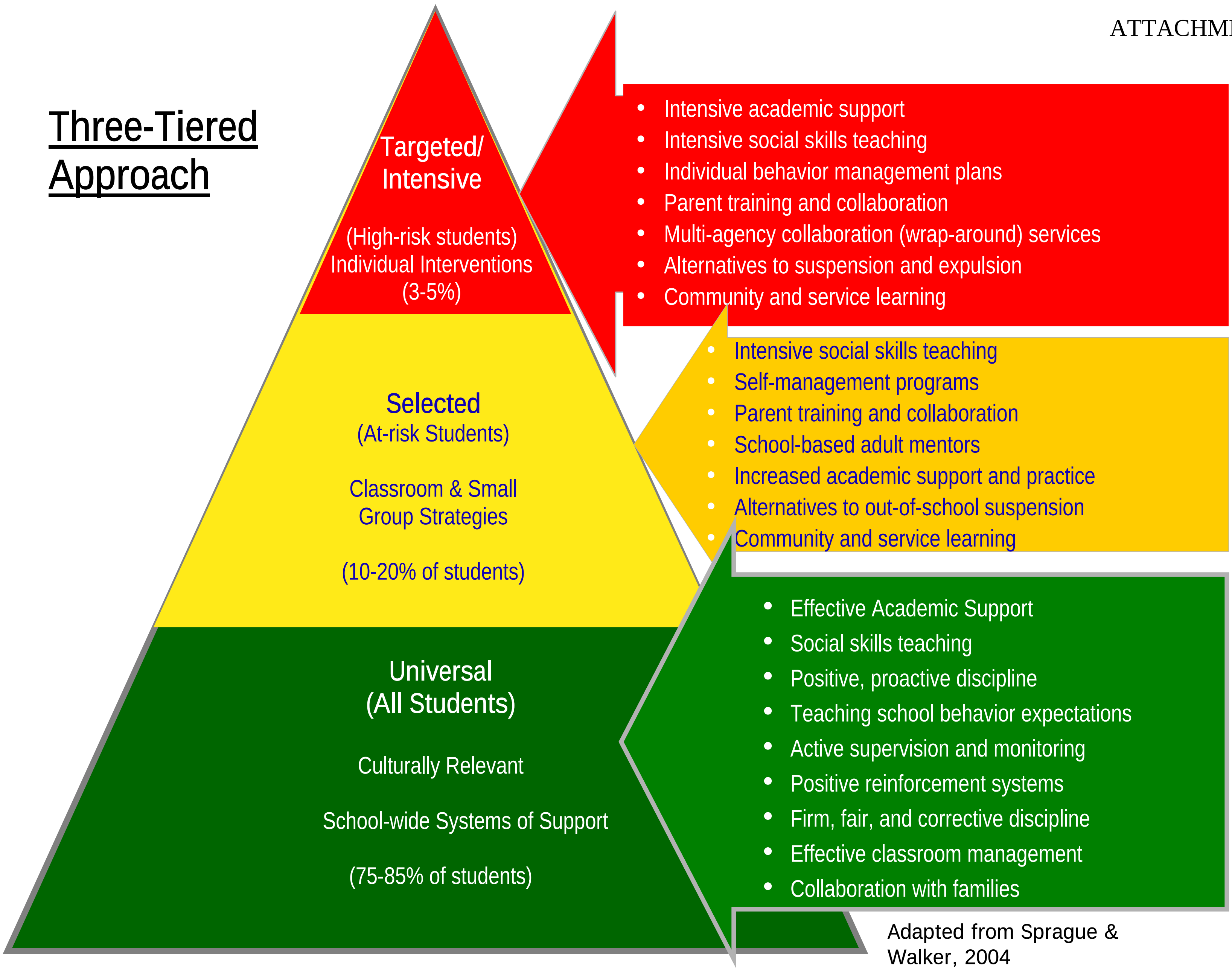
TOP TEN ALTERNATIVES TO SUSPENSION

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

ATTACHMENT H

Three-Tiered Approach



Adapted from Sprague & Walker, 2004

ATTACHMENT I

CONSEQUENCES/SCHOOL RESPONSE REFERENCE GUIDE

Level A: Preventive Plans
Misconduct that Requires Classroom Supports

Preventive Plans

- Reinforce guiding principles
- Identify, teach and reinforce behavioral expectations, rules and social skills
- Actively supervise, monitor and provide feedback on behavior in all areas of the school
- Use firm, fair, corrective, consistent disciplinary techniques
- Identify resources at school, local district, and in the community

Examples of School-Related Misconduct

- Classroom disruption, (e.g., speaking out, out of seat).
- Occasional tardiness
- Poor team work/incomplete work
- Harassing other students
- Inappropriate clothing for school
- Non-compliance with rules

Examples of Consequences

- ☐ Use time-out, demerit, loss of privileges or points consistently and non-emotionally assigned
- ☐ With the student, develop a contract with explicit expectations for behavior and consequences
- ☐ Assign student a written apology
- ☐ Call parents and alert them about behavior, eliciting their partnership
- ☐ Assign a contribution plan (i.e., contributing back to the classroom environment)

Examples of School Response

- ☐ Re-teach group expectations, routines, and strategies, modify grouping patterns
- ☐ Use systematic positive reinforcement for students when they act appropriately
- ☐ Use mentoring strategies; assign a mentor
- ☐ Utilize a daily report card, involving parents and other staff in a partnership of support
- ☐ Utilize peer tutoring/counseling
- ☐ Determine the function of the student's behavior and teach replacement behavior

Level B: Preventive Plans
Misconduct that Requires a Collaborative Team Response

Preventive Plans

- Work as a team, coordinating services
- Collaborate with parent/caregiver(s)
- Develop a school-based mentoring program
- Access school, local district, District, and community resources

Examples of School-Related Misconduct

- Fighting
- Excessive tardiness/ongoing defiance
- Engaging in habitual profanity or vulgarity
- Being under the influence of alcohol or drugs
- Vandalism/Graffiti/Theft
- Bullying, harassment, sexual harassment
- Truancy

Examples of Consequences

- ☐ Assign detention or in-school suspension
- ☐ Involve student in the development of individual behavior support plan to change behavior
- ☐ Enlist parent participation in a consistent response plan, e.g., daily signed behavior report
- ☐ Clean up/make restitution
- ☐ Loss of privileges
- ☐ Assign an out-of-school suspension
- ☐ Possible arrest

Examples of School Response

- ☐ Convene a Student Success Team (SST) or COST
- ☐ Parent Conference
- ☐ Use debriefing forms to address misconduct
- ☐ Refer to community agencies
- ☐ Assign campus responsibilities
- ☐ Provide conflict resolution training, peer mediation, anger management
- ☐ Encourage enrichment activities (after school clubs)
- ☐ Assign Alternatives to Suspension, including in-school suspension or detention
- ☐ Assign out-of-school suspension
- ☐ Report to Law Enforcement

Level C: Intervention Plans
Serious Offenses with almost no Administrative Discretion

Intervention Plans

- Identify crisis intervention plan and procedures
- Identify emergency resources
- Use resources in school, local district, District, and community
- Work as a team, coordinating services
- Collaborate with parent/caregiver(s)

Examples of School-Related Misconduct

- Possessing, selling, or furnishing a firearm
- Possessing and/or brandishing a dangerous object
- Possession of an explosive
- Selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Causing or attempting to cause a serious physical injury to another.
- Robbery, extortion

Examples of Consequences

- ☐ Assign out-of-school suspension
- ☐ Expulsion
- ☐ Possible arrest

Examples of School Response

- ☐ Conduct investigation, interview all witnesses
- ☐ Consult with Student Discipline Proceedings Office
- ☐ Report to Law Enforcement
- ☐ Conduct parent conference/pre-suspension conference
- ☐ Review suspension and expulsion bulletins for specifics regarding mandatory actions
- ☐ Review teacher-student-parent interaction history
- ☐ Review social adjustment history
- ☐ Review Special Education status
- ☐ Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)

