TAB 1
Establishment of the New Middle School Pathway in Collaboration with Loyola Marymount University
November 15, 2016
Local District West

Action Proposed:
It is proposed that the Board of Education approve the establishment of an autonomous new middle school pathway (New MSP), in partnership with Loyola Marymount University (LMU), on the site of Westchester Enriched Sciences Magnet campus. The school would open in the Fall of 2017 and serve grade levels 6 and 7 in school year 2017-2018, and grade levels 6 to 8 in school year 2018-2019 and thereafter. Approval is conditioned on United Teachers Los Angeles (UTLA) and, as necessary, Associated Administrators of Los Angeles (AALA) entering into an agreement with LAUSD allowing specific school autonomies and waivers to the LAUSD/UTLA and LAUSD/AALA Collective Bargaining Agreements (CBA).

Background:
With the successful partnership between LAUSD, LMU, teachers, administrators, and families at Playa Vista Elementary School, stakeholders expressed an interest in continuing that partnership at the middle school level. The New MSP would continue the established practices and success of Playa Vista Elementary School by utilizing progressive, research-supported teaching practices and curriculum that are developmentally (cognitively, emotionally and socially) appropriate to increase student engagement and achievement in the areas of Science, Technology, Engineering and Mathematics (STEM). Through a collaborative working partnership between LAUSD and LMU, the New MSP would recruit and retain middle school age students in the Westchester/Playa Vista/Playa del Rey areas and other parts of the District. The school would serve as a LMU School of Education teaching demonstration site at the secondary level that creates an innovative and collaborative learning culture for students, teachers, parents, community members and researchers. Student teachers will gain hands-on, lab-type experience that creates a pipeline to apply for teaching positions within LAUSD, thereby providing more qualified teachers to address the teaching shortage at LAUSD, as well as Statewide.

Establishing the LAUSD/LMU partnership would initially require executing a non-binding Letter of Agreement that establishes the general parameters for New MSP. (Attachment). Thereafter, a Memorandum of Understanding (MOU) between the two entities would be executed that establishes the specifics of the partnership. At a minimum, the MOU would address renewal and termination of the MOU, commitment of the parties, and indemnification. The LAUSD/LMU MOU would be conditioned upon LAUSD entering into an agreement with UTLA and, as necessary, AALA, which would allow specific school autonomies and waivers to the collective bargaining agreements.

The New MSP would be located on the campus of Westchester Enriched Sciences Magnet in Board District 4 and Local District West. In August 2017, the school would start by serving grade levels 6 and 7 for school year 2017-2018, then grow one grade level starting in August 2018, serving grades levels 6 to 8 in school year 2018-2019. In order to be officially established and recognized as a school in California, a County-District-School...
(CDS) code must be assigned. This Board approval would authorize the District to apply for a CDS code which is a unique identifier that allows schools to be easily sorted and tracked in databases.

**Expected Outcomes:**
Approval of the proposed action would allow the District to enter into an MOU with LMU for the establishment of an autonomous new middle school on the site of Westchester Enriched Sciences Magnet School. The school would open in the Fall of 2017, serving grades 6 and 7 for the 2017-2018 school year, and grades 6 to 8 in school year 2018-2019 and thereafter. The Board’s approval is conditioned upon obtaining any applicable waivers to the collective bargaining agreements.

**Board Options and Consequences:**
The approval of the establishment of New MSP would allow the operation of an autonomous school, in partnership with LMU, on the site of Westchester Enriched Sciences Magnet, conditioned on agreed upon waivers to the applicable collective bargaining agreements.

**Policy Implications:**
None known at this time.

**Budget Impact:**
The District would provide funding to the New MSP in the same manner as all traditional District schools with regard to State, federal, and local funding sources based on pupil demographics. On behalf of New MSP, LMU may apply for and receive grant money, and retain any such funds for use at New MSP consistent with the terms of such grants.

There is a one-time cost of approximately $253,027 consisting of start-up personnel and operational costs funded by General Fund. There is also an ongoing cost of approximately $348,148 for administration, clerical, and counseling positions.

**Issues and Analysis:**
Local District West and Facilities staff will work together to identify the existing classroom space for the co-location of MSP on the Westchester Enriched Studies Magnet campus. Sufficient classroom space will need to be identified for MSP’s exclusive use. Any impacts to the existing programs(s) should be minimized. Since MSP will be an autonomous school, it is anticipated that facilities alterations and improvements will be necessary. The scope, schedule, budget and associated funding strategy of such will need to be developed in conjunction with the identification of the proposed classroom space. The proposed project and funding strategy will be presented to the Bond Citizens’ Oversight Committee for their consideration and the Board of Education for their approval prior to staff initiating design activities.

**Attachments:**
Letter of Agreement

**Informatives:**
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

Cheryl Hildreth
LD Superintendent
Local District West

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
October 17, 2016

The Los Angeles Unified School District and the Loyola Marymount University School of Education are pleased to announce and begin the process of planning for a new middle school academy (New MSA), on the site of Westchester Enriched Sciences Magnet. The school will serve as a LMU School of Education teaching demonstration site at the secondary level that creates an innovative and collaborative learning culture for students, teachers, parents, community members, and researchers. The new MSA will serve middle school students matriculating from the Playa Vista Elementary Demonstration School as well as interested students from throughout the area and other parts of our district. The New MSA will continue the established practices of Playa Vista ES by utilizing progressive, research-supported teaching practices and curriculum that is developmentally (cognitively, emotionally and socially) appropriate to increase student engagement and achievement in the areas of Science, Technology, Engineering and Mathematics (STEM).

Working groups will be formed to gather input from all stakeholders, which will inform the curricular and programmatic design process. The school planning process is aimed at reaching the following major milestones:

- **August 2017**
  - Serve grade levels 6-7 in 2017-18

- **August 2018**
  - Serve grade levels 6-8 in 2018-19

We are confident that the design process will ensure broad-based and authentic participation of all stakeholders, including: students, teachers, parents, community members, district representatives, and LMU School of Education representatives. In addition, this plan will be developed in consultation and collaboration with our collective bargaining partners, UTLA and AALA. Specific commitments regarding the partnership will be outlined in a forthcoming Memorandum of Understanding (MOU) between LAUSD and LMU.

**Michelle King**  
Superintendent  
Los Angeles Unified School District

**Shane P. Martin, Ph.D**  
Dean and Professor  
Loyola Marymount University School of Education
NEW BUSINESS
TAB 2
APPROVAL OF PROCUREMENT ACTIONS
December 13, 2016
Procurement Services Division

Action Proposed:
Staff proposes that the Board of Education (Board) ratify the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding $250,000: New Contracts and Amendments; Contract Assignment; Low Value - Decentralized Purchase Orders; Goods and General Services Contracts: Purchase Orders; Low Value - Decentralized Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding $250,000): New Contracts; Goods and General Services Contracts (exceeding $250,000): New Contracts and Amendment as listed in Attachment “B”.

Background:
Procurement Services staff prepares monthly reports for contract actions necessary for the execution of the projects approved by the Board for the educational and operational requirements of the District in accordance with Board delegated authority to the Superintendent.

Expected Outcomes:
Approval of these items will allow the goods and services provided by these contracts furnishing the equipment, supplies, or services to the Los Angeles Unified School District that support Board policies and goals.

Board Options and Consequences:
The Board can approve all actions presented, or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment “A” will result in immediate unavailability of products or discontinuance of services, or both. While non-ratification may be legally defendable, it would likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer vendors compete for future procurements. Postponement of actions presented for approval in Attachment “B” will delay contract award or delivery dates.

Policy Implications:
This action does not change District policy and conforms to California Education Code section 17604 that permits the Board of Education to delegate authority for Procurement Services (Board Report #311-15/16), which the Board exercised on May 10, 2016.

Budget Impact:
The contract actions presented are within the budget authority previously approved by the Board.
Ratification of contracts awarded under delegation of authority and within their Board approved budget listed in Attachment “A” includes:

- Award of Professional Service Contracts not exceeding $250,000: New Contracts and Amendments; Contract Assignment; Low Value - Decentralized Purchase Orders; and

- Goods and General Services Contracts not exceeding $250,000: Procurement Transactions - Purchase Orders; Low Value - Decentralized Purchase Orders; Rental of Facilities; Travel/Conference Attendance; District Card Transactions; General Stores Distribution Center; and Book/Instructional Material Purchase Orders

Request for Approval of Procurement Contracts not under delegated authority listed in Attachment “B” includes:

- Professional Services Contracts (exceeding $250,000): New Contracts; and

- Goods and General Services Contracts (exceeding $250,000): New Contracts and Amendment

Issues and Analysis:
There are no policy implications on these agreements. The Business and Government Services Team, Office of the General Counsel, has reviewed and approved the agreements as to form.

Attachments:
Attachment “A” - Ratification of Contracts Awarded Under Delegated Authority
Attachment “B” - Request for Approval of Contracts Not Under Delegated Authority

Informatives:
Informative - Warehouse (October 2016)
Informative - Various Vendors (Professional Development CCS) - Contract Nos. 4400005261-5265, 4400005267-5268
Informative - Various Vendors (Professional Development Leadership and EMO) - Contract Nos. 4400005153-5159, 4400005180-5184, 4400005247-5249, 4400005290-5300
Informative - Action Sales, Inc., Arrow Restaurant Equipment and Supply Co., Inc. Contract Nos. 4400005321-5322
Informative - Various Vendors - Network Equipment and Related Services - Contract Nos. 4400004918, 4400004919, 4400004960, 4400004961
Informative - Tangram Interiors - Contract No. 4400002337-1
Informative - e-Recycling of California - Contract No. 4400004971
RESPECTFULLY SUBMITTED,

MICHHELLE KING
Superintendent

APPROVED & PRESENTED BY:

THELMA MELENDEZ DE SANTA ANA
Chief Executive Officer
Office of Educational Services

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

APPROVED & PRESENTED BY:

GEORGE SILVA
Chief Procurement Officer
Procurement Services Division

☑ Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

☑ Approved as to budget impact statement.
## A. PROFESSIONAL SERVICE CONTRACTS ALREADY AWARDED

### NEW CONTRACTS NOT EXCEEDING $250,000

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passado Action Theatre</td>
<td>4400005052</td>
<td>Informally competed contract to provide 24 weeks of interactive crime scene investigation training, which is combined with forensic science and professional performance theatre targeting at-risk student population with credit deficits for Math and Sciences, English Language Arts and Social Studies.</td>
<td>General Funds (100%)</td>
<td>$49,400</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Contract Term:</strong> 10/07/16 through 06/30/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Contract Value:</strong> $49,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requester: Roberto Martinez Local District Superintendent Local District Central</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voyager Sopris Learning, Inc.</td>
<td>4400005000</td>
<td>Informally competed contract to provide professional development services focused on Literacy instructional curriculum for teachers of Title I students in the LA Archdiocese. These are required pass-through funds for Title I, Part A, No Child Left Behind (NCLB) Act of 2001 with LAUSD as Local Education Agency (LEA).</td>
<td>Title 1 Part A Grant (100%)</td>
<td>$79,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Contract Term:</strong> 08/01/16 through 06/30/17</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Contract Value:</strong> $79,500</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Requester: Karen Ryback, Executive Director Federal and State Education Program</td>
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</tr>
</tbody>
</table>
## A. PROFESSIONAL SERVICE CONTRACTS ALREADY AWARDED

### NEW CONTRACTS NOT EXCEEDING $250,000 (CONT.)

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The California Conference for Equality and Justice</td>
<td>4400005260</td>
<td>Informally competed contract to provide technical assistance for the 2016-2017 school year to implement a Restorative Justice Program for grades 9-12 to include professional development and coaching for teachers and classified staff and workshops for parents and guardians.</td>
<td>General Funds (100%)</td>
<td>$60,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contract Term: 10/28/16 through 06/30/17</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Contract Value: $60,000</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Requester: Deborah Lowe, Principal Humanitas Academy for Arts &amp; Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jill Beale</td>
<td>4400005245</td>
<td>Informally competed contract to provide a Project Manager to work with the Arts Education Branch to support initiatives that align with District’s goals including a District-wide film festival, a benefit concert, original programming on KLCS, the Creative Industry Coalition, visual design and marketing and a digital platform.</td>
<td>General Funds (100%)</td>
<td>$50,400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contract Term: 11/01/16 through 06/30/17</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Contract Value: $50,400</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Requester: Rory Pullens, Executive Director Arts Education Branch</td>
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</table>
### A. PROFESSIONAL SERVICE CONTRACTS ALREADY AWARDED

#### NEW CONTRACTS NOT EXCEEDING $250,000 (CONT.)

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Leadership Consulting</td>
<td>4400005067</td>
<td>Informally competed capacity contract to provide assistance to the Board of Education and administrative leadership of the Los Angeles Unified School District in clarifying and implementing the proposed Strategic Plan.</td>
<td>General Funds (100%)</td>
<td>$48,000</td>
</tr>
</tbody>
</table>

**Contract Term:** 09/27/16 through 09/26/17

**Contract Value:** $48,000

Requester: *Jefferson Crain, Executive Officer*

*Board of Education*

---

### INCOME CONTRACTS NOT EXCEEDING $500,000

<table>
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<tr>
<th>CONTRACTOR</th>
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<tbody>
<tr>
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<td></td>
<td>$0</td>
</tr>
</tbody>
</table>

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Board of Education

December 13, 2016
### A. PROFESSIONAL SERVICE CONTRACTS ALREADY AWARDED

#### CONTRACT AMENDMENTS NOT EXCEEDING $250,000

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia Society</td>
<td>4400002927-3</td>
<td>Amendment to increase capacity of single-source contract to provide professional development, coaching services and lesson plan development.</td>
<td>School Improvement Grant (SIG)</td>
<td>$32,500*</td>
</tr>
<tr>
<td>Los Angeles Community College District</td>
<td>4400004682-1</td>
<td>Amendment to extend term and increase capacity of revenue contract to support San Pedro Senior High’s International Trade/Global Logistics career pathway.</td>
<td>Revenue</td>
<td>&lt;$15,600*&gt;</td>
</tr>
</tbody>
</table>

**Contract Term:** 07/01/14 through 06/30/17

Initial Contract Value: $93,000
Amendment No. 1: $83,000
Amendment No. 2: $63,000
*Amendment No. 3: $32,500 (Executed Date: 10/10/16)

**Aggregate Contract Value:** $271,500

Requester: Guillermina Jauregui, Principal International Studies Learning Center

**Current Contract Term:** 11/01/15 through 06/30/16

Initial Contract Value: <$15,600>
*Amendment No. 1: <$15,600> (Executed Date: 10/06/16)

**Aggregate Contract Value:** <$31,200>

Requester: Jeanette Stevens, Principal San Pedro Senior High School

*Current ratification*
B. AFTER THE FACT CONTRACTS NOT EXCEEDING $250,000 ALREADY AWARDED

The contract actions represented below are unauthorized commitments initiated by the sponsoring school or division without a formal contract in place. This action requires the Board to ratify the contract after the fact to allow the vendor to be paid. The District did request and has received the benefit of the services. Informative memorandum included.

<table>
<thead>
<tr>
<th>CONTRACTOR IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>

C. GOODS AND GENERAL SERVICES CONTRACTS ALREADY AWARDED

NEW CONTRACTS NOT EXCEEDING $250,000

<table>
<thead>
<tr>
<th>CONTRACTOR IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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</table>

CONTRACT AMENDMENTS NOT EXCEEDING $250,000

<table>
<thead>
<tr>
<th>CONTRACTOR IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>
### D. PROFESSIONAL SERVICE CONTRACT ASSIGNMENTS

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Council for Community and Education Partnerships</td>
<td>4500247184</td>
<td>Assignment and Assumption of Agreement, due to program transfer, from ALL Management Corporation as the service provider for professional services.</td>
<td>California Career Pathways Trust Grant (100%)</td>
<td>$11,870</td>
</tr>
</tbody>
</table>

**Effective Date:** 10/19/16

**Remaining Contract Term:** 10/19/16 through 06/30/17

**Remaining Contract Value:** $11,870

Requester: Esther Soliman, Administrator
Linked Learning Office

### E. PROFESSIONAL SERVICE CONTRACTS ALREADY AWARDED

The contract action(s) represented below is (are) part of the Instructional Technology Initiative (ITI) and ITD-SEP previously adopted by the Board on _________________, under Board Report No. ____________.

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### F. GOODS AND GENERAL SERVICES CONTRACTS ALREADY AWARDED

The contract action(s) represented below is (are) part of the Instructional Technology Initiative (ITI) Plan and ITD-SEP previously adopted by the Board on ______________, under Board Report No. __________. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>NOT TO-EXCEED AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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</tr>
</tbody>
</table>

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Board of Education
December 13, 2016
ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

G. PROFESSIONAL SERVICES NOT EXCEEDING $250,000

October 2016 – $1,117,388
YTD - $6,716,268

The contract actions represented below are those actions put in place within each sponsoring school’s or division’s approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for professional services.

<table>
<thead>
<tr>
<th>October</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qty of POs</td>
<td>Qty of POs</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

Low Value – Decentralized Purchase
Orders - October 2016

<table>
<thead>
<tr>
<th>October</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qty of POs/Transactions</td>
<td>Qty of POs/Transactions</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

Purchase Orders - October 2016

DISTRICT CARD TRANSACTIONS
(i.e., P-Card, Fuel Card, Toshiba Card, etc.) October 2016

Rental Facilities – October 2016

Travel/Conference Attendance – October 2016

GENERAL STORES DISTRIBUTION CENTER – October 2016

BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO) – October 2016

H. GOODS AND GENERAL SERVICES NOT EXCEEDING $250,000

October 2016 - $20,939,182
YTD - $79,626,330

The contract actions represented below are those actions put in place within each sponsoring school’s or division’s approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for goods or general services.

<table>
<thead>
<tr>
<th>October</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qty of POs</td>
<td>Qty of POs</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

Low Value – Decentralized Purchase Orders - October 2016

<table>
<thead>
<tr>
<th>October</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qty of POs/Transactions</td>
<td>Qty of POs/Transactions</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

Purchase Orders - October 2016

DISTRICT CARD TRANSACTIONS
(i.e., P-Card, Fuel Card, Toshiba Card, etc.) October 2016

Rental Facilities – October 2016

Travel/Conference Attendance – October 2016

GENERAL STORES DISTRIBUTION CENTER – October 2016

BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO) – October 2016

Detailed information is provided on the Procurement Services website.

Bd. of Ed Rpt. No. 175-16/17

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Board of Education

December 13, 2016
A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

### NEW CONTRACTS EXCEEDING $250,000

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerate Learning, Inc.; Carnegie Learning; DataWORKS; Litlife, Inc.; SchoolKit; National Science Teachers Association; Gibson, Hasbrouck &amp; Associates</td>
<td>4400005261 4400005262 4400005263 4400005264 4400005265 4444005267 4400005268 (RFP 2000001114)</td>
<td>Authorization to execute seven (7) formally competed contracts to be added to the existing bench of contracts*, via “refresh” to provide professional development in California Content Standards instruction for Math, English Language Arts, English Language Development, Science, and History/Social Science. The aggregate contract value of these contracts remains the same at $13,500,000 as previously approved by the Board per Bd. of Ed Rpt. No. 180-14/15, dated 12/09/14 and Bd. of Ed Rpt. No. 361-15/16, dated 05/10/16.</td>
<td>Various (100%)</td>
<td>$13,500,000 (The aggregate contract value for all bench contracts will not exceed amount of $13,500,000 per Bd. of Ed Rpt. No. 180-14/15, dated 12/09/14 and Bd. of Ed Rpt. No. 361-15/16, dated 05/10/16.)</td>
</tr>
</tbody>
</table>

*Contract Term: 01/01/17 through 12/31/19

**Aggregate Five-Year Contract Value for Thirty-Seven (36) Contracts: $13,500,000**

Requester: Derrick Chau  
Senior Executive Director  
Division of Instruction

*95% Group; American Reading Company; Amplify Education; ASCD Professional Learning Services; Associates for Educational Success; C2 Collaborative; Catapult Learning; Curriculum Improvement Institute; Developmental Studies Center; Generation Ready; Growing Educators; Houghton Mifflin Harcourt; InnovateEd; Insight Education; Knowledge Delivery Systems; Literacy TA; Marzano Research Laboratory; McGraw-Hill School Education; PCG Education; Pivot Learning Partners; Scholastic; Stanford History Education Group; Teacher Created Materials; Thinking Maps; TNTP; To Image; UCLA Center X; WestEd; Zaner Bloser*
## A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

### NEW CONTRACTS EXCEEDING $250,000 (CONT.)

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various Vendors**</td>
<td>4400005153</td>
<td>Formally competed bench contracts to provide professional development to increase school leadership capacity and coherence. Seven (7) of the providers (*) are eligible to serve as Education Management Organizations with the School Improvement Grant program. The authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of $8,000,000.</td>
<td>Various per Requesting School Office (100%)</td>
<td>$8,000,000</td>
</tr>
</tbody>
</table>

**Contract Term:** 01/01/17 through 12/31/21

**Aggregate Five-Year Contract Value for Twenty-Six (26) Contracts: $8,000,000**

**Requester:** Angela Hewlett-Bloch, Administrator, Access, Equity, and Acceleration Division of Instruction

**Requester:** Anthony Aguilar, Director of Innovation, Division of Instruction

**Requester:** Angela Hewlett-Bloch, Administrator, Access, Equity, and Acceleration Division of Instruction

**Requester:** Anthony Aguilar, Director of Innovation, Division of Instruction

**Requester:** Angela Hewlett-Bloch, Administrator, Access, Equity, and Acceleration Division of Instruction

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**Requester:** Angela Hewlett-Bloch, Administrator, Access, Equity, and Acceleration Division of Instruction

**DataWORKS*; Growing Educators*; Los Angeles Education Partnership*; PAN LTD*; Principals Exchange*; UCLA Center X*; Alliance for the Study of School Climate*; Quaglia Institute; Corwin Press; The Howard Group; Teacher Created Materials; Teaching Learning Solutions; ASCD; Catapult Learning; Center for College and Career Readiness; District Management Council; Dream a World Education; Education Direction; Generation Ready; Gibson Hasbrouck & Assoc.; Johns Hopkins University; Kagan; New Teacher Center; Public Consulting Group; Redbird Advanced Learning; Success for All Foundation
A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

NEW INCOME CONTRACTS EXCEEDING $500,000

<table>
<thead>
<tr>
<th>CONTRACTOR IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>

CONTRACT AMENDMENTS EXCEEDING $250,000

<table>
<thead>
<tr>
<th>CONTRACTOR IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>
### B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authority to award contracts for furnishing equipment, supplies and general services. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

#### NEW CONTRACTS EXCEEDING $250,000

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Sales, Inc.; Arrow Restaurant Equipment</td>
<td>4400005321</td>
<td>Formally competed contracts to procure various kitchen equipment for Phase 1 of a modernization program to update kitchen equipment at 218 school sites.</td>
<td>School Upgrade Program (100%)</td>
<td>$1,030,500</td>
</tr>
<tr>
<td>Supply Co., Inc.</td>
<td>(IFB 2000001230)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAA Solar Electric, dba AAA Network Solutions,</td>
<td>4400004918</td>
<td>Formally competed capacity contracts to provide products for Local Area Network (LAN), Wireless Local Area Network (WLAN), Wide Area Network (WAN) and Converged Technology components, devices and related services District-wide. The authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of $52,000,000.</td>
<td>Various Per Requesting School or Office (100%)</td>
<td>$52,000,000</td>
</tr>
<tr>
<td>Inc.</td>
<td>(Alcatel-Lucent)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4400004919</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Cisco)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(IFB 2000001172)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Premier Wireless Solutions</td>
<td>4400004961</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inc.</td>
<td>(CradlePoint)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(IFB 2000001172)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vega Business Technologies</td>
<td>4400004960</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inc.</td>
<td>(Infosim)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(IFB 2000001172)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Contract Term:** 12/14/16 through 12/13/17

**Aggregate Contract Value for Two (2) Contracts:** $1,030,500

Requester: *Joseph K. Vaughn, Director, Timikel Sharpe, Deputy Director Food Services Division*

**Contract Term:** 12/14/16 through 12/13/21

**Aggregate Five-Year Contract Value for Four (4) Contracts:** $52,000,000

Requester: *Shahryar Khazei, Chief Information Officer Information Technology Division*
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authority to award contracts for furnishing equipment, supplies and general services. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

<table>
<thead>
<tr>
<th>CONTRACT AMENDMENTS EXCEEDING $250,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTRACTOR</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Tangram Interiors</td>
</tr>
</tbody>
</table>

**Current Contract Term:** 01/01/14 through 12/31/16

New End Date by this Amendment: 12/31/17

Initial Contract Value: $3,550,000

*Amendment No. 1: $0

**Aggregate Contract Value:** $3,550,000

Requester: *Earl Perkins*

*Associate Superintendent*

*District Operations*
B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authorize the utilization of piggyback contracts in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies’ established contracts and does not change District policy.

### UTILIZATION OF PIGGYBACK CONTRACTS IN EFFECT EXCEEDING $250,000

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>NOT TO EXCEED AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### INCOME CONTRACTS

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>NOT TO EXCEED AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-Recycling of California</td>
<td>4400004971 (IFB 2000001073)</td>
<td>Formally competed capacity contract to provide revenue-generating electronic equipment recycling services to the District.</td>
<td>Revenue</td>
<td>&lt;$835,000&gt;</td>
</tr>
</tbody>
</table>

**Contract Term:** 12/20/16 through 12/19/21

**Contract Value:** <$835,000>

Requester: Marc Monforte, Director Materiel Management Branch

Requester: Shahryar Khazei Chief Information Officer Information Technology Division
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Procurement Services Division

INFORMATIVE

TO: Members, Board of Education
Michelle King, Superintendent

DATE: November 1, 2016

FROM: George Silva, Chief Procurement Officer
Procurement Services Division

SUBJECT: GENERAL STORES DISTRIBUTION CENTER SPEND FOR
REPLENISHMENT OF STOCK INVENTORY OF SUPPLIES,
EQUIPMENT AND FURNITURE

During the Board of Education’s May 10, 2016 meeting, pre-authorization was granted to the Procurement Services Division (PSD) to enter into various new contracts, extend existing contracts, and award various purchase orders to make regular and routine procurements of products used by schools and offices and stocked in the General Stores Distribution Section. As part of the pre-authorization, it was agreed that PSD would report on the total procurement activity on a monthly (per board report) basis. In an effort to streamline and enhance the reporting process, the chart below lists the major commodity categories and total purchase order issuance for the month of October.

**GENERAL STORES DISTRIBUTION**

<table>
<thead>
<tr>
<th>MAJOR COMMODITY CATEGORIES</th>
<th>PURCHASE ORDER ISSUANCE OCTOBER 1 TO OCTOBER 30, 2016</th>
<th>ACCUMULATIVE FISCAL YEAR TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Equipment</td>
<td>$11,704.08</td>
<td>$80,077.05</td>
</tr>
<tr>
<td>Audio Visual</td>
<td>$3,454.13</td>
<td>$42,029.72</td>
</tr>
<tr>
<td>Custodial/Maint. &amp; Operations</td>
<td>$454,178.94</td>
<td>$2,159,333.37</td>
</tr>
<tr>
<td>Educational Supplies/Tools</td>
<td>$31,096.20</td>
<td>$222,901.41</td>
</tr>
<tr>
<td>Forms &amp; Publications</td>
<td>$43,414.13</td>
<td>$79,659.81</td>
</tr>
<tr>
<td>Furniture</td>
<td>$107,723.70</td>
<td>$895,563.08</td>
</tr>
<tr>
<td>Music</td>
<td>$7,064.30</td>
<td>$11,748.46</td>
</tr>
</tbody>
</table>
Members, Board of Education
Michelle King, Superintendent

-2- November 1, 2016

<table>
<thead>
<tr>
<th>MAJOR COMMODITY CATEGORIES</th>
<th>PURCHASE ORDER ISSUANCE OCTOBER 1 TO OCTOBER 30, 2016</th>
<th>ACCUMULATIVE FISCAL YEAR TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Essentials</td>
<td>$222,054.10</td>
<td>$1,106,162.10</td>
</tr>
<tr>
<td>Paper</td>
<td>$20,674.35</td>
<td>$186,313.86</td>
</tr>
<tr>
<td>Science/Home Economics/First Aid</td>
<td>$32,739.34</td>
<td>$313,627.30</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$54,050.13</td>
<td>$461,012.04</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$988,153.40</strong></td>
<td><strong>$5,558,428.20</strong></td>
</tr>
</tbody>
</table>

If you have questions or require additional information, please contact me at (213) 241-1751.

c: David Holmquist
Thelma Melendez
Frances Gipson
Nicole Elam-Ellis
Jefferson Crain
Marc Monforte
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: Members, Board of Education
    Michelle King, Superintendent of Schools

FROM: Derrick Chau,
      Senior Executive Director, Division of Instruction

SUBJECT: MULTIPLE CONTRACTS WITH PROVIDERS OF PROFESSIONAL DEVELOPMENT FOR CALIFORNIA CONTENT STANDARDS MATH, ENGLISH LANGUAGE ARTS, ENGLISH LANGUAGE DEVELOPMENT, SCIENCE, AND HISTORY/SOCIAL SCIENCE INSTRUCTION

CONTRACT NUMBER: 4400005261 - 4400005268
CONTRACT AMOUNT: $0

RECOMMENDATION TO AWARD

The New California State Standards (formerly referred to as Common Core) continues to drive the need for unprecedented levels of preparation and training for teachers and school administrators to ensure college and career readiness for Los Angeles Unified School District (LAUSD) students.

At present, the District has bench contracts with instructional professional development providers. In August 2014, the District issued Request for Proposals (RFP) to establish the initial bench. The initial bench provided schools with options for professional development in the area of Mathematics and English Language Arts instruction, including integrating literacy instruction across content areas for diverse K-12 learners; as California State Standards implementation proceeds, additional content and subject area professional development will be added through Requests for Proposals.

At this time, staff seeks to add additional options for professional development to offer school personnel maximum choice. The current round of proposed contracts expands the subject area scope to include English Language Development, History/Social Sciences, Science, as well as additional Mathematics and English Language Arts options.

Principals and administrators will be able to access professional development programs from providers at predetermined prices without having to enter into individual contracts. The intent is to provide the option of selecting from a range of pre-established professional development resources of varying duration, specificity and cost to find the service that suits them best. The providers and the instructional personnel have been evaluated for their record of providing California State Standards-aligned professional development, their classroom experience in high-needs schools, and their expertise in teaching adult learners. Ensuring that all teachers have a
high degree of knowledge and preparation requires extensive professional development resources
that support and enhance teaching practice and classroom implementation of the Standards.

Expansion of the contract bench will enable schools and offices to immediately engage
professional development instructors without the delay of proposal solicitation and contract
execution. It also ensures that the professional development providers to the District are qualified
and knowledgeable in the California State Standards. Without the scale of Districtwide bench
contract pricing, any contracted services are likely to be more expensive.

These contracts will be for a single 3-year term to coincide with the remaining term of the
existing Professional Development contracts. There is no increase to the overall spending ceiling
already approved for this contract bench. All services, materials and prices will be detailed in the
existing catalogue of professional development providers so that the range of choices is readily
apparent to principals and administrators. On agreement with a vendor, a school or office will
issue a shopping cart requisition that will generate a purchase order to the vendor. On-going
evaluations of the professional development providers will result in shared information that will
enable access to the highest-rated service providers.

If you have any questions or require additional information, please contact Derrick Chau, Senior
Executive Director at derrick.chau@lausd.net or at (213) 241-5333.

c: David Holmquist
   Alma Peña Sanchez
   Thelma Melendez
   Nicole Elam-Ellis
   Jefferson Crain
   George Silva
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District

REVISED 12/2/16

TO: Members, Board of Education
    Michelle King, Superintendent

FROM: Angela Hewlett-Bloch, Administrator
      Access, Equity, and Acceleration
      Anthony Aguilar
      Director of Innovation

SUBJECT: BENCH CONTRACTS WITH PROVIDERS OF PROFESSIONAL DEVELOPMENT SERVICES FOR DEVELOPING SCHOOL LEADERSHIP CAPACITY AND COHERENCE AND FOR EDUCATIONAL MANAGEMENT ORGANIZATIONS (EMO)
CONTRACT NUMBER: 4400005153-5159, 5180-5184, 5247-5249, 5290-5300
CONTRACT AMOUNT: $8,000,000
RECOMMENDATION TO AWARD

Background
At the present, the District has an existing bench entitled California Content Standards that makes it easier for schools to contract with professional development services that provide teachers, principals, and support staff with a deeper understanding of the California content standards in ELA/ELD and Mathematics. At the December 13, 2016, Board meeting, in separate board action, staff seeks to expand the California Content Standards Bench to include services that will also support mastery of standards in science and history/social science in the classroom. Professional development services provided from this bench are focus on learning content standards, subject matter specific knowledge, and pedagogy in the classroom, not necessarily leadership practices.

Leadership Bench
This board informative describes a new bench that does not currently exist in the District – professional development services focused on building school leadership capacity and coherence. It also includes educational management organizations (EMOs) that will support schools that have been awarded the School Improvement Grant (SIG). Board approval of this “leadership” bench will support school and District leaders to develop capacity of leadership teams to foster a culture of collaboration, use data, and build a school infrastructure that provides access and equity to all students. Establishing this “leadership” bench supports school and District administrators to lead adult conversations about sensitive issues, such as racial bias, discrimination, gender issues and identity, and have the sometimes difficult or courageous conversations necessary to support teaching and learning. Other areas of expertise provided by

Report Submitted on 12/05/16 – Revision #1
these organizations include:

- Coaching and facilitating adult learning
- Developing clear goals and reaching school improvement
- Ensuring access and equity via a student-centered learning model
- Monitoring student learning and evaluation of programs/practices
- Leading high-quality professional development
- Support teachers with long-term planning and conducting classroom observations
- Giving actionable feedback to improve teaching and learning
- Creating a culture of high expectation and shared responsibility

All vendors on the proposed “leadership” bench qualified through a review process; however, seven vendors have an added designation as an educational management organization (EMO). This means that the vendor indicated an intent to work with schools that were awarded the School Improvement Grant and they were reviewed by staff that oversees SIG. For a list of the five schools and more about the role of the EMO, please see Attachment A.

**Why is this necessary?**
School and District administrators desire support to build the leadership capacity necessary to translate “content” knowledge into outcomes for students. Board approval of the bench gives school administrators the ability to access leadership support and services more expediently. Strong leadership is the antidote to the achievement/opportunity gap that exists and is critical to accelerating learning for our traditionally underserved subgroups of students.

**Why do we need this now?**
Building leadership capacity is critical to our success as a District and the success of a school hinges on the strength of its leaders. Waiting longer to support leadership only postpones immediate student success.

**What would happen if this were not approved?**
If this is not approved, each principal that wishes to contract with one of this providers will have to go the regular procurement process as an individual contract which takes more valuable time away from leading instructional improvement.

**What are the terms of the proposed agreement?**
The contracts extend for a single 5-year term. Services and prices will be detailed in a summary catalogue so that the range of choices is readily apparent to principals and administrators. Once an Education Management Organization is selected, a school will issue a shopping cart requisition that will generate a purchase order to the vendor. The bench is a capacity contract, meaning that funds are not encumbered beforehand for these services; schools pay for services based on existing or acquired resources. Total expenditures may not exceed $8 million over the 5-year period without Board approval.

If you have any questions, please contact Angela Hewlett-Bloch at angela.hewlett@lausd.net
(213) 241-5513 or Anthony Aguilar at aaguill@lausd.net or at (213) 241-5513.

c: David Holmquist
   Alma Peña-Sanchez
   Thelma Meléndez de Santa Ana
   Nicole Elam
   Jefferson Crain
School Improvement Grant (SIG) Cohort 4  
Educational Management Organizations (EMO)

A subset of the vendors (7) that applied for the leadership bench, also applied to be designated an Educational Management Organization (EMO) for school that have been awarded the School Improvement Grant (SIG).

The California Department of Education (CDE) has identified the following schools as participants in SIG Cohort 4 for the next five fiscal years (2016-2021). This was approved at the California State Board of Education on November 3, 2016. These five LAUSD schools will have to select an educational management organization (EMO) from the bench contract list.

- Augustus F. Hawkins High A Critical Design and Gaming
- George Washington Preparatory High
- Barton Hill Elementary
- Tom Bradley Global Awareness Magnet
- Daniel Webster Middle

These five schools will begin a process of selecting an Educational Management Organization (EMO) from those organizations on the established bench in order to support their school improvement process.

To name a few functions, an Educational Management Organization:

- guides multiple measure data analysis in order to establish clear, measurable, and challenging performance goals.
- facilitates development and implementation of a school’s comprehensive action plan in order to achieve better outcomes in English language arts (ELA) and mathematics.
- works with the school to build capacity within and amongst the school staff, in order to sustain the work of the school improvement grant beyond the years of its funding.

It is important that these Cohort IV SIG schools select an EMO during the planning year (2016-2017) in order to not delay the implementation of school’s improvement plan.
TO: Members, Board of Education  
Michelle King, Superintendent of Schools  

FROM: Joseph Vaughn, Director  
Food Services Division  

SUBJECT: CONTRACTORS: ACTION SALES, INC. AND ARROW RESTAURANT EQUIPMENT AND SUPPLY CO., INC.  
CONTRACT NOS. 4400005321 AND 4400005322  
AGGREGATE NOT-TO-EXCEED VALUE OF $1,030,500.  
RESULT OF INVITATION FOR BID 2000001230  

Introduction  
On March 8, 2016 the Board of Education (BOE) approved an amendment to the Facilities Services Division Strategic Execution Plan. The approved amendment provided Food Services Division (FSD) with $1.85 million for the first of a two-phase Modernization Program to replace kitchen equipment at schools across the District (Board Report Number 285-15/16).  

Action Proposed:  
Food Services Division is requesting that the BOE approve contract awards to the two (2) vendors below for the purpose of purchasing commercial kitchen equipment as indicated in order to implement the March 8, 2016 BOE-approved amendment to the Facilities Services Division Strategic Execution Plan.  

<table>
<thead>
<tr>
<th>Equipment Description</th>
<th>Vendor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convection Ovens</td>
<td>Action Sales Vendor No. 1000000770</td>
</tr>
<tr>
<td>Reach-In Freezers and Refrigerators, Roll-In Refrigerators,</td>
<td>Arrow Restaurant Equipment and Supplies Co., Inc. Vendor No. 1000001236</td>
</tr>
<tr>
<td>Hot Food Cabinets, Beverage Coolers and Ice Makers</td>
<td></td>
</tr>
</tbody>
</table>

Why is this necessary?  
There is a critical need to replace kitchen equipment in numerous schools across the District as identified by a third party survey, the increased number of service calls for repairs, and the ongoing cost of the repair work. The equipment that is schedule to be replaced fall into one or all of the following condition catagories: beyond economical repair, energy-ineffient, may pose health and safety concerns.
What would happen if this were not approved?
If the proposed action is not approved, FSD may be faced with the inability to serve the necessary meals to the District’s students because of nonfunctioning equipment. Additionally, not replacing deteriorating equipment will increase the likelihood of the District’s students and staff being exposed to health and safety concerns and, in some cases, the District may be faced with potential fines due to no compliance with safety codes.

What are the terms of the proposed agreement?
Through the use of the approved bond funding, the Food Services Division is requesting the Board of Education authorize the purchase of equipment from the designated vendors with the following terms: to supply, deliver, install, and relocate replaced items to LAUSD Surplus Warehouse. The aggregate total not to exceed $1,030,500 which is a reduction in cost from the original estimate based on competitive bids.

The period of performance will be one (1) year and the contract pricing is inclusive of a standard one (1) year warranty on the equipment.

If you have any questions or require additional information, please contact Joseph Vaughn or Timikel Sharpe at 213-241-2993.

c: Alma Pena-Sanchez
    Thelma Meléndez de Santa Ana
    George Silva
    David Holmquist
    Nicole Elam-Ellis
    Jefferson Crain
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Information Technology Division

TO: Members, Board of Education
    Michelle King, Superintendent

FROM: Shahryar Khazei, Chief Information Officer

SUBJECT: REQUEST FOR BOARD APPROVAL – MASTER AGREEMENTS TO PROVIDE NETWORK EQUIPMENT AND RELATED SERVICES

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>CONTRACT NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAA SOLAR ELECTRIC, INC. DBA</td>
<td>4400004918 (ALCATEL),</td>
</tr>
<tr>
<td>AAA NETWORK SOLUTIONS, INC</td>
<td>4400004919 (CISCO)</td>
</tr>
<tr>
<td>VEGA BUSINESS TECHNOLOGIES</td>
<td>4400004960 (INFOSIM)</td>
</tr>
<tr>
<td>PREMIER WIRELESS SOLUTIONS</td>
<td>4400004961 (CRADLEPOINT)</td>
</tr>
</tbody>
</table>

The Information Technology Division (ITD) is requesting Board of Education approval of master agreements to provide network equipment supporting capital investment projects, replacement, upgrades and repair of the District’s local area networks (LAN), wireless networks, and wide area networks (WAN).

Why is this necessary?
Old network equipment must be repaired, upgraded and/or replaced in order to support bandwidth and security requirements needed for current and newer applications and instructional materials as well as ensure network reliability and availability. This contract allows the District to purchase network equipment at competitively solicited, high-volume, discounted rates.

Why do we need to do this now?
The current contracts to purchase network equipment are nearly exhausted and new contracts are needed to ensure that school services continue without interruption. Additionally, new LAN and WAN technologies have been incorporated into the agreements.

What would happen if there were not approved?
Without approval, the District would be without a purchasing vehicle to procure network equipment at competitively solicited, high-volume, discounted rates from qualified suppliers.
**What are the terms of the proposed procurement?**

The proposed agreements are for a period of five years. The cumulative not to exceed amount for all agreements is $52 million. Purchases are funded based on individual project budgets that include various funding sources.

If you have any questions or require additional information, please contact Shahryar Khazei at (213) 241-4096.

c: David Holmquist  
Thelma Meléndez  
Frances Gipson  
Nicole Elam-Ellis  
Jefferson Crain  
George Silva
TO: Members, Board of Education
    Michelle King, Superintendent of Schools

FROM: Yekaterina Boyajian
      Director - Non-Academic Facilities Planning

SUBJECT: AWARDED CONTRACTOR NAME: TANGRAM INTERIORS
        CONTRACT NO.: 4400002337
        MODULAR COMPONENTS, CUBICLE PARTS, AND RECONFIGURATION
        SERVICES TO VARIOUS DISTRICT SCHOOLS AND CHARTER SCHOOLS
        EXTENSION AMOUNT: $0.00 FOR FOURTH YEAR
        RECOMMENDATION TO EXTEND CONTRACT

Why is this necessary?
In order to replace damaged cubicle parts as well as complete various cubicle reconfiguration request within LAUSD administrative and school sites.

Why do we need to do this now?
To stay on schedule with maintenance schedules as well as project schedules.

What would happen if this were not approved?
Discount rate that is currently provided by Tangram interiors per the price agreement established by Procurement Services would cease. Replacement parts for damaged cubicle parts as well as current project parts would need to be purchased at normal pricing.

What are the terms of the proposed agreement?
By having the Tangram Interiors price agreement contract the District will save up to 61% in comparison to non-contracted industry price rates. Tangram Interiors also provides all prevailing wages crews directly from the Carpenters Union and provides warranty on all their new product and installation.

If you have any questions or require additional information, please contact me at yekaterina.boyajian@lausd.net or at (213) 241-4670.

c: David Holmquist, Jefferson Crain
    Thelma Melendez, Earl Perkins
    Frances Gipson, George Silva
    Nicole Elam-Ellis
TO: Members, Board of Education  
Michelle King, Superintendent

FROM: Marc Monforte, Director  
Procurement Services Division-Materiel Management Branch
Shahryar Khazei  
Chief Information Officer  
Information Technology Division

SUBJECT: e-RECYCLING OF CALIFORNIA  
CONTRACT NUMBER: 4400004971  
CONTRACT AMOUNT: <$835,000>

TOTAL CONTRACT AMOUNT: <$835,000> TOTAL REVENUE OVER FIVE YEARS  
IFB No. 2000001073 ELECTRONIC EQUIPMENT RECYCLING SERVICES

The Materiel Management Branch and The Information Technology Division are requesting the Board of Education’s approval to award Contract No. 4400004971 for the processing, recycling, and disposal of end-of-life electronic equipment. The contract amount was determined by the recommended bidder’s estimated annual revenue of $167,000, as multiplied over five (5) years.

