

EXHIBIT A
Statement of Work, Contract No. 4400011280

Objective 9 - Academic Support and Mentoring

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 Equation 2 Success will address will be:

1. Access to culturally responsive curriculum and pedagogy. (**School Experience and Support**)
2. Every student has an advocate in mathematics. (**School Experience and Support**)
3. Increase proficiency in Mathematics and English/ELA. (**Academic Achievement**)
4. Preparing students for Advanced Placement and honors courses in high school. (**Academic Achievement**)
5. Preparing students for A-G requirements. (**Academic Achievement**)
6. Increase levels of parent and family engagement. (**Engagement**)
7. Increase participation in extracurricular activities at school. (**Engagement**)

Equation 2 Success will provide Academic Enrichment and Mentoring in Mathematics to the population of schools and families below:

- 100 schools to be served;
- 3000 of families to be served;
- 3000 of students to be served;

REQUIREMENTS

The following requirements help ensure a smooth and efficient implementation of services, and a collaborative working relationship between Equation 2 Success and the school site and encompasses on boarding and school staff training:

Implementation Task	Services
Summer Curriculum Planning and Mapping for the Induction and Academic School Year	<ul style="list-style-type: none"> ● New hire onboarding and all staff training regarding bench contract ● Final selection and confirmation of school site(s) to deliver programming ● Finalize academic year curriculum and instruction, meeting dates and times

<p>Summer Math Induction Academy</p>	<ul style="list-style-type: none"> ● 5 week summer math induction academy to whole school for math teaching and learning
<p>Academic Year-long Math Programming</p>	<ul style="list-style-type: none"> ● Launch of academic year whole school math teaching and learning (leadership, teachers, students, and parents) ● Meetings with leadership team and all school stakeholders for collaborative experience ● Math institutes at the school site with students ● Parent workshops ● Student progress monitoring
<p>Final report and evaluation</p>	<ul style="list-style-type: none"> ● Final report, recommendations and evaluation of all work completed for the academic school year submitted to school site leadership, district leadership, and BSAP leadership ● If school site wishes to continue the work for the following school year paperwork will need to be completed at this time

Equation 2 Success, Inc. uses the project management software *Asana* in making all reporting tools and data analytics accessible to LAUSD BSAP school support staff through the following mechanisms:

Asana: Cross-Functional Work

Equation 2 Success, Inc. brings our team work together by using *Asana* to ensure that all the deliverables for a procurement contract are shared in one space, for high collaboration, keeping

tasks organized for every entity in the company, excellent customer service and support, and immediate problem solving with a high degree of accountability among all team members. Using this cross-functional secure work platform allows each team member to stay organized and connected, create project timelines, and always have a detailed project overview. The necessary features for reporting tools and data analytics will be made available to and/or distributed to LAUSD BSAP by providing password access or in-person delivery or mailing of requested data.

Asana Integration (Microsoft Word, Google, and the Box): Qualitative Reporting and Data
Qualitative reports (i.e. intake, leadership participation, teacher participation, student participation, parent participation, and support staff participation) completed in Microsoft Word, Google Docs, and available in Adobe PDF that describe collected data from conversations, interactions, and completed forms with school site personnel and staff (i.e. school leadership, school teachers, students, parents, and support staff) for the purpose of understanding the culture of teaching and learning of mathematics within the schooling environment will be used to inform programming of all of Equation 2 Success, Inc. academic support in mathematics. This data will be accessible via <http://www.box.com> a secure box account integrated in Equation 2 Success, Inc. 's Asana account that allows for secure collaboration with LAUSD BSAP school support staff to ensure the highest level of customer service, and information sharing. The box account will be password protected and LAUSD BSAP school support staff and employees of Equation 2 Success will only have the credentials to access the following data. All final reports, recommendations, and evaluation surveys will be made available.

Asana Integration (Microsoft Excel, Google, and the Box): Quantitative Reporting Data
Quantitative reports completed in Microsoft Excel, Google Sheets, and available in Adobe PDF that describe quantitative data in the form of services rendered at the school site (i.e. student math proficiency scores/level, supplemental educational technology in math scores/ranking, student institute work, quizzes, assignments, and assessments) for the purpose of understanding how to best serve the needs of each individual student participating in the academic support program to increase mathematics proficiency and provide appropriate support. All quantitative data will be used for the purpose of understanding the culture of teaching and learning of mathematics within the school environment to inform Equation 2 Success, Inc. programming. This data will be accessible via <http://www.box.com> a secure box account integrated into Equation 2 Success, Inc. 's Asana account that allows for secure collaboration with LAUSD BSAP school support staff to ensure the highest level of customer service, and information sharing. The box account will be password protected and LAUSD.

BSAP school support staff and employees of Equation 2 Success will only have the credentials to access the following data. All final reports, recommendations, and evaluation surveys will be made available.