Appendix 14

Central Region Elementary School #18

Indicator	2008-09	2010-11	2011-12	2012-13	2013-14	2014-15
A.P.I	637	657	687	717	747	777
CST Trends						
English Language Arts: % Prof/Adv						
All Students	20.2%	23.2%	28.2%	33.2%	38.2%	43.2%
African American	16.2%	19.2%	24.2%	29.2%	34.2%	39.2%
Hispanic	22.1%	25.1%	30.1%	35.1%	40.1%	45.1%
Socio-Economic Disadv.	20.2%	23.2%	28.2%	33.2%	38.2%	43.2%
English Learner	8.3%	11.3%	16.3%	21.3%	26.3%	31.3%
SWD	3.9%	6.9%	11.9%	16.9%	21.9%	26.9%
Mathematics: % Prof/Adv						
All Students	31.6%	34.6%	39.6%	44.6%	49.6%	54.6%
African American	20.2%	23.2%	28.2%	33.2%	38.2%	43.2%
Hispanic	37.2%	40.2%	45.2%	50.2%	55.2%	60.2%
Socio-Economic Disadv.	31.1%	34.1%	39.1%	44.1%	49.1%	54.1%
English Learner	27.7%	30.7%	35.7%	40.7%	45.7%	50.7%
SWD	7.8%	10.8%	15.8%	20.8%	25.8%	30.8%
California Standards Tests: % Prof/Adv						
ELA Gr2	28.9%	31.9%	36.9%	41.9%	46.9%	51.9%
ELA Gr3	11.6%	14.6%	19.6%	24.6%	29.6%	34.6%
ELA Gr4	21.9%	24.9%	29.9%	34.9%	39.9%	44.9%
ELA Gr5	17.2%	20.2%	25.2%	30.2%	35.2%	40.2%
Math Gr2	32.4%	35.4%	40.4%	45.4%	50.4%	55.4%
Math Gr3	38.1%	41.1%	46.1%	51.1%	56.1%	61.1%
Math Gr4	31.8%	34.8%	39.8%	44.8%	49.8%	54.8%
Math Gr5	23.1%	26.1%	31.1%	36.1%	41.1%	46.1%
Science Gr5	15.7%	18.7%	23.7%	28.7%	33.7%	38.7%
English Learners						
Increased level on CDELT	55.2%	59.2%	63.2%	67.2%	71.2%	75.2%
Reclassification Rate	10.8%	12.8%	14.8%	16.8%	18.8%	20.8%
Safe Schools						
Students Suspended	4.3%	3.3%	2.3%	1.3%	0.3%	0.0%
Staff Attendance	92.9%	93.9%	94.9%	95.9%	96.9%	97.9%
Student Attendance	96.0%	97.0%	98.0%	99.0%	100.0%	100.0%
Student Survey						
Feel safe in their school	75.9%	80.9%	85.0%	90.0%	95.0%	100.0%
Parent and Community Engagement						
Opportunities for involvement	89.1%	92.1%	95.1%	96.1%	97.1%	98.1%
Feel welcome at school	94.3%	97.3%	100.0%	100.0%	100.0%	100.0%

Appendix 15

ATTACHMENT A

2009-2010 TESTING CALENDAR
SINGLE-TRACK ELEMENTARY SCHOOLS

	TESTS	DATES	GRADES
SINGLE TRACK	Annual CELDT	September 9 – October 23	1-5
	Initial CELDT	September 9 – June 11	K-5
	BEST	September 9 – June 24	3-5
	Kindergarten Checklist	September 9 – June 24	K
	CST and CMA Field Tests	September 14 – September 25	5
	NAEP	January 25 – March 5	4
	CA Physical Fitness Test	February 1 – April 23	5
	CA Writing Assessment	March 2 – March 3	4
	STS	May 3 – May 28	2-5
	CST	May 10 – May 21	2-5
	CMA	May 10 – May 21	3-5
	CAPA	May 10 – May 21	2-5

Dates are subject to change based on availability of materials and/or changes in regulations.

Appendix 16

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 1st for implementation in the following school year; and
11. Developed or purchased and professional development delivered prior to the start of school.

Appendix 17

Functional area	**Goal description**	**Metric in year 1**	**Change over 5 years**
Budget	Improve school site budgeting, fiscal management, and fiscal transparency	• +10% of administrators, and SSC members respond that they understand their budgets better than previous years • Transparent/Per Pupil Budgeting implemented	• +10% per year, capping at 100% of administrators and 100% of SSC members who understand budgets well • Transparent/Per Pupil Budgeting implemented each year
Human resources	Teacher retention increase	• +5% more teachers remain than previous year	• +5% per year, capping at a maximum of 10% turnover per year
	Evaluation	• Train 100% of principals on Partnership evaluation and staff relations processes	• Maintain training program
Facilities	Improve campus cleanliness and safety	• Campus receives at least a "good" rating on Williams inspection	• Maintain or improve rating
	Textbooks	• Receive a satisfactory rating on Williams instructional materials inspection	• Maintain rating
Overall service support	Improve service delivery and responsiveness	• 10% of principals believe that service is more effective from LAUSD and the Partnership than previous year	• Increase by 10% per year until 90% of principals believe that service is strong from LAUSD and the Partnership
	Free time for principals	• Provide sufficient time for principals to be in classrooms 3 hours per day	• Continue to provide time for principals to be in classrooms 3 hours per day
Financial health	Maintain financial health of Partnership	• Continue to have strong audits of financial statements • Continue to raise sufficient funds to maintain Partnership programs	• Enjoy strong audit every year • Raise sufficient funds every year
Partnerships	Develop strategic Partnerships	• Create at least 2 meaningful, strategic Partnerships per year based on the needs of the campus	• Create 1 additional Partnership per year

Appendix 18

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 19

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 wil 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 20

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	**Title (Measures**) Lesson study and Standards-based instruction unit development (criteria B1 B2) Study Facilitator(s): Aimee Allen (ULCA Center X), Jeff Schilp, Joanna Exacoustas (UCLA Center X) and Jane Hancock (UCLA Center X)	**Title (Measures):** Literacy in the math classroom Facilitator: 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	**Title (Measures):** Mapping and Unit Building in content teams Facilitator: Emma Hipolito (UCLA Center X) Teachers will create and share a model unit plan for WWI while developing World and US	**Title (Measures)**: Reading comprehension strategies and math using text *Teaching Reading in Science*. Facilitators: Tara Thurston and Jenny Ingber (UCLA Center X) Teacher will engage in reading comprehension strategies as well as bgin to explore the "who,what, where, and how", of math skills in the science classroom.
	Indicator: **SBI, rigor and differentiation with a focus in Word Analysis and Vocabulary development**	**Indicator:** **Reading comprehension**	Indicator: **Standards-based instruction, rigor and relevance**	**Indicator:** **Reading comprehension and math skills development**
	Targets: Students will show mastery of standards using a variety of unit activities that are rigorous, with embedded contextualized vocabulary	Targets: 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.	Targets: 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.	**Targets:** 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	**Title (Measures**)	**Title (Measures):**	**Title (Measures):**	**Title (Measures)**:
	Indicator: Word Analysis and Vocabulary development	**Indicator:** **Reading comprehension**	Indicator:	**Indicator:**

	Targets: Students will be able to recognize and understand a wider range of words in their contexts.	Targets:		