Upon contract approval, the Materiel Management Branch’s Surplus Property and Recycling Annex and ITD will be able to obtain services from e-Recycling of California to legally, environmentally and responsibly handle the disposition of various types of broken, antiquated, obsolete and salvageable electronic equipment that is no longer needed for reuse in the District, through recycling and/or disposal. e-Recycling of California is a State of California authorized electronic waste processing facility, located in the City of Paramount, California.

The contracted recycling service includes dismantling of equipment down to individual component levels for reuse or recycling, removal of all District asset, inventory identifiable inventory tags from equipment, removal and/or destruction (shredding) of all hard drives and memory media (to protect sensitive and confidential information), and generation of monthly reports which details the number of pieces of equipment picked up for processing. The recycling service also includes the certified disposal of ancillary hazardous materials, (i.e., lead and batteries), and is structured to greatly reduce the amount of equipment/materials from reaching landfills.
This electronic equipment recycling service contract, if approved, will enable the District to manage its end of life equipment legally, responsibly, maintain a more accurate equipment (disposed inventory) database, and receive sales revenue of approximately $167,000 per year. The revenue from sales excludes those equipment items that were generated through the E-Rate Program, of which no revenue can/will be received by the District (per E-Rate program requirements).

If you have any questions or require additional information, please contact me at marc.monforte@lausd.net or at (562) 654-9361.

c: David Holmquist Nicole Elam-Ellis Thelma Melendez Frances Gipson
    George Silva Jefferson Crain Quinton Dean
TAB 3
Procurement Services Division Facilities Contract Actions
December 13, 2016

Procurement Services Division

Action Proposed:
Staff proposes that the Board of Education (Board) ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts, including Best Value solicitations; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; extra services for architectural and engineering contracts; no cost extra services/amendments; and approve the proposed contract actions listed in Attachment “B” including: approval of advertised construction contract through the Best Value solicitation; approval of professional/technical services contracts; and approval of professional/technical services amendments.

Background:
Facilities Contracts staff prepares monthly reports for contract actions necessary for the execution of projects approved by the Board and contained in the FSD Strategic Execution Plan (SEP), and for the maintenance and operation of District facilities in accordance with District policies and Board-delegated authority. As described in the November 12, 2013 Board Report #048-13/14 Informative, detailed information is provided on the Facilities Services website.

Expected Outcomes:
Approval of these items will allow services provided by these contracts to proceed in support of FSD projects, District policies and goals, and the Board-approved FSD-SEP.

Board Options and Consequences:
The Board can approve all actions presented or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment “A” will result in the immediate discontinuance of services. While non-ratification may be legally defendable, it will likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer contractors compete for future procurements.

Policy Implications:
This action does not change District policy and conforms to California Education Code section 17604 that permits the Board of Education to delegate authority for Facilities Contracts (Board Report #311-15/16), which the Board exercised on May 10, 2016.

Budget Impact:
The contract actions presented are within the budget authority previously approved by the Board. Unless indicated otherwise, all contract actions are Bond funded.
Issues and Analysis:
There are no policy implications on these agreements.

Attachments:
Attachment “A” - Ratification of Facilities Contract Actions Awarded Under Delegated Authority.
Attachment “B” - Approval of Facilities Contract Actions Not Under Delegated Authority.

Informatives:
Informative - Pinner Construction Co., Inc. Contract No. 1710001 / 4400005246
Informative - Request to Award Twelve (12) Design and Construction Contracts Contract Nos. 1710033 / 4400005251 to 1710044 / 4400005272
Informative - Request to Amend Two (2) Elevator Contracts Contract Nos. 1480022 / 4400002597 and 1480024 / 4400002599
Informative - Request to Amend the Agreement Amount for Three (3) Energy Auditing Services Contract Nos. 1580003 / 4400002921, 1580004 / 4400002908, and 1580006 / 4400003415
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

THELMA MELÉNDEZ DE SANTA ANA
Chief Executive Officer
Educational Services

REVIEWED BY:

DAVID HOLMQVIST
General Counsel

Approved as to form.

APPROVED & PRESENTED BY:

GEORGE SILVA
Chief Procurement Officer
Procurement Services Division

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.

REVIEWED BY:

MARK HÖVATTER
Chief Facilities Executive
   Approved as to facilities impact.
## AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>SCHOOL / PROJECT</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ian Thomas Group (SBE)</td>
<td>1710000 / 4400005075</td>
<td>Loyola Village ES</td>
<td>$1,600,000</td>
</tr>
<tr>
<td></td>
<td>(Best Value)</td>
<td>Replace HVAC System</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board Member: Steve Zimmer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Contract Term:</strong> 10/10/16 through DSA Certification and Close-out.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Requester: Greg Garcia, Director</td>
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<tr>
<td></td>
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<td>Project Execution</td>
<td></td>
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<tr>
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<td></td>
<td>Facilities Services Division</td>
<td></td>
</tr>
<tr>
<td>Pinner Construction Co., Inc.</td>
<td>1710003 / 4400005027</td>
<td>Legacy HS</td>
<td>$3,650,000</td>
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<tr>
<td></td>
<td></td>
<td>New Road (Legacy Lane)</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>Board Member: Dr. Ref Rodriguez</td>
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<tr>
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<td><strong>Contract Term:</strong> 11/01/16 through DSA Certification and Close-out.</td>
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<td>Requester: Greg Garcia, Director</td>
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<td>Project Execution</td>
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<td>Facilities Services Division</td>
<td></td>
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<tr>
<td>Ian Thomas Group (SBE)</td>
<td>1710004 / 4400005110</td>
<td>Hamilton HS</td>
<td>$2,687,400</td>
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<td>(Best Value)</td>
<td>HVAC System Replacement</td>
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<td>Board Member: Dr. George J. McKenna III</td>
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<td><strong>Contract Term:</strong> 10/24/16 through DSA Certification and Close-out.</td>
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<td>Requester: Greg Garcia, Director</td>
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<td>Project Execution</td>
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<tr>
<td></td>
<td></td>
<td>Facilities Services Division</td>
<td></td>
</tr>
<tr>
<td>C&amp;P Construction Development, Inc. (SBE)</td>
<td>1710009 / 4400005109</td>
<td>Foshay Learning Center</td>
<td>$2,049,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Housing for Temporary Use During Campus Seismic Modernization Project.</td>
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<tr>
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<td></td>
<td>Board Member: Dr. George J. McKenna III</td>
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<td><strong>Contract Term:</strong> 10/25/16 through DSA Certification and Close-out.</td>
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<tr>
<td></td>
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<td>Requester: Greg Garcia, Director</td>
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<td>Project Execution</td>
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<tr>
<td></td>
<td></td>
<td>Facilities Services Division</td>
<td></td>
</tr>
<tr>
<td>Prime Axis General Builder, Inc. (SBE)</td>
<td>1710014 / 4400005197</td>
<td>Kittridge ES</td>
<td>$1,047,900</td>
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<td></td>
<td></td>
<td>HVAC Replacement</td>
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<td></td>
<td></td>
<td>Board Member: Scott M. Schmerelson</td>
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<tr>
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<td><strong>Contract Term:</strong> 11/07/16 through DSA Certification and Close-out.</td>
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</tr>
<tr>
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<td>Requester: Greg Garcia, Director</td>
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<td></td>
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<td>Project Execution</td>
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<td>Facilities Services Division</td>
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## AWARD OF ADVERTISED CONSTRUCTION CONTRACTS (CONT’D)

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<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>SCHOOL / PROJECT</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>C&amp;P Construction Development, Inc.</td>
<td>1710015 / 4400005111</td>
<td>Alta Loma ES Underground Utilities Upgrade</td>
<td>$819,000</td>
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<td>Board Member: Dr. George J. McKenna III</td>
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<tr>
<td><strong>Contract Term:</strong></td>
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<td>10/31/16 through DSA Certification and Close-out.</td>
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</tr>
<tr>
<td><strong>Requester:</strong></td>
<td></td>
<td>Greg Garcia, Director Project Execution Facilities Services Division</td>
<td></td>
</tr>
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<td><strong>Board Member:</strong></td>
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<td>Dr. George J. McKenna III</td>
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## JOB ORDER CONTRACT AWARDS

<table>
<thead>
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<th>AMOUNT</th>
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<tbody>
<tr>
<td>None</td>
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## JOB ORDER CONTRACT AMENDMENTS

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<th>IDENTIFICATION NO.</th>
<th>SCHOOL / PROJECT</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vincor Construction, Inc. (SBE)</td>
<td>1630008 / 4400004591(1630008.01)</td>
<td>General Contracting Services District-wide</td>
<td>$1,000,000*</td>
</tr>
<tr>
<td><strong>Contract term including this amendment:</strong></td>
<td>01/20/16 through 01/18/17</td>
<td>Two (2) one-year options remaining</td>
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<tr>
<td><strong>Initial Contract Value:</strong></td>
<td>$350,000</td>
<td><strong>Aggregation Contract Value:</strong></td>
<td>$1,350,000</td>
</tr>
<tr>
<td><strong>Amendment No. 1 (Executed Date:</strong></td>
<td>$1,000,000</td>
<td><strong>Requester:</strong></td>
<td>Greg Garcia, Director Project Execution Facilities Services Division</td>
</tr>
<tr>
<td><strong>Board Member:</strong></td>
<td></td>
<td><strong>District-wide</strong></td>
<td></td>
</tr>
<tr>
<td>Bitech Construction Company, Inc. (SBE)</td>
<td>1630016 / 4400004931(1630016.01)</td>
<td>General Contracting Services District-wide</td>
<td>$1,000,000*</td>
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<td><strong>Contract term including this amendment:</strong></td>
<td>06/21/16 through 06/20/17</td>
<td>Two (2) one-year options remaining</td>
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<td><strong>Initial Contract Value:</strong></td>
<td>$350,000</td>
<td><strong>Aggregation Contract Value:</strong></td>
<td>$1,350,000</td>
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<td><strong>Amendment No. 1 (Executed Date:</strong></td>
<td>$1,000,000</td>
<td><strong>Requester:</strong></td>
<td>Greg Garcia, Director Project Execution Facilities Services Division</td>
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<td><strong>Board Member:</strong></td>
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<td><strong>District-wide</strong></td>
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* Current Ratification *
JOB ORDER CONTRACT AMENDMENTS (CONT’D)

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<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO</th>
<th>SCHOOL / PROJECT</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>W N G Construction JV, Inc.</td>
<td>1730000 / 4400005008</td>
<td>Painting Contracting Services</td>
<td>$1,000,000*</td>
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<td></td>
<td>(1730000.01)</td>
<td>Board Member: District-wide</td>
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Contract term including this amendment: 08/24/16 through 08/23/17
Two (2) one-year options remaining

Initial Contract Value: $350,000
*Amendment No. 1 $1,000,000
(Executed Date: 10/19/16)

Aggregate Contract Value: $1,350,000

Requester: Roger Finstad, Director
Maintenance & Operations
Facilities Services Division

B. APPROVAL OF CHANGE ORDERS

i. Construction contracts that have change orders that do not individually exceed 10 percent for October 2016 (Average Transaction: $15,765):
   QUANTITY  AMOUNT
   62        $977,435

ii. Construction contracts that have credit change orders for October 2016:
    QUANTITY  AMOUNT
    1        <$1,312>

iii. Repair and modernization contracts that have change orders that do not individually exceed 15 percent for October 2016 (Average Transaction: $8,026):
     QUANTITY  AMOUNT
     18        $144,467

iv. Repair and modernization contracts that have credit change orders for October 2016:
    QUANTITY  AMOUNT
    6        <$226,794>

v. Repair and modernization contracts that have change orders that individually exceed 15 percent (but do not exceed 25 percent) for October 2016 requiring 75 percent approval by the Board:
    QUANTITY  AMOUNT
    0        $0

C. COMPLETION OF CONTRACTS – September 2016

60        $76,428,591

D. AWARD OF INFORMAL CONTRACTS (Not Exceeding $87,800)

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>91</td>
<td>$2,748,219</td>
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A & B Letters for October 2016 (Average Transaction: $30,200)

E. REJECTION OF BIDS

None

* Current Ratification
F. TERMINATION OF CONTRACTS FOR CONVENIENCE

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<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>SCHOOL / PROJECT</th>
</tr>
</thead>
<tbody>
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G. ASSIGNMENT AND ASSUMPTION OF RIGHTS AND DELEGATION OF DUTIES – ARCHITECTURAL AND ENGINEERING AGREEMENT

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
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H. AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS $0

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<tr>
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<th>IDENTIFICATION NO.</th>
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<tbody>
<tr>
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I. AWARD OF ARCHITECTURAL AND ENGINEERING AMENDMENTS $0

<table>
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<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
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<tbody>
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J. AWARD OF PROFESSIONAL / TECHNICAL SERVICES CONTRACTS $0

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
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<tbody>
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K. AWARD OF PROFESSIONAL / TECHNICAL SERVICES AMENDMENTS $0

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<th>CONTRACTOR</th>
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<tbody>
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L. AWARD OF GOODS AND SERVICES CONTRACTS $0

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<th>CONTRACTOR</th>
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<tbody>
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M. EXTRA SERVICES FOR ARCHITECTURAL AND ENGINEERING CONTRACTS $153,126

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<th>CONTRACT NOS.</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>0820011/4400001595, 1520018/4400003221, 1620146/4400004823</td>
<td>$256,662</td>
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<tr>
<td>1520013/4400003196</td>
<td>&lt;$103,536&gt;</td>
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N. NO COST EXTRA SERVICES / AMENDMENTS

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<th>CONTRACT NOS.</th>
<th>AMOUNT</th>
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<td>1620002.01/4400004018, 1620008.01/4400004053, 1620011.01/4400004056, 1620013.01/4400004058, 162015.01/4400004060, 1620022.01/4400004065, 1620023.02/4400004066, 1620025.01/4400004068, 1620129.01/4400004069, 1620141.01/4400004749, 1530000.07/4400003348, 1280005.06/4400000783, and 1580004.04/4400002908</td>
<td>$0</td>
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Not Applicable
### A. APPROVAL OF ADVERTISED CONSTRUCTION CONTRACTS

<table>
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<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pinner Construction Co., Inc.</td>
<td>1710001 / 4400005246 (Best Value)</td>
<td>Olive Vista Middle School Seismic Modernization of Physical Education and Multi-Purpose Room Buildings.</td>
<td>$30,356,000</td>
</tr>
<tr>
<td>Board Member: Mónica Ratliff</td>
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<td>Requester: Greg Garcia, Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Execution Facilities Services Division</td>
<td></td>
</tr>
</tbody>
</table>

### B. APPROVAL OF PROFESSIONAL / TECHNICAL SERVICES CONTRACTS

Staff proposes that the Board of Education authorize the award of twelve (12) design and construction contracts for energy efficiency projects as part of the Proposition 39 – California Clean Energy Job Act – to qualified firms selected via RFP R-11030. The California Energy Commission has approved these projects. They are fully funded with Proposition 39 grant funds.

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opterra Energy Services, Inc.</td>
<td>1710033 / 4400005251</td>
<td>Garfield HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, Heating, Ventilation and Air Conditioning Upgrades, Electrical Upgrades and New Energy Storage System.</td>
<td>$4,831,789 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Board Member: Mónica Garcia</td>
<td></td>
<td>Requester: Roger Finstad, Director Maintenance &amp; Operations Facilities Services Division</td>
<td></td>
</tr>
<tr>
<td>Opterra Energy Services, Inc.</td>
<td>1710034 / 4400005252</td>
<td>South East HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, Heating, Ventilation and Air Conditioning Upgrades, Electrical Upgrades and New Energy Storage System.</td>
<td>$3,434,929 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Board Member: Dr. Ref Rodriguez</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opterra Energy Services, Inc.</td>
<td>1710035 / 4400005253</td>
<td>South Gate HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, Heating, Ventilation and Air Conditioning Upgrades, and Electrical Upgrades.</td>
<td>$2,807,733 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Board Member: Dr. Ref Rodriguez</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opterra Energy Services, Inc.</td>
<td>1710036 / 4400005254</td>
<td>Washington Prep HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, Heating, Ventilation and Air Conditioning Repairs, and Electrical Upgrades.</td>
<td>$3,032,670 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Board Member: Dr. George J. McKenna III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honeywell International, Inc.</td>
<td>1710037 / 4400005255</td>
<td>Hamilton HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, and Electrical Upgrades.</td>
<td>$2,549,316 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Board Member: Dr. George J. McKenna III</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ATTACHMENT B

### APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

#### B. APPROVAL OF PROFESSIONAL / TECHNICAL SERVICES CONTRACTS (CONT’D)

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honeywell International, Inc.</td>
<td>1710038 / 4400005256</td>
<td>University HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, Auditorium Heating, Ventilation and Air Conditioning Upgrades, and Electrical Upgrades.</td>
<td>$2,083,752 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Honeywell International, Inc.</td>
<td>1710039 / 4400005257</td>
<td>Hollenbeck MS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, Auditorium Heating, Ventilation and Air Conditioning Upgrades, and Electrical Upgrades.</td>
<td>$1,643,353 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Honeywell International, Inc.</td>
<td>1710040 / 4400005258</td>
<td>West Adams HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, and Heating, Ventilation and Air Conditioning Upgrades.</td>
<td>$2,145,911 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Johnson Controls, Inc.</td>
<td>1710041 / 4400005259</td>
<td>Eagle Rock HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, and Electrical Upgrades.</td>
<td>$2,246,399 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Johnson Controls, Inc.</td>
<td>1710042 / 4400005270</td>
<td>Franklin HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, and Electrical Upgrades.</td>
<td>$3,222,162 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Johnson Controls, Inc.</td>
<td>1710043 / 4400005271</td>
<td>Bravo HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, and Electrical Upgrades.</td>
<td>$1,174,485 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Johnson Controls, Inc.</td>
<td>1710044 / 4400005272</td>
<td>Manual Arts HS Interior &amp; Exterior Lighting Upgrades, Lighting Controls, and Electrical Upgrades.</td>
<td>$2,965,343 Prop 39 Grant Funds</td>
</tr>
</tbody>
</table>

Board Member: Steve Zimmer

Board Member: Mónica Garcia

Board Member: Dr. Ref Rodriguez

Board Member: Mónica Garcia

Board Member: Mónica Garcia
### C. APPROVAL OF PROFESSIONAL / TECHNICAL SERVICES AMENDMENTS

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>NOT-TO-EXCEED AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excelsior Elevator Corporation</td>
<td>R-14022 / 1480024 / 4400002599</td>
<td>Amendment to increase contract capacity of a formally competed contract to provide vertical transportation (elevator) maintenance and repair services.</td>
<td>$750,000* 10% Bond and 90% Restricted Maintenance Funds</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Contract Term:</strong> 03/03/14 through 03/31/17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>No Option Year remaining</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Initial Contract Value:</strong> $744,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Amendment No. 1:</strong> $744,000</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Amendment No. 2:</strong> $245,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OY2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*<strong>Amendment No. 3</strong></td>
<td>$750,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Aggregate Contract Value:</strong> $2,483,000</td>
<td></td>
</tr>
<tr>
<td>Requester</td>
<td>Roger Finstad, Director</td>
<td>Maintenance &amp; Operations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilities Services Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GMS Elevator Services, Inc.</td>
<td>R-14022 / 1480022 / 4400002597</td>
<td>Amendment to increase contract capacity of a formally competed contract to provide vertical transportation (elevator) maintenance and repair services.</td>
<td>$750,000* 10% Bond and 90% Restricted Maintenance Funds</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Contract Term:</strong> 02/27/14 through 03/31/17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>No Option Year remaining</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Initial Contract Value:</strong> $641,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Amendment No. 1:</strong> $240,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Amendment No. 2:</strong> $641,000</td>
<td></td>
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<td></td>
<td><strong>OY1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Amendment No. 3:</strong> $245,000</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>OY2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*<strong>Amendment No. 4</strong></td>
<td>$750,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Aggregate Contract Value:</strong> $2,517,000</td>
<td></td>
</tr>
<tr>
<td>Requester</td>
<td>Roger Finstad, Director</td>
<td>Maintenance &amp; Operations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilities Services Division</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Current amendment requiring Board Approval
C. APPROVAL OF PROFESSIONAL / TECHNICAL SERVICES AMENDMENTS (CONT’D)

Staff proposes that the Board of Education authorize the amendment of three (3) formally competed contracts to qualified firms selected under RFP R-11030 to perform Investment Grade Audits and Proposition 39 Energy Conservation Measures/Surveys District-wide.

Requester: Roger Finstad, Director
Maintenance & Operations
Facilities Services Division

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>IDENTIFICATION NO.</th>
<th>DESCRIPTION</th>
<th>NOT-TO-EXCEED AMOUNT</th>
</tr>
</thead>
</table>
| Johnson Controls, Inc.                    | R-11030 / 1580003 / 4400002921 (1580003.04) | **Contract Term:** 07/11/14 through 07/31/17  
Two (2) one-year options remaining  
Initial Contract Value: $245,000  
Amendment No. 1 $245,000  
Amendment No. 2 Terms Revised  
Amendment No. 3 $245,000  
*Amendment No. 4 $500,000  
Aggregate Contract Value: **$1,235,000** | $500,000*  
Prop 39 Grant Funds |
| Honeywell Building Solutions              | R-11030 / 1580004 / 4400002908 (1580004.05) | **Contract Term:** 07/18/14 through 07/31/17  
Two (2) one-year options remaining  
Initial Contract Value: $245,000  
Amendment No. 1 $245,000  
Amendment No. 2 Terms Revised  
Amendment No. 3 $245,000  
*Amendment No. 4 $500,000  
Aggregate Contract Value: **$1,235,000** | $500,000*  
Prop 39 Grant Funds |
| Opterra Energy Services, Inc.             | R-11030 / 1580006 / 4400003415 (1580006.05) | **Contract Term:** 08/19/14 through 08/31/17  
Two (2) one-year options remaining  
Initial Contract Value: $245,000  
Amendment No. 1 $245,000  
Amendment No. 2 Terms Revised  
Amendment No. 3 Terms Revised  
Amendment No. 4 $245,000  
*Amendment No. 5 $500,000  
Aggregate Contract Value: **$1,235,000** | $500,000*  
Prop 39 Grant Funds |

* Current amendment requiring Board Approval
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Procurement Services Division

TO: Members, Board of Education
    Michelle King, Superintendent

FROM: Hugh Tucker, Interim Deputy Chief Procurement Officer (Facilities)

DATE: November 4, 2016

SUBJECT: RECOMMENDATION TO AWARD CONSTRUCTION CONTRACT FOR OLIVE VISTA MIDDLE SCHOOL, PROCURED VIA BEST VALUE SELECTION PROCESS, TO PINNER CONSTRUCTION CO., INC.

Purpose
Facilities Contracts is seeking the Board of Education (Board) and the Superintendent of Schools’ approval to award a contract for construction of the Olive Vista Middle School Seismic Modernization of Physical Education and Multi-Purpose\Lunch Pavilion\Student Store Buildings. This project was procured via the Best Value Procurement selection process. Upon approval by the Board, the contract will be awarded to Pinner Construction Co., Inc. in the amount of $30,356,000.

Background
The Olive Vista Middle School Seismic Modernization project was approved by the Board of Education on June 21, 2016 (BOE 434-15/16). Facilities Services Division, in conjunction with Procurement Services Division, decided to procure this project utilizing the Best Value Selection Process that was approved by the Board on September 20, 2016 (Board Report No. 039-16/17).

Facilities Contracts prepared a Request for Qualifications and Bid that was formally advertised to the contracting community on July 7, 2016 for construction of the Olive Vista Project. Six contractors submitted Statements of Qualifications (SOQ). The SOQs were evaluated on the following factors:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Experience</td>
<td>300</td>
</tr>
<tr>
<td>Demonstrated Management Competency</td>
<td>300</td>
</tr>
<tr>
<td>Past Performance</td>
<td>250</td>
</tr>
<tr>
<td>Use of SBE</td>
<td>50</td>
</tr>
<tr>
<td>Local Worker Goals</td>
<td>40</td>
</tr>
<tr>
<td>We Build Utilization</td>
<td>10</td>
</tr>
<tr>
<td>Financial Condition</td>
<td>20</td>
</tr>
<tr>
<td>Safety Record</td>
<td>20</td>
</tr>
<tr>
<td>Labor Compliance</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>
The SOQs were scored and short-listed to three contractors based on the highest quality points. The three short-listed contractors were evaluated on additional criteria:

<table>
<thead>
<tr>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Project Plans</td>
</tr>
<tr>
<td>Interviews</td>
</tr>
<tr>
<td>Key Subcontractor Statement of Qualifications</td>
</tr>
<tr>
<td>Total Points</td>
</tr>
<tr>
<td>400</td>
</tr>
<tr>
<td>400</td>
</tr>
<tr>
<td>200</td>
</tr>
<tr>
<td>1,000</td>
</tr>
</tbody>
</table>

The short listed contractors were scored and ranked based on their final quality point scores out of 2000. The contractors then submitted sealed bids and the bidder’s price was divided by their quality point scores to determine the best value to the District. The lowest score is the best value.

<table>
<thead>
<tr>
<th>Short-Listed Proposers</th>
<th>Qualification Score</th>
<th>Bid Price</th>
<th>Best Value Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pinner Construction Co</td>
<td>1,581.01</td>
<td>$30,356,000</td>
<td>19,200.38</td>
</tr>
<tr>
<td>S.J. Amoroso Construction Co.</td>
<td>1,707.77</td>
<td>$33,227,000</td>
<td>19,456.37</td>
</tr>
<tr>
<td>Swinerton Builders</td>
<td>1,362.50</td>
<td>$30,950,012</td>
<td>22,715.61</td>
</tr>
</tbody>
</table>

*Why do we need to do this now?*

Approval of the construction contract to Pinner Construction Co., will allow this major seismic modernization project to be begin construction. The period for completion of work is 840 calendar days and in order to meet the District’s schedule, it is important for work to begin in the first quarter of 2017.

*What would happen if this were not approved?*

All bids would be rejected and the project would have to be re-procured. The construction timeline would be delayed.

c: David Holmquist
Thelma Meléndez de Santa Ana
Mark Hovatter
Francis Gipson
Nicole Elam-Ellis
Jefferson Crain
George Silva
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
   Michelle King, Superintendent

FROM: Mark Hovatter, Chief Facilities Executive

DATE: November 2, 2016

SUBJECT: REQUEST TO AWARD TWELVE (12) DESIGN AND CONSTRUCTION AGREEMENTS
   CONTRACT NOS.: 1710033/4400005251 TO 1710044/4400005272
   AGGREGATE CONTRACTS TOTAL: $32,137,842

Background
This informative will provide background information on the twelve construction contracts coming to the Board for approval to award under the District's Proposition 39 – California Clean Energy Jobs Act Program funding.

The California Clean Energy Jobs Act was created with voter approval of Proposition 39 in the November 6, 2012 statewide general election. Under this initiative roughly $550 Million is available annually for five fiscal years to Local Education Agencies for eligible projects to improve energy efficiency. In accordance with the resulting Senate Bill 73, the State Superintendent of Public Instruction allocates funding to Districts based on average daily attendance, number of students eligible for free and reduced-priced meals, an amount of tax revenue collected. In fiscal year 2013-2014 the District was allocated approximately $26.2 Million, in 2014-2015 $22 Million, in 2015-2016 $20.1 Million, and in 2016-2017 $29.9 Million. The funds can be used for such projects as the replacement of inefficient lighting, the installation of energy management systems, the replacement of HVAC systems, or the expansion of clean energy generation projects.

On November 21, 2014, an informative was provided to the Board regarding two contracts on the Facilities Contracts Board Report No. 245-14/15, for energy efficiency projects at two school sites. The upgrades are expected to provide an estimated 30% decrease in electric and gas utility costs for each site (over $300,000 in savings annually). This Informative provided a background on the program and indicated that the Maintenance & Operations Branch (M&O) Sustainability Initiatives Unit would identify additional qualifying energy efficiency projects to bring to the Board for approval.

On June 9, 2015, a subsequent informative was provided to the Board regarding eleven contracts on the Facilities Contracts Board Report No. 484-14/15, for energy efficiency projects at eleven schools sites. The upgrades are expected to provide an estimated average 23% decrease in electric and gas utility costs for each site (over $1.1 million savings annually).

Why is this necessary?
These construction contracts are necessary to implement the energy efficiency measures identified at the various schools listed under Attachment B. An Energy Audit was performed at each site by a prequalified Energy Service Company to help identify such measures. These twelve projects, when completed, are expected to provide an estimated average decrease of 27% in electric and gas utility costs when compared to their previous utility bills (over $1.3 million savings annually).
Why do we need to do this now?
By implementing these projects now, the District will be able to reduce their energy demand and realize long-term cost avoidance that will help relieve the burden on the District’s General Fund.

What would happen if this request was not approved?
Grant funds approved specifically for these subject projects by the California Energy Commission under the Proposition 39 Clean Energy Jobs Act will have to be forfeited.

What are the terms of the proposed agreement?
The agreement amounts will vary for each subject project and is listed under Attachment B. Typical project durations will be approximately 450 calendar days. We are requesting an aggregate total of $32,137,842 million for these twelve projects.

If you have any questions or require additional information, please contact me at roger.finstad@lausd.net or at (213) 241-0304.

c:  David Holmquist  George Silva  Jefferson Crain
   Thelma Melendez  Nicole Elam-Ellis  Christos Chrysiliou
   Mark Hovatter  Hugh Tucker  Judith Reece
<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>CONTRACT NO.</th>
<th>DESCRIPTION</th>
<th>NOT-TO-EXCEED AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opterra Energy Services, Inc.</td>
<td>1710033/4400005251</td>
<td>Garfield HS Interior &amp; Exterior Lighting upgrades, Lighting controls, Heating, Ventilation and Air Conditioning upgrades, Electrical upgrades and new Energy Storage system. Board Member: Mónica Garcia</td>
<td>$4,831,789 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Opterra Energy Services, Inc.</td>
<td>1710034/4400005252</td>
<td>South East HS Interior &amp; Exterior Lighting upgrades, Lighting controls, Heating, Ventilation and Air Conditioning upgrades, Electrical upgrades and new Energy Storage system. Board Member: Dr. Ref Rodriguez</td>
<td>$3,434,929 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Opterra Energy Services, Inc.</td>
<td>1710035/4400005253</td>
<td>South Gate HS Interior &amp; Exterior Lighting upgrades, Lighting controls, Heating, Ventilation and Air Conditioning upgrades, Electrical upgrades. Board Member: Dr. Ref Rodriguez</td>
<td>$2,807,733 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Opterra Energy Services, Inc.</td>
<td>1710036/4400005254</td>
<td>Washington Prep HS Interior &amp; Exterior Lighting upgrades, Lighting controls, Heating, Ventilation and Air Conditioning repairs, and Electrical upgrades. Board Member: Dr. George J. McKenna III</td>
<td>$3,032,670 Prop 39 Grant Funds</td>
</tr>
<tr>
<td>Honeywell International, Inc.</td>
<td>1710037/4400005255</td>
<td>Hamilton HS Interior &amp; Exterior Lighting upgrades, Lighting controls, and Electrical upgrades. Board Member: Dr. George J. McKenna III</td>
<td>$2,549,316 Prop 39 Grant Funds</td>
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<td>Honeywell International, Inc.</td>
<td>1710038/4400005256</td>
<td>University HS Interior &amp; Exterior Lighting upgrades, Lighting controls, Auditorium Heating, Ventilation and Air Conditioning upgrades, and Electrical upgrades. Board Member: Steve Zimmer</td>
<td>$2,083,752 Prop 39 Grant Funds</td>
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<td>Honeywell International, Inc.</td>
<td>1710039/4400005257</td>
<td>Hollenbeck MS Interior &amp; Exterior Lighting upgrades, Lighting controls, Auditorium Heating, Ventilation and Air Conditioning upgrades, and Electrical upgrades. Board Member: Mónica Garcia</td>
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<td>Honeywell International, Inc.</td>
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<td>$2,145,911 Prop 39 Grant Funds</td>
</tr>
</tbody>
</table>
| Johnson Controls, Inc. (Vendor ID: #1000002512) | 1710041/4400005259 | Eagle Rock HS  
Interior & Exterior Lighting upgrades, Lighting controls, and Electrical upgrades.  
Board Member: Dr. Ref Rodriguez | $2,246,399  
Prop 39  
Grant Funds |
| Johnson Controls, Inc. | 1710042/4400005270 | Franklin HS  
Interior & Exterior Lighting upgrades, Lighting controls, and Electrical upgrades.  
Board Member: Dr. Ref Rodriguez | $3,222,162  
Prop 39  
Grant Funds |
| Johnson Controls, Inc. | 1710043/4400005271 | Bravo HS  
Interior & Exterior Lighting upgrades, Lighting controls, and Electrical upgrades.  
Board Member: Mónica Garcia | $1,174,485  
Prop 39  
Grant Funds |
| Johnson Controls, Inc. | 1710044/4400005272 | Manual Arts HS  
Interior & Exterior Lighting upgrades, Lighting controls, and Electrical upgrades.  
Board Member: Dr. George J. McKenna III | $2,865,343  
Prop 39  
Grant Funds |
TO: Members, Board of Education
    Michelle King, Superintendent of Schools

FROM: Roger Finstad, Director
      Maintenance and Operations

SUBJECT: RECOMMENDATION TO INCREASE TOTAL CAPACITY:
GMS ELEVATOR SERVICES, INC. AND EXCELSIOR ELEVATOR
CORPORATION CONTRACT NO. 1480022/4400002597 AND
1480024/4400002599, RESPECTIVELY
AGGREGATE AMENDMENT: $1,500,000 ($750,000 PER CONTRACT),
VERTICAL TRANSPORTATION MAINTENANCE & REPAIR SERVICES
(ELEVATORS)

Maintenance and Operations is requesting the Board of Education’s approval to increase the
value of Contract Numbers 1480022/4400002597 and 1480024/4400002599, for inspection,
repair services, and maintenance of elevators.

Why is this necessary?
The increase of value for Contract Numbers 440002599 and 4400002597 is needed to continue the
use of task order contracts for regularly scheduled maintenance, respond to emergency and repair
needs for District traction, hydraulic elevators, and dumbwaiters District-wide.

Why do we need to do this now?
Elevators are required to be maintained in safe working order, as governed by the State of
California, and pass annual inspections for operating permits. Increasing the capacity of these
contracts will allow Maintenance & Operations to perform the needed repairs District-wide. This
increase is an interim provision until the award of publicly advertised IFB-2000001170 for Vertical
Transportation (Elevator) Maintenance and Repair Services is approved in February.

What would happen if this were not approved?
If this request is not approved, the District will expend additional resources to procure these services
for repairs to our District’s elevators, keeping them operational, and safe. The District does not
have staff qualified to provide service and repair of elevators. Without this contract, the safety and
welfare of the students could be impacted.
What are the terms of the proposed agreement?
The terms of the contract is for 60 months, with start dates March 3, 2014 and February 27, 2014, respectively. Both contracts have an end date of March 31, 2017. Funding will be provided on an as needed basis, 90% Restricted Maintenance Funds and 10% Bond.

If you have any questions or require additional information, please contact me at roger.finstad@lausd.net or at (213) 241-0304.

c:  David Holmquist        Nicole Elam- Ellis        Mark Hovatter        Hugh Tucker
        Thelma Melendez        Jefferson Crain        George Silva
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
    Michelle King, Superintendent

DATE: November 2, 2016

FROM: Mark Hovatter, Chief Facilities Executive

SUBJECT: REQUEST TO AMEND THE AGREEMENT AMOUNT FOR THREE (3)
FACILITIES TECHNICAL SERVICES CONTRACTS FOR ENERGY
AUDITING SERVICES
CONTRACT NOS.: 1580003/4400002921; 1580004/44000002908 and
1580006/4400003415
AGGREGATE AMENDMENT TOTAL: $1,500,000

Background
This informative will provide background information on increasing the agreement amount of three
existing technical services contracts coming to the Board for approval under the District’s Proposition 39
– California Clean Energy Jobs Act Program (Proposition 39) funding. The three qualified firms were
selected under RFP R-11030.

The California Clean Energy Jobs Act was created with voter approval of Proposition 39 in the
November 6, 2012 statewide general election. Under this initiative roughly $550 Million is available
annually for five fiscal years to Local Education Agencies for eligible projects to improve energy
efficiency. In accordance with the resulting Senate Bill 73, the State Superintendent of Public Instruction
allocates funding to Districts based on average daily attendance, number of students eligible for free and
reduced-priced meals, an amount of tax revenue collected. In fiscal year 2013-2014 the District was
allocated approximately $26.2 Million, in 2014-2015 $22 Million, in 2015-2016 $20.1 Million, and in
2016-2017 $29.9 Million. The funds can be used for such projects as replacement of inefficient lighting,
the installation of energy management systems, the retrofitting of HVAC systems, or the expansion of
clean energy generation projects.

Why is this necessary?
These technical services contracts are needed to perform investment grade energy audits which are
necessary to develop and implement energy efficiency projects under the District’s Proposition 39
funding. The California Energy Commission has imposed a deadline of August 1, 2017 to submit all
investment grade energy audits and applications for approval of project funding. However, the remaining
dollar amounts on the current technical service agreements are not sufficient to perform the number of
investment grade energy audits necessary to utilize all the available Grant funds.

Why do we need to do this now?
By performing these investment grade audits now and identifying potential energy efficiency measures
and projects, the District will be able to reduce their energy demand and realize long-term cost avoidance
that will help relieve the burden on the District’s General Fund.
What would happen if this request was not approved?

If this request is not approved, the District will not have the resources to meet the August 1, 2017 deadline and complete the necessary IGAs to capture all the grants funds available to the District. Any remaining allocation will be forfeited back to the California Energy Commission.

What are the terms of the proposed agreement?

The amendments will increase each technical service contract by $500,000.

If you have any questions or require additional information, please contact me at roger.finstad@lausd.net or at (213) 241-0304.

c:  David Holmquist  George Silva  Jefferson Crain
    Thelma Melendez  Nicole Elam-Ellis  Christos Chrysiliou
    Mark Hovatter  Hugh Tucker  Judith Reece
<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>CONTRACT NO.</th>
<th>AMENDMENT AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opterra Energy Services, Inc.</td>
<td>1580006/4400003415</td>
<td>$500,000</td>
</tr>
<tr>
<td>2. Honeywell Building Solutions, Inc.</td>
<td>1580004/4400002908</td>
<td>$500,000</td>
</tr>
<tr>
<td>3. Johnson Controls, Inc.</td>
<td>1580003/4400002921</td>
<td>$500,000</td>
</tr>
</tbody>
</table>
Report of cash disbursements
Donations of money
December 13, 2016
Accounting and Disbursements Division

Action Proposed:
1. Ratify cash disbursements totaling $492,789,082.86 which were made against funds of the District from October 1, 2016 through October 31, 2016. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.
   a. “A” Warrants (Payroll) total of $19,255,591.95
      Warrant Numbers:
      1646109 - 1666414
      1669636
   b. Direct deposit payroll (Automated Clearing House - ACH) total of $216,087,872.11
   c. “B” Warrants (Accounts Payable) total of $83,734,356.59
      Warrant Numbers:
      23277976 - 23282158 23320270 - 23320447
      23281845 - 23282110 23322424 - 23322413
      23292259 - 23292435 23329363 - 23329577
      23295129 - 23295435 23331589 - 23331751
      23301103 - 23301578 23334182 - 23334544
      23305267 - 23305517 23337134 - 23337377
      23308342 - 23308560 23339535 - 23339754
      23312105 - 23312339 23343187 - 23343401
      23317998 - 23318152 23345657 - 23345844
   d. Accounts Payable ACH payments total of $173,711,262.21
2. Approve donations: It is recommended that the donations be accepted; that appreciation be expressed to the donors for their contributions by way of this report; the funds totaling $147,668.92 be deposited; and the Controller be authorized to draw checks for the purposes indicated on the donation:
   Date: 09/28/2016
   Donor: Friends of Hancock Park School
   Donation: $116,600.00
For use at: Hancock Park Elementary School  
Purpose: To provide funding for supervision aides and testing coordinator salaries.  
Date: 09/29/2016  
Donor: Friends of Porter Magnet  
Donation: $31,068.92  
For use at: Porter Middle School Gifted/High Achiever Magnet  
Purpose: To provide funding for field trip.

Background:  
This is a recurring monthly board report for the board to approve various financial transactions that occur as part of school business.

Expected Outcomes:  
The Board will be approving routine District financial transactions.

Board Options and Consequences:  
A yes vote:  
1. Ratifies the previously disbursed payments; and  
2. Approves the donations of money.

A no vote could cause the cancellation of previously issued payments, and non-acceptance of cash donations made to the District.

Policy Implications:  
This board report does not change any school policy.

Budget Impact:  
This board report approves financial transactions but does not change the budget authority.

Issues and Analysis:  
The Board will be approving routine District financial transactions.

Attachments:  
Informatives:
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

MEGAN K. REILLY
Chief Financial Officer
Office of the Chief Financial Officer

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
TAB 5
Action Proposed:
It is proposed that the Board adopt the attached resolution regarding the Capital Facilities Fund Annual Report in accordance with Government Code Sections 66001 and 66006.

Background:
School Districts are authorized by law to impose developer fees on new developments within the District boundaries to mitigate the impact of these developments on school facility needs. Since the District collects developer/impact fees, we are required to disclose the following information, within 180 days after the last day of each fiscal year, (pursuant to Government Code sections 66001 and 66006):

1. A brief description of the type of fee in the account or fund.
2. The amount of the fee.
3. The beginning and ending balance of the account or fund.
4. The amount of the fees collected and the interest earned.
5. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.
6. An approximate date of when the construction of the public improvement will begin if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete.
7. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan.
8. The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001.

Under the current Developer Fee Policy adopted by the Board in June 2005 (the “Policy”), the following priorities have been set:

- Priority I, expenditures for Roybal Learning Center;
- Priority II, payment of eligible Certificates of Participation (COPs); and
- Priority III, construction projects as proposed by the Chief Facilities Executive.
The Facilities Services Division has developed a list of projects to be funded by developer fees based on the timing of the project in relation to the availability of developer fee funds.

**Expected Outcomes:**
The District will be in compliance with Government Code Sections 66001 and 66006.

**Board Options and Consequences:**
If the Board does not adopt the resolutions regarding the annual report, the District will be out of compliance with the requirements of Government Code Sections 66001 and 66006. This may negatively impact the District's ability to assess developer/impact fees or require the refunding of unspent developer fee proceeds.

**Policy Implications:**
The Chief Financial Officer is presenting the annual report of the Capital Facilities Fund's beginning and ending balances, fees collected, interest and other income received, expenditures by project and refunds made for fiscal year 2015-16.

**Budget Impact:**
There is no budget impact for this action.

**Issues and Analysis:**
None.

**Attachments:**
Exhibit A - Resolution of the Board of Education of Los Angeles Unified School District Adopting the Findings as Contained in the Annual Accounting Report

Exhibit B - Description of the Fund and Financial Information

Exhibit C - Detailed Listing of Expenditures

**Informatives:**
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

Megan K. Reilly
Chief Financial Officer
Office of the Chief Financial Officer

REVIEWED BY:

DAVID HOLMQVIST
General Counsel

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
RESOLUTION OF THE BOARD OF EDUCATION OF THE
LOS ANGELES UNIFIED SCHOOL DISTRICT
ADOPTING THE ANNUAL ACCOUNTING REPORT

WHEREAS, pursuant to its authority under Education Code Sections 17620 et seq. and Government Code Sections 65995 et seq., the District has assessed residential developer fees and commercial/industrial developer fees on construction and reconstruction projects within its boundaries; and

WHEREAS, the District has placed all fees it has received from such assessments in a separate non-co-mingled capital facilities fund (hereinafter the “Capital Facilities Fund”) established for such purposes pursuant to Government Code Section 66001(a) (c) and 66006(a) (b); and

WHEREAS, the District has made available to the public within one hundred and eighty (180) days after the last day of its fiscal year an Annual Capital Facilities Fund Accounting Report (hereinafter “Annual Report”) which describes the type of Capital Facilities Fund into which developer fees were placed, the amount of the fee, the beginning and ending balances of this Fund, the amount of fees collected and interest earned, the identification of expenditures made by project; and

WHEREAS, the Annual Report has determined that in fiscal year 2015-16, no refunds were made due to unexpended developer fee revenues; and

WHEREAS, the District has, at least 15 days prior to the Board of Education meeting, made the Annual Report available to the public by making it available at the Board Secretariat’s Office, the Controller’s Office, and the Developer Fee Program Office; and

WHEREAS, the District has not received any written requests from interested parties for a mailed notice of this meeting; therefore be it

RESOLVED, that the Board adopt the Capital Facilities Fund Annual Report which is attached as Exhibit B.

