

EXHIBIT A

Statement of Work, Contract No. 44000112779

Objective 9 – Math Literacy Academic Support

BSAP Overview

The creation of a school-based, BSAP program that provides convenient comprehensive services to LAUSD Black students and parents, especially those in high-need communities.

SCOPE

The BSAP success indicators that College Bound for Kids will address are to:

1. Increase proficiency in Math and ELA/English
2. Increase number of students at or above benchmark in foundational literacy skills
3. Increase favorable school experience survey responses
4. Decrease 1st time referrals for special education services

College Bound for Kids will provide services throughout the school day for Academic Support to Black students that are not meeting literacy and math benchmarks. We will service students that require targeted small group instruction to address their learning needs. We work with students who show the highest needs for academic support. Group sizes vary but they are usually between 3- 5 students per instructor.

REQUIREMENTS

The following requirements help ensure a smooth and efficient implementation of services, and a collaborative working relationship between College Bound for Kids and the school site.

- **Code of Conduct with Students:** Contractor shall comply with District’s Code of Conduct with Students, attached hereto and incorporated herein.
- **Point of Contact:** Each school site is required to designate at least one person as the point of contact for coordination of strategies, and collaboration with College Bound for Kids.
- **School Staff Training:** Each school site is required to designate at least one person that will receive professional development training for using the district assessment and progress monitoring programs for literacy and math.

Example of Foundational Literacy Intervention

we are currently providing at an LAUSD Title 1 Elementary school:

Students are picked up from class daily and placed in small groups, based on need, with an intervention specialist. The intervention specialist uses lesson plans developed specifically to address the needs of these struggling students generated by the Amplify program to address one measure in foundational literacy. All lessons are designed to cover 10 days of instruction, including activities and games that keep the kids engaged and help them progress. After the 7th day of instruction, the interventionist begins progress monitoring for each student. Progress monitoring involves testing the students on whatever literacy skill, or measure, they are focusing on improving such as Nonsense Word Fluency (NWF), Phoneme Segmentation (PSF), Word Recognition Fluency (WRF), etc. All progress monitoring assessments are based on what the students were working on during small group instruction to see if they have improved on those targeted skills. After progress monitoring, lesson plans are then generated to meet the needs of the individual students based on their present level of performance. The small groups are fluid and not static. After the next lessons are generated based on progress monitoring results, groups can possibly change or stay the same based on the needs of the students. Mid-year, students are tested again with their teachers and classmates using DIBELS Middle of the Year (MOY). This middle of the year testing can cause new students to be integrated into the small groups. Most of the students who participate in this literacy model are students who have tested in the red (far below benchmark) or in the yellow (below benchmark). Some students who have tested in green due to their participation in this literacy invention usually continue in small groups so we can make sure they are solid in their foundational literacy skills.

This school has seen significant growth in students who consistently participated in the literacy intervention. On average, students moved at least one band level after a year of implementation using our services at the school site.

DELIVERABLES

College Bound for Kids will provide the following services:

Outcome of the program: At the end of the program, with consistent participation and attendance, the goal is to increase students' foundational literacy and/or Math skills as evidenced by DIBELS composite scores as well as growth in targeted progress monitoring measures. These participating students, who are in the Far Below Benchmark and Below Benchmark proficiency bands would move toward mastery of foundational literacy as the program adjusts to their next level of small-group instructional need.

College Bound for Kids focuses on activities centered on learning through daily lessons that engage students through a delivery that emphasizes comprehension, retention, and rigor. These activities help to build confidence in students to encourage risk taking when participating in classroom academics.

The overall success of the students and program will be assessed and evident through on-site classroom visitations, parent and student surveys, student progress/grade reports and community feedback. The data from each site is reviewed regularly by the College Bound for Kids staff at instructional meetings and used to reflect and inform next steps.

CB4K Key Personnel

- Brandi Ford, Executive Director
- Diane Peete, Instructional Coordinator
- Samara Lang, Instructional Coordinator
- Raelynn Devine, Instruction Coordinator
- Carlos Valencia, Instruction Coordinator
- Kim Graham, Instructional Coordinator

DATA & REPORTING

Initially, College Bound for Kids meets with each individual school to find out their specific needs. We review ELA and MATH data (DIBELS; iReady; IAB's) for targeted instruction focus points to work with students at their level. Once we have the data that identifies what proficiency level each student has placed using DIBELS, then we work to create small group instruction delivery models that meet the needs of your school population, such as push-in or pull-out systems.

College Bound for Kids will work with the school site coordinator to determine the type of support structure your higher needs students need for intervention. The school site CB4K team collaborates with the content teachers and school staff to monitor through consistent and individualized progress monitoring of student growth in the specific learning target. The school site would be responsible for printing the students DIBELS report using its school access to student data to print reports that monitor individual student progress and sharing with CB4K. College Bound 4 Kids will create summary reports from that data to show intervention group progress and submit them to the BSAP coordinator.

END OF STAMENT OF WORK

EXHIBIT B

Fee Schedule, Contract No. 4400011279

Objective 9: Student mentoring and academic support including, but not limited to California Core Standards & all core subject areas. Academic Enrichment: Dance, Art, and Music. Fully Burdened Fee Rates. *Indicate per unit. hour, student¹/parent, group, school site, cohort, session, etc.*

School Level	Price		Unit
GradesK-5	\$ 85		Per hour/per staff
Grades 6-8	\$ 85		Per hour/per staff
Grades 9-12	\$ not applicable		Per

Description of Services (in person/virtual) :

In Person Services - Academic core support and academic enrichment services