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
School Events		CAHSEE July 28, 29 CDELT testing begins Instructional Cabinet July 23, 2-3	Back to School Night B&C Aug 6 5-7pm *Aug 7 early release* 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 *Oct. 2 early release* 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 *Nov 20 early release* 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
PD Days		**July 1 PD *school-wide + SLC*** **July 2 PD *school-wide + SLC + content*** **July 21 PD *Content***	**Aug 7 PD** **Aug 18 PD *WASC focus group***	**Sept 1 PD *WASC focus group*** **Sept 15 PD *SLC***	**Oct 20 PD *content***	**Nov 10 PD *SLC***	**Dec 1 PD *Content*** **Dec 22 PD: *complex***
Faculty Meetings		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)
Department Meetings		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)
Tri – C			**Aug. 5 pilot team August 18 (PSSJ/TTC PD) Aug. 25-27 (a track)**	**Sept 15 (SLC PD) Sept. 21-23(b track)**		**November 10 (SLC PD)**	**Dec. 7-9 (C track)**
ASSESSMENTS	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
School Events		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 *Feb 5 early release* SSC/ SLT Feb. 1 3:30-5:00 Instructional Cabinet Feb. 11, Feb. 25	WASC visit! *Mar,10 early release* 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 *Apr. 9 early release* 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 *June 4 early release* Track change June 30 SSC/ SLT June 7 3:30-5:00 Instructional Cabinet June 10, June 24
PD Days		**Jan 12 PD *content*** **Jan 26 PD *SLC***	**Feb 23 PD *content***	**Mar *10 (WASC report for teachers and students)*** **Mar 23 PD *SLC***	**Apr 20 PD *Content***	**May 4 PD *SLC*** **May 25 PD *Content (testing early release)*** **May 26 PD *SLC (testing early release)***	**June 22 PD *Content*** **June 30 PD *SLC* track change**
Faculty Meetings		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)
Department Meetings		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)
Tri-C							
ASSESSMENTS	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 21

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
- ☐ Social Studies
- ☐ Mathematics
- ☐ Science
- ☐ P.E.
- ☐ Special Education
- ☐ English Learners
- ☐ ESL
- ☐ Elective

____

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?	◯	◯	◯	◯
The instructional support (coaching, professional development, etc.) you have received that enables you to meet your school's instructional goals and/or initiatives?	◯	◯	◯	◯
Opportunities provided to share your input into the design of professional learning opportunities at your school?	◯	◯	◯	◯
Your belief regarding the teacher buy-in for the current instructional goals and/or initiatives at your school?	◯	◯	◯	◯

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)	○	○	○	○
Written Feedback Provided for Informal Observations	○	○	○	○
Formal Observations (visits scheduled in advance with prior notification)	○	○	○	○
Written Feedback Provided for Formal Observations	○	○	○	○

5. Instructional Resources to Support Classroom Learning

	HIghly Resourced	Adequate	Minimal	None at All
Instructional Technology	○	○	○	○
Instructional Materials (e.g. textbooks, study guides, workbooks, teacher editions, etc.)	○	○	○	○
Supplemental Materials (e.g. materials to extend skills and concepts, materials to help incorporate skills and strategies not addressed in core content, etc.)	○	○	○	○
Teachers Supports (classroom materials to support student learning)	○	○	○	○

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 Intiatives

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.	◯	◯	◯	◯	◯
Understanding the California State Standards, their trends and patterns, and how to organize them.	◯	◯	◯	◯	◯
Having an opportunity to plan out a curriculum scope and sequence.	◯	◯	◯	◯	◯

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.	◯	◯	◯	◯	◯
Strategies to engage students in a variety of ways	◯	◯	◯	◯	◯
Strategies to encourage collaborative opportunities for students.	◯	◯	◯	◯	◯

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".

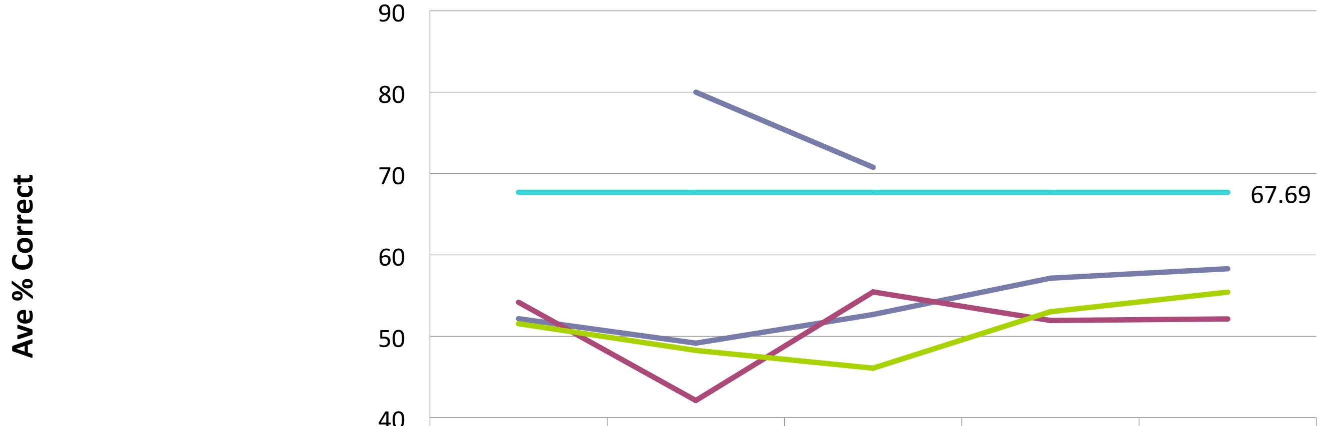
	1: Totally Ineffective	2	3	4	5: Totally Effective
Having an opportunity to develop professional learning communities.	○	○	○	○	○
Having an opportunity to plan curriculum in small groups.	○	○	○	○	○
Having an opportunity to communicate content area milestones and collaborate with colleagues.	○	○	○	○	○
Having the time and support to make connections between content areas, strategies, and curriculum.	○	○	○	○	○

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?)

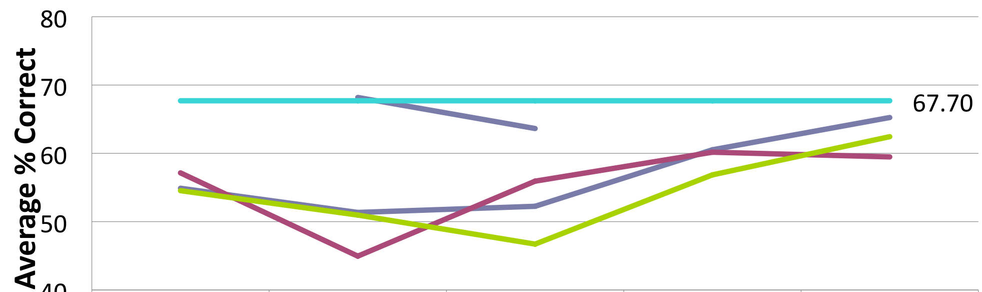
Appendix 22

Grade 2: CST English Language Arts Overall



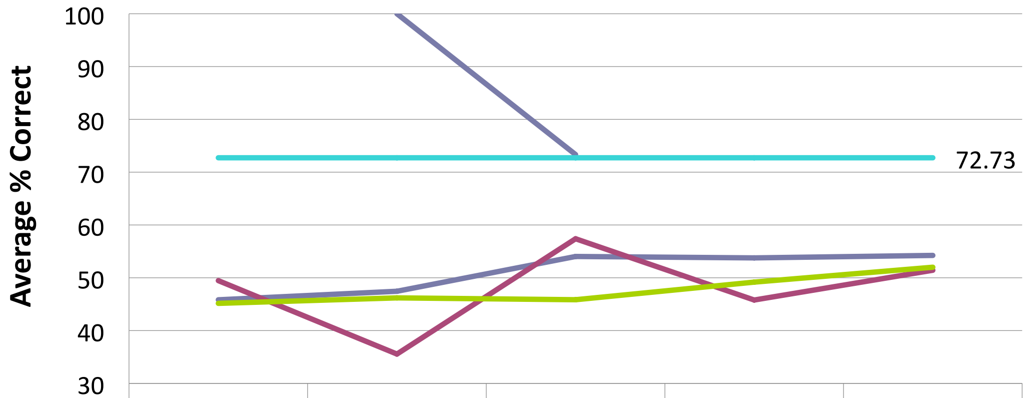
	2003-04	2004-05	2005-06	2006-07	2007-08
HISPANIC	52.16	49.16	52.68	57.14	58.30
BLACK	54.18	42.11	55.45	51.94	52.13
LEP	51.55	48.26	46.08	53.02	55.42
RFEP		80.00	70.77		
Statewidw Minimally Proficient	67.69	67.69	67.69	67.69	67.69