ADOPTED this _____ day of _______________ 2016

Mr. Steve Zimmer, President

Jefferson Crain, Executive Officer of the Board
I. DESCRIPTION OF FUND

The Capital Facilities Fund is used to account for resources received from developer fees assessed upon residential and commercial/industrial construction or reconstruction projects located within the District’s boundaries in order to provide funds to help relieve overcrowded conditions at District schools.

The rates assessed for fiscal year 2015-16 are as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Rate Per Assessable Square Foot</th>
<th>Period in Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Residential1</td>
<td>$3.36</td>
<td>07/01/15 - 06/30/16</td>
</tr>
<tr>
<td>Level 1 Commercial/Industrial1</td>
<td>$0.54</td>
<td>07/01/15 - 06/30/16</td>
</tr>
<tr>
<td>Self Storage</td>
<td>$0.28</td>
<td>07/01/15 - 06/30/16</td>
</tr>
<tr>
<td>Parking Structures</td>
<td>$0.07</td>
<td>07/01/15 - 06/30/16</td>
</tr>
</tbody>
</table>

1 These Level 1 rates became effective June 8, 2014, sixty days after adoption by the Board of Education on April 8, 2014.

II. FINANCIAL INFORMATION

Revenues and Other Sources

- Beginning Fund Balance
  - July 1, 2015
  - Gross developer fee collections $80,394,549.84
  - Less:
    - Refunds * ($4,896,510.44)
  - Net Developer Fee Collections 75,498,039.40
  - Interest Income 1,439,759.28
  - Interfund Transfer 246,727.28

- Total Revenues 77,184,525.96
- Total Revenues & Beginning Balance $252,759,360.80

Less:

Expenditures and Other Uses

- Total Expenditures** $71,817,965.72
- ENDING FUND BALANCE – June 30, 2016 $180,941,395.08

* Refunds are issued for certain exemptions under the Developer Fee Policy, such as demolition credit and senior citizen housing.
** See Exhibit C for a detailed listing of expenditures
## 2015-16 Developer Fees Expenditures

<table>
<thead>
<tr>
<th>Priority I, Developer Fee Policy</th>
<th>Project Number</th>
<th>Project Name</th>
<th>Construction Start Date</th>
<th>Construction Completion Date</th>
<th>% of Developer Fees to Total Cost</th>
<th>Developer Fees Expenditures FY 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roybal Learning Center</td>
<td>55.98108</td>
<td>Central Los Angeles High School #12</td>
<td>2006 - Q2</td>
<td>2014 - Q3</td>
<td>8%</td>
<td>-</td>
</tr>
<tr>
<td>Priority I, Developer Fee Policy Total</td>
<td>$</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority II, Developer Fee Policy</th>
<th>Debt Service - Certificates of Participation</th>
<th>Certificates of Participation - 2010A</th>
<th>$9,572,922.69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority II, Developer Fee Policy Total</td>
<td>$</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority III, Developer Fee Policy</th>
<th>New Construction</th>
<th>South LA Area New High School #3</th>
<th>2008 - Q4</th>
<th>2013 - Q3</th>
<th>18%</th>
<th>$64,700.23</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.40031</td>
<td>Valley Region High School #4</td>
<td>2007 - Q3</td>
<td>2012 - Q3</td>
<td>34%</td>
<td>$82,625.21</td>
<td></td>
</tr>
<tr>
<td>56.40047</td>
<td>Valley Region Elementary School #12</td>
<td>2007 - Q4</td>
<td>2011 - Q3</td>
<td>53%</td>
<td>$4,060.65</td>
<td></td>
</tr>
<tr>
<td>56.40046</td>
<td>Valley Region Elementary School #10</td>
<td>2007 - Q3</td>
<td>2011 - Q3</td>
<td>51%</td>
<td>$22,044.50</td>
<td></td>
</tr>
<tr>
<td>56.40051</td>
<td>Valley Region Span School K-8</td>
<td>2009 - Q3</td>
<td>2013 - Q3</td>
<td>10%</td>
<td>$16,605.35</td>
<td></td>
</tr>
<tr>
<td>56.40063</td>
<td>South Region Elementary School #7</td>
<td>2008 - Q1</td>
<td>2011 - Q3</td>
<td>31%</td>
<td>$2,990.00</td>
<td></td>
</tr>
<tr>
<td>F-300253</td>
<td>South Region Elementary School #5</td>
<td>2009 - Q4</td>
<td>2013 - Q3</td>
<td>7%</td>
<td>$1,526.44</td>
<td></td>
</tr>
<tr>
<td>F-300656</td>
<td>South Region High School #8</td>
<td>2011 - Q1</td>
<td>2018 - Q3</td>
<td>82%</td>
<td>$55,670,54.92</td>
<td></td>
</tr>
<tr>
<td>F-300802</td>
<td>Central Region Elementary School #20</td>
<td>2009 - Q4</td>
<td>2014 - Q3</td>
<td>14%</td>
<td>$53,473.83</td>
<td></td>
</tr>
<tr>
<td>F-307760</td>
<td>Porter Ranch Community School - Classroom</td>
<td>2017 - Q1</td>
<td>2019 - Q3</td>
<td>98%</td>
<td>$2,285,936.36</td>
<td></td>
</tr>
<tr>
<td>F-307759</td>
<td>International Studies Learning Center</td>
<td>2017 - Q4</td>
<td>2020 - Q3</td>
<td>100%</td>
<td>$781,987.31</td>
<td></td>
</tr>
<tr>
<td>F-308111</td>
<td>Playa Vista Elementary School - Classroom Addition Project</td>
<td>2018 - Q2</td>
<td>2021 - Q3</td>
<td>100%</td>
<td>$117,693.46</td>
<td></td>
</tr>
<tr>
<td>56.40021</td>
<td>South Region High School #6</td>
<td>2010 - Q3</td>
<td>2013 - Q1</td>
<td>82%</td>
<td>$1,914,600.55</td>
<td></td>
</tr>
<tr>
<td>Priority III, Developer Fee Policy Total</td>
<td>$</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Expenditures</th>
<th>Previously Approved Projects</th>
<th>Various</th>
<th>$</th>
<th>(94,689.16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>Collection Costs</td>
<td>100%</td>
<td>$624,331.85</td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>Fee Studies/Audit Costs/CLA/Other Costs</td>
<td>100%</td>
<td>$696,691.53</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures Total</td>
<td>$</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>$</td>
<td>71,817,965.72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Chief Financial Officer
Office of the Chief Facilities Executive

TO: Members, Board of Education
   Michelle King, Superintendent

FROM: Megan K. Reilly, Chief Financial Officer
       Mark Hovatter, Chief Facilities Executive

SUBJECT: CAPITAL FACILITIES FUND (DEVELOPER/IMPACT FEES) ANNUAL
         REPORT FOR 2015-16

On December 13, 2016, the Board of Education will be asked to adopt a resolution regarding the
District’s Capital Facilities Fund Annual Report, in accordance with Government Code Sections
66001 and 66006 (Board Report No. 279-16/17). Generally Developer Fees must be used for the
construction or reconstruction of school facilities so as to mitigate the impact of increased student
enrollment. This informative provides additional information related to the balance of the Capital
Facilities Fund (“Fund”) and the use of these fees.

For fiscal year 2015-16, the ending balance of the Fund was $180.9 Million. Based on the current
Developer Fee Policy, these funds will first be used to pay $26.4 Million in remaining debt service
through the 2017-18 fiscal year for Certificates of Participation (COPs) issued for the Robert F.
Kennedy Community of Schools and Edward R. Roybal Learning Center. The balance has been
allocated for the remaining costs associated with a) the closeout and certification of previously
approved new construction projects funded with developer fees, b) portions of the South Region
High School No. 8 project, c) the Porter Ranch Community School – Classroom Addition Project,
d) the International Studies Learning Center – Addition Project and e) the Playa Vista ES –
Classroom Addition Project. In addition, we anticipate funding future projects that add classroom
capacity to the District or reconstruction of an existing school with Developer Fees.

Since the State Allocation Board (SAB) approved an increase to Level 1 fees in January 2016, the
District is in the process of updating the Level 1 Justification Study with the help of outside
consultants. Staff is also updating the current Developer Fee Policy with assistance from outside
counsel with expertise in this area. Staff anticipates proposing a new prioritization framework for
future Developer Fees that considers new construction and also District’s extensive modernization
needs by spring 2017.

If you have any questions, please contact Megan Reilly at 213.241.7888 or Mark Hovatter at
213.241.4811.

c: David Holmquist
   Thelma Meléndez de Santa Ana
   Frances Gipson
   Alma Peña-Sanchez

Nicole Elam-Ellis
Jefferson Crain
Luis Buendia
John Walsh

Raju Kaval
Jay Dolinky
Members, BOC
TAB 6
File #: Rep-278-16/17, Version: 1

2016-17 First Interim Report and Fiscal Stabilization Plan
December 13, 2016
Office of the Chief Financial Officer

Action Proposed:
Staff requests that the Board approve the 2016-17 First Interim Financial Report, which contains a “qualified” certification (enclosed herewith as “Attachment A”), and attached Fiscal Stabilization Plan (“Attachment B”).

A qualified certification signifies that the District, based on current projections, may not be able to meet its financial obligations for the current or two subsequent fiscal years.

Background:
Under Education Code Sections 35035(i), 42130, and 42131, District staff must prepare and submit interim financial reports to the governing board at intervals throughout the fiscal year. As part of the interim financial reports, the Board certifies to the County Superintendent of Schools, the State Controller, and the State Superintendent of Public Instruction whether the District is able to meet its financial obligations for the remainder of the fiscal year and the next two fiscal years, using one of three certification scenarios:

- A *positive* certification indicates that based on current projections, the District *will* meet its financial obligations for the current fiscal year and two subsequent years.
- A *qualified* certification indicates that the District *may not* be able to meet its financial obligations for the current or two subsequent fiscal years.
- A *negative* certification indicates that the District *will not* be able to meet its financial obligations for the current or subsequent fiscal year.

In addition, the Los Angeles County Office of Education (LACOE), as part of the 2016-17 Final Budget approval, has requested that the Board adopt a fiscal stabilization plan with the First Interim Report due by December 15, 2016 that would address the projected shortfall in the District’s reserves for fiscal year 2017-18 and 2018-19. A Fiscal Stabilization Plan is attached for your approval in response to this request.

Expected Outcomes:
The District will file its First Interim Financial Report and be in compliance with Education Code requirements, including a Fiscal Stabilization Plan that will address the request of LACOE.

Board Options and Consequences:
The Board may choose to adopt a positive certification only if it determines that the District will meet its financial obligations in the current year and two subsequent years.
The Board may choose to adopt a qualified certification of financial condition based on the current projections if it determines that the District may not meet its financial obligations in the current year or two subsequent years.

The Board may choose to adopt a negative certification if the Board finds that the District will not be able to meet its financial obligations in the current year or the subsequent fiscal year.

A district with a qualified or negative certification at the first interim period may not, in that fiscal year or the next fiscal year, issue non-voter approved debt unless the County Superintendent determines that the District will probably make repayment of such debt issuance. LACOE may also impose various restrictions on districts that fail to deal with financial issues raised in interim reports. Finally, rating agencies may consider interim reports when evaluating or revising credit ratings.

LACOE will review the District’s certification. It has the authority and responsibility to change the certification if it determines that the District’s certification was not appropriate.

**Policy Implications:**
Certification of the District’s 2016-17 First Interim Financial Report and submission of the Fiscal Stabilization Plan will comply with Education Code and LACOE requirements.

**Budget Impact:**
This report includes a Fiscal Stabilization Plan to address the projected deficit in order to restore and maintain reserves at the required statutory level.

**Issues and Analysis:**
None

**Attachments:**
Attachment A - 2016-17 First Interim Financial Report
Attachment B - Fiscal Stabilization Plan

**Informatives:**
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

Megan K. Reilly
Chief Financial Officer
Office of the Chief Financial Officer

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
Board Report 278-16/17
Attachments A & B
may be viewed at:

http://laschoolboard.org/sites/default/files/12-13-16BR%20278AttsAB.pdf
Approval of the Financing Team for the Issuance of General Obligation Bonds
December 13, 2016
Office of the Chief Financial Officer

Action Proposed:
The Board is requested to authorize the financing team (the “Financing Team”) for the next issuance of one or more series of general obligation refunding bonds (“the Refunding Bonds”). The appointed Financing Team would include Public Resources Advisory Group (PRAG) as Financial Advisor; Hawkins, Delafield & Wood LLP as Bond and Tax Counsel; Orrick, Herrington and Sutcliffe LLP, as Disclosure Counsel; and Morgan Stanley, JP Morgan, Bank of America Merrill Lynch, Goldman Sachs, Blaylock Beal Van, Fidelity Capital Markets, Raymond James, and Cabrera Capital Markets as underwriters in connection with the Refunding Bonds to be sold.

Background:
The Board previously authorized the issuance of the Refunding Bonds under a master resolution adopted on May 10, 2016 (the “Master Refunding Resolution”). The purpose of a master refunding resolution is to enable the District to enter the market with economic refundings on an expedited basis to take advantage of favorable market conditions and generate property tax savings for the District’s taxpayers. Under the Master Refunding Resolution, the Board approved the issuance of one or more series of refunding bonds in the aggregate principal amount of not to exceed $3 billion through June 30, 2017. Under the Master Refunding Resolution, the Refunding Bonds must conform to the savings criteria outlined in the District’s Debt Management Policy and can be sold on a competitive, negotiated or private placement basis as determined by the Chief Financial Officer and Controller based on the structure of the specific sale and market conditions. To date, the District has issued $500.855 million of refunding bonds under the current Master Refunding Resolution.

Based on the District’s Debt Management Policy, the District followed a competitive mini-RFP process to select the Financing Team.

The upcoming sale of Refunding Bonds is expected to take place in the spring/summer 2017. The District expects to refund over $1 billion in bonds. Given the large size of the bond sale, the District expects to use the negotiated method of sale to maximize savings to the taxpayers.

Expected Outcomes:
Assuming interest rates continue to be favorable, approval of the Financing Team will enable the District to issue the Refunding Bonds and generate property tax savings for the District’s taxpayers.
Board Options and Consequences:
Should the Board not approve this item, staff would not be authorized to proceed with the issuance of the Refunding Bonds, debt service would not be lowered on these outstanding bonds and no taxpayer savings would be realized.

Policy Implications:
This action has been reviewed and is in compliance with the District’s Debt Management Policy. The proposed members of the financing team were all selected from the District’s current financial advisor bench, legal counsel bench and underwriting bench.

Budget Impact:
No impact on the District’s General Fund. Debt service on the District’s general obligation bonds is from ad valorem property tax levies paid by District taxpayers and not by the District’s General Fund. As a result, all debt service savings from the sale of the Refunding Bonds will benefit the District’s taxpayers.

Issues and Analysis:
This Board Report seeks Board approval of the Financing Team for the issuance of one or more series of general obligation refunding bonds that is expected to generate taxpayer savings through a negotiated method of sale. Under current market conditions, the Refunding Bonds are expected to be sold in the spring/summer 2017. Approval of this Board Report will allow the District to engage the Financing Team and begin work on the issuance of the Refunding Bonds.

Attachments:

Informatives:
RESPECTFULLY SUBMITTED.

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

Megan K. Reilly
Chief Financial Officer
Office of the Chief Financial Officer

REVIEWED BY:

DAVID HOLMQVIST
General Counsel

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Chief Financial Officer

TO: Members, Board of Education
    Michelle King, Superintendent

FROM: Megan K. Reilly
        Chief Financial Officer

SUBJECT: APPROVAL OF THE FINANCING TEAM FOR THE ISSUANCE OF
        GENERAL OBLIGATION REFUNDING BONDS

Background

As good stewards, the District monitors its outstanding general obligation bonds to take advantage of
market opportunities to refund bonds at lower interest rates. This refunding is similar to refinancing
a home to generate savings or lower payments. To date, the District’s general obligation (“GO”) bond refundings have generated over $776.4 million of savings for the District’s taxpayers in the
form of lower property tax payments. The District plans to issue its next sale of GO refunding bonds
(the “Refunding Bonds”) in the spring/summer 2017 under an existing Master Refunding Resolution
that was approved by the Board on May 10, 2016. The purpose of the Master Refunding Resolution
is to enable the District to take advantage of favorable market conditions to issue refunding bonds on
an expedited basis to generate property tax savings for the District’s taxpayers. The actual refunding
must conform to the savings criteria outlined in the District’s Debt Management Policy.

The Board Report requests Board authorization of the financing team for a negotiated refunding sale.
This Informative describes the selection process and the recommended financing team.

Upcoming Refunding Bond Sale and Timing. The upcoming refunding is currently expected to
refund over $1.2 billion of general obligation bonds that were issued in 2007 under Measures BB and
K. These bonds have a call date of July 1, 2017. We note that based on market conditions closer to
the time of sale, additional or fewer refunding candidates may be considered for inclusion in the
actual refunding. Under tax law, the Refunding Bonds can only be refunded with tax-exempt bonds
on a current basis (i.e. within 90 days of their call date of July 1, 2017). As a result, we expect to
issue the Refunding Bonds in the spring/summer 2017.

Authorization of the Financing Team

Based on the large expected size of this upcoming Refunding Bond sale, the District expects to use
the negotiated method of sale. To facilitate a negotiated sale, the District needs to engage a financing
team consisting of underwriters, bond and tax counsel, disclosure counsel and a financial advisor.
We are requesting Board authorization of the following firms.
Underwriters. Based on the District’s Debt Management Policy, the District followed a competitive mini-RFP process to select a team of underwriters. A total of 25 responses to the mini-RFP were received from firms on November 3, 2016 from the District’s underwriting bench. Per the Debt Management Policy, the responses were evaluated based upon the following four criteria:

1. Past performance on District financings as well as general underwriting experience;
2. Financial analysis of the proposed financing and demonstrated adequate capital;
3. Proposed fees; and

Based on the evaluations, Finance recommends the following underwriters to participate in the District’s upcoming negotiated Refunding Bond sale:

1. Morgan Stanley (joint senior manager)
2. JP Morgan (joint senior manager)
3. Bank of American Merrill Lynch (co-senior manager)
4. Goldman Sachs (co-senior manager)
5. Blaylock Beal Van (co-manager)
6. Fidelity Capital Markets (co-manager)
7. Raymond James (co-manager)
8. Cabrera Capital Markets (co-manager, emerging firm)

Of the 8 firms in our underwriting team, two are minority-owned businesses, Cabrera Capital Markets and Blaylock Beal Van, of which one firm is also an Emerging Firm (Cabrera). The definition of Emerging Firm is based on a firm’s level of net assets and there are five Emerging Firms in the District’s underwriter pool.

Financial Advisor, Bond and Tax Counsel and Disclosure Counsel. Based on the District’s Debt Management Policy, the District also followed a competitive mini-RFP process to select the financial advisor, bond and tax counsel, and disclosure counsel. Based on the responses received, Finance recommends appointing the following firms: Public Resources Advisory Group as financial advisor, Hawkins DelafIELD and Wood LLP as bond and tax counsel and Orrick Herrington and Sutcliffe LLP as disclosure counsel.

Please call me at 213-241-7888 if you have any questions.

c: David Holmquist
   Thelma Meléndez de Santa Ana
   Frances Gipson
   Alma Peña-Sanchez
   Jefferson Crain
   Nicole Elam-Ellis
   John Walsh
   V. Luis Buendia
   Timothy S. Rosnick

Cheryl Simpson
   Pamela Schmidt
   Tom Rubin
   Mark Hovatter
TAB 8
Approval of Routine Personnel Actions
December 13, 2016
Human Resources Division

Action Proposed:
Approve 3,801 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) according to the following breakdown:

- Classified: 1,865
- Certificated: 1,140
- Unclassified: 796

It is proposed that the following routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) be approved.

SAP transaction numbers: 0685141 to 2420192

ROUTINE PERSONNEL ACTIONS

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<tr>
<th>Actions</th>
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<th>Certificated</th>
<th>Unclassified</th>
<th>Total</th>
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TOTAL 3,801

BREAKDOWN OF ACTIONS
Separation/Non-Resignations | 159 | 255 | 77 | 491
Separation/Resignation | 61 | 23 | 46 | 130
Other Actions* | 626 | 278 | 178 | 1,082

*Other actions include absences, conversion codes from legacy, change of pay, change of work schedule and benefits.

**Background:**
This report is presented at each Board Meeting for approval of routine personnel actions.

**Expected Outcomes:**
Not applicable

**Board Options and Consequences:**
Specifically in regard to disciplinary action, a no vote may nullify the disciplinary action due to legal time constraints. A no vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collection Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeals.

**Policy Implications:**
Not applicable

**Budget Impact:**
Cost Neutral

**Issues and Analysis:**
All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

KARLA M. GOULD
Personnel Director
Personnel Commission

REVIEWED BY:

DAVID HOLMQUST
General Counsel

Approved as to form.

APPROVED & PRESENTED BY:

MARJORIE JOSAPHAT
Co-Lead Chief Human Resources Officer
Human Resources Division

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.

APPROVED & PRESENTED BY:

JOSE R. CANTU, ED.D.
Co-Lead Chief Human Resources Officer
Human Resources Division
Confidential Information Redacted
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Personnel Commission

TO: Members, Board of Education
    Michelle King, Superintendent

FROM: Karla M. Gould
      Personnel Director

SUBJECT: NUMBER OF ROUTINE PERSONNEL ACTIONS

This informative addresses the total number of classified personnel actions (1,865) on the Board of Education Routine Personnel Actions Report for the December 13, 2016 meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the December 13, 2016 board report for the period of October 22, 2016 to November 16, 2016.

Hire Data:
As presented in the table below, the total number of classified hire and reassignment actions for the period October 22, 2016 to November 16, 2016 is 943, of which 713 (76%) are rehires or reassignments, and 230 (24%) are new hires.

With the exception of 161 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations. Teacher Assistant positions, although unclassified, are included in the data as they are indicated as classified in the BASE system and they are processed by the Personnel Commission.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The new hires consist of an Administrative Analyst, Automotive Parts Storekeeper, Director of Information Technology, Security, Electrician, Engineering Aide, Environmental Health Specialist, Heating and Air Conditioning Fitter (4), Heavy Bus Driver (7), Housekeeper (2), Instructional Aide for the Deaf & Hard of Hearing Students-Signing (2), Light Bus Driver (4), Maintenance Worker, Medical Assistant, Microcomputer Support Assistant (3), NET Developer, Pest Management Technician (3), Plumber (3), Police Officer (3), Roofer, Senior Food Service Worker, Speech Language Pathology Assistant, and Structural Engineer.

The following regular/permanent positions have been filled by promotional employees: Accounting Analyst (2), Administrative Analyst, Administrative Staff Aide, Area
Electrical Supervisor (2), Area Operations Supervisor (2), Area Plumbing Supervisor, Assignment Technician, Facilities Services Coordinator (4), Financial Analyst, Food Service Manager IV, Health Care Assistant (6), Heating and Air Conditioning Fitter, Human Resources Specialist II (2), Information Resources Support Assistant, Information Technology Trainer II (2), Insurance Technician, IT Electronics Communications Supervisor, IT Electronics Communications Technician, Library Aide, Maintenance Worker (15), Medium Truck Driver, Plant Manager I (5), Plant Manager II, Plant Manager IV, Principal Administrative Assistant, Office of the Superintendent, Project Management Advisor, Office of the Chief Operating Officer, School Administrative Assistant, Senior Assignment Technician, Senior Food Service Worker (2), Senior Human Resources Representative, Senior Insurance Technician, Senior Office Technician (5), Senior Painter, Senior Programmer Analyst (Oracle), Senior Secretary (2), Sharepoint Developer, Special Education Assistant (56), Special Education Fiscal Analyst, Window/Wall Washer, and Zone of Choice Facilitator (Spanish Language).
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<th>Classification</th>
<th>Prov</th>
<th>Reg/Perm</th>
<th>Restr.</th>
<th>Return Retiree</th>
<th>Subs</th>
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## Hire Data of All Classified and Teacher Assistant Employees

### From October 22, 2016 to November 16, 2016

#### By New Hire, Reassignment, and Rehire

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#### REASSIGNMENT

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## Hire Data of All Classified and Teacher Assistant Employees

### From October 22, 2016 to November 16, 2016

#### By New Hire, Reassignment, and Rehire

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| Building and Grounds Worker                                                  | 1    |          | 4      |                |      |      | 5           |
| Campus Aide & Restricted                                                     | 3    |          |        |                |      |      | 3           |
| Early Education Center Aide I & (Restricted)                                 |      |          |        |                |      | 2    | 2           |
| Facilities Access Compliance Specialist                                       | 1    |          |        |                |      |      | 1           |
### Hire Data of All Classified and Teacher Assistant Employees

**From October 22, 2016 to November 16, 2016**

**By New Hire, Reassignment, and Rehire**

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*non-school based

**Summary**

Temporary and Substitute employees are often needed for short periods of time to assume responsibilities for regular employees when they are unavailable; they are not intended to replace regular employees for an extended period of time. Positions for several classifications, such as Education Aides and Instructional Aides, are typically filled by restricted status employees.

---

c: David Holmquist
    Thelma Melendez
    Frances Gipson
    Nicole Elam-Ellis
    Jefferson Crain
KMG 11/15/16
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Human Resources Division

TO: Members, Board of Education
Michelle King, Superintendent

FROM: Marjorie Josaphat
Jose R. Cantu, Ed.D.
Co-Lead Chief Human Resources Officers

SUBJECT: APPROVAL OF ROUTINE PERSONNEL ACTIONS

This informative provides additional details regarding Routine Personnel Actions outlined in Board Report No. 245-16/17. The Human Resources Division reports 123 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 123 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

1. Temporary Adviser, MST - Non-School Based 1
2. Counselor, Pupil Services & Attendance 8
3. Counselor, School 1
4. Elementary Teacher 18
5. Instructor, Marine Corps JROTC 1
6. School Occupational Therapist, Special Education 1
7. School Nurse 3
8. Secondary Teacher 8
9. Social Worker, Psychiatric 1
10. Special Education Teacher 9
11. Speech & Language Pathologist 2
12. Special Education Teacher, Resource Specialist Program 3
13. Adult Teacher, Day-to-Day Substitute, Rate 1  
    14. Teacher, Early Education Center, Substitute  
    15. Teacher, Elementary, Substitute, Day-to-Day  
    16. Teacher, Secondary, Substitute, Day-to-Day  

If you have any questions, please contact me at (213) 241-6131.

c:  Alma Peña-Sanchez  
    David Holmquist  
    Thelma Melendez  
    Frances Gipson  
    Nicole Elam-Ellis  
    Jefferson Crain
TAB 9
File #: Rep-246-16/17, Version: 1

Provisional Internship Permits
December 13, 2016
Human Resources Division

Action Proposed:
Staff proposes that the Human Resources request for teachers to be employed under the Provisional Internship Permit be approved pursuant to Title 5 California Code of Regulations, Section 80021.1.

Background:
The Provisional Internship Permit became effective on July 1, 2005 in anticipation of the phasing out of the former authorizing document. The Provisional Internship Permit is valid for one year and may not be renewed. During the first year of employment, the Provisional Intern teacher must meet all requirements for entrance into an accredited intern program.

The Los Angeles County Office of Education grants authority to the District to employ potential Provisional Interns on a Temporary County Certificate until such time that the Board of Education approves their employment under the Provisional Intern Permit. Commission on Teacher Credentialing (CTC) regulations require that the request to employ Provisional Interns be approved by the Board and submitted to the CTC within three months of the teachers beginning their assignment.

The CTC requires that the governing board be presented with a list of teachers to be employed under the Provisional Internship Permit (Attachment A). Additionally, the CTC requires that the approval of these Permits be an action item on the agenda and not part of the consent agenda.

Expected Outcomes:
The approval of Provisional Internship Permits will enable the District to continue to staff teacher vacancies in shortage subject fields with individuals committed to completing the requirements to enter into an intern program and subsequently earning a full credential.

Board Options and Consequences:
Approval of Provisional Internship Permits will afford the District the opportunity to hire new special education teachers who will be required to follow a prescribed and rigorous pathway that results in the earning of both full state and federal teacher certification.

If the Provisional Internship Permits are not approved, and a full-time teacher cannot be hired, classroom vacancies would be staffed by a series of individuals in possession of only Emergency 30-Day Substitute Teaching Permits. Day-to-day substitutes are not required to be enrolled in a teacher education program, and may only remain in a special education classroom for a maximum of twenty days, after which time they are deemed by the State as inappropriately assigned.
Policy Implications:
This action does not change District policy.

Budget Impact:
There is no impact on the District’s budget.

Issues and Analysis:
Not applicable

Attachments:

Informatives:
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

MARJORIE JOSAPHAT
Co-Lead Chief Human Resources Officer
Human Resources Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

☐ Approved as to form.

APPROVED & PRESENTED BY:

JOSE R. CANTU, ED.D.
Co-Lead Chief Human Resources Officer
Human Resources Division

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

☐ Approved as to budget impact statement.
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<th>No.</th>
<th>Name</th>
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</table>
TO: Members, Board of Education  
Michelle King, Superintendent  

DATE: November 28, 2016

FROM: Marjorie Josaphat  
Jose R. Cantu, Ed.D.  
Co-Lead Chief Human Resources Officers

SUBJECT: PROVISIONAL INTERNSHIP PERMITS

Human Resources is seeking Board approval to hire 10 teachers on Provisional Intern Permits. This action will ensure that all special education classrooms are staffed with contracted teachers.

On December 4, 2003, the Commission on Teacher Credentialing (CTC) took action to discontinue the issuance of emergency permits. Consequently, all multiple subject, single subject and educational specialist emergency permits expired as of June 30, 2006. Notwithstanding that action, the Commission was aware that there would be a continuing need for a document that addressed unmet credentialing or staffing needs of school districts in California. With the assistance and input from a broad-based group of statewide stakeholders, it was determined at the time that an authorization was still needed to staff classrooms when, after a diligent search, no appropriately credentialed teacher could be hired. As a result, the Commission developed the Provisional Internship Permit (PIP). The CTC Provisional Internship Permit is preferable to the formerly available emergency permit since the emphasis of this authorization is to prepare new teachers to enter accredited District or University Intern Programs.

The Los Angeles County Office of Education grants authority to the District to employ potential Provisional Interns on a Temporary County Certificate until such time that the Board of Education approves their employment under the Provisional Intern Permit. Commission on Teacher Credentialing (CTC) regulations require that the request to employ Provisional Interns be approved by the Board and submitted to the CTC within three months of the teacher beginning their assignment. Requests to the Commission for a Provisional Internship Permit must include verification that a notice of intent to employ the applicant in the identified position was taken to the governing board. The notice must include the name of the applicant, the school site, and a statement that the individual will be employed under a Provisional Internship Permit. The CTC also requires that the approval of this Provisional Intern Permits be an action item on the agenda and not part of the Consent agenda. Additionally, the District must provide evidence that an extensive recruitment outreach was conducted and that a shortage of fully qualified candidates exists (Attachment A).
Staff proposes that the Board approve the employment of 10 new teachers under the Provisional Internship Permit. Each provisional intern will receive support and guidance from Teacher Quality Staffing Specialists, the Division of Special Education, and school site administrators. Additionally, they will receive reimbursement for test preparation and fees for exams required to continue in a teacher preparation program. Human Resources staff will monitor the teachers’ progress toward obtaining an Education Specialist Teaching Credential and provide support and assistance as needed.

A list identifying 10 teachers who are candidates for Provisional Intern Permits is attached to Board Report. It is important to note that all these teachers are former substitutes, special education assistants, or teacher assistants who meet the minimum requirement of three years experience working with special education students. These contracts of employment were offered only upon the request and recommendation of the principal.

Human Resources expects to bring forth provisional intern teacher candidates periodically to the Board for approval during the 2016-2017 school year.

For further information about this authorization please contact Luz Ortega, Coordinator, Credentials, Contract, and Compliance Services at (213) 241-5349. For information about recruitment and the initiatives described above, please contact Lydia Acosta Stephens, Director, Certificated Recruitment, Selection, and Credential Services at (213) 241-5413.

Attachments

MJ/JC:yv

c: Alma Peña-Sanchez
    David Holmquist
    Thelma Melendez
    Frances Gipson
    Nicole Elam-Ellis
    Jefferson Crain
TAB 10
Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Projects to Enhance Accessibility for Students or Qualified Members of the Community with Disabilities at 10 Schools

December 13, 2016
Facilities Services Division and Division of Special Education

Action Proposed:
Staff proposes that the Board of Education (Board) approve an amendment to the Facilities Services Division Strategic Execution Plan (FSD-SEP) to define and approve 10 projects to enhance accessibility at the following schools with budgets and schedules listed in Exhibit A (attached), and incorporate them into the FSD-SEP:

1. 10th Street Elementary School
2. 68th Street Elementary School
3. 135th Street Elementary School
4. Academy of Enriched Sciences Magnet
5. Anatola Elementary School
6. Dodson Middle School
7. Fair Avenue Elementary School
8. Glenwood Elementary School
9. Union Avenue Elementary School
10. Vinedale Elementary School

The accessibility enhancement projects will remove identified and prioritized barriers to program accessibility for students, families, and the community. The scope for each project may include, but is not limited to the following:

1. Installation of ramps
2. Installation of handrails
3. Upgrades to path of travel slopes
4. Installation of new accessible lunch tables as necessary
5. Upgrades to restrooms
6. Installation of new stage lifts
7. Upgrades to drinking fountains
8. Upgrades to passenger loading zones and parking
9. Installation of elevators

As part of this action, Staff proposes that the Board authorize the Chief Procurement Officer and/or his designee to execute all instruments necessary to execute the projects including the purchase of equipment and materials in support of facilities program accessibility.

The total budget for these projects is $15,149,918.
Background:
On November 10, 2015 (Board Report No. 157-15/16) the Board allocated $528.25 million of Bond Program funding to enable staff to undertake necessary and prioritized structural changes to school facilities in order to comply with the program accessibility requirements of the Americans with Disabilities Act (ADA) Title II Regulations, and the provisions of the Chanda Smith Modified Consent Decree (MCD). In addition to this specific funding allocation, $41.75 million of Bond Program funds already targeted for special education facilities are being utilized for program accessibility improvements, and at least $30 million of program accessibility improvements will be undertaken as part of the major/comprehensive modernization projects. In total, more than $600 million is anticipated to be invested in the effort. The 10 proposed accessibility enhancement projects are part of this larger District plan and commitment to comply with ADA Title II program accessibility requirements and the provisions of the MCD. The proposed projects will remove identified and prioritized barriers to program accessibility for students, families, and the community.

As part of the MCD under the category of “Making Schools Accessible,” there are four requirements to achieve compliance of the MCD listed in Sections 10 and 17. They are:

Section 10 of the MCD
(1) All new construction and renovation or repairs by the District shall comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

The Independent Monitor (IM) has acknowledged improvement on this requirement.

(2) The District shall enter into binding commitments to expend at least $67.5 million on accessibility renovations or repairs to existing school sites consistent with Section 504 of the Rehabilitation Act and ADA.

The IM acknowledges that this target was met on August 10, 2011.

(3) The District shall establish a unit to address “on-demand” requests related to accessibility. The District shall expend up to $20 million for task orders related to requests for program accessibility.

Section 17 of the MCD
(4) The IM must also determine that there are no systemic program accessibility problems within the District’s schools that prevent substantial compliance with the program accessibility requirements of federal special education laws and regulations.

This requirement, listed under Section 17, is the final step in achieving the goal of “Making Schools Accessible.” There are two key components to ensuring the District has no systemic program accessibility problems, they are:

i. Continue to train staff to ensure that special education students and staff are provided equal access to programs. This includes ADA technical experts’ involvement during the scoping, design and construction of all projects. This responsibility is being achieved through Facilities Design and Access Compliance staff.

ii. Demonstrate that the District has the capacity to comply with the transition plan requirements under ADA Title II regulations by showing that it has a plan for complying with the federal
requirements for transition plans by identifying barriers to program accessibility throughout the District and including a schedule for the removal of those barriers.

**Expected Outcomes:**
Staff anticipates that the Board will approve the proposed actions to define and approve 10 accessibility enhancement projects. The 10 accessibility enhancement projects will remove identified and prioritized barriers to program accessibility for students, families, and the community.

**Board Options and Consequences:**
Approval of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to immediately begin designing and constructing the accessibility enhancement projects at 10 school sites. If the Board does not approve the proposed action, staff will not be able implement the execution of these program accessibility improvements as referred to in the MCD and required for compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

**Policy Implications:**
As special education classrooms are identified and facility investments are made in ADA program accessibility improvements, Special Education room changes by Administrators or Principals should be reviewed by the Division of Special Education and the Facilities Services Division to ensure that accessibility problems are not created as a result of the classroom moves. This will be done in close coordination with school staff to ensure disruptions are minimized.

**Budget Impact:**
The total of the project budgets for the 10 program accessibility enhancement projects is $15,149,918. The projects will be funded by Bond Program funds in the School Upgrade Program targeted specifically for Special Education facilities.

**Issues and Analysis:**
In total, this proposed action allocates $15,149,918 in Bond Program Funds to make facility program accessibility improvements at 10 schools. This action is consistent with the District’s obligations and pursuant to the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the ADA and the MCD will be in direct support of staff and approximately 83,000 special education students currently attending District schools.

Facilities staff regularly meets with the Division of Special Education, the Office of the General Counsel, and other District stakeholders including Local District representatives to review changing school conditions and to identify schools with the highest need for an accessibility enhancement project. The 10 proposed projects were prioritized in large part due to the number of students with qualified disabilities that are currently attending each school (See Exhibit B for detailed list of student eligibility by program for the 10 schools).

The Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA).
Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizen’s Oversight Committee (BOC) at its meeting on December 1, 2016. Staff has concluded that this proposed FSD-SEP amendment is in alignment with Bond Oversight Committee recommendations and will facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD-SEP.

Attachments:
- Exhibit A - Define and Approve Projects to Enhance Accessibility at 10 Schools
- Exhibit B - Student Eligibility by Program at 10 Schools

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHIELE KING
Superintendent

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

BETH KAUFFMAN
Interim Associate Superintendent
Division of Special Education

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.

PRESENTED BY:

GREGORY GARCIA
Director of Project Execution
Facilities Services Division
Exhibit A: 
Define and Approve Projects to Enhance Accessibility at 10 Schools

1. 10th Street Elementary (1708201) – Project to Enhance Accessibility for Students and Qualified Members of the Community
   Local District Central, Board District 2 - Garcia
   - **Project Background and Scope** – This project includes upgrades to twelve (12) paths of travel, seven (7) restroom modifications, two (2) drinking fountain rework, one (1) assistive listening installation, three (3) ADA ramp installations, and one (1) passenger loading zone.
   - **Project Budget** -- $1,467,584
   - **Project Schedule** – Construction is anticipated to begin in Q4 2017, and conclude in Q2 2018.

2. 68th Street Elementary (1679501) – Project to Enhance Accessibility for Students and Qualified Members of the Community
   Local District South, Board District 7 - Vladovic
   - **Project Background and Scope** – This project includes upgrades to three (3) paths of travel, eight (8) restroom modifications, one (1) drinking fountain rework, one (1) assistive listening installation, two (2) ADA ramp installations, one (1) stage lift, and one (1) passenger loading zone.
   - **Project Budget** -- $1,464,244
   - **Project Schedule** – Construction is anticipated to begin in Q4 2017, and conclude in Q2 2018.

3. 135th Street Elementary (1587701) – Project to Enhance Accessibility for Students and Qualified Members of the Community
   Local District South, Board District 1 – McKenna III
   - **Project Background and Scope** – This project includes upgrades to seven (7) paths of travel, seven (7) restroom modifications, two (2) drinking fountain rework, one (1) assistive listening installation, one (1) ADA ramp, and one (1) passenger loading zone.
   - **Project Budget** -- $1,050,704
   - **Project Schedule** – Construction is anticipated to begin in Q4 2017, and conclude in Q2 2018.

4. Academy of Enriched Sciences Magnet (1225001) – Project to Enhance Accessibility for Students and Qualified Members of the Community
   Local District Northwest, Board District 3 - Schmerelson
   - **Project Background and Scope** – This project includes upgrades to five (5) paths of travel, six (6) restroom modifications, three (3) drinking fountain rework, one (1) assistive listening installation, five (5) ADA ramp installations, and one (1) parking area modifications including work on accessible parking stalls.
   - **Project Budget** -- $1,425,321
   - **Project Schedule** – Construction is anticipated to begin in Q4 2017, and conclude in Q2 2018.
(Exhibit A – Continued)

5. **Anatola Avenue Elementary (1211001) – Project to Enhance Accessibility for Students and Qualified Members of the Community**
   
   *Local District Northwest, Board District 6 - Ratliff*
   
   - **Project Background and Scope** – This project includes upgrades to three (3) paths of travel, seven (7) restroom modifications, one (1) assistive listening installation, one (1) ADA ramp installation, one (1) stage lift, and two (2) passenger loading zones.
   
   - **Project Budget** -- $1,205,225
   
   - **Project Schedule** – Construction is anticipated to begin in Q4 2017, and conclude in Q2 2018.

6. **Dodson Middle School (1811001) – Project to Enhance Accessibility for Students and Qualified Members of the Community**
   
   *Local District South, Board District 7 - Vladovic*
   
   - **Project Background and Scope** – This project includes upgrades to thirteen (13) paths of travel, ten (10) restroom modifications, six (6) drinking fountain rework, two (2) assistive listening installations, four (4) ADA ramp installations, three (3) stage lifts, and one (1) passenger loading zone.
   
   - **Project Budget** -- $2,609,805
   
   - **Project Schedule** – Construction is anticipated to begin in Q4 2017, and conclude in Q3 2018.

7. **Fair Avenue Elementary (1371201) – Project to Enhance Accessibility for Students and Qualified Members of the Community**
   
   *Local District Northeast, Board District 6 - Ratliff*
   
   - **Project Background and Scope** – This project includes upgrades to two (2) paths of travel, six (6) restroom modifications, one (1) drinking fountain rework, one (1) assistive listening installation, four (4) ADA ramp installations, one (1) stage lift, and two (2) passenger loading zones.
   
   - **Project Budget** -- $1,514,251
   
   - **Project Schedule** – Construction is anticipated to begin in Q4 2017, and conclude in Q2 2018.

8. **Glenwood Elementary (1419201) – Project to Enhance Accessibility for Students and Qualified Members of the Community**
   
   *Local District Northeast, Board District 6 - Ratliff*
   
   - **Project Background and Scope** – This project includes upgrades to thirteen (13) paths of travel, six (6) restroom modifications, four (4) drinking fountain rework, one (1) assistive listening installation, four (4) ADA ramp installations, and one (1) passenger loading zone.
   
   - **Project Budget** -- $1,427,610
   
   - **Project Schedule** – Construction is anticipated to begin in Q4 2017, and conclude in Q2 2018.
9. Union Avenue Elementary (1735601) – Project to Enhance Accessibility for Students and Qualified Members of the Community

Local District Central, Board District 2 - Garcia

- **Project Background and Scope** – This project includes upgrades to three (3) paths of travel, eleven (11) restroom modifications, three (3) drinking fountain rework, one (1) assistive listening installation, one (1) ADA ramp installation, one (1) parking area modification including work on accessible parking stalls, and one (1) passenger loading zone.
- **Project Budget** -- $1,452,146
- **Project Schedule** – Construction is anticipated to begin in Q4 2017, and conclude in Q2 2018.