Key Personnel

Dr. KiMi Wilson - Founder, Equation 2 Success
Alan Knoerr - Mathematics Instructor
Vernita Sutton - Mathematics Instructor

Deliverables

Equation 2 Success provides targeted, comprehensive whole school support services in mathematics literacy and proficiency to increase academic performance and success. Equation 2 Success, Inc. offers the following services:

A. Whole-school mathematics teaching and learning: The whole school mathematics teaching and learning model supports mathematics teaching and learning for the entire school community encompassing: 1) administration and leadership; 2) teachers; 3) students; and 4) parents. Equation 2 Success, Inc. understands to shift mathematics teaching and learning, all school stakeholders must be involved to ensure policies and practices are aligned to math goals, math curriculum is culturally responsive and sustaining, increased enrollment in Advanced Placement and honors courses in math, increased math proficiency, and high levels of parent and family engagement that fosters and supports math literacy, performance and achievement. In this service the Equation 2 Success team works collaboratively with each stakeholder group to set and meet schoolwide goals in mathematics teaching, learning, and student success. Each whole-school mathematics teaching and learning package offers the following components:

i. Community Partnership Workshops: Equation 2 Success believes powerful transformation for Black students and parents in mathematics teaching and learning begins by listening to their voices, prioritizing their needs, and collaboratively creating goals and outcomes to increase math proficiency and success for the community. In-person meetings will be held bi-weekly or once a month.

ii. Mathematics Assessment (Math Identity): Equation 2 Success measures math identity among all school stakeholders using a qualitative metric to understand their beliefs, self-esteem, and schooling experiences in math. Our experience has found that many Black students and families, as well as leadership and teachers have experienced intergenerational trauma when it comes to doing and seeing themselves as mathematicians, so we start the assessment process here. After receiving the qualitative math identity data, we correlate available student math data (i.e. student work, student tests/quizzes scores, supplemental educational technology and student performance) to provide a comprehensive student math profile for each student. We also leverage the qualitative data piece of other school stakeholders (leadership, teachers, and parents) to support our whole school approach.

iii. Mathematics Assessment (Content): Once qualitative data has been reviewed, we provide students with a math assessment to measure knowledge, skills, and proficiency in the

strands of mathematics (Number sense, problems, and operations; Number Facts Algebra and Functions, Measurement, Data Analysis, Statistics, and Probability, and Geometry and Spatial Awareness). This information is important for us as we design math teaching and learning to support students' strengths and areas of growth based on the data obtained. Our focus is raising knowledge, skills, understanding, and proficiency in the following domains: 1) conceptual understanding, 2) procedural fluency, 3) strategic competence, 4) adaptive reasoning, and 5) productive disposition. The assessment process allows us to formulate targeted and meaningful goals, objectives, and outcomes for each student, while building a community of engaged, confident scholars supporting each other in their quest to excel in mathematics, with the support of an entire school community.

iv. **Mathematics Institutes:** 90-minute math workshops grounded in the principles of the Algebra Project by Bob Moses. The interactive, dynamic, fun, hands-on workshops are embedded in 7 key principles for successful math teaching and learning: 1) conceptual understanding through concrete experiences; 2) procedural fluency; 3) strategic competence; 4) adaptive reasoning; 5) productive disposition; 6) community - using neighborhood spaces to teach math; and 7) career - connecting math to careers. We know the harsh realities many BSAP I, II, and III schools face as it relates to a shortage of math teachers, so we have the flexibility to offer these institutes both in-school and after-school depending on the need. The goal with the institutes is to provide stability in math teaching and learning in BSAP schools.

v. **Leadership Training:** Shifting the culture of mathematics teaching and learning at a school is dependent upon the policies and practices put in place by leadership to support school wide math success. Workshops will be conducted with leadership to frame math teaching and learning for the entire academic year, as well as how to plan and organize teacher instructional time and professional development leading to increased student math proficiency. These workshops will enable the math institutes to support the schoolwide goal in math literacy.

vi. **Teacher Training:** School site teaching staff are provided with training to support classroom math instruction, and learning new ways of teaching math, while collaborating with Equation 2 Success to ensure student math teaching and learning mirrors the student math institutes. Teachers will participate in a Summer Induction Academy prior to the start of the school year to not simply plan lessons, but to think deeply about the concrete math experiences children will undertake when learning specific math content. Teachers will be supported throughout the academic year.

vii. **Black Parents Math Council (BPMC) -** One-hour Black Parents Math Council (BPMC) workshops are designed for Black parents and families who are vested in the mathematical growth of their child. BPMC meets once a month throughout the duration of the

math institutes to learn strategies to help their child with math at home, showcase child's work, and solve math problems as a community. The primary goal is to support learning and increase student achievement and proficiency.

20 hours of student orientation focusing on student data, and meetings discussing student performance and support with students and families.

80 hours of staff training

Books and materials: The Algebra Project National Curriculum and I-ready diagnostic and resources

Data and Reporting

Diagnostic Assessments: Equation 2 Success will use I-ready diagnostic and annual growth goals.

Milestones

1. 100% of students annually will reach their typical growth goal according to their I-ready diagnostic placement.
2. 30% of students will reach an annual stretch goal based on I-ready diagnostic assessment.

Outcomes

1. Measurable goal of increased proficiency in mathematics where 30% of students will move at least one grade level band by end of year.
2. Proficiency in mathematics from serviced schools will increase from the initial baseline diagnostic by 10% by the end of the year.

EXHIBIT B
Fee Schedule, Contract No. 4400011280

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Rates. Indicate per unit: hour, student/parent, group, school site, cohort, session, etc.

School Level	Price	Unit
Grades K-5	\$ 1331.20	Per group, per month
Grades 6-8	\$ 1331.20	Per group, per month
Grades 9-12	\$ 1331.20	Per group, per month

Description of Services (in person/virtual):

All in person services for whole school mathematics teaching and learning. See attachment for more.