Grade 2: ELA - Word Analysis & Vocabulary (2004-08)



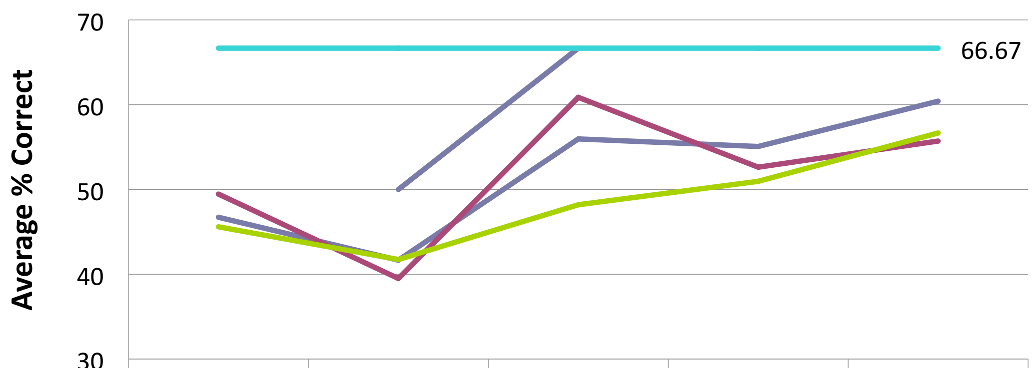
	2003-04	2004-05	2005-06	2006-07	2007-08
HISPANIC	54.89	51.35	52.25	60.52	65.25
BLACK	57.14	44.95	55.93	60.17	59.48
LEP	54.54	50.97	46.71	56.85	62.44
RFEP		68.18	63.64		
Statewide Minimally Proficient	67.70	67.70	67.70	67.70	67.70

Grade 2: ELA - Reading Comprehension (2004-08)



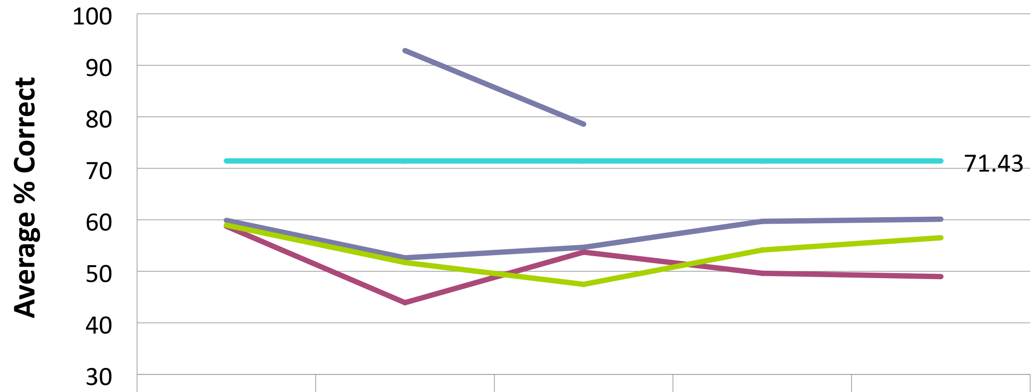
	2003-04	2004-05	2005-06	2006-07	2007-08
HISPANIC	45.83	47.45	54.04	53.77	54.24
BLACK	49.46	35.56	57.39	45.79	51.43
LEP	45.16	46.19	45.85	49.18	52.00
RFEP		100.00	73.33		
Statewide Minimally Proficient	72.73	72.73	72.73	72.73	72.73

Grade 2: ELA - Literary Response & Analysis (2004-08)



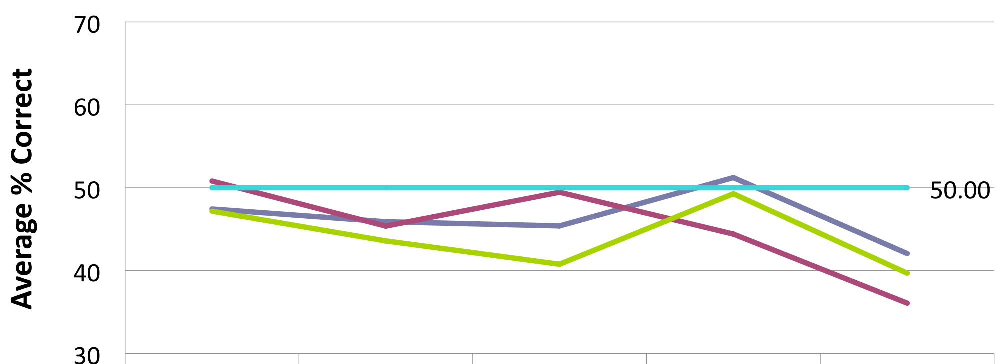
	2003-04	2004-05	2005-06	2006-07	2007-08
HISPANIC	46.73	41.67	55.96	55.07	60.42
BLACK	49.46	39.51	60.87	52.63	55.71
LEP	45.60	41.74	48.21	50.97	56.67
RFEP		50.00	66.67		
Statewide Minimally Proficient	66.67	66.67	66.67	66.67	66.67

Grade 2: ELA, Written & Oral Language Conventions (2004-08)



	2003-04	2004-05	2005-06	2006-07	2007-08
HISPANIC	59.89	52.62	54.66	59.70	60.12
BLACK	58.76	43.92	53.73	49.62	48.98
LEP	58.96	51.71	47.47	54.14	56.52
RFEP		92.86	78.57		
Statewide Minimally Proficient	71.43	71.43	71.43	71.43	71.43

Grade 2: ELA - Writing Strategies (2004-08)



	2003-04	2004-05	2005-06	2006-07	2007-08
HISPANIC	47.43	45.90	45.39	51.22	42.06
BLACK	50.81	45.37	49.46	44.41	36.07
LEP	47.17	43.58	40.77	49.28	39.69
RFEP		75.00	75.00		
Statewide Minimally Proficient	50.00	50.00	50.00	50.00	50.00

Appendix 23

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
Category: I.a. Vision/Beliefs/Values.					
☐ 1. Builds ownership in vision, beliefs, and values so that staff and community articulate them.	☐ Builds ownership in vision, beliefs, and values so that staff articulates them.	☐ Builds ownership in vision, beliefs, and values.	☐ Attempts to build ownership in vision, beliefs, and values.	☐ Does not articulate vision, beliefs or values.	
Category: I.b. Insight/Strategic Planning					
☐ 1. Engages staff and community in effective short and long-term planning based on a thorough analysis of a variety of relevant data.	☐ Engages in effective short and long-term planning based on a thorough analysis of a variety of relevant data.	☐ Engages in effective short and long-term planning based on a partial analysis of a variety of relevant data.	☐ Engages in limited short and long-term planning based on a partial analysis of variety of relevant data.	☐ Does not engage in short or long term planning.	
☐ 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.	☐ 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.	☐ Systematic observation of teacher practice (pedagogy and content knowledge) takes place but does not play a key role in planning professional development.	☐ Observation of teacher practice (pedagogy and content knowledge) takes place inconsistently and results are not used for planning professional develop-ment.	☐ Systematic observation of teacher practice (pedagogy and content knowledge) does not take place.	