10. Vinedale Elementary (1754801) – Project to Enhance Accessibility for Students and Qualified Members of the Community

Local District Northeast, Board District 6 - Ratliff

- **Project Background and Scope** – This project includes upgrades to fourteen (14) paths of travel, five (5) restroom modifications, seven (7) drinking fountain rework, one (1) assistive listening installation, two (2) ADA ramp installations, one (1) parking area modification including work on accessible parking stalls, one (1) stage lift, and one (1) passenger loading zone.
- **Project Budget** -- $1,533,028
- **Project Schedule** – Construction is anticipated to begin in Q4 2017, and conclude in Q2 2018.
**Exhibit B:**

**Student Eligibility by Program at 10 Schools**

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<th>Eligibility/Site</th>
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<th>Anatola ES</th>
<th>Dodson MS</th>
<th>Fair ES</th>
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RESOLUTION 2016-46

BOARD REPORT NO. 200-16/17

PROPOSED AMENDMENT TO THE FACILITIES SERVICES DIVISION
STRATEGIC EXECUTION PLAN TO DEFINE AND APPROVE PROJECTS TO
ENHANCE ACCESSIBILITY FOR STUDENTS OR QUALIFIED MEMBERS OF
THE COMMUNITY WITH DISABILITIES AT 10 SCHOOLS

WHEREAS, District Staff proposes that the Board of Education approve an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve 10 school projects to enhance accessibility with a combined budget of $15,149,918 (collectively, the "Project") as described in attached Board Report 200-16/17; and

WHEREAS, on November 10, 2015 (Board Report No. 157-15/16) the Board allocated $528.25 million of Bond Program funding to enable staff to undertake necessary and prioritized structural changes to school facilities in order to comply with the program accessibility requirements of the Americans with Disabilities Act (ADA) Title II Regulations, and the provisions of the Chanda Smith Modified Consent Decree (MCD); and

WHEREAS, in addition to this specific funding allocation, $41.75 million of Bond Program funds already targeted for special education facilities are being utilized for program accessibility improvements, and at least $30 million of program accessibility improvements will be undertaken as part of the major/comprehensive modernization projects; and

WHEREAS, in total, more than $600 million is anticipated to be invested in the effort; and

WHEREAS, the 10 proposed accessibility enhancement projects are part of this larger District plan and commitment to comply with ADA Title II program accessibility requirements and the provisions of the MCD; and

WHEREAS, the proposed projects will remove identified and prioritized barriers to program accessibility for students, families, and the community; and
Resolution 2016-46
PROPOSED AMENDMENT TO THE FACILITIES SERVICES DIVISION
STRATEGIC EXECUTION PLAN TO DEFINE AND APPROVE PROJECTS TO
ENHANCE ACCESSIBILITY FOR STUDENTS OR QUALIFIED MEMBERS OF THE
COMMUNITY WITH DISABILITIES AT 10 SCHOOLS

WHEREAS, District Staff advises that the Project is necessary to improve student health, safety and educational quality; and

WHEREAS, the Board of Education’s approval of the project would authorize District Staff to proceed with the expenditure of bond funds to undertake the Project in accordance with the provisions set forth in Measures K, R, Y and Q; and

WHEREAS, District Staff advises that the Project is consistent with the District’s commitment to address unmet school needs and provide students with a safe and healthy learning environment; and

WHEREAS, District Staff has concluded that the proposed SEP amendment would facilitate implementation of the FSD SEP, and therefore, it would not adversely affect the District’s ability to successfully complete the FSD SEP;

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens’ Bond Oversight Committee recommends that the Board of Education adopt the Proposed Amendment to the Facilities Division Strategic Execution Plan to Define and Approve Projects to Enhance Accessibility for Students or Qualified Members of the Community with disabilities at 10 Schools, as defined in Board Report 200-16/17, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee’s website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on December 1, 2016, by the following vote:

AYES: 12
NAYS: 0

Pam Schmidt
Chair

Quỳnh Nguyen
Vice Chair
TAB 11
Amendment to the Facilities Services Division Strategic Execution Plan to Approve Project Definitions for 11 Comprehensive Modernization Projects

December 13, 2016
Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education (Board) amend the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to approve Project Definitions for 11 comprehensive modernization projects at the following sites, and as outlined in Exhibit A (attached):

1. 92nd Street Elementary School
2. Ascot Elementary School
3. Belvedere Middle School
4. Elizabeth Learning Center
5. Hamilton High School
6. Kennedy High School
7. Lincoln High School
8. McKinley Elementary School
9. Reseda High School
10. Shenandoah Elementary School
11. Taft High School

The combined project budget for all 11 projects is $1,411,950,000. The projects will be funded by Bond Program funds, including potentially Developer Fees, and those targeted in the School Upgrade Program for major renovations, modernizations, and reconfigurations to school buildings.

Background:
An assessment of 10 facilities-based datasets that express a school’s physical condition indicate that the school sites for the 11 proposed comprehensive projects have critical physical conditions that may pose a health and safety risk and are in need of a comprehensive modernization project. The conditions assessed for the District’s legacy K-12 school facilities were: Facilities Condition Index (FCI) for buildings, seismic risk, FCI for grounds, core facility size (multi-purpose room/auditorium, library, and food service), play space size, percentage of relocatable classroom buildings, controlled public access point, and site density.

The proposed comprehensive modernization projects will address the most critical physical conditions and essential safety issues. This will be achieved by modernizing, repairing, reconfiguring and/or replacing existing buildings, constructing new buildings, and upgrading deteriorated and outdated site infrastructure. Projects will address seismic vulnerabilities; failing or broken building and site systems, infrastructure, and components; barriers to program accessibility; deteriorated exterior conditions; and interior classroom spaces. The projects will also significantly reduce the District school’s reliance on relocatable buildings.
The 11 proposed comprehensive modernization projects represent the second group of this project type to be undertaken under the School Upgrade Program. The second group of projects will address approximately 50 buildings requiring seismic upgrades and remove/replace approximately 230 classrooms in relocatable buildings. The first group of comprehensive modernization projects was identified in March 2015, and the projects are in various stages of the design process. The first group of projects is addressing approximately 60 buildings requiring seismic upgrades and removing/replacing approximately 200 classrooms in relocatable buildings.

**Expected Outcomes:**
Staff anticipates that the Board of Education will approve the proposed Project Definitions for 11 comprehensive modernization projects, which would allow for significant investments to be undertaken at 92nd Street, Ascot, McKinley, and Shenandoah Elementary Schools; Belvedere Middle School; Hamilton, Kennedy, Lincoln, Reseda, and Taft High Schools; and Elizabeth Learning Center. The comprehensive modernization projects, once completed, will help ensure that the approximately 17,000 students attending these schools are provided with a safe and healthy environment that promotes learning. The projects will also decrease the demand for repair and maintenance, alleviate the burden placed on school-site custodial staff, and benefit the local economy by creating tax revenue and new jobs.

**Board Options and Consequences:**
Approval will allow staff to proceed with design activities, environmental studies, and the required regulatory approvals for the 11 proposed comprehensive modernization projects.

If staff’s proposal is not approved, 92nd Street, Ascot, McKinley, and Shenandoah Elementary Schools; Belvedere Middle School; Hamilton, Kennedy, Lincoln, Reseda, and Taft High Schools; and Elizabeth Learning Center will continue to operate with buildings, grounds and site infrastructure that have: critical physical conditions that may pose a health and safety risk; limit or constrain program accessibility; or negatively impact a school’s ability to deliver the instructional program or operate. Furthermore, students, staff, and the community will not benefit from the significant facilities improvements being proposed.

**Policy Implications:**
The proposed action is consistent with the District's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in the District's local bond measures K, R, Y and Q.

**Budget Impact:**
The combined project budget for the 11 comprehensive modernization projects is $1,411,950,000. The projects will be funded by Bond Program funds, including potentially Developer Fees, and those targeted in the School Upgrade Program for major renovations, modernizations, and reconfigurations to school buildings.

**Issues and Analysis:**
The intent of the comprehensive modernization projects is to address buildings and grounds in the greatest need of upgrade. Emphasis is placed on seismic safety and failed building systems and components. The projects are comprehensive in nature, addressing not only the critical physical conditions of a building, but also improving the facilities to support the educational program. While the projects are comprehensive in nature, less critical items are not addressed. This approach allows the District to reach more schools with the limited funding available.
The Project Definitions, which consists of each project’s budget, scope and schedule, are based on lessons learned from developing the first group of comprehensive modernization projects, the core principles to project scoping, Division of the State Architect (DSA) directives, and the number of relocatable buildings and buildings requiring seismic upgrades at each site. Utilizing the core principles to project scoping helps ensure a consistent, transparent and equitable approach in the planning, design and construction of all comprehensive modernization projects.

The core principles to comprehensive modernization project scoping are as follows:

1. The buildings identified to be seismically vulnerable must be addressed.
   These buildings will be retrofitted, modernized, and/or demolished and replaced depending on the level of effort required to address the seismic vulnerabilities, the historic context the building/site, and the approach that best ensures compliance with DSA requirements.

2. The buildings, grounds and site infrastructure that have significant/severe physical conditions that already do, or are highly likely in the near future to pose a health and safety risk, or negatively impact a school’s ability to deliver the instructional program and/or operate should be addressed.
   The broken or failing systems, infrastructure, and/or components in these buildings will be repaired and/or replaced. The comprehensive modernization project will not significantly modernize and update the building as a whole, nor the project demolish and replace with a new building with a few exceptions. The exceptions to this principle are ancillary buildings such as, but not limited to, lunch shelters, storage units, M&O buildings, and outdated and inaccessible federal buildings.

3. The District school’s reliance on relocatable buildings, especially for K-12 instruction, should be significantly reduced.

4. Necessary and prioritized upgrades must be made throughout the school site in order to comply with the program accessibility requirements of the Americans with Disabilities Act (ADA) Title II Regulations, and the provisions of the Modified Consent Decree (MCD).

5. The exterior conditions of the school site will be addressed to improve the visual appearance including landscape, hardscape, and painting.

6. The interior of classrooms and adjacent interior corridors that would otherwise not be addressed will be improved. Improvements may include new interior paint, improvements to flooring systems, and upgraded permanent classroom fixtures such as window treatments/blinds and whiteboards.

The schedule for each project was developed based on the assumption that at least 10 additional senior level design and project management professionals are hired within the next six months. This is necessary in order for the staffing of the Facilities Asset Management Branch to align with current and future workload.

At least nine of the eleven sites currently have facilities improvement projects that are in various stages of development. Upon evaluation, these projects may proceed as planned or be incorporated into the comprehensive modernization project. If the scope will be accomplished as part of a comprehensive modernization project, staff will prepare a proposal to cancel the standalone project and present it to the Bond Citizens’ Oversight Committee (BOC) and Board for their consideration and approval at a later date.
The Office of Environmental Health and Safety (OEHS) will be evaluating the proposed projects in accordance with the California Environmental Quality Act (CEQA). As part of the CEQA process, buildings being proposed for renovations and/or demolition will be reviewed for their historic context, and to ensure the project complies with CEQA statutes and requirements. The preparation of an Environmental Impact Report (EIR) or Mitigated Negative Declaration (MND) may be necessary. If so, certification of the EIR (or approval of the MND), and project approval by the Board of Education is required prior to the project proceeding to construction.

Each Project Definition is based on certain assumptions, some of which, if altered, have the potential to impact a project’s schedule and budget. Staff will provide the Board and BOC with project updates via informative throughout the development of each project.

**Bond Oversight Committee Recommendations:**
This item was considered by the BOC at its meeting on December 1, 2016. Staff has concluded that this proposed FSD-SEP amendment will facilitate implementation of the FSD-SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD SEP.

**Attachments:**
Exhibit A - Project Definitions

**Informatives:**
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

PRESENTED BY:

KRISZTINA TOKES
Director of Asset Management
Facilities Services Division

☑ Approved as to form.

☑ Approved as to budget impact statement.
1. **92nd Street Elementary School Comprehensive Modernization Project**  
   *Local District South, Board District 7 – Vladovic*

   Project Description: 92nd Street Elementary School is located on a 6 acre site. The site consists of 10 permanent buildings and eight classrooms in relocatable buildings. The permanent structures were constructed between 1940 and 1970. One of the permanent buildings, the Assembly/Classroom Building West has been identified as requiring seismic upgrades. The proposed project includes, but is not limited to, the following:
   - The retrofit, modernization or replacement of the Assembly/Classroom Building West to improve seismic safety and support the educational program
   - The removal and replacement of classrooms in relocatable buildings with new permanent classrooms
   - The repair, upgrade or replacement of the remaining permanent buildings to address the failing or broken building systems, infrastructure or components
   - Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
   - Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
   - Site-wide upgrades to remove identified and prioritized barriers to program accessibility
   - Improvements to landscape, hardscape, and exterior paint
   - Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

   - **Project Budget:** $87,220,000

2. **Ascot Elementary School Comprehensive Modernization Project**  
   *Local District Central, Board District 5 – Rodriguez*

   Project Description: Ascot Elementary School is located on a 5.3 acre site. The site consists of eight permanent buildings and 15 classrooms in relocatable buildings. The majority of permanent structures were constructed between 1923 and 1977, and a new parking and classroom building was constructed in 2004. Two of the permanent buildings, the Administrative Classroom Building and the Auditorium and Classroom Building have been identified as requiring seismic upgrades. The proposed project includes, but is not limited to, the following:
   - The retrofit, modernization or replacement of the Administrative Classroom Building and the Auditorium and Classroom Building to improve seismic safety and support the educational program
   - The removal and replacement of classrooms in relocatable buildings with new permanent classrooms
   - The repair, upgrade or replacement of the remaining permanent buildings to address the failing or broken building systems, infrastructure or components
   - Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
   - Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
   - Site-wide upgrades to remove identified and prioritized barriers to program accessibility
   - Improvements to landscape, hardscape, and exterior paint
   - ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

   - **Project Budget:** $80,180,000
   - **Project Schedule:** Pre-construction activities: Q1-2017 through Q1-2020 (including DSA review and approval). Construction activities: Q1-2020 through Q1-2022.
3. Belvedere Middle School Comprehensive Modernization Project  
*Local District East, Board District 2 – García*

**Project Description:** Belvedere School is located on a 12.1 acre site. The site consists of 15 permanent buildings and 6 classrooms in relocatable buildings. The Administrative, Home Economics, Shop and Academic Building were constructed in the 1920s, and the majority of the remaining permanent buildings were constructed in the 1950s and 1960s. Seven of the permanent buildings, the Classroom Building, Academic Building, Shop Building, Administrative Building, Classroom/Library Building, Home Economics Building, and Physical Education Building have been identified as requiring seismic upgrades. The proposed project includes, but is not limited to, the following:

- The retrofit, modernization or replacement of the Classroom Building, Academic Building, Shop Building, Administrative Building, Classroom/Library Building, Home Economics Building, and Physical Education Building to improve seismic safety and support the educational program
- The removal and replacement of District classrooms in relocatable buildings with new permanent classrooms
- The repair, upgrade or replacement of the remaining permanent buildings to address the failing or broken building systems, infrastructure or components
- Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
- Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility
- Improvements to landscape, hardscape, and exterior paint
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements
- **Project Budget:** $164,780,000
- **Project Schedule:** Pre-construction activities: Q1-2017 through Q1-2020 (including DSA review and approval). Construction activities: Q1-2020 through Q1-2023.

4. Elizabeth Learning Center Comprehensive Modernization Project  
*Local District East, Board District 5 – Rodriguez*

**Project Description:** Elizabeth Learning Center is located on a 16 acre site. The site consists of 15 permanent buildings and 31 classrooms in relocatable buildings. Elizabeth Learning Center was originally built in the 1920s as a K-8, however all of its original structures have been demolished. Its oldest existing permanent structures, are two classroom buildings which were constructed in 1949. The Administrative Building was constructed in 1958, followed by the Multi-Purpose Room Building in 1960, and the Classroom Building East in 1963. The remaining permanent structures were constructed in 1989. The site does not have any buildings identified as requiring structural upgrades. The proposed project includes, but is not limited to, the following:

- The removal and replacement of classrooms in relocatable buildings with new permanent classrooms
- The repair, upgrade or replacement of permanent buildings to address the failing or broken building systems, infrastructure or components
- Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
- Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility
- Improvements to landscape, hardscape, and exterior paint
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements
- **Project Budget:** $100,910,000
- **Project Schedule:** Pre-construction activities: Q1-2017 through Q1-2020 (including DSA review and approval). Construction activities: Q1-2020 through Q1-2023.
5. Hamilton High School Comprehensive Modernization Project  
*Local District West, Board District 1 – McKenna*

**Project Description:** Hamilton High School is located on a 19.9 acre site. The site consists of 12 permanent buildings and 13 classrooms in relocatable buildings. The school was constructed in several stages starting in the 1930s with three buildings, followed by the construction of seven buildings between 1948 and 1967, and starting in 2004, an additional classroom building was constructed. Seven of the permanent buildings, the Assembly Building, Classroom Building, Arts/Photography Building, Cafeteria Building, Boys’ Physical Education Building, Girls’ Physical Education Building, and Main Administrative/Classroom Building have been identified as requiring seismic upgrades. The proposed project includes, but is not limited to, the following:

- The retrofit, modernization or replacement of the Assembly Building, Classroom Building, Arts/Photography Building, Cafeteria Building, Boys’ Physical Education Building, Girls’ Physical Education Building, and Main Administrative/Classroom Building to improve seismic safety and support the educational program
- The removal and replacement of classrooms in relocatable buildings with new permanent classrooms
- The repair, upgrade or replacement of the remaining permanent buildings to address the failing or broken building systems, infrastructure or components
- Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
- Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility
- Improvements to landscape, hardscape, and exterior paint
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

**Project Budget:** $189,120,000
**Project Schedule:** Pre-construction activities: Q1-2017 through Q1-2020 (including DSA review and approval). Construction activities: Q1-2020 through Q1-2023.

6. Kennedy High School Comprehensive Modernization Project  
*Local District Northwest, Board District 3 – Schmerelson*

**Project Description:** Kennedy High School is located on a 27.4 acre site. The site consists of 12 permanent buildings and 13 classrooms in relocatable buildings. The majority of permanent buildings were built in the early 1970s, with the exception of a new Administration Building, a Classroom Building and the Gymnasium, which were built in the early 2000s after the 1994 Northridge earthquake. Eleven of the permanent buildings, Classroom Building 1, Classroom Building 2 and Classroom Building 3, the Library Building, Science Building, Student Store Building, Cafeteria Building, Assembly/Oral Arts Building, Administrative Building, Music Building, and Shop Building have been identified as requiring seismic upgrades. The proposed project includes, but is not limited to, the following:

- The retrofit, modernization or replacement of three Classroom Buildings (1, 2 & 3), the Library Building, Science Building, Student Store Building, Cafeteria Building, Assembly/Oral Arts Building, Administrative Building, Music Building, and Shop Building to improve seismic safety and support the educational program
- The removal and replacement of classrooms in relocatable buildings with new permanent classrooms
- The repair, upgrade or replacement of the remaining permanent buildings to address the failing or broken building systems, infrastructure or components
- Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
- Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility
- Improvements to landscape, hardscape, and exterior paint
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

**Project Budget:** $132,890,000
**Project Schedule:** Pre-construction activities: Q1-2017 through Q1-2020 (including DSA review and approval). Construction activities: Q1-2020 through Q1-2023.
7. **Lincoln High School Comprehensive Modernization Project**  
*Local District East, Board District 2 – Garcia*

**Project Description:** Lincoln High School is located on an 18.6 acre site. The site consists of 10 permanent buildings and 10 classrooms in relocatable buildings. The permanent buildings were built between 1937 and 1980. Five of the permanent buildings, the Administrative Building, Shop Building, Auditorium Building, Home Economics Building, and Physical Education Building have been identified as requiring seismic upgrades. The proposed project includes, but is not limited to, the following:

- The retrofit, modernization or replacement of the Administrative Building, Shop Building, Auditorium Building, Home Economics Building, and Physical Education Building to improve seismic safety and support the educational program
- The removal and replacement of classrooms in relocatable buildings with new permanent classrooms
- The repair, upgrade or replacement of the remaining permanent buildings to address the failing or broken building systems, infrastructure or components
- Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
- Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility
- Improvements to landscape, hardscape, and exterior paint
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

**Project Budget:** $196,550,000  
**Project Schedule:** Pre-construction activities: Q1-2017 through Q1-2020 (including DSA review and approval). Construction activities: Q1-2020 through Q1-2023.

8. **McKinley Elementary School Comprehensive Modernization Project**  
*Local District South, Board District 7 – Vladovic*

**Project Description:** McKinley Elementary School is located on a 4.2 acre site. The site consists of seven permanent buildings and 14 classrooms in relocatable buildings. Approximately half of the permanent structures were constructed in the 1920s and the other half were constructed between 1958 and 1962. Three of the permanent buildings, the Main Administrative Building, Kindergarten Building, and Assembly Building have been identified as requiring seismic upgrades. The proposed project includes, but is not limited to, the following:

- The retrofit, modernization or replacement of the Main Administrative Building, Kindergarten Building, and Assembly Building to improve seismic safety and support the educational program
- The removal and replacement of classrooms in relocatable buildings with new permanent classrooms
- The repair, upgrade or replacement of the remaining permanent buildings to address the failing or broken building systems, infrastructure or components
- Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
- Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility
- Improvements to landscape, hardscape, and exterior paint
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

**Project Budget:** $85,820,000  
**Project Schedule:** Pre-construction activities: Q1-2017 through Q1-2020 (including DSA review and approval). Construction activities: Q1-2020 through Q1-2022.
9. **Reseda High School Comprehensive Modernization Project**  
*Local District Northwest, Board District 6 – Ratliff*

**Project Description:** Reseda High School is located on a 29.2 acre site. The site consists of 20 permanent buildings and 44 classrooms in relocatable buildings. The permanent buildings were built between 1955 and 1969. Eight of the permanent buildings, Administrative Building, Library Building, Assembly Building, Cafeteria Building, Industrial Arts Building, Homemaking Building, Boys’ Gymnasium Building, and Girls’ Gymnasium Building have been identified as requiring seismic upgrades. The proposed project includes, but is not limited to, the following:

- The retrofit, modernization or replacement of the Administrative Building, Library Building, Assembly Building, Cafeteria Building, Industrial Arts Building, Homemaking Building, Boys’ Gymnasium Building, and Girls’ Gymnasium Building to improve seismic safety and support the educational program
- The removal and replacement of classrooms in relocatable buildings with new permanent classrooms
- The repair, upgrade or replacement of the remaining permanent buildings to address the failing or broken building systems, infrastructure or components
- Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
- Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility
- Improvements to landscape, hardscape, and exterior paint
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

**Project Budget:** $168,820,000

**Project Schedule:** Pre-construction activities: Q1-2017 through Q1-2020 (including DSA review and approval).  

10. **Shenandoah Elementary School Comprehensive Modernization Project**  
*Local District West, Board District 1 – McKenna*

**Project Description:** Shenandoah Elementary School is located on a 6.7 acre site. The site consists of two permanent buildings and 33 classrooms in relocatable buildings. The original Administrative/Classroom Building on the campus was constructed in 1940 and the Classroom Building North was constructed in 1977. All other buildings on campus are relocatables. One of the buildings, the Classroom Building North, has been identified as requiring seismic upgrades. The proposed project includes, but is not limited to, the following:

- The retrofit, modernization or replacement of the Classroom Building North to improve seismic safety and support the educational program
- The removal and replacement of classrooms in relocatable buildings with new permanent classrooms
- The repair, upgrade or replacement of the remaining permanent buildings to address the failing or broken building systems, infrastructure or components
- Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
- Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility
- Improvements to landscape, hardscape, and exterior paint
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

**Project Budget:** $74,590,000

**Project Schedule:** Pre-construction activities: Q1-2017 through Q1-2020 (including DSA review and approval).  
11. Taft High School Comprehensive Modernization Project

*Local District Northwest, Board District 4 – Zimmer*

**Project Description:** Taft High School is located on a 32.4 acre site. The site consists of 16 permanent buildings and 23 classrooms in relocatable buildings. The permanent buildings were built between 1958 and 1964. Two of the permanent buildings, the Multi-Purpose and Administrative Building have been identified as requiring seismic upgrades. The proposed project includes, but is not limited to, the following:

- The retrofit, modernization or replacement of the Multi-Purpose and Administrative Building to improve seismic safety and support the educational program
- The removal and replacement of District classrooms in relocatable buildings with new permanent classrooms
- The repair, upgrade or replacement of the remaining permanent buildings to address the failing or broken building systems, infrastructure or components
- Improvements to interior conditions of classroom buildings such as: painting, flooring, & window treatments
- Upgrades to the site infrastructure, including sanitary sewer, water, and electrical utility
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility
- Improvements to landscape, hardscape, and exterior paint
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

**Project Budget:** $131,070,000

**Project Schedule:** Pre-construction activities: Q1-2017 through Q1-2020 (including DSA review and approval). Construction activities: Q1-2020 through Q1-2023.
RESOLUTION 2016-43

BOARD REPORT NO. 205-16/17

AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO APPROVE PROJECT DEFINITIONS FOR 11 COMPREHENSIVE MODERNIZATION PROJECTS

WHEREAS, District Staff proposes that the Board of Education approve Project Definitions for 11 comprehensive modernization projects at 92nd Street, Ascot, McKinley, and Shenandoah Elementary Schools; Belvedere Middle School; Hamilton, Kennedy, Lincoln, Reseda, and Taft High Schools; and Elizabeth Learning Center as detailed in Exhibit A of Board Report No. 205-16/17 (attached hereto); and

WHEREAS, The 11 comprehensive modernization projects are anticipated to be developed and constructed in phases over a four to six year period, have a combined project budget of $1,411,950,000, and will be funded by Bond Program funds, including potentially Developer Fees, and those targeted in the School Upgrade Program for major renovations, modernizations, and reconfigurations to school buildings; and

WHEREAS, According to District staff, the proposed comprehensive modernization projects will address the most critical physical conditions and essential safety issues by modernizing, repairing, reconfiguring and/or replacing existing buildings, constructing new buildings, and upgrading deteriorated and outdated site infrastructure.

WHEREAS, Projects will address seismic vulnerabilities; failing or broken building and site systems, infrastructure, and components; barriers to program accessibility; deteriorated exterior conditions; and interior classroom spaces; and significantly reduce the District school’s reliance on relocatable buildings.
WHEREAS, The Project Definitions, which consists of each project’s budget, scope and schedule, are based on lessons learned from developing the first group of comprehensive modernization projects, the core principles to project scoping, Division of the State Architect (DSA) directives, and the number of relocatable buildings and buildings requiring seismic upgrades at each site; and

WHEREAS, The 11 proposed comprehensive modernization projects represent the second group of this project type to be undertaken under the School Upgrade Program. The second group of projects will address approximately 50 buildings requiring seismic upgrades and remove/replace approximately 230 classrooms in relocatable buildings; and

WHEREAS, District Staff has concluded that the proposed SEP amendment will facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens’ Bond Oversight Committee recommends that the Board of Education adopt District staff’s proposal to amend the FSD-SEP to approve Project Definitions for 11 comprehensive modernization projects as defined in Board Report 205-16/17, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee’s website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on December 1, 2016, by the following vote:

AYES: 11
NAYS: 0

Pamela Schmidt
Chair

Quynh Nguyen
Vice Chair
TO: Michelle King, Superintendent
Members, Board of Education

FROM: Mark Hovatter, Chief Facilities Executive

SUBJECT: SUPPLEMENTAL INFORMATION FOR DECEMBER 13, 2016 MEETING OF THE BOARD OR EDUCATION RELATED TO BOARD REPORT NO. 205-16/17, TAB 11

Purpose
On December 13, 2016, the Board of Education (Board) will be considering staff’s proposal to amend the Facilities Services Division Strategic Execution Plan to approve project definitions for 11 comprehensive modernization projects (Board Report No. 205-16/17, Tab 11). During briefings on the item questions arose regarding the rationale and formula used to develop the ranked list; the overall budget of the proposed 11 projects as compared to the previous 11 projects already approved by the Board; and the project schedules. This Informative addresses these questions.

Ranked List
A mathematical and statistical model was used to help identify the legacy schools with the worst physical conditions and the greatest need for a comprehensive modernization project. The model scored, calculated, and ranked the schools based on an assessment of 10 facilities-based datasets that express a school’s physical condition: Facilities Condition Index (FCI) for buildings, seismic risk score, FCI for grounds, core facility size (multi-purpose room/auditorium, library, and food service), play space size, percentage of portable classroom buildings, controlled public access point, and site density. Facilities provided an Informative with the ranked list of schools on November 4, 2016.

Project Budgets and Schedules
The combined project budgets for the proposed second group of comprehensive modernization projects is nearly identical to that of the first group of projects. To date the Board has approved 11 comprehensive modernization projects and their combined project budget is $1,420,494,952. The combined project budget for the 11 projects being proposed as part of Board Report No. 205-16/17 is $1,411,950,000. The individual project budgets reflect the extent of critical safety conditions that must be addressed at each site based on the core principles to project scoping. The project schedules are anticipated to take between five and six years, depending on the scope of work and construction phasing required at each respective site. The project schedules for each are noted in the Board Report.

If you have any questions or would like additional information, please contact me at 213.241.4811 or Krisztina Tokes at 213.241.4213.

c: David Holmquist
   Alma Peña-Sanchez
   Nicole Elam-Ellis
   Thelma Melendez

Frances Gipson
Jefferson Crain
Krisztina Tokes
TAB 12
Amendment to the Facilities Services Division Strategic Execution Plan to Approve Project Definitions for Three Projects to Remove and Replace Relocatable Buildings

December 13, 2016
Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education (Board) amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to approve project definitions for three projects to remove and replace relocatable buildings at: 156th Street Elementary School, Calabash Charter Academy, and Stevenson Middle School, as outlined in Exhibit A (attached).

The combined project budget for the three projects is $35,820,000. The projects will be funded by Bond Program funds, including potentially Developer Fees, and those targeted in the School Upgrade Program for major renovations, modernizations, and reconfigurations to school buildings.

Background:
The District’s Bond Program is making up for decades of unmet school needs caused by a lack of available funding and the impacts of a 200,000-student increase in enrollment between 1980 and 2002. Multi-track calendars, involuntary busing and the placement of relocatable classrooms were used as temporary patchwork solutions for overcrowding.

Approximately 30 percent (8,200) of the District’s classrooms are in temporary relocatable buildings. As part of the Bond Program, relocatable classroom buildings are removed primarily to comply with State requirements, but are also removed to restore play space; secure State matching funds for school construction projects; eliminate safety hazards; and/or reduce Maintenance and Operations costs. All removals are coordinated with the Charter Division, School Management Services, and the Office of General Counsel, Facilities Team.

The effort to remove relocatable classroom buildings has focused primarily on those buildings identified as a Department of Housing (DOH) relocatable building. A DOH relocatable building is a building that does not meet the building standards of a school building per California Education Code section 17280. Section 17292 permitted the use of these buildings as classrooms until September 30, 2015, if certain enumerated conditions have been met.

Over the last decade, the District has removed approximately 85 percent of rooms in DOH relocatable buildings. Despite these significant efforts and achievements, and following careful deliberation of multiple stakeholders, in September 2015, it was determined that the District could not reasonably eliminate the use of its remaining inventory of 80 DOH relocatable buildings (at approximately 16 sites) without causing significant detrimental impacts to students, staff and school operation.
Last year the Board approved a plan to satisfy the requirements of California Education Code section 17292. This action included the adoption of a resolution certifying to the State Allocation Board that commencing September 30, 2015, 428 rooms in DOH relocatable buildings will no longer be used as a school building, and declared that the Board had formally approved a plan to address the remaining inventory of 80 rooms in DOH relocatable buildings to fully achieve the outcomes contemplated by section 17292 (Board Report No. 024-15/16).

Over the course of the last year, staff has been working to identify the best solution for the remaining 16 schools with a DOH relocatable building(s). The specific conditions and needs at each school site, the realities surrounding the use and maintenance of relocatable buildings in general, and budget constraints are all considerations for the development of each project. The three proposed projects at 156th Street Elementary School, Calabash Charter Academy, and Stevenson Middle School, represent the first removal and replacement projects under the section 17292 compliance plan. The proposed projects will enable the District to comply with applicable State statutes, remove supervision barriers, and improve playground space and overall site utilization.

The instructional programs at 156th Street Elementary School and Calabash Charter Academy require maintaining the use of two rooms in DOH relocatable buildings until the replacement project is complete. At Stevenson Middle School, until recently, one DOH building served as a student locker room, and Student Health and Human Services (SHHS) operated student programs in two rooms in DOH relocatable buildings. The locker room has been relocated, and the SHHS programs have been temporarily moved to facilities at Stevenson Middle School that are considered to be undersized and not appropriately configured to service the specialized student health care programs. The SHHS programs will remain in temporary facilities until the replacement project is complete.

Expected Outcomes:
Staff anticipates that the Board of Education will approve the proposed project definitions for three projects to remove and replace relocatable buildings at: 156th Street Elementary School, Calabash Charter Academy, and Stevenson Middle School, as outlined in Exhibit A (attached).

Board Options and Consequences:
Approval of the proposed projects will enable Facilities to proceed with design activities, environmental studies, and the required regulatory approvals.

If the Board does not approve the proposed projects, staff will begin to implement materially disruptive arrangements at 156th Street Elementary School and Calabash Charter Academy to ensure the four rooms in DOH relocatable buildings (two at each site) currently used as classrooms are vacated as soon as reasonably possible. This may include: cancelling existing student permits; capping school enrollment; involuntarily busing students; proposing the redrawing of attendance boundaries; repurposing other existing spaces to reduce and/or eliminate critical instructional support programs, and District and school set-asides; adjusting grade level configurations; and other educational and operational challenges. Staffing at the school sites would likely be impacted as well. If the Board does not approve the proposed project at Stevenson Middle School, the SHHS programs provided to Stevenson Middle School students will continue to operate in temporary, undersized facilities considered to be insufficient to deliver specialized student health care programs.
Policy Implications:
The proposed projects support the District’s commitment to implement the section 17292 compliance plan. Furthermore, the proposed action is consistent with the District's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in the District's local bond measures.

Budget Impact:
The combined project budget for the three projects to remove and replace relocatable buildings at 156th Street Elementary School, Calabash Charter Academy, and Stevenson Middle School is $35,820,000. The projects will be funded by Bond Program funds, including potentially Developer Fees, and those targeted in the School Upgrade Program for major renovations, modernizations, and reconfigurations to school buildings.

Issues and Analysis:
To properly site new classrooms, correct site inefficiencies, and achieve economies of scale, proposed relocatable building removal and replacement projects also include the removal and replacement of other non-DOH relocatable buildings and required code upgrades. The development of the project scope considered site accessibility; safety; supervision; site configuration and size; site utilization; play space size; resident enrollment projections; educational programs; and Division of the State Architect (DSA) certification status.

The three proposed projects are anticipated to begin design activities in the first quarter of 2017, with construction starting in the second quarter of 2019 and completing by the third quarter of 2020. This schedule anticipates that a design-build delivery method will be used to execute these addition projects. This enables a shortened project delivery schedule because certain procurement steps are consolidated, the design process is streamlined, with the result that changes and associated costs are minimized during construction.

As additional projects to remove and replace relocatable buildings are developed, staff will continue to review enrollment figures and demographic projections. Where possible, relocatable buildings will be removed and not replaced to ensure compliance with State statutes, remove supervision barriers, and improve playground space and overall site utilization. This review and analysis has helped further the District’s plan to address the remaining inventory of 80 rooms in DOH relocatable buildings to fully achieve the outcomes contemplated by section 17292. Due to changes in enrollment and utilization of space, an additional four rooms at two sites, have since been removed.

Bond Oversight Committee Recommendations:
This item was considered by the BOC at its meeting on December 1, 2016. Staff has concluded that this proposed Facilities SEP amendment will facilitate implementation of the FSD-SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD SEP.

Attachments:
Exhibit A- Project Definitions

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

PRESENTED BY:

KRISZTINA TOKUS
Director of Asset Management
Facilities Services Division

☑  Approved as to form.

✓  Approved as to budget impact statement.
1. 156th Street Elementary School Portable Replacement Project  
*Local District South, Board District 7 (Vladovic)*

**Project Description:** 156th Street Elementary School has eight classrooms located in four portable buildings. Two of the classrooms are located in a Department of Housing (DOH) portable building and 6 classrooms are located in three uncertified relocatable buildings. The proposed project includes, but is not limited to, the following:

- Removal of 1 DOH portable building with 2 classrooms and 3 uncertified portable buildings with 6 classrooms
- Construction of 8 classrooms and support spaces (which will be designed, constructed, and furnished/equipped to current code requirements and District design standards)
- New fire alarm system campus wide as required by Division of the State Architect (DSA)
- Infrastructure upgrades as required to support the new facilities
- Restoration of landscape, hardscape, and playground where portables have been removed
- Americans with Disabilities Act (ADA), DSA, California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

**Project Budget:** $15,620,000  
**Project Schedule:** Pre-construction activities: Q1-2017 through Q2-2019 (including DSA review & approval)  
Construction activities: Q2-2019 through Q3-2020

2. Calabash Charter Academy Portable Replacement Project  
*Local District Northwest, Board District 4 (Zimmer)*

**Project Description:** Calabash Charter Academy has eight classrooms located in four portable buildings. Two of the classrooms are located in a DOH portable building and 6 classrooms are located in three uncertified relocatable buildings. The proposed project includes, but is not limited to, the following:

- Removal of 1 DOH portable building with 2 classrooms, 3 uncertified portable buildings with 6 classrooms, and 1 uncertified portable restroom and book storage building
- Construction of 8 classrooms (including kindergarten classrooms), a book storage room, restrooms and support spaces (which will be designed, constructed, and furnished/equipped to current code requirements and District design standards and interim housing, as needed)
- Infrastructure upgrades as required to support the new facilities
- Restoration of landscape, hardscape, and playground where portables have been removed
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

**Project Budget:** $16,800,000  
**Project Schedule:** Pre-construction activities: Q1-2017 through Q2-2019 (including DSA review & approval)  
Construction activities: Q2-2019 through Q3-2020

3. Stevenson Middle School Portable Replacement Project  
*Local District East, Board District 2 (Garcia)*

**Project Description:** Stevenson Middle School has a Student Health and Human Services (SHHS) program serving students that up until recently was located in a DOH portable building. The DOH portable building was removed and the SHHS program was temporarily relocated to facilities on the Stevenson Middle School campus that are considered undersized and not appropriately configured to service the specialized student health care program. The proposed project includes, but is not limited to, the following:

- Removal of 1 uncertified portable building with 2 total classrooms
- Construction of approximately 1,900 square foot building with offices, exam rooms and support spaces for the SHHS program serving students on campus
EXHIBIT A
PORTABLE REPLACEMENT PROJECT DEFINITIONS

- Infrastructure upgrades as required to support the new facilities
- Restoration of landscape, hardscape, and playground where portables have been removed
- ADA, DSA, CEQA, DTSC, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements

Project Budget: $3,400,000
Project Schedule: Pre-construction activities: Q1-2017 through Q2-2019 (including DSA review & approval)
Construction activities: Q2-2019 through Q3-2020
SCHOOL CONSTRUCTION BOND CITIZENS’ OVERSIGHT COMMITTEE

Pamela Schmidt, Chair
Early Education Coalition
Quynh Nguyen, Vice Chair
LAUSD Student Parent
Susan Linschoten, Secretary
L.A. Co. Auditor-Controller’s Office
Stephen English, Executive Committee
L.A. City Controller’s Office
Stuart Magruder, Executive Committee
American Institute of Architects

Greg Good
L.A. City Mayor’s Office
Rachel Greene
Tenth District PTSA
(Vacant)
CA Charter School Association
Kate Mergen
Assoc. General Contractors of CA
Ron Miller
L.A. Co. Federation of Labor AFL-CIO

Scott Pansky
L.A. Area Chamber of Commerce
Kathryn Steinberg
31st District PTSA
Betty Valles
AARP
Barry Waite
CA Tax Reform Assn.
Arlene Barrera (Alternate)
L.A. Co. Auditor-Controller’s Office
(Vacant)
LAUSD Student Parent

Joseph P. Buchman — Legal Counsel
Burke, Williams & Sorenson, LLP
Thomas A. Rubin, CPA
Oversight Committee Consultant

Timothy Popejoy
Bond Oversight Administrator
(Vacant)
Asst. Administrative Analyst

RESOLUTION 2016-44

BOARD REPORT NO. 206-16/17

AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO APPROVE PROJECT DEFINITIONS FOR THREE PROJECTS TO REMOVE AND REPLACE RELOCATABLE BUILDINGS

WHEREAS, District Staff proposes that the Board of amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to approve project definitions for three projects to remove and replace relocatable buildings at: 156th Street Elementary School, Calabash Charter Academy, and Stevenson Middle School, as detailed in Exhibit A of Board Report No. 206-16/17 (attached hereto); and

WHEREAS, The combined project budget for the three projects is $35,820,000. The projects will be funded by Bond Program funds, including potentially Developer Fees, and those targeted in the School Upgrade Program for major renovations, modernizations, and reconfigurations to school buildings; and

WHEREAS, As part of the Bond Program, relocatable classroom buildings are removed primarily to comply with State requirements, but are also removed to restore play space; secure State matching funds for school construction projects; eliminate safety hazards; and/or reduce Maintenance and Operations costs. All removals are coordinated with the Charter Division, School Management Services, and the Office of General Counsel, Facilities Team; and

WHEREAS, The effort to remove relocatable classroom buildings has focused primarily on those buildings identified as a Department of Housing (DOH) relocatable building; and

WHEREAS, The District has removed approximately 85 percent of rooms in DOH relocatable buildings. Despite these significant efforts and achievements, and following careful deliberation of multiple stakeholders, in September 2015, it was determined that the District could not reasonably eliminate the use of its remaining inventory of 80 DOH relocatable buildings (at
AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO APPROVE PROJECT DEFINITIONS FOR THREE PROJECTS TO REMOVE AND REPLACE RELOCATABLE BUILDINGS

approximately 16 sites) without causing significant detrimental impacts to students, staff and school operation; and

WHEREAS, The three proposed projects at 156th Street Elementary School, Calabash Charter Academy, and Stevenson Middle School, represent the first removal and replacement projects under the section 17292 compliance plan. The proposed projects will enable the District to comply with applicable State statutes, remove supervision barriers, and improve playground space and overall site utilization; and

WHEREAS, To properly site new classrooms, correct site inefficiencies, and achieve economies of scale, proposed relocatable building removal and replacement projects also include the removal and replacement of other non-DOH relocatable buildings and required code upgrades. The development of the project scope considered site accessibility; safety; supervision; site configuration and size; site utilization; play space size; resident enrollment projections; educational programs; and Division of the State Architect (DSA) certification status; and

WHEREAS, District Staff has concluded that the proposed SEP amendment will facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens’ Bond Oversight Committee recommends that the Board of Education adopt District staff’s proposal to amend the FSD-SEP to approve project definitions for three projects to remove and replace relocatable buildings at: 156th Street Elementary School, Calabash Charter Academy, and Stevenson Middle School, as defined in Board Report 206-16/17, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee’s website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.
Resolution 2016-44

AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO APPROVE PROJECT DEFINITIONS FOR THREE PROJECTS TO REMOVE AND REPLACE RELOCATABLE BUILDINGS

ADOPTED on December 1, 2016, by the following vote:

AYES: 19
NAYS: 0

ABSTENTIONS: 0
ABSENCES: 2

Pamela Schmidt
Chair

Quynh Nguyen
Vice Chair
INTEROFFICE CORRESPONDENCE  
Los Angeles Unified School District  
Facilities Services Division  

TO: Michelle King, Superintendent  
Members, Board of Education  

FROM: Mark Hovatter, Chief Facilities Executive  

SUBJECT: SUPPLEMENTAL INFORMATION FOR DECEMBER 13, 2016 MEETING OF THE BOARD OR EDUCATION RELATED TO BOARD REPORT NO. 206-16/17, TAB 12  

On December 13, 2016, the Board of Education (Board) will be considering staff’s proposal to amend the Facilities Services Division Strategic Execution Plan to approve project definitions for three projects to remove and replace relocatable buildings at 156th Street Elementary School, Calabash Charter Academy, and Stevenson Middle School. During briefings on the item questions arose regarding how the school sites were selected. This Informative provides the requested information.