PRINCIPAL SELF-EVALUATION RUBRIC

Principal Performance Evaluation
Partnership for Los Angeles Schools

School Year: ______________

Category: I.b. Inside/Strategic Planning - CONTINUED.

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
□ 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.	

PRINCIPAL SELF-EVALUATION RUBRIC

Principal Performance Evaluation
Partnership for Los Angeles Schools

School Year ______________

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
Category: I.c. Improvement of Instructional Practice/Student Performance					
☐ 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.	☐ 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.	☐ Implements a system for monitoring teacher practice to assess the results of professional development, and makes adjustments to improve professional development based on observation.	☐ Implements a teacher practice monitoring system but does not use results to assess effectiveness of professional development for teachers.	☐ Does not implement a teacher practice monitoring system.	
☐ 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.	☐ 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 can describe exemplary teaching practice and articulate clear expectations for improvement of instruction.	☐ Principal can describe exemplary teaching practice.	☐ Principal cannot describe exemplary teaching practice.	

PRINCIPAL SELF-EVALUATION RUBRIC

Principal Performance Evaluation
Partnership for Los Angeles Schools

School Year _______________

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
Category: I.c. Improvement of Instructional Practice/Student Performance-CONTINUED.					
☐ 3. Assesses and monitors the learning status and progress of students schoolwide and by subgorup. This data are used to inform practice and drive acceleration in achievement schoolwide and by subgorup.	☐ 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.	☐ Assesses and monitors learning status and progress of student schoolwide. Information is used to improve achievement.	☐ Monitors student learning but does not use the information to inform and drive student achievement.	☐ Has no visible or articulated plan for assessing and monitoring student learning.	
Category: I.d. Student Achievement.					
☐ 1. School exceeds API school-wide and subgroup performance targets.	☐ School meets API schoolwide and subgroup performance targets.	☐ School meets API school-wide performance targets.	☐ School meets at least one API subgroup performance target.	☐ School does not meet API school-wide or subgroup performance targets.	
Category: I.e. Professional Develoment of Staff.					
☐ 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.	☐ 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.	☐ Uses knowledge of the principles of adult learning for the purpose of coaching and improving teaching practice.	☐ Knowledge of the principles of adult learning is not reflected in coaching/teaching practice.	☐ Does not demostrate nor articulate knowledge of the principles of adult learning processes.	
☐ 2. Utilizes the majority of teacher staff members to train others and build	☐ Utilizes many teacher staff members to train others and build teacher	☐ Utilizes some teacher staff members to train others and build teacher capacity.	☐ Inconsistently utilizes the skills of some teacher staff members	☐ Cannot articulate a plan for building capacity at the site.	

teacher capacity on site based on differentiated teacher strengths and areas that require growth.	capacity on site based on differentiated teacher strengths and areas that require growth.		to train other staff.		

ORGANIZATIONAL LEADERSHIP

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
Category: II.a. Managing Human Resources.					
□ 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.	□ 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	□ Uses skills and interest of staff to assign roles and responsibilities; monitors and supervises completion of assigments.	□ Delegates tasks appropriately but does not provide ongoing supervision	□ Makes poor decisions about delegating tasks to staff.	
□ 2. Consistent with contractual requirements, utilizes the evaluation process as a tool for teachers to reflect upon and improve professional practice	□ Consistent with contactual requirements, completes the staff evaluation process and connects it to the process of improving teacher practice.	□ Consistent with contractual requirements, completes the evaluation process but fails to connect it to the improvement process.	□ Initiates evaluation process but is inconsistent in completing all stages in a timely manner.	□ Does not follow the contracted time lines for performance evaluation of certificated staff.	

PRINCIPAL SELF-EVALUATION RUBRIC

Principal Performance Evaluation
Partnership for Los Angeles Schools

School Year ________________

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional 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

Principal Performance Evaluation
Partnership for Los Angeles Schools

School Year ________________

Category :II c. Daily Management of School

□ 1. Consistently monitors site administrative and operational procedures /practices for effectiveness and revises as needed to significantly improve efficiency of school operations	□ Employs effective site administrative and operational procedures/practices and monitors them periodically for efficiency	□ Employs effective site administrative and operational procedures/ practices.	□ Procedures/practices for site administrative and operational functions occasionally effective.	□ Procedures/practices for site administrative and operational functions are not effective
□ 2. Establishes, communicates, and implements ongoing processes to anticipate, assess, and effectively respond to crises and conflicts.	□ Develops approaches to resolving crises and conflicts and responds to crises effectively	□ Addresses crises and conflicts appropriately.	□ Reacts to crises and conflicts and attempts to resolve them.	□ Reactions to crises and conflicts are not effective.

PRINCIPAL SELF-EVALUATION RUBRIC

Principal Performance Evaluation
Partnership for Los Angeles Schools

School Year ________________

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
Category: II d. Management of Finances/Resources					
□ 1. Ensures the involvement of the total school community in setting priorities to utilize resources effectively and appropriately to meet current /changing school needs.	□ Ensures the involvement of the total school community in setting priorities to utilize resources effectively and appropriately.	□ Sets resources priorities and manages and allocates resources effectively.	□ Manages allocated resources, but fails to set priorities.	□ Fails to plan for the use of all available resources.	

PARENT COMMUNICATIONS/COMMUNITY RELATIONS

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
□ 1. Establishes and implements strategies for regular, effective, timely and respectful communication with parents about student achievement, and school programs, policies, and events.	□ Conducts effective, timely, and respectful communication with and parents about student achievement, and school programs, policies and events.	□ Usually conducts respect-ful communication with parents about student achievement,and school programs, policies and events	□ Infrequently communicates with parents about student achievement,and school programs, policies and events.	□ Fails to provide information to parents about student achievement, and school programs, policies and events.	
□ 2. Establishes, monitors, and appropriately modifies strategies to ensure a positive school environment that fosters effective	□ Establishes a positive school environment that fosters effective communication among parents and school staff in order to create support	□ Establishes a school environment that provides for communication among parents and school staff.	□ Establishes a school environ-ment that allows for infrequent communication among parents and school staff.	□ Communication among parents and school staff is ineffective.	

communication among parents and school staff in order to create high levels of support for student success.	for student success.

Principal Performance Evaluation
Partnership for Los Angeles Schools

School Year __________________

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
PARENT COMMUNICATIONS/COMMUNITY RELATIONS-CONTINUED.					
□ 3. Encourages and recruits parents to assume leader-ship roles in a variety of parent organizatons 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 organizatons and school level groups.	□ Infrequently encourages parent participation on a variety of parent organi-zations 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 repre-sentatives 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 24

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	◯	◯	◯	◯	◯
Communicating clearly and effectively	◯	◯	◯	◯	◯
Keeping you informed of progress	◯	◯	◯	◯	◯
Meeting timelines	◯	◯	◯	◯	◯
Working with staff	◯	◯	◯	◯	◯
Providing value	◯	◯	◯	◯	◯
Responding promptly to problems	◯	◯	◯	◯	◯
Meeting overall expectations	◯	◯	◯	◯	◯

* 8. School Name (REQUIRED):

- ◯ 99th Street Elementary
- ◯ Figueroa Street Elementary
- ◯ Gompers Middle School
- ◯ Hollenbeck Middle School
- ◯ Markham Middle School
- ◯ Ritter Elementary
- ◯ Roosevelt High School
- ◯ Santee Education Complex
- ◯ Stevenson Middle School
- ◯ Sunrise Elementary
- ◯ No response

Appendix 25

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 26

TITLE:	Uniform Complaint Procedures (UCP) 2008-2009	**ROUTING** All Employees
NUMBER:	MEM-4210.0	
ISSUER:	Jess Womack, Interim General Counsel Office of the General Counsel	
DATE:	May 28, 2008	

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 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.