Last year it was determined that the District could not reasonably eliminate, by September 30, 2015, the use of its remaining inventory of approximately 80 Department of Housing (DOH) relocatable buildings without causing significant detrimental impacts to students, staff and school operations. Based on this determination, in September 2015, the Board approved a plan to satisfy the requirements of Education Code section 17292, which would necessitate the development of projects to remove DOH relocatable buildings and replace them with permanent buildings. In total, Facilities staff anticipates that it will propose 16 projects to ensure compliance with section 17292. The sites are as follows:

- 156th Street Elementary School
- Amestoy Elementary School
- Calabash Elementary School
- Canyon Elementary School
- Castle Heights Elementary School
- Dahlia Heights Elementary School
- Delevan Drive Elementary School
- Dixie Canyon Elementary School
- Franklin Elementary School
- Ivanhoe Elementary School
- South Shores Performing Arts Magnet
- Stevenson Middle School
- Topanga Elementary Charter School
- Valerio Street Elementary School
- Wilson High School
- Wonderland Elementary School

However, if future changes in enrollment or demographic projections occur that permit a DOH building to be removed without being replaced, a project may not be necessary. The projects proposed at 156th Street Elementary School, Calabash Charter Academy, and Stevenson Middle School represent the first removal and replacement projects under the section 17292 compliance plan. The proposed projects will enable the District to comply with applicable State statutes, remove supervision barriers, and improve playground space and overall site utilization.

If you have any questions or would like additional information, please contact me at 213.241.4811 or Krisztina Tokes at 213.241.4213.

c: David Holmquist  
Alma Peña-Sanchez  
Nicole Elam-Ellis  
Thelma Melendez  

Frances Gipson  
Jefferson Crain  
Krisztina Tokes
Approve the Use of the Design-Build Project Delivery Method for the 156th Street Elementary School Portable Replacement Project

December 13, 2016

Procurement Services Division and Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education (“the Board”) adopt the attached Resolution approving the use of the project delivery method permitted under California Education Code Section 17250.10 et. seq., commonly known as design-build, for the 156th Street Elementary School Portable Replacement Project (“the Project”); and authorize the Chief Procurement Officer to take all necessary actions pursuant to the provisions of section 17250, including the issuance of a request for proposals, in connection with the delivery of project. The Board will be asked to approve the resulting design-build contract at a subsequent meeting.

Background:
Section 17250 states that the “benefits of a design-build contract project delivery system include accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.” Moreover, it states that “the Legislature also finds that the cost-effective benefits to the school districts are achieved by shifting the liability and risk for cost containment and project completion to the design-build entity.”

In an effort to reduce the duration of the project, contain costs, and reduce the District’s exposure to risks that are associated with construction, staff is proposing to use the design-build project delivery method that is permitted under Section 17250 for the Project (as outlined in Board Report No. 206-16/17). Under this code provision, the District is able to procure both design and construction services for a project under a single contract. Procuring the architect and general contractor simultaneously enhances the opportunities for collaboration from the beginning of the project, which can result in a project with significantly fewer change orders from errors and omissions. It is expected that the utilization of this delivery method will expedite the project duration by four to six months.

In accordance with Section 17250, the District issues a Request for Qualifications (RFQ), evaluates the responses to the RFQ, short-lists three design-build entities, and issues a Request for Proposal (RFP) to those qualified design-build entities. The RFP evaluation criteria will include at a minimum, price, technical expertise, life-cycle costs, safety and Small Business Enterprise (SBE).

The Board is scheduled to consider staff’s proposal to amend the Facilities Services Division (“FSD”) Strategic Execution Plan (“SEP”) to approve the Project Definition at its December 13, 2016 meeting (Board Report No. 206-16/17). The scope of work to be undertaken by the selected design-build entity consists primarily of the demolition of existing buildings and construction of new school facilities. Two classrooms located in one Department of Housing (DOH) portable building and six classrooms located in three uncertified portable buildings will be removed and demolished. New replacement facilities consisting of eight classrooms and
support spaces will be constructed. The Project also includes installation of a new fire alarm system campus wide and various site infrastructure, restoration, and accessibility improvements.

It is anticipated that with approval of this proposal, the Project will be completed in the third quarter of 2020. The Project is located in Board District 7 (Richard Vladovic) and Local District South.

Expected Outcomes:
Staff anticipates that the Board will adopt the attached Resolution approving the use of the design-build project delivery method permitted under Section 17250 for the Project. Staff also anticipates that the Board will authorize staff to take all necessary or desired actions pursuant to the provisions of Section 17250 (including issuance of a request for proposals).

Board Options and Consequences:
Pursuant to Section 17250, the Board must adopt a Resolution that approves the use of the design-build project delivery method prior to entering into a design-build contract. Failure to take the requested action would prevent the District from entering into a design-build contract, which would likely increase the duration of the project since the design-build delivery method is intended, among other things, to streamline project durations.

Policy Implications:
The proposed Project supports the District’s commitment to implement the LAUSD Compliance Plan for California Education Code 17292 and satisfy the requirements of the Resolution certifying compliance with California Education Code Section 17292 relating to the use of certain relocatable buildings (Board Report No. 024-15/16). This action also facilitates the development of the Project and the implementation of the FSD SEP. The Board is scheduled to consider staff’s proposal to amend the FSD SEP to approve the Project Definition at its December 13, 2016 meeting (Board Report No. 206-16/17).

Budget Impact:
The budget for the Project is $15,620,000. The project is funded by Bond Program funds targeted in the School Upgrade Program for major renovations, modernizations, and reconfigurations to school buildings. The project budget includes the cost of inspections mandated by the Division of the State Architect, fixtures, equipment, furniture, construction management, and other related direct costs. The proposed action does not impact the General Fund.

Issues and Analysis:
If the Board approves the recommended action, the District will be able to procure both design and construction services under a single contract for the Project, thereby streamlining the project schedule. Procuring the architect and general contractor simultaneously allows for collaboration to occur from the beginning of the project. Furthermore, utilizing a design-build contract delivery method simplifies contracting and streamlines the design and construction of the project.

A project criteria architect will perform the preliminary site analysis for the Project and will be utilized until the design-build RFP is released. The services to be provided by the project criteria architect will include infrastructure analysis, site planning, concept drawings, and building massing studies, all of which will be utilized for the site specific design requirements included in the design-build RFP.
Attachments:
Notice of Resolution

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

THELMA MELENEZ DE SANTA ANA, PH. D.
Chief Executive Officer
Office of Educational Services

REVIEWED BY:

DAVID HOLMQVIST
General Counsel

APPROVED & PRESENTED BY:

GEORGE SILVA
Chief Procurement Officer
Procurement Services Division

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

APPROVED & PRESENTED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

Approved as to budget impact statement.

APPROVED & PRESENTED BY:

KRISZTINA TOKES
Director of Asset Management
Facilities Services Division
RESOLUTION PRESENTED TO THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION TO APPROVE THE USE OF THE CALIFORNIA EDUCATION CODE SECTION 17250 PROJECT DELIVERY METHOD FOR THE EXECUTION OF THE 156TH STREET ELEMENTARY SCHOOL PORTABLE REPLACEMENT PROJECT

At a meeting of the Board of Education of the City of Los Angeles, Governing Board of the Los Angeles Unified School District, held December 13, 2016, the following Resolution was adopted:

Whereas, the 156th Street Elementary School Portable Replacement Project (“the Project”) will address the use of Department of Housing (DOH) relocatable buildings and uncertified relocatable buildings at the school site.

Whereas, the scope of work to be undertaken by the selected design-build entity consists primarily of the demolition of existing buildings and construction of new school facilities. Two classrooms located in one DOH portable building and six classrooms located in three uncertified portable buildings will be removed and demolished. New replacement facilities consisting of eight classrooms and support spaces will be constructed. The Project also includes installation of a new fire alarm system campus wide and various site infrastructure, restoration, and accessibility improvements.

Whereas, section 17250 of the California Education Code states that the “benefits of a design-build contract project delivery system include an accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.”

Whereas, using the project delivery method permitted under section 17250 for the Project is anticipated to shorten the project delivery schedule by four to six months, reduce exposure to risk, and enable cost containment. This is possible because certain procurement steps are consolidated, the design process is streamlined, and changes from errors and omissions are minimized during construction. An accelerated schedule means that the DOH and uncertified relocatable buildings are addressed quicker than would be possible with an alternative delivery method.

Whereas, in consideration of the foregoing, the Board of Education has determined that the use of the design-build process for the delivery of the Project is in the best interest of the Los Angeles Unified School District as it will accomplish one of more of the following objectives: (i) expedite the project’s completion; (ii) reduce comparable project costs; or (iii) provide features not achievable through traditional design-bid-build method.

Resolved, that the Board of Education approves the use of the design-build project delivery method permitted under section 17250 for the Project, which will support the District’s commitment to implement the LAUSD Compliance Plan for California Education Code 17292 and satisfy the requirements of the Resolution certifying compliance with California Education Code Section 17292 relating to the use of certain relocatable buildings.
IN WITNESS of the passage of the foregoing Resolution as prescribed by law, we, the Members of said Board of Education, present and voting thereon, have hereunto set our hands the 13th day of December, 2016.

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________________________________________________
Members of the Board of Education
City of Los Angeles
Approve the Use of the Design-Build Project Delivery Method for the Calabash Charter Academy Portable Replacement Project

December 13, 2016

Procurement Services Division and Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education (“the Board”) adopt the attached Resolution approving the use of the project delivery method permitted under California Education Code Section 17250.10 et. seq., commonly known as design-build, for the Calabash Charter Academy Portable Replacement Project (“the Project”); and authorize the Chief Procurement Officer to take all necessary actions pursuant to the provisions of section 17250, including the issuance of a request for proposals, in connection with the delivery of project. The Board will be asked to approve the resulting design-build contract at a subsequent meeting.

Background:
Section 17250 states that the “benefits of a design-build contract project delivery system include accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.” Moreover, it states that “the Legislature also finds that the cost-effective benefits to the school districts are achieved by shifting the liability and risk for cost containment and project completion to the design-build entity.”

In an effort to reduce the duration of the project, contain costs, and reduce the District’s exposure to risks that are associated with construction, staff is proposing to use the design-build project delivery method that is permitted under Section 17250 for the Project (as outlined in Board Report No. 206-16/17). Under this code provision, the District is able to procure both design and construction services for a project under a single contract. Procuring the architect and general contractor simultaneously enhances the opportunities for collaboration from the beginning of the project, which can result in a project with significantly fewer change orders from errors and omissions. It is expected that the utilization of this delivery method will expedite the project duration by four to six months.

In accordance with Section 17250, the District issues a Request for Qualifications (RFQ), evaluates the responses to the RFQ, short-lists three design-build entities, and issues a Request for Proposal (RFP) to those qualified design-build entities. The RFP evaluation criteria will include at a minimum, price, technical expertise, life-cycle costs, safety and Small Business Enterprise (SBE).

The Board is scheduled to consider staff’s proposal to amend the Facilities Services Division (“FSD”) Strategic Execution Plan (“SEP”) to approve the Project Definition at its December 13, 2016 meeting (Board Report No. 206-16/17). The scope of work to be undertaken by the selected design-build entity consists primarily of the demolition of existing buildings and construction of new school facilities. Two classrooms located in one Department of Housing (DOH) portable building, six classrooms located in three uncertified portable buildings, and one uncertified portable restroom and book storage building will be removed and demolished. New replacement facilities consisting of eight classrooms (including kindergarten classrooms), a book storage room,
restrooms and support spaces will be constructed. The Project also includes various site infrastructure, restoration and accessibility improvements.

It is anticipated that with approval of this proposal, the Project will be completed in the third quarter of 2020. The Project is located in Board District 4 (Steve Zimmer) and Local District Northwest.

**Expected Outcomes:**
Staff anticipates that the Board will adopt the attached Resolution approving the use of the design-build project delivery method permitted under Section 17250 for the Project. Staff also anticipates that the Board will authorize staff to take all necessary or desired actions pursuant to the provisions of Section 17250 (including issuance of a request for proposals).

**Board Options and Consequences:**
Pursuant to Section 17250, the Board must adopt a Resolution that approves the use of the design-build project delivery method prior to entering into a design-build contract. Failure to take the requested action would prevent the District from entering into a design-build contract, which would likely increase the duration of the project since the design-build delivery method is intended, among other things, to streamline project durations.

**Policy Implications:**
The proposed Project supports the District’s commitment to implement the LAUSD Compliance Plan for California Education Code 17292 and satisfy the requirements of the Resolution certifying compliance with California Education Code Section 17292 relating to the use of certain relocatable buildings (Board Report No. 024-15/16). This action also facilitates the development of the Project and the implementation of the FSD SEP. The Board is scheduled to consider staff’s proposal to amend the FSD SEP to approve the Project Definition at its December 13, 2016 meeting (Board Report No. 206-16/17).

**Budget Impact:**
The budget for the Project is $16,800,000. The project is funded by Bond Program funds targeted in the School Upgrade Program for major renovations, modernizations, and reconfigurations to school buildings. The project budget includes the cost of inspections mandated by the Division of the State Architect, fixtures, equipment, furniture, construction management, and other related direct costs. The proposed action does not impact the General Fund.

**Issues and Analysis:**
If the Board approves the recommended action, the District will be able to procure both design and construction services under a single contract for the Project, thereby streamlining the project schedule. Procuring the architect and general contractor simultaneously allows for collaboration to occur from the beginning of the project. Furthermore, utilizing a design-build contract delivery method simplifies contracting and streamlines the design and construction of the project.

A project criteria architect will perform the preliminary site analysis for the Project and will be utilized until the design-build RFP is released. The services to be provided by the project criteria architect will include infrastructure analysis, site planning, concept drawings, and building massing studies, all of which will be utilized for the site specific design requirements included in the design-build RFP.
Attachments:
Notice of Resolution

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

THELMA MELENDEZ DE SANTA ANA, PH. D.
Chief Executive Officer
Office of Educational Services

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

APPROVED & PRESENTED BY:

GEORGE SILVA
Chief Procurement Officer
Procurement Services Division

☑ Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

☑ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

APPROVED & PRESENTED BY:

KRISZTINA TOKES
Director of Asset Management
Facilities Services Division
RESOLUTION PRESENTED TO THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION TO APPROVE THE USE OF THE CALIFORNIA EDUCATION CODE SECTION 17250 PROJECT DELIVERY METHOD FOR THE EXECUTION OF THE CALABASH CHARTER ACADEMY PORTABLE REPLACEMENT PROJECT

At a meeting of the Board of Education of the City of Los Angeles, Governing Board of the Los Angeles Unified School District, held December 13, 2016, the following Resolution was adopted:

Whereas, the Calabash Charter Academy Portable Replacement Project (“the Project”) will address the use of Department of Housing (DOH) relocatable buildings and uncertified relocatable buildings at the school site.

Whereas, the scope of work to be undertaken by the selected design-build entity consists primarily of the demolition of existing buildings and construction of new school facilities. Two classrooms located in one DOH portable building, six classrooms located in three uncertified portable buildings and one uncertified portable restroom and book storage building will be removed and demolished. New replacement facilities consisting of eight classrooms (including kindergarten classrooms), a book storage room, restrooms and support spaces will be constructed. The Project also includes various site infrastructure, restoration and accessibility improvements.

Whereas, section 17250 of the California Education Code states that the “benefits of a design-build contract project delivery system include an accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.”

Whereas, using the project delivery method permitted under section 17250 for the Project is anticipated to shorten the project delivery schedule by four to six months, reduce exposure to risk, and enable cost containment. This is possible because certain procurement steps are consolidated, the design process is streamlined, and changes from errors and omissions are minimized during construction. An accelerated schedule means that the DOH and uncertified relocatable buildings are addressed quicker than would be possible with an alternative delivery method.

Whereas, in consideration of the foregoing, the Board of Education has determined that the use of the design-build process for the delivery of the Project is in the best interest of the Los Angeles Unified School District as it will accomplish one of more of the following objectives: (i) expedite the project’s completion; (ii) reduce comparable project costs; or (iii) provide features not achievable through traditional design-bid-build method.

Resolved, that the Board of Education approves the use of the design-build project delivery method permitted under section 17250 for the Project, which will support the District’s commitment to implement the LAUSD Compliance Plan for California Education Code 17292 and satisfy the requirements of the Resolution certifying compliance with California Education Code Section 17292 relating to the use of certain relocatable buildings.
IN WITNESS of the passage of the foregoing Resolution as prescribed by law, we, the Members of said Board of Education, present and voting thereon, have hereunto set our hands the 13th day of December, 2016.

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Members of the Board of Education
City of Los Angeles
TAB 15
Approve the Use of the Design-Build Project Delivery Method for the Stevenson Middle School Portable Replacement Project
December 13, 2016
Procurement Services Division and Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education (“the Board”) adopt the attached Resolution approving the use of the project delivery method permitted under California Education Code Section 17250.10 et. seq., commonly known as design-build, for the Stevenson Middle School Portable Replacement Project (“the Project”); and authorize the Chief Procurement Officer to take all necessary actions pursuant to the provisions of section 17250, including the issuance of a request for proposals, in connection with the delivery of project. The Board will be asked to approve the resulting design-build contract at a subsequent meeting.

Background:
Section 17250 states that the “benefits of a design-build contract project delivery system include accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.” Moreover, it states that “the Legislature also finds that the cost-effective benefits to the school districts are achieved by shifting the liability and risk for cost containment and project completion to the design-build entity.”

In an effort to reduce the duration of the project, contain costs, and reduce the District’s exposure to risks that are associated with construction, staff is proposing to use the design-build project delivery method that is permitted under Section 17250 for the Project (as outlined in Board Report No. 206-16/17). Under this code provision, the District is able to procure both design and construction services for a project under a single contract. Procuring the architect and general contractor simultaneously enhances the opportunities for collaboration from the beginning of the project, which can result in a project with significantly fewer change orders from errors and omissions. It is expected that the utilization of this delivery method will expedite the project duration by four to six months.

In accordance with Section 17250, the District issues a Request for Qualifications (RFQ), evaluates the responses to the RFQ, short-lists three design-build entities, and issues a Request for Proposal (RFP) to those qualified design-build entities. The RFP evaluation criteria will include at a minimum, price, technical expertise, life-cycle costs, safety and Small Business Enterprise (SBE).

The Board is scheduled to consider staff’s proposal to amend the Facilities Services Division (“FSD”) Strategic Execution Plan (“SEP”) to approve the Project Definition at its December 13, 2016 meeting (Board Report No. 206-16/17). The scope of work to be undertaken by the selected design-build entity consists primarily of the demolition of existing buildings and construction of new school facilities. Two classrooms located in one uncertified portable building will be removed and demolished. New replacement facilities consisting of an approximately 1,900 square foot building with offices, exam rooms and support spaces for the Student Health
and Human Services program serving students on campus will be constructed. The Project also includes various site infrastructure, restoration and accessibility improvements.

It is anticipated that with approval of this proposal, the Project will be completed in the third quarter of 2020. The Project is located in Board District 2 (Mónica García) and Local District East.

**Expected Outcomes:**
Staff anticipates that the Board will adopt the attached Resolution approving the use of the design-build project delivery method permitted under Section 17250 for the Project. Staff also anticipates that the Board will authorize staff to take all necessary or desired actions pursuant to the provisions of Section 17250 (including issuance of a request for proposals).

**Board Options and Consequences:**
Pursuant to Section 17250, the Board must adopt a Resolution that approves the use of the design-build project delivery method prior to entering into a design-build contract. Failure to take the requested action would prevent the District from entering into a design-build contract, which would likely increase the duration of the project since the design-build delivery method is intended, among other things, to streamline project durations.

**Policy Implications:**
The proposed Project supports the District’s commitment to implement the LAUSD Compliance Plan for California Education Code 17292 and satisfy the requirements of the Resolution certifying compliance with California Education Code Section 17292 relating to the use of certain relocatable buildings (Board Report No. 024-15/16). This action also facilitates the development of the Project and the implementation of the FSD SEP. The Board is scheduled to consider staff’s proposal to amend the FSD SEP to approve the Project Definition at its December 13, 2016 meeting (Board Report No. 206-16/17).

**Budget Impact:**
The budget for the Project is $3,400,000. The project is funded by Bond Program funds targeted in the School Upgrade Program for major renovations, modernizations, and reconfigurations to school buildings. The project budget includes the cost of inspections mandated by the Division of the State Architect, fixtures, equipment, furniture, construction management, and other related direct costs. The proposed action does not impact the General Fund.

**Issues and Analysis:**
If the Board approves the recommended action, the District will be able to procure both design and construction services under a single contract for the Project, thereby streamlining the project schedule. Procuring the architect and general contractor simultaneously allows for collaboration to occur from the beginning of the project. Furthermore, utilizing a design-build contract delivery method simplifies contracting and streamlines the design and construction of the project.

A project criteria architect will perform the preliminary site analysis for the Project and will be utilized until the design-build RFP is released. The services to be provided by the project criteria architect will include infrastructure analysis, site planning, concept drawings, and building massing studies, all of which will be utilized for the site specific design requirements included in the design-build RFP.
Attachments:
Notice of Resolution

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

THELMA MELÉNDEZ DE SANTA ANA, PH. D.
Chief Executive Officer
Office of Educational Services

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

APPROVED & PRESENTED BY:

GEORGE SIEVA
Chief Procurement Officer
Procurement Services Division

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

APPROVED & PRESENTED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

Approved as to budget impact statement.

APPROVED & PRESENTED BY:

KRISZTINA TOKES
Director of Asset Management
Facilities Services Division
RESOLUTION PRESENTED TO THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION TO APPROVE THE USE OF THE CALIFORNIA EDUCATION CODE SECTION 17250 PROJECT DELIVERY METHOD FOR THE EXECUTION OF THE STEVENSON MIDDLE SCHOOL PORTABLE REPLACEMENT PROJECT

At a meeting of the Board of Education of the City of Los Angeles, Governing Board of the Los Angeles Unified School District, held December 13, 2016, the following Resolution was adopted:

Whereas, the Stevenson Middle School Portable Replacement Project ("the Project") will address the use of Department of Housing (DOH) relocatable buildings and uncertified relocatable buildings at the school site.

Whereas, the scope of work to be undertaken by the selected design-build entity consists primarily of the demolition of existing buildings and construction of new school facilities. Two classrooms located in one uncertified portable building will be removed and demolished. New replacement facilities consisting of an approximately 1,900 square foot building with offices, exam rooms and support spaces for the Student Health and Human Services program serving students on campus will be constructed. The Project also includes various site infrastructure, restoration and accessibility improvements.

Whereas, section 17250 of the California Education Code states that the “benefits of a design-build contract project delivery system include an accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.”

Whereas, using the project delivery method permitted under section 17250 for the Project is anticipated to shorten the project delivery schedule by four to six months, reduce exposure to risk, and enable cost containment. This is possible because certain procurement steps are consolidated, the design process is streamlined, and changes from errors and omissions are minimized during construction. An accelerated schedule means that the DOH and uncertified relocatable buildings are addressed quicker than would be possible with an alternative delivery method.

Whereas, in consideration of the foregoing, the Board of Education has determined that the use of the design-build process for the delivery of the Project is in the best interest of the Los Angeles Unified School District as it will accomplish one of more of the following objectives: (i) expedite the project’s completion; (ii) reduce comparable project costs; or (iii) provide features not achievable through traditional design-bid-build method.

Resolved, that the Board of Education approves the use of the design-build project delivery method permitted under section 17250 for the Project, which will support the District’s commitment to implement the LAUSD Compliance Plan for California Education Code 17292 and satisfy the requirements of the Resolution certifying compliance with California Education Code Section 17292 relating to the use of certain relocatable buildings.
IN WITNESS of the passage of the foregoing Resolution as prescribed by law, we, the Members of said Board of Education, present and voting thereon, have hereunto set our hands the 13th day of December, 2016.

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Members of the Board of Education
City of Los Angeles
Approval of the Wellness Phase 2 Facilities Plan to Identify Eleven Sites for School-Based Clinics and Wellness Center Projects and Amend the Facilities Services Division Strategic Execution Plan to Approve Seven School-Based Clinics and Wellness Center Projects

December 13, 2016
Facilities Services Division and Student Health and Human Services

Action Proposed:
Staff proposes that the Board of Education approve the Wellness Centers-Phase 2 Expansion Facilities Plan that includes the development of new school-based clinics and wellness centers and the expansion of existing clinics and centers at the following 11 sites: Balboa Complex (adjacent to Birmingham High School), Drew Middle School, Fremont High School, Holmes Avenue Elementary School, Jefferson High School, Maclay Middle School, Manual Arts High School, Mendez High School, Santee Education Complex, Telfair Elementary School, YES Academy (Hyde Park Elementary School); and amend the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to approve seven School-Based Clinics and Wellness Center Projects as listed in Exhibit A (attached). The combined project budget for the seven School-Based Clinics and Wellness Center Projects is approximately $22,350,000.

These School-Based Clinics and Wellness Center Projects will be funded by Bond Program funds earmarked for Leveraging Partnerships to Provide After School Activities & Programming and Community Use of Facilities.

Background:
In January 2009, the Facilities Services Division, Student Health and Human Services (SHHS) and the Los Angeles Trust for Children’s Health (LA Trust) presented to the Board of Education a Health Care Master Plan. Using various health risk indicators, the plan identified the high school complexes with the highest need to inform the location of the first phase of new school-based clinics, called wellness centers. These projects sought to address barriers to health and learning by providing services to students (from the campus and surrounding schools), as well as family and community members. Using this plan as the foundation, the District constructed 14 wellness center projects that integrate medical, mental health, oral health, and social services on high need campuses. To date, over 180,000 visits have occurred at the 14 wellness centers, and many providers have found they have reached capacity in their existing, often modest, wellness center space.

On May 13, 2014, the Board of Education (Board) allocated $50 million of bond funds for the next phase of school-based clinics and wellness centers. Subsequently, in the Spring of 2015, SHHS and the LA Trust completed the report, “Wellness Phase 2 in LAUSD, Strategic Framework for Implementation.” This report updated the 2009 plan, and identified geographic areas of highest need using a Wellness Need Index and identifying existing healthcare assets in the community in relation to the areas of highest need. After engaging with stakeholders from government, philanthropy and non-profit community organizations as well as local advocates, SHHS created an initial list of prospective school sites where there was both the need and the capacity to support expanded wellness services for students and families.
Using this list, the District and the LA Trust solicited qualified providers who could partner with the District to provide the timely delivery of healthcare services for this next phase. The District also considered the capacity and ability of SHHS professionals to provide services at school-based clinics. Mindful of the limit of $50 million, the prospective school sites list was further refined to identify sites that hold the greatest potential to serve students and families. The proposed priority list, the “Identified Locations for Wellness Centers-Phase 2 Expansions” includes the development of new school-based wellness centers and the expansion of existing clinics and centers at the following 11 sites:

- Balboa Complex (adjacent to Birmingham High School)
  - Located in Board District 3/Local District Northwest
- Drew Middle School
  - Located in Board District 7/Local District South
- Fremont High School
  - Located in Board District 7/Local District South
- Holmes Avenue Elementary School
  - Located in Board District 5/Local District East
- Jefferson High School
  - Located in Board District 5/Local District Central
- Maclay Middle School
  - Located in Board District 6/Local District Northeast
- Manual Arts High School
  - Located in Board District 1/Local District Central
- Mendez High School (including the adjacent Utah ES)
  - Located in Board District 2/Local District East
- Santee Education Complex
  - Located in Board District 2/Local District Central
- Telfair Elementary School
  - Located in Board District 6/Local District Northeast
- YES Academy (Hyde Park Elementary School)
  - Located in Board District 1/Local District West

Facilities, collaborating with SHHS, developed the specific programmatic requirements with the potential health care providers, conducted site visits, and engaged school stakeholders. Based on this input, seven projects have been developed and are described in Exhibit A. These projects consist primarily of expansions or alterations to increase the capacity of existing centers. Additional planning analysis is required for the Balboa Complex, Fremont HS, Maclay Middle School and Mendez HS sites. Project proposals for these sites are anticipated to be brought to the Board for approval in 2017, once the scope and location of these new wellness center projects have been developed.

**Expected Outcomes:**
Staff anticipates that the Board will approve the Wellness Centers-Phase 2 Expansion Facilities Plan that includes the development of new wellness centers and the expansion of existing clinics and centers at 11 sites. Furthermore, staff anticipates the Board will approve the proposed action to amend the FSD-SEP to approve seven School-Based Clinics and Wellness Center Projects as outlined in Exhibit A (attached). The proposed projects, once complete, will provide access to free and low-cost comprehensive medical, behavioral and dental services to students, families and communities.
Board Options and Consequences:
Approval of the proposed action will allow staff to proceed with design activities, environmental studies, the required regulatory approvals and construction of the School-Based Clinics and Wellness Center Projects as outlined in Exhibit A (attached). If this item is not approved, the students and communities of these schools will not be provided with the opportunity to benefit from the services of a school-based clinic and wellness center.

Policy Implications:
This action helps facilitate the Board-adopted FSD SEP and is consistent with the Board’s Resolution adopted on May 13, 2014, to allocate $50 million of funds from the Facilities Services Division School Upgrade Program (FSD-SUP) for the development and expansion of school-based clinics and wellness centers.

Budget Impact:
The combined project budget for the seven School-Based Clinics and Wellness Center Projects is approximately $22,350,000 and will be funded by Bond Program funds in the FSD-SUP targeted for Leveraging Partnerships to Provide After School Activities & Programming and Community Use of Facilities. The wellness center for Jefferson High School will be developed as a part of the existing Jefferson Comprehensive Modernization Project (#10366809), therefore a separate project will not be created. Funds earmarked for Leveraging Partnerships to Provide After School Activities & Programming and Community Use of Facilities will be transferred to the Jefferson project for the development of the wellness center. The integration of the wellness center into the existing project results in planning efficiencies and financial savings.

Issues and Analysis:
The wellness center providers for these projects are included in attached Exhibit A. These projects will allow the providers to establish or expand free and low-cost health services to students, families and surrounding communities at the proposed school locations. The School-Based Clinics and Wellness Center Projects may require the removal of existing portable/bungalow buildings listed on Exhibit A.

Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizens’ Oversight Committee (BOC) at its meeting on December 1, 2016. Staff has concluded that this proposed FSD SEP amendment will help facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD SEP.

Attachments:
Exhibit A

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED BY:

MARK HÖVÄTTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

APPROVED BY:

THELMA MELÉNDEZ DE SANTA ANA, PH. D.
Chief Executive Officer
Office of Educational Services

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

PRESENTED BY:

KRISZTYINA TOKES
Director of Asset Management
Facilities Services Division

Approved as to form.

Approved as to budget impact statement.

PRESENTED BY:

ERIKA F. TORRES
Executive Director
Student Health and Human Services
<table>
<thead>
<tr>
<th>Local District</th>
<th>Board District</th>
<th>School Name</th>
<th>Healthcare Provider(s)</th>
<th>Project Description</th>
<th>Project Budget</th>
<th>Anticipated Construction Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td>7</td>
<td>Drew MS</td>
<td>LAUSD Student Health and Human Services</td>
<td>The proposed project will provide a new school-based clinic on a portion of the Drew Middle School campus. The project consists of approximately 3,600 square feet of new construction, related site improvements and potentially the removal of existing bungalows. The proposed project would be operated by LAUSD’s Student Health and Human Services Department, and would provide medical and mental health services to LAUSD students.</td>
<td>$4,650,000</td>
<td>Q1 2019 – Q1 2020</td>
</tr>
<tr>
<td>East</td>
<td>5</td>
<td>Holmes Ave. ES</td>
<td>LAUSD Student Health and Human Services</td>
<td>The proposed project consists of interior alterations of the existing clinic operated by LAUSD’s Student Health and Human Services Department to expand medical and mental health services.</td>
<td>$850,000</td>
<td>Q1 2018 – Q3 2018</td>
</tr>
<tr>
<td>Central</td>
<td>5</td>
<td>Jefferson HS</td>
<td>South Central Family Health Center</td>
<td>The proposed project will relocate the wellness clinic operated by the South Central Family Health Center, from a remote area of the campus to one of the new buildings planned for the Jefferson High School Comprehensive Modernization Project (#1366809). This approximately 5,900 square foot center will provide medical, dental and mental health services. (A)</td>
<td>$3,500,000</td>
<td>Q4 2018 – Q1 2020</td>
</tr>
<tr>
<td>Central</td>
<td>1</td>
<td>Manual Arts HS</td>
<td>St. John’s Well Child and Family Health Centers</td>
<td>The proposed project will expand the existing wellness center operated by St. John’s Well Child and Family Health Centers, to provide additional dental and medical services. The project consists of approximately 2,300 square feet of new construction and related site improvements, potentially the removal of existing bungalows and minor interior alterations of the existing wellness center.</td>
<td>$3,600,000</td>
<td>Q1 2019 – Q1 2020</td>
</tr>
<tr>
<td>Central</td>
<td>2</td>
<td>Santee Education Complex</td>
<td>Eisner Pediatric &amp; Family Medical Center</td>
<td>The proposed project includes the interior alterations of the existing space and related site improvements to expand medical and mental health services currently provided by Eisner Pediatric and Family Medical Center.</td>
<td>$1,500,000</td>
<td>Q1 2018 – Q3 2018</td>
</tr>
<tr>
<td>Northeast</td>
<td>6</td>
<td>Telfair ES</td>
<td>LAUSD Student Health and Human Services</td>
<td>The proposed project consists of interior alterations of the existing school-based clinic operated by LAUSD’s Student Health and Human Services. The alterations will provide the clinic with a more efficient space in order to provide medical, mental health and vision services to students.</td>
<td>$850,000</td>
<td>Q1 2018 – Q3 2018</td>
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<tr>
<td>West</td>
<td>1</td>
<td>YES Academy (at Hyde Park ES)</td>
<td>LAUSD Student Health and Human Services / St. John’s Well Child and Family Health Centers</td>
<td>The proposed project will expand the existing clinic operated by St. John’s Well Child and Family Health Centers. The project consists of approximately 5,700 square feet of new construction, related site improvements and potentially the removal of existing bungalows. The project will expand the medical and dental services provided by St. John’s Well Child and Family Health Centers, and provide new mental health clinic space operated by LAUSD’s Student Health and Human Services Department.</td>
<td>$7,400,000</td>
<td>Q1 2019 – Q1 2020</td>
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<td><strong>TOTAL</strong> $22,350,000</td>
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</table>

(A) This will not be created as a separate project. $3.5M will be transferred from the Leveraging Partnerships category of need to the Major Renovations category of need.
RESOLUTION 2016-45

BOARD REPORT NO. 207-16/17

APPROVAL OF THE WELLNESS PHASE 2 FACILITIES PLAN TO IDENTIFY 11 SITES FOR SCHOOL-BASED CLINICS AND WELLNESS CENTER PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO APPROVE SEVEN SCHOOL-BASED CLINICS AND WELLNESS CENTER PROJECTS

WHEREAS, District Staff proposes that the Board of Education approve the Wellness Centers-Phase 2 Expansion Facilities Plan that includes the development of new school-based clinics and wellness centers and the expansion of existing clinics and centers at the following 11 sites: Balboa Complex (adjacent to Birmingham High School), Drew Middle School, Fremont High School, Holmes Elementary School, Jefferson High School, Maclay Middle School, Manual Arts High School, Mendez High School, Santee Education Complex, Telfair Elementary School, YES Academy (Hyde Park Elementary School); and amend the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to approve seven school-based clinics and wellness center projects as defined in Board Report 207-16/17, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference; and

WHEREAS, In January 2009, the Facilities Services Division, Student Health and Human Services (SHHS) and the Los Angeles Trust for Children’s Health (LA Trust) presented to the Board of Education a Health Care Master Plan; and

WHEREAS, Using this plan as the foundation, the District constructed 14 wellness center projects that integrate medical, mental health, oral health, and social services on high need campuses; and

WHEREAS, To date, over 180,000 visits have occurred at the 14 wellness centers, and many providers have found they have reached capacity in their existing, often modest, wellness center space; and
WHEREAS, On May 13, 2014, the Board of Education (Board) allocated $50 million of bond funds for the next phase of school-based clinics and wellness centers; and

WHEREAS, In the Spring of 2015, SHHS and the LA Trust completed the report, “Wellness Phase 2 in LAUSD, Strategic Framework for Implementation.” This report updated the 2009 plan, and identified geographic areas of highest need using a Wellness Need Index and identifying existing healthcare assets in the community in relation to the areas of highest need; and

WHEREAS, After engaging with stakeholders from government, philanthropy and non-profit community organizations as well as local advocates, SHHS created an initial list of prospective school sites where there was both the need and the capacity to support expanded wellness services for students and families; and

WHEREAS, Using this list, the District and the LA Trust solicited qualified providers who could partner with the District to provide the timely delivery of healthcare services for this next phase; and

WHEREAS, The proposed priority list, the “Identified Locations for Wellness Centers-Phase 2 Expansions” includes the development of new school-based wellness centers and the expansion of existing clinics and centers at the following 11 sites Balboa Complex (adjacent to Birmingham High School), Drew Middle School, Fremont High School, Holmes Elementary School, Jefferson High School, Maclay Middle School, Manual Arts High School, Mendez High School, Santee Education Complex, Telfair Elementary School, YES Academy (Hyde Park Elementary School); and

WHEREAS, Facilities, collaborating with SHHS, developed the specific programmatic requirements with the potential health care providers, conducted site visits and engaged school stakeholders. Based on this input, seven projects have been developed and are described in Board Report 207-16/17; and

WHEREAS, Additional planning analysis is required for the Balboa Complex, Fremont HS, Maclay Middle School and Mendez HS sites. Project proposals for these sites are anticipated to be brought to the Board for approval in 2017, once the scope and location of these new wellness center projects have been developed.; and

WHEREAS, The proposed projects, once complete, will provide access to free and low-cost comprehensive medical, behavioral and dental services to students, families and communities; and
Resolution 2016-45
APPROVAL OF THE WELLNESS PHASE 2 FACILITIES PLAN TO IDENTIFY 11 SITES FOR SCHOOL-BASED CLINICS AND WELLNESS CENTER PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO APPROVE SEVEN SCHOOL-BASED CLINICS AND WELLNESS CENTER PROJECTS
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WHEREAS, This action helps facilitate the Board-adopted FSD SEP and is consistent with the Board’s Resolution adopted on May 13, 2014, to allocate $50 million of funds from the Facilities Services Division School Upgrade Program (FSD-SUP) for the development and expansion of school-based clinics and wellness centers.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens’ Bond Oversight Committee recommends that the Board of Education adopt an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to approve seven school-based clinics and wellness center projects as defined in Board Report 207-16/17, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee’s website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on December 1, 2016, by the following vote:

AYES: 11
NAYS: 0
ABSTENTIONS: 0
ABSENCES: 2

Pamela Schmidt
Chair

Quynh Nguyen
Vice Chair
Approve the Use of the Design-Build Project Delivery Method for the School-Based Clinic Project at Charles Drew Middle School
December 13, 2016
Procurement Services Division and Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education adopt the attached Resolution approving the use of the project delivery method permitted under California Education Code Section 17250.10 et. seq., commonly known as design-build, for the School-Based Clinic Project at Drew Middle School; and authorize the Chief Procurement Officer to take all necessary actions pursuant to the provisions of section 17250, including the issuance of a request for proposals, in connection with the delivery of project. The Board will be asked to approve the resulting design-build contract at a subsequent meeting.

Background:
Section 17250 states that the “benefits of a design-build contract project delivery system include accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.” Moreover, it states that “the Legislature also finds that the cost-effective benefits to the school districts are achieved by shifting the liability and risk for cost containment and project completion to the design-build entity.”

In an effort to reduce the duration of the project, contain costs, and reduce the District’s exposure to risks that are associated with construction, staff is proposing to use the design-build project delivery method that is permitted under Section 17250 for the School-Based Clinic Project at Drew Middle School (as outlined in the Board Report #207-16/17). Under this code provision, the District is able to procure both design and construction services for a project under a single contract. Procuring the architect and general contractor simultaneously enhances the opportunities for collaboration from the beginning of the project, which can result in a project with significantly fewer change orders from errors and omissions. It is expected that the utilization of this delivery method will expedite the project duration by four to six months.

In accordance with Section 17250, the District issues a Request for Qualifications (RFQ), evaluates the responses to the RFQ, short-lists three design-build entities, and issues a Request for Proposal (RFP) to those qualified design-build entities. The RFP evaluation criteria will include at a minimum, price, technical expertise, life-cycle costs, safety and Small Business Enterprise (SBE).

The Board of Education is scheduled to consider staff’s proposal to amend the Facilities Services Division Strategic Execution Plan to approve the project at its December 13, 2016 meeting (BOE #207-16/17). The scope of work to be undertaken by the selected design-build entity consists primarily of the construction of a new school-based clinic and related site improvements on a portion of the Drew Middle School campus.
It is anticipated that with approval of this proposal, the School-Based Clinic Project at Drew Middle School will be completed in the first quarter of 2020. The project is located in Board District 7 (Richard Vladovic) and Local District South.

**Expected Outcomes:**
Staff anticipates that the Board will adopt the attached Resolution approving the use of the design-build project delivery method permitted under Section 17250 for the School-Based Clinic Project. Staff also anticipates that the Board will authorize staff to take all necessary or desired actions pursuant to the provisions of Section 17250 (including issuance of a request for proposals).

**Board Options and Consequences:**
Pursuant to Section 17250, the Board must adopt a Resolution that approves the use of the design-build project delivery method prior to entering into a design-build contract. Failure to take the requested action would prevent the District from entering into a design-build contract, which would likely increase the duration of the project since the design-build delivery method is intended, among other things, to streamline project durations.

**Policy Implications:**
This action helps facilitate the Board-adopted Facilities Services Division Strategic Execution Plan (FSD SEP) and is consistent with the Board’s Resolution adopted on May 13, 2014, to allocate $50 million of funds from the Facilities Services Division School Upgrade Program (FSD SUP) for the development and expansion of school-based clinics and wellness centers.

This action also facilitates the development of the School-Based Clinic Project and the implementation of the FSD SEP. The Board of Education is scheduled to consider staff’s proposal to amend the FSD SEP to approve the project at its December 13, 2016 meeting (BOE #207-16/17).

**Budget Impact:**
The budget for the School-Based Clinic Project is $4.65 million. The project is funded by Bond Program funds in the FSD SUP targeted for Leveraging Partnerships to Provide After School Activities & Programming and Community Use of Facilities. The project budget includes the cost of inspections mandated by the Division of the State Architect, fixtures, equipment, furniture, construction management, and other related direct costs. The proposed action does not impact the General Fund.

**Issues and Analysis:**
If the Board approves the recommended action, the District will be able to procure both design and construction services under a single contract for the School-Based Clinic Project, thereby streamlining the project schedule. Procuring the architect and general contractor simultaneously allows for collaboration to occur from the beginning of the project. Furthermore, utilizing a design-build contract delivery method simplifies contracting and streamlines the design and construction of the project.

The services of PBWS Architects will be utilized until the design-build RFP is released. The services to be provided by PBWS Architects will include infrastructure analysis, site planning, and concept drawings, all of which will be utilized for the site specific design requirements included in the design-build RFP.
Attachments:
Notice of Resolution

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

THELMA MELENDEZ DE SANTA ANA, PH. D.
Chief Executive Officer
Office of Educational Services

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

☑ Approved as to form.

APPROVED & PRESENTED BY:

GEORGE SILVA
Chief Procurement Officer
Procurement Services Division

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

☑ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

APPROVED & PRESENTED BY:

KRISZTINA TOKES
Director of Asset Management
Facilities Services Division
RESOLUTION PRESENTED TO THE LOS ANGELES CITY BOARD OF EDUCATION FOR
CONSIDERATION TO APPROVE THE USE OF THE CALIFORNIA EDUCATION CODE
SECTION 17250 PROJECT DELIVERY METHOD FOR THE EXECUTION OF THE SCHOOL-
BASED CLINIC PROJECT AT DREW MIDDLE SCHOOL

At a meeting of the Board of Education of the City of Los Angeles, Governing Board of the Los Angeles
Unified School District, held December 13, 2016, the following Resolution was adopted:

Whereas, the School-Based Clinic Project at Drew Middle School is anticipated to provide access to free
and reduced-rate comprehensive medical and mental health services to students.