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 aggravated 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 or 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.

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 compliant. 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.

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 - 20th 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 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

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

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. <u>Complaint Response</u>

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.

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. <u>APPEALS</u>

A. <u>Appeal to the Los Angeles Unified School District</u>

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 - 20th 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. <u>Appeals to the California Department of Education (CDE)</u>

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

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.

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.

Los Angeles Unified School District
Uniform Complaint Procedures Form

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 ____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Consolidated Categorical Programs
- ☐ Nutrition Services
- ☐ Career/Technical Education
- ☐ Migrant and Indian Education
- ☐ Special Education
- ☐ Child Development Programs

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

- ☐ Age ________
- ☐ Ethnic Group Identification ________
- ☐ Religion ________
- ☐ Ancestry ________
- ☐ Gender ________
- ☐ Sex (Actual or Perceived) ________
- ☐ Color ________
- ☐ National Origin ________
- ☐ Sexual Orientation (Actual or Perceived) ________
- ☐ Disability (Mental or Physical) ________
- ☐ Race ________
- ☐ ________
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

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.

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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?

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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 - 20th Floor
Los Angeles, CA 90017

Telephone: (213) 241-7682

Distrito Escolar Unificado de Los Angeles

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:

- ☐ Educación para Adultos
- ☐ Educación Profesional y Técnica
- ☐ Programas de Desarrollo Infantil
- ☐ Programas Consolidados de Ayuda Categórica
- ☐ Educación de Estudiantes Migratorios e Indio Americanos
- ☐ Servicios de Alimentación
- ☐ Educación Especial

Para queja (s) de discriminación ilegal/acoso, favor de marcar la base de la discriminación ilegal/acoso describida en su queja, si aplica :

- ☐ Edad ____________
- ☐ Ascendencia ____________
- ☐ Color ____________
- ☐ Discapacidad Física o Mental ____________
- ☐ Identificación de Grupo Étnico ______
- ☐ Genero ____________
- ☐ Origen Nacional ____________
- ☐ Raza ____________
- ☐ Religión ____________
- ☐ Sexo (Actual o percibida) ______
- ☐ Orientación sexual (Actual o percibida) ____________
- ☐ ____________________

☐ 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.

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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 - 20th Floor
Los Angeles, CA 90017

Teléfono: (213) 241-7682

How a Complaint is Investigated and Answered

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

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. – 20th 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.

Uniform Complaint Procedures

2008 — 2009

LOS ANGELES UNIFIED SCHOOL DISTRICT • BOARD OF EDUCATION •

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 - 20th 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

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

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 – 20th 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.

Procedimientos Uniformes para Presentar Quejas

2008 — 2009

LOS ANGELES UNIFIED SCHOOL DISTRICT • BOARD OF EDUCATION •

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 Articulo 504 (discriminación basada en discapacidades físicas o mentales); edad; abolengo; identificación según el grupo étnico; religión; Titulo VI (discriminación basada en la raza, color o origen nacional) y el Titulo IX (discriminación basado en genero, 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, genero, 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 - 20th 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 comenzará cuando se reciba la queja.

Appendix 27

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 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 embers' 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.

606 South Olive Street, Ste 300 • Los Angeles, CA 90014 • P 213 489-9272 F 213 489-9383 •
www.teachforamerica.org

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.

CD TECH
CREATING COMMUNITIES THAT WORK
520 West 23rd Street • Los Angeles, CA 90007
Tel 213.763.2520 • Fax 213.763.2729 • www.cdtech.org

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 middles 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

800 South Figueroa St., Ste. 620
Los Angeles, CA 90017
T 213-481-3611
T 800-207-7567
F 213-481-1148
www.bbbslaie.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

Administrative Offices
Mailing Address: P.O. Box 15868, Los Angeles, CA 90015

December 28, 2009

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

Bruce Saito
Executive Director
LA Conservation Corps

Para los niños
for the children ®

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

Gisselle Acevedo
President/CEO
Para Los Niños

All Peoples Christian Center (Est. 1942)

822 East 20th Street • Los Angeles, CA • 90011 • (213) 747-6357 • Fax: (213) 747-0541
E-mail: allpeoples@allpeoplescc.org Website: www.allpeoplescc.org

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

TEMPLE ISAIAH
JUSTICE JUSTICE SHALT THOU PURSUE

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,

Demetrius Andreas
Managing Director of Criminal Justice Programs
Walden House, Inc.

When you read with a child
EVERYBODY WINS!

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

Craig Fleishman
Executive Director

EVERYBODY WINS! Los Angeles • 5777 W Century Boulevard, Suite 232 • Los Angeles, California 90045
Ph 310.348.9991 • Fax 310.348.9989 • www.everybodywinsla.org • info@everybodywinsla.org

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 provided 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
OUR LADY OF THE ANGELS REGION
LOS ANGELES
CARDINAL ROGER M. MAHONY
ARCHBISHOP OF LOS ANGELES

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:

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

EL SANTO NINO
MEMBER AGENCY OF UNITED WAY
601 E. 23RD STREET
(213) 748-5246
LOS ANGELES, CA 90011
ACCREDITED - COUNCIL ON ACCREDITATION

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
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: gansgtersforchrist@yahoo.com
(213) 925-0974 (Phone)
(323) 292-3870 (Fax)

Appendix 28

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

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- 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 29

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 30

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.

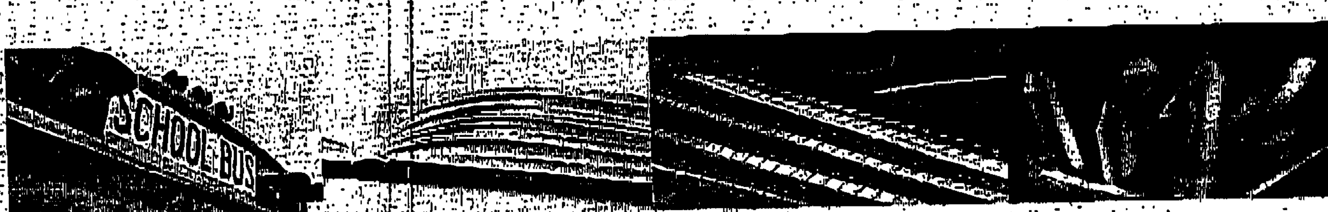
Direct services include:
- Teaching/In-class intervention
- Providing demonstration lessons
- Conducting professional development activities, including the facilitation of effective instructional programs
- Conducting program/student evaluation activities
- Coordinating and providing parent involvement 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

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)

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

Primary Job Responsibilities	*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.* Classroom-Based Coaching • Provide literacy-based coaching to Language Arts, Math, Science and/or Social Studies K-12 teachers • Observe teachers in the classroom and provide individualized feedback to help strengthen effectiveness of literacy-rich instruction, using California state standards • Model demonstration lessons, facilitate co-teaching and engage in curriculum development focused on literacy development and standards-based instruction • Use local district instructional tools to train teachers in the cognitive process of unpacking content standards, scaffolding lessons, and completing culminating tasks • 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 • Provide teachers with supplemental resources to support literacy development Professional Development • Design and deliver professional development trainings to improve the delivery of literacy instruction across the content areas • Collaborate with teachers to integrate research-based, culturally responsive teaching strategies and methodologies into the classroom Related Responsibilities • Perform assigned duties which promote Partnership for Los Angeles organizational goals
Qualities Seeking	• Committed to the achievement of urban youth • Organized and resourceful • Adaptable to various situations and personalities • Comfortable integrating literacy strategies into content-based instruction • Able to promote professional growth among teachers
Work With	• Reports directly to and is accountable to the school site principal • All teachers within content area(s) at assigned school site(s) • Collaborates with Partnership for Los Angeles staff and school site staff
Qualifications	• 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 • Bachelor's Degree required; Master's Degree in Education preferred • Experience with literacy development and the use of literacy strategies in the classroom • Content pedagogy and knowledge of Language Arts, Math, Science and/or Social Studies state standards at the middle school level • Experience developing and facilitating professional development trainings for faculty • Prefer experience with English learners and/or students with special needs • Prefer experience teaching in urban schools • Prefer National Board certification

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 vists 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.

The Partnership is an Equal Opportunity Employer committed to a diverse workforce.

- 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 31

Markham Middle School

1650 E. 104th St., Los Angeles, CA 90002 Tel:(323) 568-5500 Fax:(323)569-6066

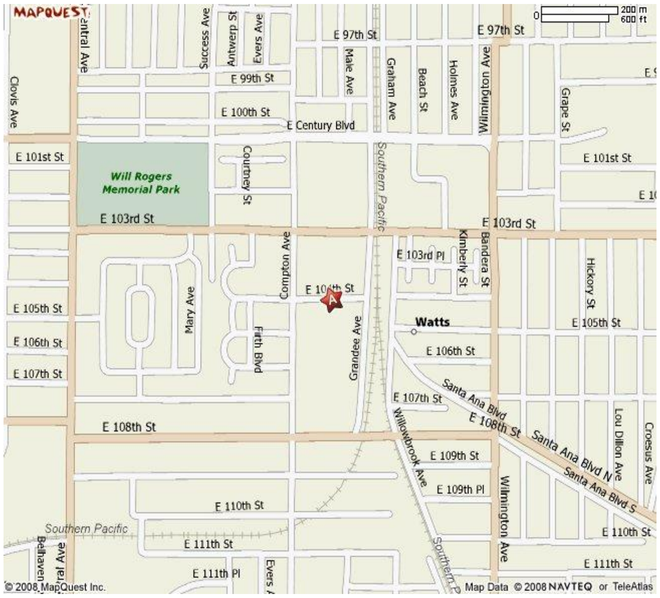
www.markhameagles.org

Timothy Sullivan, Principal [timothy.sullivan@lausd.net]

Precious Taylor-Clifton, Principal [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



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.

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

ON THE MOVE!

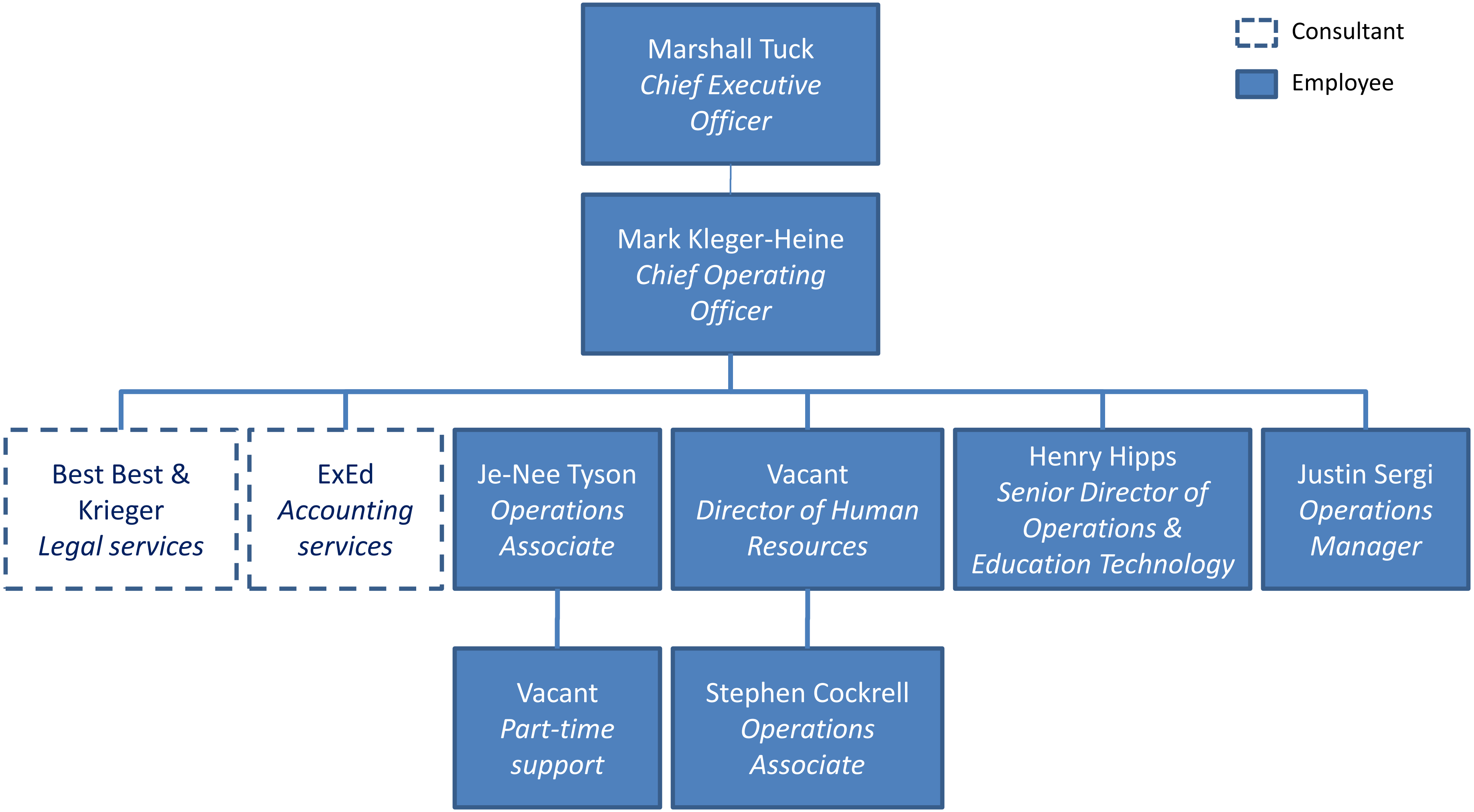
Contact Markham Middle school if you are interested in cultivating, supporting and building tomorrow's leaders today.

Appendix 32

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 33


Consultant
Employee
Marshall Tuck
Chief Executive Officer
Mark Kleger-Heine
Chief Operating Officer
Best Best & Krieger
Legal services
ExEd
Accounting services
Je-Nee Tyson
Operations Associate
Vacant
Director of Human Resources
Henry Hipps
Senior Director of Operations & Education Technology
Justin Sergi
Operations Manager
Vacant
Part-time support
Stephen Cockrell
Operations Associate

Bios for Partnership operations team members.

<u>Mark Kleger-Heine</u>
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.

<u>Henry Hipps</u>
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.

<u>Justin Sergi</u>
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 34

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)	**REVENUES**			
(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)	**Total Revenues**	**$6,066,877**	**$6,572,100**	**$7,145,036**
(6)	**EXPENDITURES**			
(7)	**PARTNERSHIP SUPPORT TEAM**			
(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)	**Total Partnership Support Team**	**$781,507**	**$2,928,409**	**$3,453,773**
(12)	**PARTNERSHIP SUPPORT OFFICE**			
(13)	Materials, Supplies, Services and Other Operating	$172,008	$406,624	$711,695
(14)	**Total Home Office Expenses**	**$172,008**	**$406,624**	**$711,695**
(15)	**SUBTOTAL - PART. SUPPORT**	**$953,515**	**$3,335,033**	**$4,165,468**
(16)	**SCHOOL AND COMMUNITY PLANNING**			
(17)	**School site support**			
(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)	**Total School Site Planning**	**$860,402**	**$2,876,639**	**$4,000,494**
(32)	**Connecting communities**			
(33)	Parent and community meetings	$342,876	$147,524	$128,540
(34)	Pre-K and after school	0	0	19,800
(35)	**Total Connecting communities**	**$342,876**	**$147,524**	**$148,340**
(36)	**Outreach and Partnerships**			
(37)	Outreach for next academic year	$0	$0	$0
(38)	Partnership expenses	0	0	0
(39)	Incubation expenses	0	0	0
(40)	**Total Outreach**		**$0**	**$0**
(41)	**SUBTOTAL - SCH & COMM. PLNG**	**$1,203,278**	**$3,024,163**	**$4,148,834**