Whereas, the scope of work to be undertaken by the selected design-build entity consists primarily of the
construction of a new school-based clinic and related site improvements on a portion of the Drew
Middle School campus.

Whereas, section 17250 of the Education Code states that the “benefits of a design-build contract project
delivery system include an accelerated completion of the projects, cost containment, reduction of
construction complexity, and reduced exposure to risk for the school district.”

Whereas, using the project delivery method permitted under section 17250 for the School-Based Clinic
Project at Drew Middle School is anticipated to shorten the project delivery schedule by four to six
months, reduce exposure to risk, and enable cost containment. This is possible because certain
procurement steps are consolidated, the design process is streamlined, and changes from errors and
omissions are minimized during construction. An accelerated schedule means that the most critical
physical conditions of the school’s buildings and grounds are addressed quicker than would be possible
with an alternative delivery method.

Whereas, in consideration of the foregoing, the Board of Education has determined that the use of the
design-build process for the delivery of the School-Based Clinic Project at Drew Middle School is in the
best interest of the Los Angeles Unified School District as it will accomplish one of more of the
following objectives: (i) expedite the project’s completion; (ii) reduce comparable project costs; or (iii)
provide features not achievable through traditional design-bid-build method.

Resolved, that the Board of Education approves the use of the design-build project delivery method
permitted under section 17250 for the School-Based Clinic Project at Drew Middle School, which will
provide a safe and healthy environment that promotes learning.
IN WITNESS of the passage of the foregoing Resolution as prescribed by law, we, the Members of said Board of Education, present and voting thereon, have hereunto set our hands the 13th day of December, 2016.

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Members of the Board of Education
City of Los Angeles
Approve the Use of the Design-Build Project Delivery Method for the Manual Arts Senior High School Wellness Center Project
December 13, 2016
Procurement Services Division and Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education adopt the attached Resolution approving the use of the project delivery method permitted under California Education Code Section 17250.10 et. seq., commonly known as design-build, for the Manual Arts High School Wellness Center Project; and authorize the Chief Procurement Officer to take all necessary actions pursuant to the provisions of section 17250, including the issuance of a request for proposals, in connection with the delivery of project. The Board will be asked to approve the resulting design-build contract at a subsequent meeting.

Background:
Section 17250 states that the “benefits of a design-build contract project delivery system include accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.” Moreover, it states that “the Legislature also finds that the cost-effective benefits to the school districts are achieved by shifting the liability and risk for cost containment and project completion to the design-build entity.”

In an effort to reduce the duration of the project, contain costs, and reduce the District’s exposure to risks that are associated with construction, staff is proposing to use the design-build project delivery method that is permitted under Section 17250 for the Manual Arts High School Wellness Center Project (as outlined in the Board Report #207-16/17). Under this code provision, the District is able to procure both design and construction services for a project under a single contract. Procuring the architect and general contractor simultaneously enhances the opportunities for collaboration from the beginning of the project, which can result in a project with significantly fewer change orders from errors and omissions. It is expected that the utilization of this delivery method will expedite the project duration by four to six months.

In accordance with Section 17250, the District issues a Request for Qualifications (RFQ), evaluates the responses to the RFQ, short-lists three design-build entities, and issues a Request for Proposal (RFP) to those qualified design-build entities. The RFP evaluation criteria will include at a minimum, price, technical expertise, life-cycle costs, safety and Small Business Enterprise (SBE).

The Board of Education is scheduled to consider staff’s proposal to amend the Facilities Services Division Strategic Execution Plan to approve the project at its December 13, 2016 meeting (BOE #207-16/17). The scope of work to be undertaken by the selected design-build entity consists primarily of the construction of a new wellness center and related site improvements on a portion of the Manual Arts High School campus.
It is anticipated that with approval of this proposal, the Manual Arts High School Wellness Center Project will be completed in the first quarter of 2020. The project is located in Board District 1 (George McKenna) and Local District Central.

**Expected Outcomes:**
Staff anticipates that the Board will adopt the attached Resolution approving the use of the design-build project delivery method permitted under Section 17250 for the Wellness Center Project. Staff also anticipates that the Board will authorize staff to take all necessary or desired actions pursuant to the provisions of Section 17250 (including issuance of a request for proposals).

**Board Options and Consequences:**
Pursuant to Section 17250, the Board must adopt a Resolution that approves the use of the design-build project delivery method prior to entering into a design-build contract. Failure to take the requested action would prevent the District from entering into a design-build contract, which would likely increase the duration of the project since the design-build delivery method is intended, among other things, to streamline project durations.

**Policy Implications:**
This action helps facilitate the Board-adopted Facilities Services Division Strategic Execution Plan (FSD SEP) and is consistent with the Board’s Resolution adopted on May 13, 2014, to allocate $50 million of funds from the Facilities Services Division School Upgrade Program (FSD SUP) for the development and expansion of school-based clinics and wellness centers.

This action also facilitates the development of the Wellness Center Project and the implementation of the FSD SEP. The Board of Education is scheduled to consider staff’s proposal to amend the FSD SEP to approve the project at its December 13, 2016 meeting (BOE #207-16/17).

**Budget Impact:**
The budget for the Wellness Center Project is $3.6 million. The project is funded by Bond Program funds in the FSD SUP targeted for Leveraging Partnerships to Provide After School Activities & Programming and Community Use of Facilities. The project budget includes the cost of inspections mandated by the Division of the State Architect, fixtures, equipment, furniture, construction management, and other related direct costs. The proposed action does not impact the General Fund.

**Issues and Analysis:**
If the Board approves the recommended action, the District will be able to procure both design and construction services under a single contract for the Wellness Center Project, thereby streamlining the project schedule. Procuring the architect and general contractor simultaneously allows for collaboration to occur from the beginning of the project. Furthermore, utilizing a design-build contract delivery method simplifies contracting and streamlines the design and construction of the project.

The services of PBWS Architects will be utilized until the design-build RFP is released. The services to be provided by PBWS Architects will include infrastructure analysis, site planning, and concept drawings, all of which will be utilized for the site specific design requirements included in the design-build RFP.
Attachments:
Notice of Resolution

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

THELMA MELENDEZ DE SANTA ANA, PH. D.
Chief Executive Officer
Office of Educational Services

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

APPROVED & PRESENTED BY:

GEORGE SILVA
Chief Procurement Officer
Procurement Services Division

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

APPROVED & PRESENTED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

Approved as to budget impact statement.

APPROVED & PRESENTED BY:

KRISZTINA TOKES
Director of Asset Management
Facilities Services Division
RESOLUTION PRESENTED TO THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION TO APPROVE THE USE OF THE CALIFORNIA EDUCATION CODE SECTION 17250 PROJECT DELIVERY METHOD FOR THE EXECUTION OF THE MANUAL ARTS HIGH SCHOOL WELLNESS CENTER PROJECT

At a meeting of the Board of Education of the City of Los Angeles, Governing Board of the Los Angeles Unified School District, held December 13, 2016, the following Resolution was adopted:

Whereas, the Manual Arts High School Wellness Center Project is anticipated to provide expanded access to free and reduced-rate comprehensive medical and dental services to students, families and communities.

Whereas, the scope of work to be undertaken by the selected design-build entity consists primarily of the construction of a new wellness center and related site improvements on a portion of the Manual Arts High School campus.

Whereas, section 17250 of the Education Code states that the “benefits of a design-build contract project delivery system include an accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.”

Whereas, using the project delivery method permitted under section 17250 for the Manual Arts High School Wellness Center Project is anticipated to shorten the project delivery schedule by four to six months, reduce exposure to risk, and enable cost containment. This is possible because certain procurement steps are consolidated, the design process is streamlined, and changes from errors and omissions are minimized during construction. An accelerated schedule means that the most critical physical conditions of the school’s buildings and grounds are addressed quicker than would be possible with an alternative delivery method.

Whereas, in consideration of the foregoing, the Board of Education has determined that the use of the design-build process for the delivery of the Manual Arts High School Wellness Center Project is in the best interest of the Los Angeles Unified School District as it will accomplish one of more of the following objectives: (i) expedite the project’s completion; (ii) reduce comparable project costs; or (iii) provide features not achievable through traditional design-bid-build method.

Resolved, that the Board of Education approves the use of the design-build project delivery method permitted under section 17250 for the Manual Arts High School Wellness Center Project, which will provide a safe and healthy environment that promotes learning.
IN WITNESS of the passage of the foregoing Resolution as prescribed by law, we, the Members of said Board of Education, present and voting thereon, have hereunto set our hands the 13th day of December, 2016.

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Members of the Board of Education
City of Los Angeles
TAB 19
Approve the Use of the Design-Build Project Delivery Method for the Young Empowered Scholars Academy Wellness Center Project
December 13, 2016
Procurement Services Division and Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education adopt the attached Resolution approving the use of the project delivery method permitted under California Education Code Section 17250.10 et. seq., commonly known as design-build, for the Young Empowered Scholars (YES) Academy Wellness Center Project; and authorize the Chief Procurement Officer to take all necessary actions pursuant to the provisions of section 17250, including the issuance of a request for proposals, in connection with the delivery of project. The Board will be asked to approve the resulting design-build contract at a subsequent meeting.

Background:
Section 17250 states that the “benefits of a design-build contract project delivery system include accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.” Moreover, it states that “the Legislature also finds that the cost-effective benefits to the school districts are achieved by shifting the liability and risk for cost containment and project completion to the design-build entity.”

In an effort to reduce the duration of the project, contain costs, and reduce the District’s exposure to risks that are associated with construction, staff is proposing to use the design-build project delivery method that is permitted under Section 17250 for the YES Academy Wellness Center Project (as outlined in the Board Report #207-16/17). Under this code provision, the District is able to procure both design and construction services for a project under a single contract. Procuring the architect and general contractor simultaneously enhances the opportunities for collaboration from the beginning of the project, which can result in a project with significantly fewer change orders from errors and omissions. It is expected that the utilization of this delivery method will expedite the project duration by four to six months.

In accordance with Section 17250, the District issues a Request for Qualifications (RFQ), evaluates the responses to the RFQ, short-lists three design-build entities, and issues a Request for Proposal (RFP) to those qualified design-build entities. The RFP evaluation criteria will include at a minimum, price, technical expertise, life-cycle costs, safety and Small Business Enterprise (SBE).

The Board of Education is scheduled to consider staff’s proposal to amend the Facilities Services Division Strategic Execution Plan to approve the project at its December 13, 2016 meeting (BOE #207-16/17). The scope of work to be undertaken by the selected design-build entity consists primarily of the construction of a new wellness center and related site improvements on a portion of the YES Academy campus (formerly Hyde Park Elementary School).
It is anticipated that with approval of this proposal, the YES Academy Wellness Center Project will be completed in the first quarter of 2020. The project is located in Board District 1 (George McKenna) and Local District West.

**Expected Outcomes:**
Staff anticipates that the Board will adopt the attached Resolution approving the use of the design-build project delivery method permitted under Section 17250 for the Wellness Center Project. Staff also anticipates that the Board will authorize staff to take all necessary or desired actions pursuant to the provisions of Section 17250 (including issuance of a request for proposals).

**Board Options and Consequences:**
Pursuant to Section 17250, the Board must adopt a Resolution that approves the use of the design-build project delivery method prior to entering into a design-build contract. Failure to take the requested action would prevent the District from entering into a design-build contract, which would likely increase the duration of the project since the design-build delivery method is intended, among other things, to streamline project durations.

**Policy Implications:**
This action helps facilitate the Board-adopted Facilities Services Division Strategic Execution Plan (FSD SEP) and is consistent with the Board’s Resolution adopted on May 13, 2014, to allocate $50 million of funds from the Facilities Services Division School Upgrade Program (FSD SUP) for the development and expansion of school-based clinics and wellness centers.

This action also facilitates the development of the Wellness Center Project and the implementation of the FSD SEP. The Board of Education is scheduled to consider staff’s proposal to amend the FSD SEP to approve the project at its December 13, 2016 meeting (BOE #207-16/17).

**Budget Impact:**
The budget for the Wellness Center Project is $7.4 million. The project is funded by Bond Program funds in the FSD-SUP targeted for Leveraging Partnerships to Provide After School Activities & Programming and Community Use of Facilities. The project budget includes the cost of inspections mandated by the Division of the State Architect, fixtures, equipment, furniture, construction management, and other related direct costs. The proposed action does not impact the General Fund.

**Issues and Analysis:**
If the Board approves the recommended action, the District will be able to procure both design and construction services under a single contract for the Wellness Center Project, thereby streamlining the project schedule. Procuring the architect and general contractor simultaneously allows for collaboration to occur from the beginning of the project. Furthermore, utilizing a design-build contract delivery method simplifies contracting and streamlines the design and construction of the project.

The services of PBWS Architects will be utilized until the design-build RFP is released. The services to be provided by PBWS Architects will include infrastructure analysis, site planning, and concept drawings, all of which will be utilized for the site specific design requirements included in the design-build RFP.
Attachments:
Notice of Resolution

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

THELMA MELENDEZ DE SANTA ANA, PH. D.
Chief Executive Officer
Office of Educational Services

REVIEWED BY:

DAVID HOLMQVIST
General Counsel

Approved as to form.

APPROVED & PRESENTED BY:

GEORGE SILVA
Chief Procurement Officer
Procurement Services Division

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARK HOVATTE
Chief Facilities Executive
Facilities Services Division

APPROVED & PRESENTED BY:

KRISZTINA TOKES
Director of Asset Management
Facilities Services Division
RESOLUTION PRESENTED TO THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION TO APPROVE THE USE OF THE CALIFORNIA EDUCATION CODE SECTION 17250 PROJECT DELIVERY METHOD FOR THE EXECUTION OF THE YES ACADEMY WELLNESS CENTER PROJECT

At a meeting of the Board of Education of the City of Los Angeles, Governing Board of the Los Angeles Unified School District, held December 13, 2016, the following Resolution was adopted:

Whereas, the YES Academy Wellness Center Project is anticipated to expand access to free and reduced-rate comprehensive dental and mental health services to students, families and communities.

Whereas, the scope of work to be undertaken by the selected design-build entity consists primarily of the construction of a new wellness center and related site improvements on a portion of the YES Academy campus (formerly Hyde Park Elementary School).

Whereas, section 17250 of the Education Code states that the “benefits of a design-build contract project delivery system include an accelerated completion of the projects, cost containment, reduction of construction complexity, and reduced exposure to risk for the school district.”

Whereas, using the project delivery method permitted under section 17250 for the YES Academy Wellness Center Project is anticipated to shorten the project delivery schedule by four to six months, reduce exposure to risk, and enable cost containment. This is possible because certain procurement steps are consolidated, the design process is streamlined, and changes from errors and omissions are minimized during construction. An accelerated schedule means that the most critical physical conditions of the school’s buildings and grounds are addressed quicker than would be possible with an alternative delivery method.

Whereas, in consideration of the foregoing, the Board of Education has determined that the use of the design-build process for the delivery of the YES Academy Wellness Center Project is in the best interest of the Los Angeles Unified School District as it will accomplish one of more of the following objectives: (i) expedite the project’s completion; (ii) reduce comparable project costs; or (iii) provide features not achievable through traditional design-bid-build method.

Resolved, that the Board of Education approves the use of the design-build project delivery method permitted under section 17250 for the YES Academy Wellness Center Project, which will provide a safe and healthy environment that promotes learning.
IN WITNESS of the passage of the foregoing Resolution as prescribed by law, we, the Members of said Board of Education, present and voting thereon, have hereunto set our hands the 13th day of December, 2016.

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Members of the Board of Education
City of Los Angeles
TAB 20
Resolution Authorizing Facilities Services Division to Submit Applications and Perform all Necessary Functions Related to the California Youth Soccer and Recreation Development Grant Program
December 13, 2016
Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education adopt the attached resolution (Attachment A) authorizing the Chief Facilities Executive or his designee(s) to submit applications and perform all necessary functions related to the California Youth Soccer and Recreation Development Program including applying for, obtaining and administering funds for said program.

Background:
The California Clean Water, Clean Air, Safe Neighborhood Parks, and Coastal Protection Act of 2002 (Proposition 40), provides funds for local assistance grants with the intent of fostering the development of new youth soccer, baseball, softball, and basketball recreation opportunities. The California Youth Soccer and Recreation Development Program provides the opportunity for school districts to apply to the California Department of Parks and Recreation for grants of up to $1,000,000 each to supplement the cost of recreational facilities in heavily populated, low-income urban areas with a high youth crime and unemployment rate.

The State of California Office of Grant and Local Services requires a project-specific Board Resolution (Attachment A) to demonstrate the governing board: 1) agrees or intends to agree to the terms of the State Contract, and 2) designates one or more representatives to act on behalf of the governing body on all matters related to the grant. Three (3) Board approved projects (Attachment B) were identified as having met the grantor and internal District requirements and were submitted as candidates for grant funds.

In accordance with Facilities Services Division (FSD) practices, prior to executing any required grant agreements, FSD staff will work with the Office of the General Counsel to evaluate grant agreement terms and confirm the appropriateness of any actions required by the grant.

Expected Outcomes:
This action, if approved, will permit staff to complete the grant applications, and if awarded, negotiate the grant agreement terms and take steps necessary to comply with the requirements of the California Youth Soccer and Recreation Development Program.

Board Options and Consequences:
If Board Resolution is not adopted, FSD staff will withdraw the three (3) proposals submitted to the grantor and pass on this opportunity to obtain Proposition 40 California Youth Soccer and Recreation Development Program funds to supplement bond program sources.
Policy Implications:
The requested action does not change current District policies. If Proposition 40 California Youth Soccer and Recreation Development Program funds are received, they will help further the District's commitment to provide students with a safe and healthy learning environment.

Budget Impact:
If awarded, Proposition 40 California Youth Soccer and Recreation Development Program funds may reduce the burden on other fiscal resources by up to $1,000,000 per project. Maximum awards could result in a District contribution of approximately 55% of project cost. If not awarded, the District intends to use bond funds to complete the projects previously approved by the Board.

Issues and Analysis:
The Facilities Services Division has previously pursued and been awarded funds under the California Youth Soccer and Recreation Development Program. The District’s previously submitted resolution (Board Report No.139-04/05) was approved on October 26, 2004. However, prior awards were rescinded, at LAUSD’s request, because grant agreement negotiations did not yield a contract that was acceptable to the District. FSD staff has already requested a State determination on its ability to grant waivers for one or more potential grant requirements.

Attachments:
Attachment A - Resolution of the Los Angeles Unified School District Board of Education Approving the Application for Youth Soccer and Recreation Development Program Grants Funds.
Attachment B - List of Projects.

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
RESOLUTION OF THE GOVERNING BOARD OF EDUCATION OF THE
LOS ANGELES UNIFIED SCHOOL DISTRICT
Approving the Application for YOUTH SOCCER and
RECREATION DEVELOPMENT PROGRAM GRANT FUNDS

WHEREAS, the State Department of Parks and Recreation has been delegated the responsibility by the Legislature of the State of California for the administration of the Youth Soccer and Recreation Development Program, setting up necessary procedures governing the application; and

WHEREAS, said procedures established by the State Department of Parks and Recreation require the Applicant to certify by resolution the governing body’s approval to submit said application to the State; and

WHEREAS, successful Applicants will enter into a contract with the State of California to complete the Grant Scope;

NOW, THEREFORE, BE IT RESOLVED that the BOARD OF EDUCATION OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT hereby:

1. Certifies that said Applicant has or will have available, prior to commencement of any work on the project included in this application, the sufficient funds to complete the project; and

2. Certifies that if the project is awarded the Applicant has or will have sufficient funds to operate and maintain the project, and

3. Certifies that the Applicant has reviewed, understands, and intends to agree to the General Provisions contained in the contract shown in the Grant Administration Guide; and

4. Delegates the authority to the Chief Facilities Executive or his designee to conduct all negotiations, sign and submit all documents, including, but not limited to applications, agreements, amendments, and payment requests, which may be necessary for the completion of the Grant Scope; and

5. Agrees to comply with all applicable federal, state and local laws, ordinances, rules, regulations and guidelines.

Approved and adopted the _____day of ______________, 20_____

Steve Zimmer   Board Member
(Name and Title) (Name and Title)
Dr. Richard A. Vladovic  Board Member
(Name and Title) (Name and Title)
Mónica Ratliff  Board Member
(Name and Title) (Name and Title)
Scott Schmerelson Board Member
(Name and Title) (Name and Title)

Mónica García  Board Member
(Name and Title) (Name and Title)
Dr. George J. McKenna III  Board Member
(Name and Title) (Name and Title)
Dr. Ref Rodriguez  Board Member
(Name and Title) (Name and Title)

CERTIFICATION

I, Jefferson Crain ____________________________, duly appointed and Executive Officer of the Board of
(Name) (Title)
The Los Angeles Unified School District Board of Education ____, do hereby certify that the above is a true and correct
(Name of Applicant) (Name of Applicant)
copy of a Resolution passed and approved by the Board of Education of the Los Angeles Unified School District
(Governing Body) (Name of Applicant)
on the 13th ___________ day of December ____________, 2016.

_________________________________                 Executive Officer of the Board
(Signature)                                     (Title)
<table>
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<tr>
<th>Item</th>
<th>BD</th>
<th>Local District</th>
<th>School</th>
<th>Project Description</th>
<th>Board Report No. and Date of Approval</th>
<th>Project Budget</th>
<th>Grant Amount Requested</th>
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<td>South</td>
<td>Banning High School</td>
<td>Synthetic Turf Field Replacement</td>
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<td>West</td>
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<td>Central</td>
<td>West Adams Preparatory HS</td>
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<td>BOE NO. 073-16/17 09/20/16</td>
<td>$2,261,864</td>
<td>$1,000,000</td>
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Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Five Projects that Address Critical School Repair Needs
December 13, 2016
Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education approve an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve five projects that address critical school repair needs. The scope, schedule and budget for the five proposed projects are described in Attachment A. The total combined budget for the five projects is $8,062,653.

Background:
On January 14, 2014, the Board of Education approved the establishment of the School Upgrade Program (SUP), the next phase of the District's Bond Program which will modernize, build and repair school facilities to improve student health, safety and educational quality. The Board's action approved the overarching goals and principles, funding sources, specific categories of need, and spending targets for the SUP.

The SUP includes a spending target to address "Critical School Repair and Safety Improvements to School Building Components." Projects developed under these categories of need are included in the Facilities Services Division Strategic Execution Plan.

The five proposed projects that address critical school repair are necessary to improve student health, safety and educational quality.

Expected Outcomes:
Staff anticipates that the Board of Education will approve the proposed action to define and approve five projects to address critical school repair needs that will improve student health, safety and educational quality.

Board Options and Consequences:
A “yes” vote will authorize staff to proceed with the expenditure of bond funds to undertake the five proposed projects in accordance with the provisions set forth in Measures K, R, Y and Q. If the proposed action is not approved, bond funds will not be expended and critical school repair needs will remain unaddressed.

Policy Implications:
These actions are consistent with the District’s commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment.

Budget Impact:
The total combined budget for the five projects is $8,062,653. The projects will be funded with Bond Program funds earmarked specifically for critical school repair and safety improvements to school building components.
Issues and Analysis:
It may be necessary to undertake feasibility studies, site analysis, scoping, and/or due diligence activities on the proposed projects prior to initiating design. As necessary, the Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA) to ensure compliance. If through the planning and design process it is determined that the proposed project scope(s) will not sufficiently address the critical need identified, the project scope, schedule and budget will be revised accordingly.

Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizens’ Oversight Committee (BOC) at its meeting on December 1, 2016. Staff has concluded that this proposed FSD SEP amendment will facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD SEP.

Attachments:
Attachment A - Project Definitions for Five Projects that Address Critical School Repair Needs

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

ROGER FINSTAD
Director of Maintenance of Operations
Facilities Services Division

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
Attachment A

1. Arroyo Seco Museum Science Magnet School – Project to Provide Sanitary Buildings
   - Local District Central, Board District 2 – Garcia
   - **Project Background and Scope** – This project is for the purchase and installation of two sanitary buildings including the site preparation and utility connections. The scope of work includes the construction of an ADA ramp, elevator and other related access compliance work.
   - **Project Budget** – $2,262,908
   - **Project Schedule** – Construction is anticipated to begin in Q2 2018 and conclude in Q2 2019.

2. Ramon C. Cortines School of Visual & Performing Arts – Project to Replace Heating, Ventilation and Air Conditioning System
   - Local District Central, Board District 2 – Garcia
   - **Project Background and Scope** – This project is to remove and replace the failed chiller unit and the central plant control system. The chiller unit and control system which have failed are beyond the warranty coverage period and economical repair.
   - **Project Budget** – $577,720
   - **Project Schedule** – Construction is anticipated to begin in Q1 2017 and conclude in Q2 2017.

3. Frost Middle School – Project to Replace Deteriorated Stair Structures
   - Local District Northwest, Board District 3 – Schmerelson
   - **Project Background and Scope** – This project is to replace deteriorated exterior wood stairs, structures, bridges, and landings at the Main and classroom buildings. The stairs and attached structures have required extensive repairs and are beyond economical repair. The deteriorated wood will be replaced with steel structures, supporting concrete over metal decking to prevent termite and dry rot damage. This project will consist of ADA compliance work which includes the installation of a new elevator.
   - **Project Budget** – $3,048,433
   - **Project Schedule** – Construction is anticipated to begin in Q4 2018 and conclude in Q4 2020.

4. King Middle School – Project to Replace Synthetic Turf Fields
   - Local District Central, Board District 5 – Rodriguez
   - **Project Background and Scope** – This project is to replace approximately 70,000 square feet of deteriorated synthetic turf field, repair cooling for irrigation and cleaning of field drainage. The warranty for the existing turf has expired.
   - **Project Budget** – $1,615,250
   - **Project Schedule** – Construction is anticipated to begin in Q3 2017 and conclude in Q1 2018.

5. Lassen Elementary School – Project to Repair Library Building
   - Local District Northwest, Board District 6 – Ratliff
   - **Project Background and Scope** – This project is to provide repairs at the Library building which was damaged as a result of a fallen tree. The roof and arcade structures were damaged and will require replacement. The fallen tree has been removed.
   - **Project Budget** – $558,342 (The District’s insurance deductible is $1M.)
   - **Project Schedule** – Construction is anticipated to begin in Q4 2017 and conclude in Q3 2018.
RESOLUTION 2016-47

BOARD REPORT NO. 250-16/17

AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO DEFINE AND APPROVE FIVE PROJECTS THAT ADDRESS CRITICAL SCHOOL REPAIR NEEDS

WHEREAS, District Staff proposes that the Board of Education approve an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve five projects that address critical school repair needs with a combined budget of $8,062,653 (collectively, the “Project”) as described in Board Report 250-16/17 attached hereto; and

WHEREAS, on January 14, 2014, the Board of Education approved the establishment of the School Upgrade Program (SUP), the next phase of the District’s Bond Program which will modernize, build and repair school facilities to improve student health, safety and educational quality; and

WHEREAS, the SUP includes a spending target to address “Critical School Repair and Safety Improvements to School Building Components”; and

WHEREAS, District Staff has determined that the Project is necessary to improve student health, safety and educational quality; and

WHEREAS, the Board of Education’s approval of the Project will authorize District Staff to proceed with the expenditure of bond funds to undertake the Project in accordance with the provisions set forth in Measures K, R, Y and Q; and

WHEREAS, these projects are consistent with the District’s commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment; and
WHEREAS, District Staff has concluded that the proposed SEP amendment will facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens’ Bond Oversight Committee recommends that the Board of Education adopt an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve five projects that address critical school repair needs with a combined budget of $8,062,653 as defined in Board Report 250-16/17, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee’s website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on December 1, 2016, by the following vote:

AYES: 12
NAYS: 0

Pamela Schmidt
Chair

Quyan Nguyen
Vice Chair
TAB 22
Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Four Board Member Priority and Local District Priority Projects
December 13, 2016
Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education approve an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve four Local District Priority (LDP) and Board Member Priority (BMP) projects (as listed on Attachment A), and authorize the Chief Facilities Executive, and/or his designee, to make any purchases associated with these projects. The total budget for these projects is $341,664.

Background:
The need for a Local District Priority (LDP) and Board Member Priority (BMP) project is identified by a Board District or Local District. Proposed projects are developed with support from Facilities Services Division staff and input from school administrators.

The projects proposed in this Board Report will upgrade, modernize and/or enhance the learning environment for students. Project scopes, schedules and budgets may vary depending on site conditions and needs. All projects must be capital in nature and adhere to bond language and laws.

Expected Outcomes:
Execution of these projects will help improve the learning environment for students, teachers and staff.

Board Options and Consequences:
A “yes” vote will allow staff to execute the projects listed on Attachment A. Failure to approve this proposed action will delay the projects and ultimately the anticipated benefit to the school and its students.

Policy Implications:
The requested actions are consistent with the Board-Prioritized Facilities Programs for Local District Priority and Board Member Priority projects and the District’s commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment.

Budget Impact:
The total combined budget for the four projects is $341,664. One project is funded by Bond Program funds allocated for Board Member Priority projects. Three projects are funded by Bond Program funds allocated for Local District Priority projects.

Issues and Analysis:
This report includes a number of time-sensitive, small to medium-sized projects that have been deemed critical by Board Members and/or Local Districts and school administrators.
Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizens’ Oversight Committee (BOC) at its meeting on December 1, 2016. Staff has concluded that this proposed FSD-SEP amendment will help facilitate implementation of the FSD-SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD-SEP.

Attachments:
Attachment A

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

PRESENTED BY:

ROGER FINSTAD
Director of Maintenance of Operations
Facilities Services Division

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
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<td>Overland ES</td>
<td>Provide new staff parking lot; reconfigure playground BMP*</td>
<td>BMP*</td>
<td>$223,780</td>
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<td>Q1-2018</td>
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<td>2</td>
<td>3</td>
<td>NW</td>
<td>Van Gogh CS</td>
<td>Provide and install two swing gates</td>
<td>LDP</td>
<td>$20,680</td>
<td>Q1-2017</td>
<td>Q2-2017</td>
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<td>3</td>
<td>5</td>
<td>E</td>
<td>Bell HS</td>
<td>Purchase (40) Microsoft Surface Pro devices and cart; Upgrade security features including door hardware and install metal skins on doors</td>
<td>BMP</td>
<td>$67,435</td>
<td>Q4-2016</td>
<td>Q1-2017</td>
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<td>4</td>
<td>5</td>
<td>E</td>
<td>Tweedy ES</td>
<td>Purchase (70) Chromebooks and (3) Black and White printers; Upgrade security features including door hardware and install metal skins on doors</td>
<td>BMP</td>
<td>$29,769</td>
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<td>Q1-2017</td>
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<td></td>
<td></td>
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<td>$341,664</td>
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*Although this is a Board Member Priority Project, Local District West is contributing $100,000 toward the budget. The amount will be transferred from the LDP funds (LD West) spending target to the BD 1 spending target.*
RESOLUTION 2016-49

BOARD REPORT NO. 251-16/17

AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO DEFINE AND APPROVE FOUR BOARD MEMBER PRIORITY AND LOCAL DISTRICT PRIORITY PROJECTS

WHEREAS, District staff proposes that the Board of Education approve an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve four Local District Priority (LDP) and Board Member Priority (BMP) projects (as listed on Attachment A of Board Report No. 251-16/17), and authorize the Chief Facilities Executive, and/or his designee, to make any purchases associated with these projects. The total combined budget for these projects is $341,664; and

WHEREAS, projects included in the Facilities Services Division Strategic Execution Plan presented to the Board of Education were developed by Facilities in consultation with the Complex Project Managers, Regional Facilities Directors, Administrator of Operations, the affected School Principals, and the communities, and

WHEREAS, funding for the four Local District Priority & Board Member Priority Projects will come from Alteration and Improvement Funds ($20,680), and, Board Member Priority Funds ($320,984); and

WHEREAS, District staff has concluded that the proposed SEP Amendment will help facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District's ability to successfully complete the FSD SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Bond Citizens' Oversight Committee recommends that the Board of Education adopt an amendment to the
RESOLUTION 2016-49
AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO DEFINE AND APPROVE FOUR BOARD MEMBER PRIORITY AND LOCAL DISTRICT PRIORITY PROJECTS
PAGE 2

Facilities Services Division Strategic Execution Plan, to add four Local District Priority projects and Board Member Priority projects within Local Districts Northeast, Northwest, East, West, South and Central such that the Strategic Execution Plan is amended to include the four LDP and BMP Projects described in the Board Report No. 251-16/17, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee’s website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on December 1, 2016, by the following vote:

AYES: 11
NAYS: 0

ABSTENTIONS: 0
ABSENCES: 2

Pam Schmidt
Chair

Quynh Nguyen
Vice Chair
TAB 23
Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Upgrades at Abram Friedman Occupational Center
December 13, 2016
Facilities Services Division and Division of Adult and Career Education

Action Proposed:
Staff proposes that the Board of Education amend the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve upgrades at Abram Friedman Occupational Center. The proposed project includes the replacement of the antiquated and deteriorated heating, ventilation and air conditioning systems and the upgrade of the elevators and fire alarm systems. Construction is anticipated to begin in the first quarter of 2018, and be completed in the fourth quarter of 2019. The total budget for this project is $15,741,379.

Background:
On January 14, 2014, the Board of Education approved the establishment of the School Upgrade Program (SUP), the next phase of the District's Bond Program which will modernize, build and repair school facilities to improve student health, safety and educational quality. The Board's action approved the overarching goals and principles, funding sources, specific categories of need, and spending targets for the SUP.

The SUP includes a spending target to "Provide/Upgrade Adult and Career Education Facilities Necessary to Provide Career Training and Adult Courses." Projects developed under this category of need are included in the Facilities Services Division Strategic Execution Plan. The project proposed in this Board Report will upgrade and/or enhance the learning environment for students. The project addresses upgrades to various systems in need of replacement.

Abram Friedman Occupational Center is one of five regional occupational centers in the Los Angeles Unified School District Division of Adult and Career Education, and has an annual enrollment of more than 5,000 students. Its central location in the city draws a diverse student population seeking low-cost, short-term career training.

The proposed project for this site consists of replacing the antiquated and deteriorated heating, ventilation and air conditioning (HVAC) system, and upgrading the elevators and the fire alarm system.

The 12-story building was constructed in 1926. The existing HVAC system was installed in 1969 and partially refurbished in 2004. The HVAC control system is antiquated and the components are beyond economical repair. The system is incapable of consistently maintaining temperatures and requires ongoing maintenance to remain operational.

This project also includes the replacement of the elevator motor and car components including elevator controllers for four passenger and two freight elevators. The replacement of the elevator controllers and the HVAC systems will be integrated with the installation of a new, fully automatic, fire alarm system.
The proposed project is located in Board District 2 (Monica Garcia) and Local District Central.

**Expected Outcomes:**
Staff anticipates that the Board of Education will approve the proposed action to provide upgrades at Abram Friedman Occupational Center, which are necessary to support the career training and adult courses.

**Board Options and Consequences:**
Approval of this proposed action will authorize staff to proceed with the expenditure of Bond Program funds to execute this project in accordance with the provisions set forth in Measures K, R, Y and Q. If the proposed action is not approved, Bond funds will not be expended and the Adult and Career Education facilities needs will remain unaddressed.

**Policy Implications:**
These actions are consistent with the District’s commitment to address unmet school facilities needs and provide the community with adequate facilities for career training and adult courses.

**Budget Impact:**
The total combined budget for this project is $15,741,379. The project will be funded with Bond Program funds earmarked specifically for the upgrade of Adult and Career Education facilities necessary to provide career training and adult courses.

**Issues and Analysis:**
It may be necessary to undertake feasibility studies, site analysis, scoping, and/or due diligence activities on the proposed projects prior to initiating design. As necessary, the Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA) to ensure compliance. If through the planning and design process it is determined that the proposed project scope(s) will not sufficiently address the critical need identified, the project scope, schedule and budget will be revised accordingly.

**Bond Oversight Committee Recommendations:**
This item was considered by the School Construction Bond Citizens’ Oversight Committee (BOC) at its meeting on December 1, 2016. Staff has concluded that this proposed FSD SEP amendment will facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD SEP.

**Attachments:**
None.

**Informatives:**
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

APPROVED BY:

JOSEPH STARK
Executive Director
Division of Adult and Career Education

PRESENTED BY:

ROGER FINSTAD
Director of Maintenance and Operations
Facilities Services Division

CHERYL SIMPSON
Director, Budget Services and Financial Planning

☑ Approved as to budget impact statement.
RESOLUTION 2016-50

BOARD REPORT NO. 252-16/17

AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO DEFINE AND APPROVE UPGRADES AT ABRAM FRIEDMAN OCCUPATIONAL CENTER

WHEREAS, staff proposes that the Board of Education approve an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve a project to provide upgrades at Abram Friedman Occupational Center for a total project budget of $15,741,379 as described in Board Report 252-16/17 attached hereto; and

WHEREAS, the various bond programs include a spending target to "Provide/Upgrade Adult and Career Education Facilities Necessary to Provide Career Training and Adult Courses;" and

WHEREAS, Projects developed under this category of need are included in the Facilities Services Division Strategic Execution Plan; and

WHEREAS, the project proposed in this Board Report will upgrade and/or enhance the learning environment for students; and

WHEREAS, the Board of Education’s approval of the Project will authorize District Staff to proceed with the expenditure of bond funds to undertake the Project in accordance with the provisions set forth in Measures K, R, Y and Q; and

WHEREAS, this project is consistent with the District’s commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment; and
RESOLUTION 2016-50
AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO DEFINE AND APPROVE UPGRADES AT ABRAM FRIEDMAN OCCUPATIONAL CENTER
PAGE 2

WHEREAS, District Staff has concluded that the proposed SEP amendment will facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens’ Bond Oversight Committee recommends that the Board of Education adopt an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve a project to provide upgrades at Abram Friedman Occupational Center for a total project budget of $15,741,379 as described in Board Report 252-16/17 attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee’s website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on December 1, 2016, by the following vote:

AYES: 12 ABSTENTIONS: 0
NAYS: 0 ABSENCES: 1

Pamela Schmidt
Chair

Quynh Nguyen
Vice Chair
TAB 24
Resolution of Intention to Dedicate an Easement at Maple Primary Center  
December 13, 2016  (Public Hearing January 10, 2017)  
Facilities Services Division

Action Proposed:  
Staff proposes that the Board of Education adopt a Resolution of Intention to Dedicate an Easement at Maple Primary Center as legally described in Exhibit A and shown on Exhibit B (attached) to the City of Los Angeles, a municipal corporation, copies of which are on file and available for public examination in the Board Secretariat's Office, 333 South Beaudry Avenue, 24th Floor, Los Angeles, California 90017. Furthermore, staff proposes that the Board of Education authorize the Chief Facilities Executive or his designee(s) to execute an easement deed associated with the street dedication easement.

Property:  A portion of Maple Primary Center  
(See Exhibits A and B)  
3601 South Maple Avenue  
Los Angeles, CA 90011  
Purpose: Street Dedication Easement for various street improvements  
Grantee: City of Los Angeles  
Consideration: None  
Date of Public Hearing: January 10, 2017

Background:  
On February 26, 2002, the Board of Education approved the Jefferson New Primary Center No. 6 project, now known as Maple Primary Center (FSD and OEHS#04-01/02). In order to construct improvements in the public right-of-way, the City of Los Angeles required the District to provide a 10 foot wide curb-cut for a vehicular easement for passenger drop off area and two, 15 foot radius corner cuts for accessibility purposes along the west side of Maple Avenue, along the front of the school site. This dedication enables the District to comply with the City of Los Angeles’ offsite improvement permit requirements associated with the construction of the Maple Primary Center project.

_California Education Code Sections 17556 through 17561_ specify that a Notice of Adoption of Resolution of Intention to Dedicate an Easement include a time not less than ten days after adoption of the Resolution to hold a public hearing by the Board of Education. The adopted Resolution must be posted in three public places within the District’s boundaries no less than ten days before the date of the public hearing and be published no less than five days before the hearing in a newspaper of general circulation within the District’s boundaries. The Los Angeles Daily Journal is currently being used for this purpose.

Maple Primary Center is located within Local District Central and Board District 2 (Mónica García).
Expected Outcomes:
Staff anticipates the Board of Education will adopt the Resolution of Intention to Dedicate an Easement to the City of Los Angeles and authorize the Chief Facilities Executive, or his designee(s) to execute the easement deed associated with the street dedication easement.

Board Options and Consequences:
If approved, staff will proceed with the steps necessary to dedicate the easement to the City of Los Angeles. After dedication, the City will be responsible for all future maintenance, repair and improvements.

Policy Implications:
None.

Budget Impact:
All costs associated with the Resolution of Intention to Dedicate an Easement at Maple Primary Center are included in the project budget and funded from Bond Program funds.

Issues and Analysis:
None.

Attachments:
- Notice of Adoption of Resolution of Intention to Dedicate an Easement at Maple Primary Center
- Exhibit A (Legal Description)
- Exhibit B (Exhibit Map)

Informatives:
None.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

DAVID HOLMQVIST
General Counsel

PRESENTED BY:

KRISTINA TOKES
Director of Asset Management
Facilities Services Division

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.
NOTICE OF ADOPTION OF RESOLUTION OF INTENTION TO DEDICATE AN EASEMENT
AT MAPLE PRIMARY CENTER

At a meeting of the Board of Education of the City of Los Angeles, Governing Board of the Los Angeles Unified School District, held December 13, 2016, the following resolution was adopted by at least a two-thirds vote of all its members:

RESOLVED: That the Board of Education of the City of Los Angeles, in pursuance of the provisions of Sections 17556 through 17561, inclusive, of the Education Code of the State of California, does hereby declare its intention to irrevocably offer to dedicate an easement for vehicular drop-off purposes and for accessibility purposes to the City of Los Angeles, a municipal corporation, at Maple Primary Center with regard to that certain real property situated in the County of Los Angeles, City of Los Angeles, State of California, legally described on Exhibit A and also shown on Exhibit B attached hereto.

The proposed dedication of an easement to the City of Los Angeles is needed for street improvement purposes on the west side of Maple Avenue, bordering the east side of the Maple Primary Center campus. The dedication will be in the form of an Irrevocable Offer to Dedicate as legally described in Exhibit A and shown on Exhibit B attached hereto.

The Grantee shall be responsible for damage caused intentionally or by any negligent act or omission of the respective grantee, its agent or employees while exercising the rights granted respectively herein.

BE IT FURTHER RESOLVED: That a public meeting of this Board be held in the Los Angeles Unified School District Board Room, 333 South Beaudry Avenue, 1st Floor, Los Angeles, 90017, the regular place of meeting of this Board, at or about 1:00 p.m., on January 10, 2017 for a public hearing upon the question of such dedication.

BE IT FURTHER RESOLVED: That it is the intention of the Board at the time and place fixed for such public hearing or meeting, unless a petition protesting against the proposed dedication, signed by at least ten percent of the qualified electors of said Los Angeles Unified School District, as shown by the affidavit of one of the petitioners, be filed with this Board, to order the dedication and adopt a resolution authorizing the execution and delivery of the dedication of an easement for passenger drop-off purposes and ADA street accessibility.

Notice of the adoption of this resolution and of the time and place of holding said meeting shall be given by posting copies of this resolution, signed by the members of this Board or a majority thereof, in three public places in this Los Angeles Unified School District of Los Angeles County, not less than ten days before the date of said meeting and by publishing a copy of this resolution once not less than five days before the date of said meeting in a newspaper of general circulation published in the Los Angeles School District of Los Angeles County.
IN WITNESS of the passage of the foregoing Resolution as prescribed by law, we, the Members of said Board of Education, present and voting thereon, have hereunto set our hands the 13th day of December, 2016.

______________________________________               ______________________________________
______________________________________               ______________________________________
______________________________________               ______________________________________

_____________________________________________
Members of the Board of Education of the
City of Los Angeles

ACKNOWLEDGMENT

STATE OF CALIFORNIA  )
 )
COUNTY OF LOS ANGELES  )

I, _____________________________, ____________________________, for the Board of Education of the City of Los Angeles, California, hereby certify the foregoing to be a full, true, and correct copy of Resolution of Intention to Dedicate an Easement at Maple Primary Center.