(42)	**REGRANTING**			
(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)	**SUBTOTAL - REGRANTING**	**$0**	**$1,889,294**	**$1,000,000**
(48)	**TOTAL EXPENDITURES**	**$2,156,793**	**$8,248,490**	**$9,314,302**
(49)	**TOTAL EXPEND. - EXCL. REGRANT.**	**$2,156,793**	**$6,359,196**	**$8,314,302**

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 35

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 Angles 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 36

Draft

2009-10 Partnership Budget Narrative (1/7)

	Description	Assumptions
REVENUES		
• Grants	• Funds that have already been collected by or committed to the Partnership that will not be "passed through" to another organization	• $4 million by Melanie and Richard Lundquist • $1,600,000 from other foundations and individuals
• Other	• Funds that have been committed to the Partnership but are required to be regranted to other organizations • Additional funds to be raised to support budget	• $1 million by Melanie and Richard Lundquist that is earmarked for Teach for America • The Partnership is confident that this amount can be raised, even in the current economic climate
EXPENDITURES		
• Salaries	• Salaries of the full-time staff of the Partnership	• Includes 28 full-time employees - Executive team: 4 - Curriculum and instruction: 11 - Operations: 7 (1 unpaid) - Connecting communities: 3 - Development and partnerships: 2 - Data and accountability: 1
• Employee benefits	• Estimated fringe benefits for full-time staff of the Partnership	• Assumes weighted average of 23% • 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

2009-10 Partnership Budget Narrative (2/7)

	Description	Assumptions
• Consultants	• Stipends of short-term or part-time consultants working with the Partnership	• Includes consultants focused on legal services, accounting & financial management • Also includes stipends for interns and temporary employees
• Home office expenses	• 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. • Includes majority of expenditures for set-up of new office space	• Costs are estimated based on historical expenditures, estimated future expenditures, or as a percentage of salaries based on best practices in the sector • Includes no cost for rental expenditures because the Partnership's new office space is donated for one year • Includes ~$120,000 in expenditures for set-up of new office space

Draft

2009-10 Partnership Budget Narrative (3/7)

	Description	Assumptions
• Professional development	• 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 • Includes principal leadership conferences, teacher leadership conferences, intervention workshops, chapter chairs, and trainings on shared leadership/decision making • Includes major investment in summer professional development activities	• Majority of funding is for professional development events with school stakeholders - Assumes 10 meetings with administrators - Assumes trip with ~35 school stakeholders to New York City - Assumes 20 meetings on lesson delivery and instructional design - Assumes 4 meetings with chapter chairs - Assumes 10 meetings on intervention - Assumes 5 other school trainings • Includes $100,000 for summer PD activities, and $80,000 in investments in promoting student voice • Includes $27,900 in funding for Santee Tri-C collaborative (grant committed) • Includes $80,000 in funding for Mendez (grant committed)
• Targeted school site funding	• Remaining balance from funds that were allocated to schools but have not yet been spent	• Remaining balance from allocated funds is approximately $1,500,000 (out of $1,840,000 originally committed) • Approximately $510,000 is already earmarked for specific use in 2009-10, leaving an unencumbered balance of ~$985,000

Draft

2009-10 Partnership Budget Narrative (4/7)

	Description	Assumptions
• Data and surveys	• Surveys conducted by the nationally recognized group out of Harvard, Tripod, for parents, staff and students • Would be year two of implementation so that data could be compared to the baseline year of data	• Costs of survey implementation are ~$80,000 • Includes six school site data team sessions, three process mapping meetings, and several MyData working meetings • Includes some translation costs, and graduate student support for data analysis • Assumes Survey Monkey subscription
• Technology and data system investments	• Multi-year lease of a new state-of-the-art Mac lab at Santee high school (approved by the Board on April 2, 2009) • Includes new investments at Mendez based on a grant received	• Lease payments of $2,815 per month • $150,000 in technology investments allocated to Santee (grant committed)
• School staffing support	• Costs to provide staffing support to school sites for hiring teachers • Major costs were for posting ads for teaching positions	• Costs assumed to be $10,000, including fees to The New Teacher Project and costs of placing ads

2009-10 Partnership Budget Narrative (5/7)

Draft

	Description	Assumptions
• School site staff and consultants	• Cost of reimbursing RIFd teachers for their COBRA coverage through the summer • Additional investments made in Mendez for coaching and administrative support, based on grants received • Investments made to help transition Roosevelt High School to a traditional calendar through the summer months • Costs of consultants to work directly with schools, paid for with grant funds • 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	• Assumes approximately $60,000 to reimburse RIFd teachers for COBRA • Cost of 1 Assistant Principal, 1 math coach and 1 science coach for Mendez • Stipends to teachers, administrators and others at Roosevelt to help complete critical work through the summer months • Includes consultants funded through grants to work on small schools, master schedule development and other professional development • Additional work stipends based on 2008-09 stipends • A-basis stipends estimated based on average salary scale
• Building culture at schools	• 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 • Includes additional Capturing Kids Hearts investments for 2009-10 school year • Includes cost for school staff appreciation events	• Four payments of $41,509 each • Contract for $120,000 to Capturing Kids Hearts • $50,000 allocated for staff appreciation events

2009-10 Partnership Budget Narrative (6/7)

	Description	Assumptions
• Student interventions	• Includes programs used to accelerate implementation of intervention programs - Literacy for elementary schools - Continuation of Gate initiative - Summer dual language program at Ritter Elementary Schools - Consultant support - Continuation of AVID implementation - Continuation of Apex on-line credit recovery/CAHSEE preparation - Student internships and other supports for Santee students through the Tri-C collaborative	• Costs estimated based on previous year's expenditures, funds committed by funders, or contracts already signed - ~$75,000 for literacy program - ~$15,000 for Gate - ~$60,000 for AVID - ~$95,000 for Apex
• Transportation for field trips	• Includes funding already committed by a funder for field trips for Santee students through the Tri-C collaborative	• Costs estimated based on funds received to date and estimated year-end balances

2009-10 Partnership Budget Narrative (7/7)

	Description	Assumptions
• Parent and community meetings	• 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 • Includes outreach activities to parents and families for the Mendez community • Also includes several new initiatives – Creation of a structured parent volunteering program – Creation of a menu of resources for families in the community – "Parents as Partners" program, where parents will be trained on the best methods to observe their child's classroom	• Assumes monthly translation costs for written materials • Assumes bi-monthly community collaborative meetings • Assumes monthly leadership institutes • Assumes 3 trainings for parent leaders at schools, and monthly teacher and parent meetings at each school • 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) • Includes extensive outreach (phone calls, door-to-door campaigns) in the Mendez community
• Pre-k and after school	• 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	• Costs estimated based on funds received to date and estimated year-end balances
• Teach for America	• Pass-through grant to Teach for America	• $1 mm to be paid per grant agreement with Melanie and Richard Lundquist

Appendix 37

Partnership for Los Angeles Schools

Wells Fargo Bank
WellsOne^{SM} Commercial Card Program

Policy and Procedures Manual

As of August 15, 2008

Table of Contents

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.

Reconcilement 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.

Reconcilement 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 reconcilement 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 contracted 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

2. Fill in last 8 digits of account number

3. Fill in current name on card

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^{sm} 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

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 1st 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 crimination 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 15th 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. 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 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, contract 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.

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

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.

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.

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.

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).

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 PARTERNSHIP's third-party vendor.
2. THE PARTERNSHIP'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.

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

$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.

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.

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

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.

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 note 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.

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.

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.

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.

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