By: ______________________________

Name: __________________________

Title: ___________________________

On _________________________ before me, __________________________________________________________________, personally appeared ____________________________________________________________________________, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature ________________        (Seal)
EXHIBIT A

Legal Description

Parcel 1: Maple Avenue and 36th Place (15' Radius Property Line Return)

That portion of Lot 24 in Block C of Potter’s Woodlawn, in the City of Los Angeles, County of Los Angeles, State of California, as per map recorded in Book 60, Page 9 of Miscellaneous Records, in the office of the County Recorder of said county, and that portion of Maple Avenue as vacated by Ordinance No. 6962, "New Series", bounded and described as follows:

Beginning at the intersection of the northeasterly line of 36th Place, 60 feet wide, formerly shown as 37th Street, on said map of Potter’s Woodlawn and the northwesterly line of Maple Avenue, 60 feet wide, as described in said Ordinance No. 6962; thence northwesterly along said northeasterly line of 36th Place to the beginning of a curve, concave to the north, having a radius of 15.00 feet and being tangent at its northeasterly terminus to said northwesterly line of Maple Avenue; thence easterly along said curve to said northwesterly line of Maple Avenue; thence southerly along said northwesterly line of Maple Avenue to the point of beginning.

Parcel 2: Maple Avenue and 36th Street (15’ Radius Property Line Return)

That portion of Lot 23 in Block C of Potter’s Woodlawn, in the City of Los Angeles, County of Los Angeles, State of California, as per map recorded in Book 60, Page 9 of Miscellaneous Records, in the office of the County Recorder of said county, and that portion of Maple Avenue as vacated by Ordinance No. 6962, "New Series", described as follows:

Beginning at the intersection of the southwesterly line of 36th Street, 60 feet wide, and the northwesterly line of Maple Avenue, 60 feet wide, as described in said Ordinance No. 6962, "New Series of City Ordinances", thence northwesterly along said southwesterly line of 36th Street to the beginning of a curve, concave to the west, having a radius of 15.00 feet and being tangent at its southerly terminus to said northwesterly line of Maple Avenue; thence southerly along said curve to said northwesterly line of Maple Avenue; thence northeasterly along said northwesterly line of Maple Avenue to the point of beginning.

Parcel 3: Maple Street (Drop Off Lane)

That portion of Maple Avenue as vacated by Ordinance No. 6962, "New Series of City Ordinances", in the City of Los Angeles, County of Los Angeles, State of California, described as follows:

Beginning at the intersection of the northwesterly line of Maple Avenue, 60 feet wide, as described in said Ordinance No. 6962, and a line which bears at right angles to the center line of said Maple Avenue, and which passes through a point on said center line, distant thereon southwesterly 49.00 feet from the center line of 36th Street, 60 feet wide, as shown on the map of Potter's Woodlawn, in said City, as per map recorded in Book 60, Page 9 of Miscellaneous Records, in the office of the County Recorder of said county, said intersection being the beginning of a curve, concave northerly, and having a radius of 15.00 feet; thence southwesterly 9.65 feet along said curve to the beginning of a reverse curve, said reverse curve being concave southeasterly, having a radius of 35.00 feet and being tangent at its southerly terminus to a line parallel with and 40.00 feet northwesterly of said centerline of Maple Avenue; thence southwesterly 22.52 feet along last said curve to said parallel line; thence southwesterly 122.00 feet along said parallel line to the beginning of a curve, concave southeasterly and having a radius of 35.00 feet; thence southerly 22.52 feet along last said curve to the beginning of a reverse curve, concave southwesterly, having a radius of 15.00 feet and being tangent at its southerly terminus to said northwesterly line of Maple Avenue, 60 feet wide, as described in said Ordinance No. 6962; thence southerly 9.65 feet along last said curve to said northwesterly line of Maple Avenue; thence northeasterly 182.00 feet along said northwesterly line of Maple Avenue, to the point of beginning.

[Signature]

6/28/2012

TANFIK SHAHRI
STATE OF CALIFORNIA
LS 8721
EXHIBIT B

PARCEL 1:
OFFER TO DEDICATE PUBLIC STREET

PARCEL 2:
OFFER TO DEDICATE PUBLIC STREET

PARCEL 3:
OFFER TO DEDICATE PUBLIC STREET

BDRY

EXHIBIT MAP
DEPARTMENT OF PUBLIC WORKS
BUREAU OF ENGINEERING
SURVEY DIVISION
Gary Lee Moore, P.E., City Engineer

RAW 36000-1823
D.M. 117A205
T.G. 674D2
C.D. 9

NTS
Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Four Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects

December 13, 2016
Facilities Services Division

Action Proposed:
Staff proposes that the Board of Education amend the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve four Sustainable Environment Enhancement Developments for Schools (SEEDS) projects as listed in Attachment A. The total combined budget for these projects is $305,000.

Background:
On June 18, 2013, the Board of Education amended the FSD SEP to establish the SEEDS program and allocate $5,000,000 for the development of future projects that will enhance school sites by creating outdoor learning spaces in collaboration with school and community led efforts. There are two components to the SEEDS program. The first component is development of the outdoor learning space, constructed by the District and includes capital investments, such as asphalt removal, installation of irrigation and utilities, and any associated testing and inspection. The second component, which is essential to the success of each project, is the collaboration with a school site and/or partner organization that will outfit the outdoor learning space with the plant materials and landscaping features that align with the school’s instructional vision and program.

Potential projects are identified through proposals submitted by schools, and or partners. A school site by itself, or in cooperation with a partner organization, may submit a SEEDS application to receive up to $100,000 to create or improve an outdoor learning space. District staff evaluated proposals based on the specific criteria and requirements outlined in the SEEDS program guide to ensure each proposal meets the eligibility requirements. Proposals must include a written project narrative describing the project scope, an explanation of how the project will be integrated into the school’s curriculum, and confirmation of the availability of resources to outfit and maintain the outdoor learning space. The recommended projects have been reviewed and have been found to comply with the program requirements.

Expected Outcomes:
Approval of this proposed action will enable staff to proceed with the design and construction of these four projects. Approval of these greening projects will improve the learning environment for students, teachers and staff, increase sustainability, and enhance the outdoor school environment.

Board Options and Consequences:
Approval of this proposed action will authorize staff to proceed with the expenditure of Bond Program funds to execute these projects that support educational programs related to nutrition, health, literacy, math and science. If these projects are not approved, the school sites will not benefit from the creation of these outdoor learning spaces.
Policy Implications:
The proposed action is consistent with the District's long-term goal to address unmet school facilities needs and provide students with safe and healthy learning environments. It is also aligned with the goals and principles of the School Upgrade Program, which was approved by the Board of Education on January 14, 2014. Furthermore, it supports the *Expand Sustainable Schoolyards and Environmental Initiatives and Curriculum* Board Resolution adopted on April 16, 2013.

Budget Impact:
The combined project budget for the four proposed projects is $305,000. The proposed projects will be funded by Bond Program funds associated with the School Upgrade Program, earmarked specifically to “Leverage Partnerships to Provide After School Activities and Programming and Community Use of Facilities.”

Issues and Analysis:
In order to ensure the long-term permanence of each SEEDS project, the school site and/or their partner organization must enter into a Maintenance Agreement that provides for the on-going maintenance of the proposed outdoor learning space.

Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizens’ Oversight Committee (BOC) at its meeting on December 1, 2016. Staff has concluded that this proposed FSD-SEP amendment will help facilitate implementation of the FSD-SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD-SEP.

Attachments:
Attachment A

Informatives:
November 21, 2016 Update to SEEDS Program Guidelines Informative
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

DAVID HOLMQVIST
General Counsel

PRESENTED BY:

RÖGER FINSTAD
Director of Maintenance of Operations
Facilities Services Division

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
<table>
<thead>
<tr>
<th>Local District</th>
<th>BD</th>
<th>School Name</th>
<th>Partner Organization(s)</th>
<th>Project Description</th>
<th>Project Budget*</th>
<th>Est. Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td>7</td>
<td>Bandini Street</td>
<td>The Kitchen Community</td>
<td>Design and construct an outdoor learning space of approximately 1,500 square feet consisting of the installation of pavers, concrete headers, two tree wells, a hose bib, irrigation system, seating boulders, planter boxes, art poles and soil. It will be outfitted by the school site and the partner organization (The Kitchen Community) with planting materials and trees.</td>
<td>$70,000</td>
<td>Q2 2017</td>
</tr>
<tr>
<td>West</td>
<td>4</td>
<td>Cowan Avenue</td>
<td>The Kitchen Community</td>
<td>Design and construct an outdoor learning space of approximately 1,500 square feet consisting of the installation of a hose bib, irrigation system, seating boulders, planter boxes, art poles, a storage unit and soil. It will be outfitted by the school site and the partner organization (The Kitchen Community) with planting materials.</td>
<td>$55,000</td>
<td>Q1 2017</td>
</tr>
<tr>
<td>Northeast</td>
<td>3</td>
<td>Sherman Oaks</td>
<td>SOPA/EnrichLA</td>
<td>Design and construct an outdoor learning space of approximately 6,500 square feet consisting of the installation of concrete, decomposed granite, irrigation system, bioswale and boulders. It will be outfitted by the school site and the partner organizations (Sherman Oaks/EnrichLA) with raised beds, drip irrigation and planting materials.</td>
<td>$100,000</td>
<td>Q1 2017</td>
</tr>
<tr>
<td>West</td>
<td>1</td>
<td>Western Avenue</td>
<td>The Kitchen Community</td>
<td>Design and construct an outdoor learning space of approximately 1,700 square feet consisting of the removal of asphalt, installation of decomposed granite, stamped concrete, a hose bib, irrigation system, seating boulders, planter boxes, art poles and soil. It will be outfitted by the school site and the partner organization (The Kitchen Community) with planting materials.</td>
<td>$80,000</td>
<td>Q1 2017</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$305,000</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Project budget reflects the design services and improvements undertaken by the District. The outfitting of the outdoor learning space will be provided by the school site and/or partner organization.
RESOLUTION 2016-48

BOARD REPORT NO. 256-16/17

AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO DEFINE AND APPROVE FOUR SUSTAINABLE ENVIRONMENT ENHANCEMENT DEVELOPMENTS FOR SCHOOLS (SEEDS) PROJECTS

WHEREAS, District Staff proposes that the Board of Education adopt an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve four Sustainable Environment Enhancement Developments for Schools (SEEDS) projects (the “Projects”) as listed in Attachment A to Board Report 256-16/17, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference, which have a total combined budget of $305,000; and

WHEREAS, On June 18, 2013, the Board of Education amended the FSD SEP to establish the SEEDS program and allocate $5,000,000 for the development of future projects that will enhance school sites by creating outdoor learning spaces in collaboration with school and community led efforts; and

WHEREAS, District Staff evaluated proposals based on the specific criteria and requirements outlined in the SEEDS program guide to ensure each proposal meets the eligibility requirements and proposals must include a written project narrative describing the project scope, an explanation of how the project will be integrated into the school’s curriculum, and confirmation of the availability of resources to outfit and maintain the outdoor learning space and the projects being recommended have all been reviewed and are found to be in compliance with the program requirements; and

WHEREAS, District Staff represents that the proposed projects will be funded by Bond Program funds associated with the School Upgrade Program, earmarked specifically to “Leverage Partnerships to Provide After School Activities and Programming and Community Use of Facilities;” and
WHEREAS, in order to ensure the long-term permanence of each SEEDS project, the school site and/or their partner organization must enter into a Maintenance Agreement that provides for the on-going maintenance of the proposed outdoor learning space; and

WHEREAS, District Staff has concluded that the proposed SEP amendment will facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District’s ability to successfully complete the FSD SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens’ Bond Oversight Committee recommends that the Board of Education adopt an amendment to the Facilities Services Division (FSD) Strategic Execution Plan to define and approve four Sustainable Environment Enhancement Developments for Schools (SEEDS) projects as listed in Attachment A, to Board Report 256-16/17, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee’s website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on December 1, 2016, by the following vote:

AYES: 12
NAYS: 0
ABSTENTIONS: 0
ABSENCES: 1

Pamela Schmidt
Chair

Quynh Nguyen
Vice Chair
TO: Members, Board of Education  
Michelle King, Superintendent

FROM: Mark Hovatter, Chief Facilities Executive

SUBJECT: UPDATE TO SUSTAINABLE ENVIRONMENT ENHANCEMENT DEVELOPMENTS FOR SCHOOLS (SEEDS) PROGRAM GUIDELINES

The Sustainable Environment Enhancement Developments for Schools (SEEDS) program was created to support the development of projects that enhance school sites by creating outdoor learning spaces in collaboration with school and community led efforts. As described in the SEEDS program guidelines, there are two primary components of the program. The first is the development of the outdoor learning space, constructed by the District, which includes capital investments for things such as the removal of asphalt and the installation of irrigation and utilities. The second component is the installation of plant materials and/or landscaping features, typically done by a school site and/or partner organization. The SEEDS program began in May 2014 provided for up to $25,000 of bond funds to augment the proposed project costs. To date, 42 SEEDS projects have been Board approved and completed ($1.2 million).

In June 2015, staff recommend to increase the funding cap per SEEDS project from $25,000 to $35,000. The justification was to provide more design flexibility, ensure projects met Americans with Disabilities Act (ADA) accessibility requirements for compliant paths and gates, and to provide a project reserve. With the program now entering its third year, staff is recommending to increase the funds available per SEEDS project from $35,000 to up to $100,000. As the program has grown over the past years, so has the enthusiasm for the ability to create meaningful and robust outdoor learning environments. Consequently, staff is receiving project submittals whose implementation will require more extensive capital improvements. Schools are requesting to convert larger areas of asphalt into green or permeable space as well as more in-ground planting areas, which require more funds to pay for the removal of asphalt and base materials, soil export and import and the installation of decomposed granite or pavers. More projects are proposed to include irrigation systems for in-ground planting areas or raised bed gardens, which help ensure the longevity of new gardens, but also oftentimes require additional costs for drainage systems or permeability assessments. Additionally, many schools desire projects that include classroom gathering spaces that are conducive to cross-disciplinary learning. These more complex designs require the allocation of funds for landscape architectural services to ensure projects are designed to meet District design standards, as well as ADA requirements. An increase in available funding does not mean that all projects will now require this level of investment. The increase will simply provide schools with more opportunity and flexibility to design and implement green, sustainable, educationally rich environments, and support the ongoing success of the SEEDS program.

To ensure that all interested parties are aware of this update to the program, the SEEDS website and all applicable materials will be updated and a notice will be sent to all school sites, stakeholders and community partners describing the change. Additionally, school sites that received SEEDS funds limited by the previous funding caps will have the opportunity to reapply for additional funds, up to the new...
maximum, for SEEDS eligible infrastructure work on their existing projects. While the program has solicited significant interest thus far, we are hopeful this change will encourage more school sites and partners to apply for the program.

If you have any questions or would like additional information, please contact me at 213.241.4811.

c: Alma Peña-Sanchez
   Thelma Meléndez de Santa Ana
   David Holmquist
   Nicole Elam-Ellis
   Kenneth Bramlett
   Jefferson Crain
   Facilities Leadership
   Local District Superintendents
   Members, Bond Citizens’ Oversight Committee
TAB 26
Delegation of Authority to Apply for Non-Formula Grants of $1 Million or More
December 13, 2016
Division of Instruction

Action Proposed:
Staff requests that the Board grant delegation of authority to the Superintendent, or his/her designee, to apply for non-formula grants of $1 million or more and to provide letters of support (when appropriate) to outside partners/organizations that plan to apply for grants of $1 million or more.

An action item would be presented to the Board for approval upon the receipt of a grant award. Should an external partner be involved, the Memorandum of Understanding (MOU) related to the implementation of the awarded grant ($1 million or more), will also be brought to the Board for its approval.

Information concerning applications that are submitted and letters of support granted will be provided to the Board in an Informative.

Background:
In 2009, the District dissolved its Grants Assistance Unit, which managed the grant application process, and assisted with monitoring and documenting grant requirements, audits, and audit findings.

In December of 2012, the Governing Board of Education for L.A. Unified passed a resolution entitled Delegation of Authority for Grant Applications (“Resolution”). The Resolution put into effect that any new, non-formula grant application over $1 million be approved by the Governing Board of the Los Angeles Unified School District prior to its submission. This action was taken primarily to protect the District, schools, and employees from entering into contracts or partnerships that:

- were not aligned with the District’s vision
- might obligate the District to fund unexpected matching funds or provide unreasonable in-kind resources; or,
- were not in the best interest of the District and its entities

There have been challenges in implementing the Resolution due to some grants having immediate application deadlines which do not always align with the District’s board meeting dates and materials submission deadlines. Partnering organizations or District internal employees cannot always obtain timely letters of support or the requisite Board approval prior to submission deadlines for most grants. An unintended outcome of the current Resolution is that external organizations look to other LEAs for partnership opportunities (e.g., charter schools which are their own LEA), use a charter school when the grant requires an LEA be named party to the grant, or grant applications are not submitted due to the fact that submission deadlines do not coincide with the Board meeting schedule and material due dates.
Staff seeks to institute clearer procedures for tracking grant applications, ensuring grant alignment with District goals, sustainability of the grant goals, and the fiscal responsibility when it comes to matching funds or in-kind resources. The proposed delegation of authority for the submission of a non-formula grant of $1 million or more retains the securities provided by the 2012 Resolution, with additional benefits.

Expected Outcomes:
Board approval would provide the Superintendent, or designee, the authority to approve non-formula grant applications in which the total award amount is $1 million or more prior to submission and submit the needed letter(s) of support so long as the District sponsor was able to determine the following:

1. The grant application is in alignment with the District’s Strategic Plan, Goal of 100% graduation, LCAP goals, and other objectives: Building a Strong Foundation, Proficiency for All, 100% attendance, Safety, Parent and Community Engagement.
2. The dollar match or in-kind resources requested are fiscally sound.
3. The grant deliverables are not in competition with a District priority or initiative that has been outlined in the Strategic Plan (in final stages of development).
4. There is a sustainability plan in place for after the grant expires.

The Board will be apprised of the grant applications submitted on a monthly basis (if grants were applied for) through a board informative, which would provide a summary of the grant, its alignment with District goals, matching or in-kind requirements, and sustainability plan. If there are concerns, contacts information will be provided to request more information.

Board Options and Consequences:
Board denial could result in less funding opportunities for the District and its schools, communities, and students.

Board approval of this proposed action still provides a safety net for the District in that staff is only seeking delegation of authority to submit application for non-formula grants of $1 million or more prior to submission. If the grant is awarded, staff would prepare a Board Report/Informative to go before the Board, and should an external partner be involved, all memorandum of understandings (MOU) related to the implementation of the grants of $1 million or more will be approved by the Board. The current proposal retains all of the securities provided by the 2012 Resolution, with the additional benefits of instituting more checks and balances by staff, potentially encouraging more funding opportunities, and being able to streamline the process to apply for grants.

Policy Implications:
This action supports the Board’s initiatives to streamline processes, and to enhance efficiency, and increase funding to the District. The proposed delegation of authority is designed to maintain these safeguards put into place by the 2012 Resolution, and to add flexibility in the following situations:

- Ability to meet grant submission deadlines
- Ability to provide letters of support - When a community-based organization intends to apply for a grant that requires a Local Education Agency (LEA) to be named as a party to a grant application and obtain signed letters of support
- Increase District’s potential to receive grants through partnering organizations
**Budget Impact:**
There is no immediate or direct impact to the Division of Instruction or District budget. However, delegation of authority could make the grant applications submitted by our partnering organizations more competitive by allowing the District to write more specific letters of support and could allow for more grant opportunities. Many grants require outside organizations to name a Local Education Agency a party to the grant application, including signed letters of support.

The approval of the proposed Board action would maximize resources coming to the District, its schools, students, and communities, and still providing optimal oversight and protection for its resources. A full budgetary and policy analysis with respect to any MOUs will be presented to the Board for approval.

**Issues and Analysis:**
Approval of the requested Board action is in line with previous Board resolutions that call for increased resources to the District. To be most efficient and effective, the District will develop a clear grant process that is communicated to community-based, non-profit organizations to familiarize potential partnering organizations with the District’s newly developed policies, procedures, as well as our District priorities and focus to ensure that partnering agencies are in alignment with our goals, not the contrary. Policy bulletin will be updated to inform all employees of the grant process and requirements.

**Attachments:**
Grant Approval Process: Delegation of Authority to the Superintendent, or Designee, to Apply for Non-Formula Grants of $1 Million or More; Board Retains Authority to Ratify if Grant is Awarded

**Informatives:**
Delegation of Authority to the Superintendent of Schools, or Designee, to Apply for Non-Formula Grants of $1 Million or More
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

Alison Towery
Director, Instructional Operations
Division of Instruction

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

APPROVED & PRESENTED BY:

Frances Gipson, Ph.D.
Chief Academic Officer
Division of Instruction

☑ Approved as to form.

☑ Approved as to budget impact statement.
Proposed Grant Approval Process:

Delegation of Authority to the Superintendent or Designee to Apply and Write Letters of Support
Board Retains Authority to Approve Grants Upon Receipt of Award Letter and Ratify MOUs

1. Interested Party Reviews LAUSD Strategic Plan and Submits "Intent to Submit a Grant Application"
   At least four weeks prior to grant submission deadline, the applicant completes a form to explain the details of the grant and contacts the District Sponsor to notify of intent to apply. Staff reviews grant details to advise Division leads / Superintendent.

2. District Sponsor Determines if the Grant is:
   - Aligned to Strategic Plan/LCAP goals
   - Aligned with District initiatives
   - Fiscally Sound (Budget Impact)
   - Sustainable after the grant
   - Yes - Proceed to Step 3
   - No - Stop. Applying party is informed of denial.

3. Superintendent/Designee Approve the Sponsor's Analysis.
   - Yes - Proceed to Step 4
   - No - Stop. Applying party is informed of denial.

4. Superintendent Signs for Grant Applications within Delegated Authorities.
   A Board Informative will be provided monthly to apprise the Board of Education of the grants that were applied for, grants pending, and grants awarded. Contact information will be provided should questions arise or clarification be needed.

5. Is the Grant Awarded?
   - Yes - Staff prepares grant abstract, grant number program code(s), and Board Report/Informative for budget appropriation. If with an external partner, staff prepares an MOU for ratification. Proceed to Step 6
   - No - no action necessary

6. Board Ratification
   - Approval - The Board approves the grant and/or the MOU for implementation of the grant.
   - Denial - The Board denies grant award and/or the MOU for implementation of the grant.
TO: Members, Board of Education
Michelle King, Superintendent

FROM: Alison Towery, Director of Instructional Operations
Division of Instruction

SUBJECT: DELEGATION OF AUTHORITY TO THE SUPERINTENDENT OF SCHOOLS, OR DESIGNEE, TO APPLY FOR NON-FORMULA GRANTS OF $1 MILLION OR MORE

On December 11, 2012, the L.A. Unified Governing Board of Education passed the resolution Delegation of Authority for Grant Applications. The resolution put into effect that any new, non-formula grant application over $1 million be approved by the Governing Board of the L.A. Unified prior to its submission. This action was taken primarily to protect the District, schools, and employees from entering into contracts or partnerships that:

- were not aligned with the District’s vision
- might obligate the District to provide unexpected matching funds or unreasonable in-kind resources
- were not in the best interest of the District and its entities

At this time, there is a need to revisit the resolution by suggesting a compromise that offers similar protection to the District while still maximizing opportunities for funding, services, and support that greatly benefit the students, staff, and communities that the District serves.

The challenge the District faces under the current resolution is that submission due dates for large, multi-year federal, state, and other grants do not necessarily coincide with the L.A. Unified Board of Education meeting schedules. Additionally, the community-based organizations that apply for grants and wish to partner with the District are not aware of the District’s policies or procedures. They often do not realize that they need to go before the Board prior to submitting an application until they ask for a letter of support and a signed MOU, at which point, they may have missed the deadline to get on the Board meeting agenda.

For example, the most recent federal Promised Neighborhoods non-formula (competitive) grant offering $30 million over five years, required a letter of support and signed MOU with at least one partnering Local Education Agency (LEA). The District was notified by the community-based organizations of their intent to apply, but there wasn’t a scheduled board meeting prior to the submittal deadline. The District was able to give a general letter of support signed by Superintendent King, prior to the submission deadline, pending Board approval (which was approved by the Board of Education at the September 2016 Board meeting).
Regardless of amount, under current District policy, formula grants\(^1\) do not have to undergo Board of Education approval prior to submission.

We request Board action to delegate authority to the Superintendent, or designee, over non-formula\(^2\) (competitive) grants of $1 million or more, that meet the following requirements:

1. The grant goals are aligned with the District’s Strategic Plan, Goal of 100% graduation, LCAP goals, and other objectives: Building a Strong Foundation, Proficiency for All, 100% attendance, Safety, Parent and Community Engagement.
2. The dollar match or in-kind resources requested are fiscally responsible.
3. The grant deliverables are aligned with District initiatives that have been outlined in the Strategic Plan.
4. There is a sustainability plan in place for after the grant expires.

Delegation of authority for grants that meet the four requirements (above) would allow the Superintendent to take the following actions:
- give approval to apply for a non-formula grant of $1 million or more
- give approval to name the District as a party to a grant of $1 million or more
- sign a more detailed Letter of Support because the District will review the proposed “intent to submit grant” form that will be completed by the grant applicant
- allow a more tailored and personal response to partnering organizations that meet the above requirements
- allow preliminary negotiations (for a future MOU) to begin if the grant application is aligned to LCAP goals, District priorities, and the Strategic Plan

The Board will retain the ability to protect the District in the following manners:
1. A monthly Board Informative will summarize grant application submitted, with a short summary and key contact information should a Board member want more information.
2. If the grant is awarded, then, staff would prepare a Board Report, Board Informative and go before the Board for ratification/budget appropriation.
3. If the grant was awarded and the District was partnering with an external organization, the MOU would require Board ratification.

Staff requests delegation of authority to the Superintendent complemented by an enhanced, transparent District process and procedure for informing the Superintendent, or designee, of grant details. Instituting District processes such as an annual orientation for community-based/non-profit organizations or an application process to show an intent to partner with the District, will facilitate the District’s ability to ensure coherence with District priorities, protect District’s resources, enter into meaningful and fair MOUs, and attract funding and service to our schools, students, and communities through external partnerships. The Board will be apprised of developments in the District’s Partnership Program through a future Board Informative.
If you have any questions, please contact me at (213) 241-4822 or alison.towery@lausd.net

c:  David Holmquist
    Alma Peña-Sanchez
    Megan Reilly
    Dr. Thelma Meléndez de Santa
    Dr. Frances Gipson

    Dr. Cynthia Lim
    George Silva
    Nicole Elam
    Jefferson Crain

Footnotes:

1 Formula grant programs are noncompetitive awards based on a predetermined formula. These programs are sometimes referred to as state-administered programs. Examples of formula grants include: Cal Perkins Grants, Indian Education Grants, Title III formula grants, Title 1 (Part A), Physical Education Incentive Grant Program.

2 Non-formula grants are discretionary grants that are awarded through a competitive process. Examples of non-formula grants include: School Improvement Grant (SIG), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), After School Education and Safety Program (ASES), 21st Century Programs, Promise Neighborhoods, and Tobacco-Use Prevention Education (TUPE).
LAUSD Legislative Priorities for 2017
December 13, 2016
Office of Government Relations

Action Proposed:
It is proposed that the Board of Education authorize the Office of Government Relations to sponsor and advocate for the legislation or regulations as presented on the attached documents.

Background:
Each year the Office of Government Relations presents to the Board for adoption, a package of legislative priorities for the coming legislative year.

Action by the Board authorizes staff to sponsor or advocate for the legislation or regulations at the federal, state, and local levels consistent with Board policy.

Expected Outcomes:
The approved legislative priorities will be introduced into legislation. The legislative policies will guide the District positions on local, state, and federal legislation and regulations.

Board Options and Consequences:
Approval will allow staff to proceed in a timely manner to secure authors for legislation. Delay in approval will negatively impact the securing of authors for legislation prior to the legislative deadlines for the introduction of bills.

Policy Implications:
The legislative proposals and priorities would support existing Board policy.

Budget Impact:
Costs of the proposal are borne by the Office of Government Relations within the existing general fund budget.

Issues and Analysis:
Legislative recommendations respond to numerous operational and policy issues as outlined in the attached informative.

Attachments:
Legislative Priorities for 2017

Informatives:
Respectfully submitted,

APPROVED BY:

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

Pedro Balcedo, Co-Director
Office of Government Relations

Eric Bakke, Co-Director
Office of Government Relations

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
Legislative Priorities for 2017

1. Funding for K-12 special education programs  
   Source: Chief Financial Officer

   Proposal: Identify funding and legislative changes to ensure school districts receive and maximize funding for K-12 special education programs.

2. Administrator-to-teacher ratio  
   Source: Human Resources Division

   Proposal: Amend Education Code Sections 41400-41409 to extend the existing exemption to school districts subject to court ordered administrative positions, which would exclude court ordered administrators and non-teaching positions from the calculation of the administrator-to-teacher ratio.

3. Single gender schools  
   Source: Office of the General Counsel

   Proposal: Re-establish legislation to allow for the creation of single gender schools that are in compliance with federal Title IX regulations.

4. Licensing for early education facilities  
   Source: Early Childhood Education Department

   Proposal: Seek legislation to allow local educational agencies (LEA) serving pupils between three and five years old to be exempted from Title 22 facility-licensing regulations for LEA operated early education facilities.

5. Refund of employer retirement contribution  
   Source: Office of General Counsel

   Proposal: Amend Government Code Section 7522.72 to allow the return of public employer’s retirement contributions to the public employer after employee forfeits retirement benefits due to conviction of crime.
6. Documentation for criminal background checks  
Source: Charter Schools Division  
Proposal: Seek legislative and regulatory changes to provide clarity and fill numerous gaps in the Education Code that governs criminal background clearances for charter school employees.

7. Incentives for teachers  
Source: Human Resources Division  
Proposal: Establish a teacher incentive program that encourages enrollment in a teacher training program in order to provide instructional service in public schools for hard to recruit areas of instruction, such as bilingual courses and special education.

8. Student witness protections in legal proceedings  
Source: Office of General Counsel  
Proposal: Seek legislation to allow for adequate protections for student witnesses.

9. Funding for foster youth transportation  
Source: Health and Human Services Division  
Proposal: Seek additional funding within the budget allocations for the Continuum of Care Reform (CCR) implementation efforts to address transportation costs for providing children in foster care transportation to and from their schools of origin.

10. Food recovery guidelines  
Source: Board of Education  
Proposal: Seek an update to the food recovery guidelines in order to allow for the voluntary implementation of programs which encourage the donation of excess, unused, edible food from meals served at educational facilities to local voluntary food assistance programs.

11. Task order procurement process  
Source: Procurement Services Division  
Proposal: Amend the Public Contract Code to authorize school districts to utilize task order contracts to deliver single service contracts in a manner that would reduce the requirement to award multiple single construction service contracts creating efficiencies and cost savings.
Approval of Division of Adult and Career Education (DACE) Application for Workforce Innovation and Opportunity Act (WIOA) Grant

December 13, 2016
Division of Adult and Career Education

Action Proposed:
Staff proposes that the Board of Education approve the application of the Division of Adult and Career Education for the Workforce Innovation and Opportunity Act Grant released by the California Department of Education.

Background:
The Workforce Innovation and Opportunity Act (WIOA) is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. The Division of Adult and Career Education has participated in the WIOA, Title II grant activities since 1998 generating nearly 100 million dollars since that time to supplement adult literacy programs for adult learners.

Expected Outcomes:
Participating in this grant allows LAUSD DACE to leverage state and federal dollars to serve adults in English as a Second Language (ESL), Civics, Adult Basic Skills (ABE) and Adult Secondary Education (ASE) programs and remain an integral part of the Los Angeles workforce development system.

Board Options and Consequences:
The consequence of not approving the WIOA application would result in the loss of supplemental funding to the Division of Adult and Career Education (approximately 10%) and a weakening of the LAUSD partnerships with the City and County of Los Angeles Workforce Development Boards.

Policy Implications:
This action supports the Board’s vision and initiatives to provide and sustain viable pathways to post-secondary and career training opportunities aligned with the regional educational needs and priorities.

Budget Impact:
DACE will receive approximately 10 to 14 million dollars in additional federal revenues to supplement adult literacy programs.

Issues and Analysis:
Approving the WIOA application allows the district to continue to receive WIOA funding to provide supplemental adult literacy course offerings and to support instructional technology initiatives. It also allows DACE to participate in the regional workforce development activities in partnership with the city and county of Los Angeles, the Employment Development Department and Department of Rehabilitation as established by the WIOA legislation.
Attachments:
Not applicable

Informative:
Approval of Division of Adult and Career Education (DACE) Application for Workforce Innovation and Opportunity Act (WIOA) Grant.
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

Joseph Stark
Executive Director
Division of Adult and Career Education

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

APPROVED & PRESENTED BY:

Dr. Frances Gipson
Chief Academic Officer
Division of Instruction

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Division of Adult and Career Education

TO: Members, Board of Education
    Michelle King, Superintendent

FROM: Joseph Stark
      Executive Director

SUBJECT: APPROVAL OF DIVISION OF ADULT AND CAREER EDUCATION (DACE) APPLICATION FOR WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) GRANT

INFORMATIVE
DATE: November 17, 2016

This memorandum is to provide a summary concerning the approval of the Division of Adult and Career Education (DACE) application for the Workforce Innovation and Opportunity Act (WIOA) Grant being released by the California Department of Education (CDE).

Background
The WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. DACE has participated in the WIOA, Title II grant activities since 1998. This performance based grant generates over thirteen million dollars ($13M) yearly for LAUSD, DACE—and supplements funding to serve adults in English as a Second Language (ESL), Civics, Adult Basic Skills (ABE) and Adult Secondary Education (ASE) programs.

Key Issues
WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act. In order for local educational agencies to address changes in the WIOA legislation, the CDE is releasing a request for application due on January 27, 2017. Approving the application for the grant will enable DACE to do the following:

1) Continue leveraging state and federal adult literacy and workforce development revenue to serve LAUSD DACE learners.
2) Participate in work force development activities with city, county, labor and business partners.
Action Proposed
Staff proposes that the Board of Education approve the Division of Adult and Career Education’s 2017-18 application for the Workforce Innovation and Opportunity Act Grant being released by the California Department of Education.

For more information or if you have questions, please contact Joseph Stark at (213) 241-3150.

JS:lc

c:  David Holmquist
    Dr. Thelma Meléndez de Santa Ana
    Dr. Frances Gipson
    Nicole Elam-Ellis
    Jefferson Crain
    Dora Pimentel-Baxter
    Rosario Galvan
    Laura Chardiet
December 13, 2016
Division of District Operations

Action Proposed:
Staff requests that the Board of Education adopt the Resolution outlined in Attachment A, the single-track calendars for the 2017-20 school years as set forth in Exhibits A through G. Each calendar provides 180 instructional days necessary to comply with Education Code Section 46200, and includes legal holidays, unassigned, non-work days and summer session dates.

Background:
The single-track calendar for the 2017-20 school years as set forth in Exhibits A through G are presented at this time for approval by the Board of Education.

Education Code Section 37220 subdivision (e) grants the governing board of a school district, by adoption of a Resolution, the authority to revise the date upon which the schools of the district are closed in observance of any of the holidays identified in subdivision (a) of the same Education Code Section.

Expected Outcomes:
2017-2020 calendars for single-track schools will be implemented.

Board Options and Consequences:
Approval will result in the implementation of the single-track calendars.

Policy Implications:
If adopted, this resolution allows the Board of Education to determine the calendar by its own process, including days on which the schools are closed in observance of holidays.

Budget Impact:
Budget Planning estimates for 2017-18 and 2018-19 include funding for the implementation of the proposed calendars. The change in calendar is estimated to have an ongoing negative revenue (-$42.0M) impact starting in 2018-19 fiscal year. Going forward, the proposed calendars will also be used as the basis for the 2019-20 estimated budget.

Issues and Analysis:
1. Article XXX Calendar Committee. The proposed calendars for the 2017-19 school years have been discussed with required collective bargaining partners through the Article XXX Calendar Committee. UTLA would be willing to discuss changes to the calendar if there is a survey of all stakeholders and/or instructional
data supporting the need for such a change; otherwise, UTLA would only support a calendar that maintains the full Thanksgiving week off and a 3-week winter break. AALA concurs with UTLA's position but also indicated that the Board should only adopt an instructional calendar for one year. The committee did not review the 2019-20 instructional calendars.

2. Academic Semester. Pursuant to California Code of Regulations, Title 5, section 1600, each semester must be at least 17 weeks in length, with one period of 40 to 60 minutes of instructional time per week throughout the semester. There is no legal requirement that each semester contain the same number of instructional days. As such, the fall semester may contain fewer instructional days than the spring semester, and vice versa, as long as each semester is at least 17 weeks in length. The minimum number of instructional hours per semester is 11.33 hours (40 minutes x 17 weeks = 680 minutes; 680 minutes = 11.33 hours). The proposed instructional calendars for the 2017 through 2020 school years meet the 17-week minimum semester length requirement, even though the fall semester contains fewer instructional days than the spring semester.

Most schools in the district follow schedules under which one half of a year-long course is completed in the fall semester and one half in the spring semester. However, each half of a year-long course stands on its own (with the exception of Algebra 1) for the purposes of content, marking, and recording on transcripts. Course content is evenly divided between the two halves of the course. A teacher of Chemistry gives a final exam and a final grade for Chemistry A. On the student’s transcript, Chemistry A is recorded as a separate course from Chemistry B. A significantly shorter first semester may mean that content usually taught in the fall semester will have to be moved to the spring semester.

Though most courses are year-long, a significant number of courses are one semester in length (e.g., Principles of American Democracy, Economics, Health, Introduction to Psychology). For these courses, if one semester of the year is significantly shorter than the other, students who have a one-semester course in the shorter semester have less time to meet content standards than students who have the course in the longer semester.

A few schools follow schedules under which students complete a year-long course in one semester. The potential consequences of a calendar with a significantly shorter first semester are amplified for schools with such a schedule. Students who take any year-long course in the first semester will have significantly less time to meet content standards than students who have the course in the longer semester.

Currently, the following LAUSD schools follow a 4x4 schedule:

Local District Central
   Early College Academy - LA Trade Tech
Local District East
   Esteban Torres High School - East Los Angeles Performing Arts Magnet
   James A Garfield Senior High
Local District Northeast
   Arleta Senior High
   John H. Frances Polytechnic Senior High
   Verdugo Hills Senior High
Local District Northwest
   Reseda Senior High
3. Bell Senior High School Instructional Calendar: the completion of South Region Senior High School #8 in the spring of 2017 will allow Bell Senior High School to adopt the district single-track instructional calendar starting with the 2017-18 school year.

**Attachments:**
Attachment A-Resolution of the Board of Education
Exhibit A-Single Track Calendar, 2017-2018 SY
Exhibit B-Single Track Calendar, 2018-2019 SY
Exhibit C-Single Track Calendar, 2019-2020 SY
Exhibit D-Five Emergency Days
Exhibit E-Single Track Calendar, 2017-2018 SY
Exhibit F-Single Track Calendar, 2018-2019 SY
Exhibit G-Single Track Calendar, 2019-2020 SY

**Informatives:**
X
RESPECTFULLY SUBMITTED,

MICHELLE KING
Superintendent

APPROVED & PRESENTED BY:

EARL R. PERKINS
Associate Superintendent
Division of District Operations

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

REVIEWED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
ATTACHMENT A

RESOLUTION OF THE BOARD OF EDUCATION OF
THE LOS ANGELES UNIFIED SCHOOL DISTRICT
AUTHORIZING THE OBSERVANCE OF PRESIDENTS’ DAY IN SINGLE TRACK
SCHOOLS DURING THE 2017-20 SCHOOL YEARS

WHEREAS, Section 37220, subdivision (e) of the Education Code permits the governing board of a school district, by adoption of a resolution, to revise the date upon which the schools of the district are closed in observance of any of the holidays identified in subdivision (a); and

WHEREAS, Subdivision (a) (3) pertains to Lincoln Day; and

WHEREAS, Subdivision (a) (4) pertains to Washington Day; and

WHEREAS, the single track and multi-track calendars as presented in Exhibits A through G, attached have been the subject of negotiating/conferring with the Associated Administrators of Los Angeles (AALA) and United Teachers-Los Angeles (UTLA); and

WHEREAS, the single track and multi-track calendars as presented in Exhibits A through G, attached reflect the observance of Presidents’ Day on Monday, February 19, 2018; Monday, February 18, 2019; and Monday, February 17, 2020;

NOW THEREFORE, the Board of Education of the Los Angeles Unified School District hereby resolves that the consolidation of Lincoln Day and Washington Day into Presidents’ Day will be observed on Monday, February 19, 2018; Monday, February 18, 2019; and Monday, February 17, 2020 for all schools following the single track calendars as presented in Exhibits A through G.
EXHIBIT A

Summary of Single-Track Calendar for the 2017-18 School Year
Beginning in July of 2017

SINGLE-TRACK CALENDAR

Days of Instruction

August 22, 2017 – December 22, 2017 80
January 8, 2018 – June 7, 2018 100

First Day
Tuesday, Aug. 22
Last Day of Instruction
Thursday, June 7

Total Days of Instruction 180
Total Days School Provides Instruction 180

Winter Recess Begins
Monday, Dec. 25
Winter Recess Ends
Friday, Jan. 5

Spring Recess Begins
Monday, March 26
Spring Recess Ends
Friday, March 30

Holidays, Single Track Calendar

Admission Day
Friday, Sep. 1
Labor Day
Monday, Sep. 4
Veterans Day Observed
Friday, Nov. 10
Thanksgiving Holiday*
Thursday, Nov. 23
Dr. Martin Luther King, Jr. Day
Monday, Jan. 15
Presidents’ Day**
Monday, Feb. 19
Memorial Day
Monday, May 28

* The day after Thanksgiving, November 24, 2016 is a school holiday.
** In order for the District to combine the observance of Lincoln Day and Washington Day into Presidents’ Day, the District must adopt a resolution as outlined in Education Code Section 37220.
EXHIBIT B

Summary of Single-Track Calendar for the 2018-19 School Year
Beginning in July of 2018

SINGLE-TRACK CALENDAR

<table>
<thead>
<tr>
<th>Days of Instruction</th>
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<tbody>
<tr>
<td>August 28, 2018 – December 21, 2018</td>
<td>76</td>
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<tr>
<td>January 7, 2019 – June 12, 2019</td>
<td>104</td>
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<table>
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<tr>
<th>Days of Instruction</th>
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<tbody>
<tr>
<td>Tuesday, Aug. 28</td>
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<tr>
<td>Wednesday, June 12</td>
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<table>
<thead>
<tr>
<th>Days of Instruction</th>
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</tr>
</thead>
<tbody>
<tr>
<td>First Day</td>
<td></td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Days of Instruction</th>
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</thead>
<tbody>
<tr>
<td>Total Days of Instruction</td>
<td>180</td>
</tr>
<tr>
<td>Total Days School Provides Instruction</td>
<td>180</td>
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</table>

<table>
<thead>
<tr>
<th>Days of Instruction</th>
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</thead>
<tbody>
<tr>
<td>Monday, Dec. 24</td>
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<tr>
<td>Friday, Jan. 4</td>
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<table>
<thead>
<tr>
<th>Days of Instruction</th>
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<tbody>
<tr>
<td>Spring Recess Begins</td>
<td>Monday, April 15</td>
</tr>
<tr>
<td>Spring Recess Ends</td>
<td>Friday, April 19</td>
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</table>

<table>
<thead>
<tr>
<th>Days of Instruction</th>
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<tbody>
<tr>
<td>Admission Day</td>
<td>Friday, Aug. 31</td>
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<tr>
<td>Labor Day</td>
<td>Monday, Sep. 3</td>
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<tr>
<td>Veterans Day Observed</td>
<td>Monday, Nov. 12</td>
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<tr>
<td>Thanksgiving Holiday*</td>
<td>Thursday, Nov. 22</td>
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<tr>
<td>Dr. Martin Luther King, Jr. Day</td>
<td>Monday, Jan. 21</td>
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<tr>
<td>Presidents’ Day**</td>
<td>Monday, Feb. 18</td>
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<tr>
<td>Memorial Day</td>
<td>Monday, May 27</td>
</tr>
</tbody>
</table>

* The day after Thanksgiving, November 23, 2018 is a school holiday.
** In order for the District to combine the observance of Lincoln Day and Washington Day into Presidents’ Day, the District must adopt a resolution as outlined in Education Code Section 37220.
EXHIBIT C

Summary of Single-Track Calendar for the 2019-20 School Year
Beginning in July of 2019

SINGLE-TRACK CALENDAR

<table>
<thead>
<tr>
<th>Days of Instruction</th>
<th>August 26, 2019 – December 20, 2019</th>
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<tbody>
<tr>
<td></td>
<td>January 6, 2020 – June 9, 2020</td>
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<tr>
<td>First Day</td>
<td>Monday, Aug. 26</td>
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</tr>
<tr>
<td>Last Day of Instruction</td>
<td>Tuesday, June 9</td>
<td></td>
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<tr>
<td>Total Days of Instruction</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Total Days School Provides Instruction</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Winter Recess Begins</td>
<td>Monday, Dec. 23</td>
<td></td>
</tr>
<tr>
<td>Winter Recess Ends</td>
<td>Friday, Jan. 3</td>
<td></td>
</tr>
<tr>
<td>Spring Recess Begins</td>
<td>Monday, April 6</td>
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</tr>
<tr>
<td>Spring Recess Ends</td>
<td>Friday, April 10</td>
<td></td>
</tr>
</tbody>
</table>

Holidays, Single Track Calendar

<table>
<thead>
<tr>
<th>Friday, Aug. 30</th>
<th>Friday, Sep. 2</th>
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</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Thursday, Nov. 28</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 25</td>
</tr>
<tr>
<td>Veterans Day</td>
<td>Presidents’ Day**</td>
</tr>
<tr>
<td>Thanksgiving Holiday*</td>
<td>Monday, Jan. 20</td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr. Day</td>
<td>Monday, Feb. 17</td>
</tr>
<tr>
<td>Presidents’ Day**</td>
<td>Monday, May 25</td>
</tr>
</tbody>
</table>

* The day after Thanksgiving, November 29, 2019 is a school holiday.

** In order for the District to combine the observance of Lincoln Day and Washington Day into Presidents’ Day, the District must adopt a resolution as outlined in Education Code Section 37220.
EXHIBIT D

FIVE EMERGENCY DAYS

In the event of an emergency, five days have been identified on each calendar for the 2017-20 school years. They are as follows:

2017-18 SINGLE TRACK CALENDAR
   March 26, 27, 28, 29 and 30, 2018

2018-19 SINGLE TRACK CALENDAR
   April 15, 16, 17, 18 and 19, 2019

2019-20 SINGLE TRACK CALENDAR
   April 6, 7, 8, 9 and 10, 2020
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>07-04-2017</td>
<td>Independence Day</td>
</tr>
<tr>
<td>09-01-2017</td>
<td>Labor Day</td>
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<tr>
<td>11-10-2017</td>
<td>Veterans Day Observed</td>
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<tr>
<td>12-25-2017</td>
<td>Christmas Break</td>
</tr>
<tr>
<td>01-01-2018</td>
<td>New Year Day</td>
</tr>
<tr>
<td>01-08-2018</td>
<td>Martin Luther King Day</td>
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<tr>
<td>01-15-2018</td>
<td>Martin Luther King Day</td>
</tr>
<tr>
<td>03-26-2018</td>
<td>Spring Break</td>
</tr>
<tr>
<td>04-20-2018</td>
<td>Easter Day</td>
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<tr>
<td>05-28-2018</td>
<td>Memorial Day</td>
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*Note: Dates are in format MM-DD-YYYY.*
LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDARS 2018-2019
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

JULY JULIO
AUGUST AGOSTO
SEPTEMBER SEPTIEMBRE
OCTOBER OCTUBRE
NOVEMBER NOVIEMBRE
DECEMBER DICIEMBRE

JANUARY ENERO
FEBRUARY FEBRERO
MARCH MARZO
APRIL ABRIL
MAY MAYO
JUNE JUNIO

Semester 1 – 76 Days  Semester 2 – 104 Days
• – School Days  ◆ – First Day of Second Semester
UA – Unassigned Day, no classes in session  ☐ – Pupil Free Day

IMPORTANT DATES:
09-03-2018  Labor Day  01-21-2019  Dr. Martin L. King, Jr.'s Birthday  *06-12-2019  Memorial Day
11-12-2018  Veterans Day Observed  02-18-2019  Presidents' Day  Last Day of Instruction

Board of Education
Report 261-2016/17
# Single Track Instructional School Calendar 2019-2020

## Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-04-2019</td>
<td>Independence Day</td>
</tr>
<tr>
<td>08-26-2019</td>
<td>First Day of Instruction</td>
</tr>
<tr>
<td>08-30-2019</td>
<td>Admissions Day</td>
</tr>
<tr>
<td>09-02-2019</td>
<td>Labor Day</td>
</tr>
<tr>
<td>11-11-2019</td>
<td>Veterans Day Observed</td>
</tr>
<tr>
<td>11-28 &amp; 11-29-2019</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>12-23-2019 thru 01-03-2020</td>
<td>Winter Recess</td>
</tr>
<tr>
<td>01-06-2020</td>
<td>Second Semester Begins</td>
</tr>
<tr>
<td>01-20-2020</td>
<td>Dr. Martin L. King, Jr.'s Birthday</td>
</tr>
<tr>
<td>02-17-2020</td>
<td>Presidents' Day</td>
</tr>
<tr>
<td>04-03-2020</td>
<td>Cesar E. Chavez Birthday Observed</td>
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<tr>
<td>04-06 thru 04-10-2020</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>05-25-2020</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>*06-09-2020</td>
<td>Last Day of Instruction</td>
</tr>
</tbody>
</table>

**Semester 1 – 77 Days**  **Semester 2 – 103 Days**

- School Days
- First Day of Second Semester
- UA – Unassigned Day, no classes in session
- Pupil Free Day
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Division of District Operations

TO: Members, Board of Education
   Michelle King, Superintendent

FROM: Earl R. Perkins, Associate Superintendent

SUBJECT: ADOPTION OF THE INSTRUCTIONAL CALENDARS FOR THE 2017-2020 SCHOOL YEARS

The purpose of this Informative is to provide additional details regarding the 2017-20 Instructional Calendars outlined in Board Report 261-2016/2017. The single instructional calendars provide 180 instructional days necessary to comply with Education Code Section 46200, and include legal holidays, unassigned, non-work days and summer session dates. The action proposed in the Board Report refers to the school instructional calendar only. Separate work calendars will be published later.

1. Principals are authorized to provide for special observances during the regular school day of Columbus Day, Susan B. Anthony’s Birthday, Cinco de Mayo, and other events of special interest to the community.

2. Cesar E. Chavez Day is designated as an unassigned day. When such day falls on Saturday or Sunday, appropriate observances may be held in the schools on the preceding Friday or on the following Monday.

3. Principals of schools that are in session are directed to hold suitable exercises commemorating and directing attention to the history of the Civil Rights movement in the United States, and particularly the role therein of Dr. Martin Luther King Jr., as required in Education Code Section 37220. These exercises commemorating the life and accomplishments of Dr. Martin Luther King Jr., shall be held on Friday preceding the Monday holiday observance date.

4. In the event of an emergency, five days have been identified on each calendar to be used on an as needed basis for the 2017-20 school years.

The single-track calendar for 2017-18 as set forth in Exhibits A and E incorporate the following provisions:

- The single-track calendar provides 180 days of instruction for elementary and secondary schools in order to comply with Education Code Section 46200.

- The single-track calendar begins on Tuesday, August 22, 2017 and ends on Thursday, June 7, 2018 (Exhibits A and E).
- Summer program dates are dependent upon funding sources and basis calendars. The anticipated five-week program dates for high school credit recovery program are June 28 to August 2, 2017. The anticipated four-week elementary and middle school summer program dates are June 20 to July 19, 2017.

- Unassigned, non-work days will be observed on Thursday, September 21, 2017; Monday, November 20, 2017; Tuesday, November 21, 2017; Wednesday, November 22, 2017, and Monday, April 2, 2018. The legal holiday for Veterans Day will be observed Friday, November 10, 2017. The legal holiday for Dr. Martin Luther King, Jr. Day will be observed Monday, January 15, 2018. The legal holiday for Presidents’ Day will be observed Monday, February 19, 2018. The alternate Lincoln Day holiday will be observed on December 29, 2017.

- The single-track calendar pupil-free/teacher preparation days are scheduled for Monday, August 21, 2017 and Friday, June 8, 2018. If a school selects Monday, January 8, 2018 as a pupil-free/teacher preparation day, then Friday, June 8, 2018 becomes an instructional day.

The single-track calendar for 2018-19 as set forth in Exhibits B and F incorporate the following provisions:

- The single-track calendar provides 180 days of instruction for elementary and secondary schools in order to comply with Education Code Section 46200.

- The single-track calendar begins on Tuesday, August 28, 2018 and ends on Wednesday, June 12, 2019 (Exhibits B and F).

- Summer program dates are dependent upon funding sources and basis calendars. The anticipated five-week program dates for high school credit recovery program are June 27 to July 31, 2018. The anticipated four-week elementary and middle school summer program dates are June 18 to July 13, 2018.

- Unassigned, non-work days will be observed on Monday, September 10, 2018, Wednesday, September 19, 2018; Wednesday, November 21, 2018, and Monday, April 1, 2019. The legal holiday for Veterans Day will be observed Monday, November 12, 2018. The legal holiday for Dr. Martin Luther King, Jr. Day will be observed Monday, January 21, 2019. The legal holiday for Presidents’ Day will be observed Monday, February 18, 2019. The alternate Lincoln Day holiday will be observed on December 31, 2018.

- The single-track calendar pupil-free/teacher preparation days are scheduled for Monday, August 27, 2018 and Thursday, June 13, 2019. If a school selects Monday, January 7, 2019 as a pupil-free/teacher preparation day, then Thursday, June 13, 2019 becomes an instructional day.
The single-track calendar for 2019-20 as set forth in Exhibits C and G incorporate the following provisions:

- The single-track calendar provides 180 days of instruction for elementary and secondary schools in order to comply with Education Code Section 46200.

- The single-track calendar begins on Monday, August 26, 2019 and ends on Tuesday, June 9, 2020 (Exhibits C and G).

- Summer program dates are dependent upon funding sources and basis calendars. The anticipated five-week program dates for high school credit recovery program are July 1 to August 2, 2019. The anticipated four-week elementary and middle school summer program dates are June 24 to July 23, 2019.

- Unassigned, non-work days will be observed on Monday, September 30, 2019; Wednesday, October 9, 2019; Wednesday, November 27, 2019, and Friday, April 3, 2020. The legal holiday for Veterans Day will be Monday, November 11, 2019. The legal holiday for Dr. Martin Luther King, Jr. Day will be observed Monday, January 20, 2020. The legal holiday for Presidents’ Day will be observed Monday, February 17, 2020. The alternate Lincoln Day holiday will be observed on December 31, 2019.

- The single-track calendar pupil-free/teacher preparation days are scheduled for Friday, August 23, 2019 and Wednesday, June 10, 2020. If a school selects Monday, January 6, 2020 as a pupil-free/teacher preparation day, then Wednesday, June 10, 2020 becomes an instructional day.

If you have any questions, please contact me at extension 1-5337.

c: Alma Peña-Sanchez  
David Holmquist  
Thelma Melendez de Santa Ana  
Frances Gipson  
Nicole Elam-Ellis  
Jefferson Crain  
Najeeb Khouri  
Cheryl R. Simpson  
Derrick Chau  
Robert Samples  
Gifty Beets  
Zsuzsanna Vincze
TO: Members, Board of Education
    Michelle King, Superintendent

FROM: Cheryl Simpson
    Director, Budget Services and Financial Planning Division

SUBJECT: 2017-18 PROPOSED INSTRUCTIONAL CALENDAR

This informative details the estimated budget impact of the proposed 2017-18 instructional calendar.

The proposed calendar is expected to result in an increase in student absences. The last record of student attendance for the week of December 18 to December 22, in fiscal year 2011-12, shows that absence rates range from 10% to 35%. Applying these absence rates to the District’s projected 2017-18 enrollment of 495,000 results in an estimated loss of approximately 4,000 units of Average Daily Attendance (ADA) for the one week period prior to winter recess.

After accounting for a projected enrollment decline, the estimated loss in ADA due to absences translates to an approximate $42 million ongoing loss in the District’s Local Control Funding Formula revenues starting in 2018-19. Once actual attendance for 2017-18 is available, the projected impact to revenues will be updated.

The table below displays the estimated daily absences for the one week period and the resulting loss in ADA and revenue.

<table>
<thead>
<tr>
<th>Date</th>
<th>Absence Rate Fiscal Year 2011-12</th>
<th>Estimated Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday (12/18/17)</td>
<td>10.9%</td>
<td>53,986</td>
</tr>
<tr>
<td>Tuesday (12/19/17)</td>
<td>13.10%</td>
<td>64,883</td>
</tr>
<tr>
<td>Wednesday (12/20/17)</td>
<td>21.90%</td>
<td>108,468</td>
</tr>
<tr>
<td>Thursday (12/21/17)</td>
<td>34.60%</td>
<td>171,370</td>
</tr>
<tr>
<td>Friday (12/22/17)</td>
<td>34.60%</td>
<td>171,370</td>
</tr>
<tr>
<td>Total Estimated Absences</td>
<td></td>
<td>570,076</td>
</tr>
<tr>
<td>Estimated ADA Loss</td>
<td></td>
<td>4,014</td>
</tr>
<tr>
<td>Estimated LCFF Revenue Loss</td>
<td></td>
<td>$42 million</td>
</tr>
</tbody>
</table>

For any questions, please contact Cheryl Simpson at (213) 241-3964.

c: Michelle King
    Jefferson Crain
    Dave Holmquist
    Nicole Elam-Ellis
    Thelma Melendez de Santa Ana
    Megan Reilly
    Frances Gipson
    John Walsh
WITHDRAWN
PRIOR TO
MEETING
Whereas, The Los Angeles Unified School District has developed important partnerships with community-based organizations who are aligned with the needs and priorities students and their families, have a track record of success, and who have a demonstrated interest in leveraging school-based funds to increase investment from both governmental and private sources for the benefit of the District’s students, parents, faculty and staff;

Whereas, The Governing Board of the Los Angeles Unified School District strongly supports school-based decision making and empowers school site administrators, staff and school site councils to make decisions about what is best for their school and to select partners that are best suited to provide services to their school community;

Whereas, The demand for high quality partners to support low-income students, English language learners, and youth who are homeless or in the foster care system, as defined in the Local Control Funding Formula (LCFF), in high-need, equity indexed schools far exceeds the current capacity of partners to expand service to all schools that need it; and

Whereas, The intent of this resolution is to create a policy framework that offers the Board the opportunity to consider, as part of the regular annual budget process, investments in established, highly-qualified non-profit partners operating within District schools, who have a proven track record of providing measurable impact in District schools (demonstrated through outcome data), with a service model that is in alignment with District priorities and responds to needs highlighted during the Local Control and Accountability Plan (LCAP) process, are able to leverage District funds with private or other governmental funds that do not pass through the District, and provide ongoing, direct services to District students, teachers and families in support of District and LCAP priorities at schools with a minimum need of 100 percent duplicated count or other equity indexed method; and

Whereas, The creation of a mechanism to this policy framework will both increase the impact of our existing successful District partnerships and support choices made by school communities and will result in a greater capacity for high quality partners to expand services at existing campuses and reach additional school communities through increased investment from public, foundation, and private funding sources; now, therefore, be it

Resolved, That the Los Angeles Unified School District establish or identify a designate an existing District position that will direct, coordinate and manage partnerships and to serve as the Superintendent’s liaison with the non-profit community that will advocate for, support, direct, coordinate and manage relationships with partner organizations toward outcomes that advance the District’s LCAP goals and our mission of 100% graduation.
Resolved further, That as part of the development of a policy framework for increasing successful District partnerships, the District will create a Partner Matching Fund (PMF) through the LCFF/LCAP process that will match funds from school sites to established, high quality non-profit organizations that are contracted directly by schools and who provide direct services in support of established District priorities. The PMF may be funded at up to $5 million annually, subject to the budget and review process, and will augment funding allocated by schools to organizations through school-site authorized contract or work order (or equivalent process) at a 1:1 match.

Resolved further, That in order to be eligible to apply for potential matching funds, service providers shall meet the following eligibility criteria that are consistent with the intent of this resolution and the developed policy framework. The Superintendent will develop and bring back to the Governing Board of the Los Angeles Unified School District a comprehensive implementation plan with eligibility criteria, guidelines and procedures for Board approval within 120 days;

A. Be an established non-profit 501(c)3 organization operating in California for at least five years
B. Have at least 5 years of history of providing school site services in the District (including network partner) schools
C. Provide ongoing, direct support of students, teachers, and families in support of 100% graduation and at least one LCAP priority, as demonstrated through their service model and outcome data that is validated by the Chief Academic Officer (or designee)
D. In order to receive PMF funds, the service provider must demonstrate that the value of services provided leverage total District contributions (school funding + central match) at a rate of at least 1.5:1, supported by funds or in-kind contributions that do not originate with or pass through the District
E. Service provider contracts must be funded through a school-directed and school-site-based funding source through the established school based LCAP process or established school determined line item funding source. Only site based funding sources will be considered as the basis for 1:1 District partner match
F. Service provider must have a Master Services Agreement or Bench Contract or other formal contractual agreement as identified and approved by the Superintendent to establish eligibility;
G. Matching funds will only be allocated for services provided at District (including network partner) schools ranked with a duplicated student percentage greater than or equal to 100 percent.

Resolved further, That all should funds allocated become available through the an established PMF, allocations will be approved by the Governing Board of the Los Angeles Unified School District as part of the established procurement contract process and will be clearly identified as PMF dollars in both the Board Report and the action item. PMF awards that might augment existing contracts are subject to direct Board approval;

Resolved further, That the Superintendent will develop and bring back to the Board a comprehensive implementation plan with guidelines and procedures for Board approval within 90 days; and, be it finally

Resolved, That per the provisions of this resolution, matching funds may be available for commitment beginning July 1, 2017 through June 30, 2022 renewed annually and subject to an annual renewal through the LCFF LCAP process and budget approved by the Board, and subject to extension
by the Board.
Whereas, The Los Angeles Unified School District's mission to achieve 100% college and career ready graduates applies to all students regardless of income or socio-economic background;

Whereas, Computing technology is a tool for 21st century students, teachers and school districts;

Whereas, Computer science is defined as an academic discipline that encompasses the study of computers and algorithmic processes including their principles, their hardware and software designs, and their impact on society;

Whereas, In a Bureau of Labor Statistics study, by 2018, California will have 517,890 positions available in the computer/technology industry, but the study additionally estimates that only 40,000 Californians will have the education required to fill those openings;

Whereas, Computer/technology jobs have consistently, for the past decade, been ranked as part of the top five highest-paid entry-level positions;

Whereas, Computer science, through the teaching of computer coding, develops the critical skills necessary in imagining, creating, and producing today’s and tomorrow’s technology;

Whereas, Providing students the chance to participate in high-quality computer science activities exposes them to the rich opportunities the field offers and provides critical thinking skills that will serve them throughout their lives;

Whereas, All students deserve a thorough preparation in computer science education, including access to qualified teachers, technology, and age-appropriate curriculum needed to learn computer science at the elementary and secondary levels of education;

Whereas, The field of computer science has significant equity barriers to address, including attracting more participation by females and underrepresented people of color;

Whereas, Grace Murray Hopper, one of the first females in the field of computer science, engineered new programming languages and pioneered standards for computer systems which laid the foundation for many advancements in computer science;

Whereas, The week of December 5th, in honor of Grace Hopper's birthday, is designated as Computer Science Education Week;

Whereas, Computer Science Education Week highlights the crucial role that computer science plays in
transforming our society and how computer science enables innovation and creates economic opportunities; and

Whereas, Participating in an Hour of Code during Computer Science Education Week can serve to demystify the technological revolution that is here with us to stay; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby promotes December 5th through December 11th as Computer Science Education Week and encourages all students, faculty, administrators, and parents to participate in an Hour of Code activity during Computer Science Education Week;

Resolved further, That the Board affirms its commitment to eliminating the digital divide by increasing access to technology for all of our students;

Resolved further, That the Board affirms its commitment to encouraging and teaching positive digital citizenship; and, be it finally,

Resolved, That the Board will commit to continue being a national leader in education by increasing access to technology to end poverty, increase student achievement, and nurture the next generation of great citizens.
TO: Michelle King, Superintendent

FROM: Sophia Mendoza, Instructional Technology Initiative Director

SUBJECT: BOARD RESOLUTION: OPERATIONAL IMPACT STATEMENT

<table>
<thead>
<tr>
<th>Resolution Title: 21st Century Career Ready, Celebrating Computer Science, Coding and Future Technology (Res-041-16/17)</th>
<th>Presented By: Board Member Monica Garcia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Noticed: November 15, 2016</td>
<td>Date Presented for Action: December 13, 2016</td>
</tr>
</tbody>
</table>

**Operational Impact**

*Computer Science Education Week:*
No operational impact. This resolution supports activities around computer science education during Computer Science (CS) Education Week, so it is a voluntary option for schools to implement. The Division of Instruction will continue to promote resources via the computer science webpage.

*Commitment to digital citizenship education:*
The Instructional Technology Initiative (ITI) will continue to develop and curate resources for all stakeholders to ensure District-wide common language and understanding of digital citizenship.

*Increase access to technology for all students:*
The Division of Instruction in partnership with schools, ITD, and outside organizations will continue to leverage access opportunities for broadband, devices, and accompanying parent, student, and teacher training.

**Contact Person:** Sophia Mendoza  
**Telephone:** (213) 241-5532  
**Email:** sophia.mendoza@lausd.net
TO: Michelle King, Superintendent
FROM: Sophia Mendoza, Instructional Technology Initiative Director
DATE: November 18, 2016
SUBJECT: BOARD RESOLUTION: POLICY IMPACT STATEMENT

<table>
<thead>
<tr>
<th>Resolution Title:</th>
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<tr>
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</table>

**Policy Impact**

*Computer Science Education Week:*
This resolution supports activities for Computer Science (CS) Education Week as an encouraged and voluntary experience. The Division of Instruction encourages schools to participate by sharing resources and ideas with school leaders on how to engage students and all stakeholders in high-quality computer science activities. The recognition of CS Education Week promotes awareness and interest in expanding computer science educational opportunities.

*Commitment to digital citizenship education:*
The Instructional Technology Initiative (ITI) has a three-year plan, 2016-2019, which outlines District-wide outcomes for the implementation of digital citizenship efforts, which are in alignment with the ITI Task Force Recommendations and the International Society for Technology in Education (ISTE) Standards for Students.

*Increase access to technology for all students:*
One-to-one learning environments can provide the optimal personalized learning environment. Additionally, different ratios and types of devices could vary depending on instructional goals and alignment of outcomes. Working in partnership with schools, ITD, and outside organizations, we continue to leverage access opportunities for broadband, devices, and accompanying parent, student, and teacher training.

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Telephone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophia Mendoza</td>
<td>(213) 241-5532</td>
<td><a href="mailto:sophia.mendoza@lausd.net">sophia.mendoza@lausd.net</a></td>
</tr>
</tbody>
</table>
TO: Michelle King, Superintendent               DATE: November 28, 2016
FROM: David Holmquist, General Counsel

SUBJECT: BOARD RESOLUTION: POLICY AND LEGAL IMPACT STATEMENT

<table>
<thead>
<tr>
<th>Resolution Title: 21st Century Career Ready, Celebrating Computer Science, Coding and Future Technology (Res-041-16/17)</th>
<th>Presented By: Ms. Garcia</th>
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</tbody>
</table>

**Policy Impact**

**Contact Person:**

**Telephone:**

**Email:**

**Legal Impact**

The Office of the General Counsel (OGC) has reviewed this resolution and concludes that it does not raise any legal concerns at this time. If any legal issues arise during implementation, the OGC will provide assistance.

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Telephone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Holmquist</td>
<td>(213) 241-6601</td>
<td><a href="mailto:david.holmquist@lausd.net">david.holmquist@lausd.net</a></td>
</tr>
</tbody>
</table>
TAB 33
Dr. McKenna - Commemorating the Life and Legacy of Dr. Martin Luther King, Jr. and the National Day of Service (Res-044-16/17) (Waiver of Board Rule 72)

Whereas, The Reverend Dr. Martin Luther King, Jr. devoted his life to the struggle for justice and equality;

Whereas, Dr. Martin Luther King, Jr. was universally recognized as a proponent of nonviolence in the pursuit of freedom and justice in the United States;

Whereas, Dr. Martin Luther King, Jr. was awarded the Nobel Prize for Peace in 1964 in recognition of his outstanding leadership in pursuit of that goal;

Whereas, Dr. Martin Luther King, Jr. Day has been recognized as a national holiday since 1984 and became a National Day of Service in 1994 by the passage of the King Holiday and Service Act by the US Congress;

Whereas, The Dr. Martin Luther King, Jr. National Day of Service is a part of United We Serve, President Obama’s national call to service initiative;

Whereas, Dr. Martin Luther King, Jr. firmly believed that the road which led to justice, equality, and a new sense of dignity for millions of Black people, opened for all Americans a new era of progress and hope;

Whereas, The Dr. Martin Luther King, Jr. National Day of Service, calls for Americans from all walks of life to work together to provide solutions to the most pressing national and local problems; and

Whereas, Our students, parents, and staff will benefit from all projects and programs that increase participation in long term community service; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes the third Monday in January as a day of service in honor of Dr. Martin Luther King, Jr. and his principle of justice for all;

Resolved further, That on Monday, January 16, 2017, we encourage all students, parents, teachers, and staff to observe this MLK National Day of Service by engaging in volunteer activities to help our community become a better world; and, be it finally

Resolved, That schools provide students and parents with suggestions of appropriate instructional and community activities that can be conducted during and following the MLK National Day of Service on January 16, 2017.
TO: Michelle King, Superintendent  
FROM: Dr. Derrick Chau, Senior Executive Director, Instruction  
DATE: December 2, 2016

SUBJECT: BOARD RESOLUTION: OPERATIONAL IMPACT STATEMENT

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Commemorating the Life and Legacy of Dr. Martin Luther King, Jr. and the National Day of Service</td>
<td>Dr. McKenna</td>
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<table>
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<th>Date Presented for Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1, 2016</td>
<td>December 13, 2016</td>
</tr>
</tbody>
</table>

Operational Impact
No operational impact. This resolution supports instructional and community activities associated with the Martin Luther King National Day of Service, so it is a voluntary option for schools to implement.
TO: Michelle King, Superintendent

FROM: Dr. Derrick Chau, Senior Executive Director, Instruction

DATE: December 2, 2016

SUBJECT: BOARD RESOLUTION: POLICY Impact STATEMENT

<table>
<thead>
<tr>
<th>Resolution Title:</th>
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<tbody>
<tr>
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<td>Dr. McKenna</td>
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</tr>
</tbody>
</table>

Policy Impact:
This resolution supports instructional and community activities associated with the Martin Luther King National Day of Service, so it is a voluntary option for schools to implement. Although activities are encouraged but not required, the Division of Instruction will share resources and ideas with schools on how to engage students, parents, teachers and staff in appropriate instructional and community activities. A number of resources will be available on the “Resources” tab on the LAUSD History/Social Science website.
Ms. García, Dr. Rodriguez - Requesting Presidential Pardons for DREAMers in the Pursuit of the American Dream (Res 052-16/17)

Whereas, Our nation’s greatest symbol of freedom, the Statue of Liberty, has a plaque inscribed with the words: “Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me, I lift my lamp beside the golden door!”;

Whereas, Los Angeles County is home to more than 3 million immigrant residents and 57% of Los Angeles-area children have a foreign-born parent;

Whereas, The Deferred Action for Childhood Arrivals (“DACA”) program was first introduced by President Obama in 2012 and provided children of immigrants that were brought to the United States at very young ages the opportunity to defer any action leading to deportation and eligibility for work permits;

Whereas, The spirit of the DACA program was to keep families together, alleviate a real fear of separating families, and to provide young Americans access to the American dream;

Whereas, Over 740,000 children and young adults have participated in DACA and have been issued Social Security numbers and work permits;

Whereas, Each child and young adult that applied to the DACA program submitted themselves to a rigorous application process that required each to submit to a background check including fingerprinting, and submitting biometric data, addresses, criminal histories, and other personally-identifying information as a condition for participating in the DACA program;

Whereas, Article II, Section 2 of the United States Constitution delegates to the President the power to grant “Pardons for Offences against the United States”;

Whereas, The Constitution does not limit the President’s power to pardon solely to criminal offenses and may pardon civil immigration violations;

Whereas, The Los Angeles Unified School District (“LAUSD”) has the responsibility to educate all children has been a champion for students in need through the School Enrollment and Placement Assessment (“SEPA”) Center, by assisting families with student enrollment and resources for student physical, social, and emotional well-being necessary for academic success, and the Advocating for Youth Unaccompanied in Deportation Actions (“AYUDA”) program that assists unaccompanied youth in need of legal representation;

Whereas, On November 8, 2016, President-Elect Trump was voted as the 45th President of the United States after running on a platform threatening mass deportations, including overturning DACA;

Whereas, DACA participants placed their trust in the United States government to protect them of separation
from their families; and

Whereas, The LAUSD Board of Education stands with and supports our communities in hardship and need, supports keeping families together, and is dedicated to building a strong Angeleno community according to the principles of our nation; now, therefore, be it,

Resolved, That the Governing Board of the Los Angeles Unified School District supports Congressional leadership in urging President Obama to issue an Executive Order prohibiting the use of information derived from the DACA application and participation process for purposes other than originally intended, including for the purpose of removal or deportation;

Resolved further, That the Governing Board of the Los Angeles Unified School District supports Congressional leadership in urging that President Obama act with urgency to grant a pardon of categorical civil immigration violations for young immigrants that participated in DACA;

Resolved, That the Board requests the Superintendent and Board President act with urgency to communicate this statement to the President of the United States of America; and be it

Resolved, That the Board remain focused on our goal of 100% graduation so that every child has the opportunity to read, write, think, and believe in a non-threatening and nurturing environment so that they may all thrive and learn.
Whereas, Black History Month, or National African American History Month, is an annual celebration of achievements by Black Americans and a time for recognizing the central role of African Americans in United States history;

Whereas, Carter G. Woodson, a Harvard trained historian, like W.E.B. DuBois before him, believed that truth would not be denied and that reason would prevail over prejudice, and as a result announced “Negro History Week” in 1925 to raise awareness of the contributions of African Americans;

Whereas, It is commonly stated that Carter G. Woodson selected February as the month to host “Negro History Week” because it encompasses the birthdays of two great Americans who played a prominent role in shaping black history, namely Abraham Lincoln and Frederick Douglass, whose birthdays are February 12th and 14th respectively;

Whereas, Carter G. Woodson believed that history was created by great people and not simply great men; he envisioned the study and celebration of Black people as a race, not simply as the producers of great men and emphasized the contributions of countless Black men and women who contributed to the advancement of human civilization;

Whereas, Since 1976, the commemoration was extended from a week-long event to the entire month of February;

Whereas, Every United States President has officially designated the month of February as Black History Month and other countries around the world, including Canada and the United Kingdom, also devote a month to celebrating Black history;

Whereas, The legacy of Carter G. Woodson lives on in the continued work of the Association for the Study of African American Life and History (ASALH), an organization now in its Centennial Year;

Whereas, The 2017 theme for Black History Month established by the ASALH is “The Crisis in Black Education”;

Whereas, The story of America cannot be told without reflecting on places where African Americans made history in the eighteenth and nineteenth centuries, such as The Kingsley Plantation, DuSable’s home site, the numerous stops along the Underground Railroad, Seneca Village, Mother Bethel A.M.E. Church, and Frederick Douglass’ home;

Whereas, The story of the struggle for equal citizenship for African Americans can be documented by the significance of landmarks such as Mary McLeod Bethune’s home in Washington, D.C., 125th Street in Harlem, Beale Street in Memphis, and Sweet Auburn Avenue in Atlanta;
Whereas, The National Museum of African American History and Culture is the only national museum devoted exclusively to the documentation of African American life, history, and culture;

Whereas, The Museum opened to the public on September 24, 2016, as the 19th and newest museum of the Smithsonian Institution;

Whereas, The Museum was established by Act of Congress in 2003, following decades of efforts to promote and highlight the contributions of African Americans;

Whereas, The Museum’s motto “A People’s Journey, A Nation’s Story” encapsulates the breadth and depth of the value of African American people to the fabric that shapes the American experience;

Whereas, Over the past century, Black American life, history, and culture have become major influences throughout America in music, art, literature, politics, athletics, education, and diplomacy and has become appreciated by the global community; and

Whereas, The respect that fellow citizens have for one another determines the values of our country and reinforces the premise that Black life matters; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes February as National Black History Month;

Resolved further, That the Board acknowledges that all people of the United States are beneficiaries of the wealth of history given to all by Black culture;

Resolved further, That the Board direct the Superintendent to convene a committee or working group to identify strategies and tactics to align resources targeted toward closing the gap of academic achievement outcomes for Black students; and, be it finally

Resolved, That the Superintendent will work with educators, librarians, all the schools of the District, and the community to recognize and celebrate this month with appropriate programs, ceremonies, and activities that generate in-depth discussion of the complex factual history of the United States and the legacy of Black Americans.
TAB 36
Dr. McKenna - The Importance of Children’s Oral Health (Res-047-16/17) (For Action January 10, 2017)

Whereas, The Los Angeles Unified School District is committed to providing a safe school environment that promotes the health and well-being of children and, as the second largest school district in the nation, is also in a key position to play a leadership role in advancing coordinated preventative health care;

Whereas, Tooth decay is the most common chronic disease in children, despite the fact that it is almost entirely preventable;

Whereas, Dental disease disproportionately affects disadvantaged and minority children and leads to impaired academic performance;

Whereas, Current research supports the value of cost-effective preventative care in lowering rates of dental decay in children, and better health is linked to improved academic performance;

Whereas, A study from the Children’s Dental Health Project in 2009 found that District students with active, untreated dental disease are absent an extra two days of school each year compared to students without dental disease;

Whereas, Between 2013 and 2016, the L.A. Trust Oral Health Initiative worked with District nursing and over 40 providers to screen 25 schools and found that rates of active, untreated dental disease were 65% among early education students, 64% of elementary school students, and 80% of middle and high school students;

Whereas, The April 2016 report “Fixing Denti-Cal” by the Little Hoover Commission recommended that state government, funders and non-profits should lead a sustained statewide push to reorient the oral health care system for Denti-Cal beneficiaries toward preventative care, and many District students receive Denti-Cal benefits;

Whereas, Assembly Bill 1433 (the “Kindergarten Mandate”) was enacted in 2006 to reduce the number of schoolchildren with dental disease, recognizing that tooth decay is preventable and that California’s schoolchildren experience oral disease at a much higher rate than schoolchildren in other states. The Kindergarten Mandate requires kindergarten and first grade students to present proof of having received an oral health assessment in the previous 12 months, directs public schools to notify students’ parents or legal guardians of the assessment requirement, and directs all school districts to report certain data collected under the Kindergarten Mandate to the county office of education of the county in which the school district is located (See California Education Code Section 49452.8);

Whereas, The District has not reported Kindergarten Mandate data to the Los Angeles County Office of Education (LACOE) since before the 2012-2013 school year;
Whereas, Current levels of compliance with the Kindergarten Mandate do not adequately screen the thousands of children in the District that are at risk for serious but entirely preventable dental disease;

Whereas, Recent studies have found that many families of children affected by dental disease are unaware of the risks of dental disease;

Whereas, The most effective way to reduce dental disease in children is through education, early screening, and preventative treatments such as fluoride varnish and sealants, because once dental disease has progressed the only treatment option is expensive restorative care;

Whereas, Using community education and preventative health care to reduce rates of dental disease in District children would advance the goals of the 2016-2017 Local Control and Accountability Plan (LCAP), such as 100% graduation, 100% attendance, and parent, community and student engagement;

Whereas, School nurses do not currently perform visual dental checks on students, even though visual inspection is often sufficient to identify early dental caries;

Whereas, Taking action to reduce the rate of dental decay in students can foster an improved environment for children’s learning;

Whereas, February is nationally recognized as Children’s Dental Health Month to raise awareness about the importance of oral health;

Whereas, Children’s Dental Health Month is a vehicle to promote healthcare education and utilization in our schools and offers an excellent opportunity to encourage dental exams for students; now therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes the importance of preventative healthcare, particularly preventative dental treatments, as an essential step to ensure equal educational opportunities for all children;

Resolved further, That the Board recognizes the unique position of its schools as the second largest school district in the nation to promote healthcare use and education to its student population, which includes a high proportion of at-risk or otherwise disadvantaged students. The Board further recognizes that good health is a necessary corollary to the ability to receive a proper education and graduate employment-ready;

Resolved further, That the Superintendent work closely with school-site administrators, external organizations, and city agencies to promote oral hygiene awareness and education throughout the District;

Resolved further, That the Superintendent or his designee will consider the use of school nurses to perform visual dental checks and investigate the possibility of hiring District dental hygienists to perform dental assessments, which could be used to comply with the Kindergarten Mandate;

Resolved further, That within 30 days the Superintendent will remind all Local District Superintendents and school principals of the Kindergarten Mandate requirements;
Resolved further, That the Superintendent or his designee will develop, within 60 days, a recommended annual timeline and strategy for school administrators to inform parents of the Kindergarten Mandate, collect data, and report data to the LACOE. The Superintendent will also direct staff to collect and retain this data from schools, summarize and report the results to the Board, and make this information available for interested stakeholders;

Resolved further, That the Superintendent will deliver a report within 90 days that summarizes the existing Kindergarten Mandate data throughout the District from the year 2007 and identifies why the District has not reported data to the LACOE for several years. This summary will include suggestions for improvement;

Resolved further, That the Board will collaborate with the L.A. Trust, community partners, providers, and advocates to promote the L.A. Trust Oral Health Initiative, including the annual L.A. Trust ToothFairy Convention in February;

Resolved further, That the Board recognizes February as Children’s Dental Health; and, be it finally

Resolved, That the Superintendent will work with all schools of the District to recognize and celebrate Children’s Dental Health Month through educational activities and outreach.
TAB 37
Whereas, The Governing Board of the Los Angeles Unified School District recognizes that our student’s success depends on many individuals in and out of the classroom helping children succeed in school and reach their full potential in life, and realize that young people need a solid foundation of support that will help them become well-educated, confident, and productive citizens;

Whereas, Mentoring is a proven, effective strategy that helps children and young adults by matching them with a caring, responsible adult who can provide guidance and direction, and build their confidence;

Whereas, Mentors build character, encourage success, boost confidence, lift expectations, and inspire young people to do their best, serving as friends, role models, teachers, and sources of stability and support during a critical time in a child’s life;

Whereas, Research shows that mentoring has beneficial and long-term effects on youth by increasing their academic engagement and decreasing the likelihood of substance abuse and other risky behaviors,

Whereas, Mentoring strengthens our economic and social well-being by helping young people fulfill their potential while helping maintain healthy families and promoting more vibrant communities;

Whereas, Every day residents of Los Angeles and surrounding cities are making a profound difference in the lives of our young people by serving as mentors, supported by many private and public sector organizations that offer mentoring opportunities for youth;

Whereas, Thousands of the District’s students are in need of a caring adult mentor in their lives, and closing this mentoring gap will take more investment, partnerships, and volunteers ready to make a difference in a child’s life;

Whereas, National Mentoring Month is an opportunity to raise public awareness of the importance of mentoring, recognize the dedicated individuals who serve mentors, and encourage more citizens to help build a brighter future for the District’s youth through mentoring; and

Whereas, We recognize the important of mentoring, and wish to encourage employees and community members to look for opportunities to serve as mentors in our schools and to observe this month with appropriate activities and programs; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District does hereby express its support of these programs, honor the community volunteers who give unselfishly of their time and gifts and proclaims its support for January 2017 as National Mentoring Month in the District.
TAB 38
Whereas, In the November 2016 election, California voters approved Proposition 55, extending tax increases to the highest income earners to provide adequate funding for our schools,

Whereas, In the November 2016 election, California voters approved Proposition 58, increasing access to successful bilingual programs to all students ensuring that students not only acquire higher levels of English proficiency, but also reap the multiple benefits of speaking more than one language;

Whereas, In the November 2016 election, California voters approved Proposition 51 providing $9 billion dollars in bond funding for new construction and modernization of K-12 public school and community college facilities;

Whereas, On November 26, 2016, three hundred leaders of higher education institutions in California and around the country wrote an Open Letter to President-elect Donald Trump urging him not to rescind President Obama’s Executive Order on Deferred Action for Childhood Arrivals (DACA) which allows some of our best Los Angeles Unified School District graduates to continue their educations without fear of deportation;

Whereas, In January 2016, the Governing Board of the Los Angeles Unified School District unanimously approved the resolution Excellent Public Education for Every Student, standing opposed to internal and external initiatives that view our communities as a public education marketplace and our children as commodities,

Whereas, The District has been working in partnership with the LA Compact, committing with 18 major Los Angeles institutions to work together to achieve our vision of ensuring all students are able to graduate prepared for college and for the 21st century workplace;

Whereas, In the wake of the Presidential election on November 8, 2016, reports of incidents of bias and violence were reported in schools across the nation leading to a National Call to Action: Make Our Schools’ Values Known, signed by the School Superintendents Association, the American School Counselors Association, the National Association of Elementary School Principals, the Gay, Lesbian & Straight Education Network, the National Association of Independent Schools, the National Association of School Psychologists, the National Association of Secondary School Principals, the National School Boards Association and the National PTA, calling on their constituents and all education leaders to publicly affirm the inclusive values that are the foundation of healthy learning cultures;

Whereas, The Board’s February 2016 resolution, L. A. Unified Campuses as Safe Zones and Resource Centers for Students and Families Threatened by Immigration Enforcement, affirmed that the United States Supreme Court held in Plyer v. Doe (1982) that no public school district has a basis to deny
children access to education based on their immigration status, citing that children have little control over their immigration status, the harm it would inflict on the child and society itself, and equal protection rights of the 14th Amendment; and that that every District site is a safe place for its students and their families to seek help, assistance, information, and safety if faced with fear and anxiety about related immigration enforcement efforts;

Whereas, The Board’s November 2016 resolution, In the Pursuit of Life, Liberty, and Happiness: Embracing Education as a Pillar to Democratic Progress, affirmed that the national presidential election has resulted in thousands of students and families in Los Angeles expressing their views, and youth have stood in unity with each other, with our community, and with the principles of our nation;

Whereas, The Board affirmed in its 2011 resolution, Lesbian, Gay, Bisexual, and Transgender and Sexual Orientation Anti-Bullying, the District has a responsibility to provide a safe environment for students and staff;

Whereas, A myriad of additional resolutions and policies passed by this Board, previous Boards, and our brother and sister elected bodies affirm the rights, dignity, and humanity of all students, their families, their language, their history, their culture and their communities; and

Whereas, The rhetoric used by the President-elect during the campaign and the stated policies, positions, opinions, investments and rhetoric of several of the President Elect’s nominees stand in direct conflict to the policies and positions of this Board and this Administration; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District calls on the President-elect and each nominee that he has selected for positions that directly affect children in District schools and their families to affirm the rights, dignity and humanity of all students and their families;

Resolved further, That the Board calls on the President-elect to affirm the importance of the DACA program and indicate that he will continue to honor the protected status of young students and workers who were able to stabilize their immigration status through the DACA program;

Resolved further, That the Board calls on the President-elect, his nominee for Secretary of Education and his nominee for Attorney General to directly affirm the Obama Administration’s guidance to states and local education authorities regarding the dignity and humanity of transgender students and access to safe restrooms, locker rooms and all school facilities;

Resolved further, That the Board calls on the President-elect and his nominee for Secretary of Education to re-affirm the role of public schools to serve every student that comes to the school house door; acknowledge that our public school are an essential foundation of our democracy; indicate that they will support policies, initiatives and investments that serve all students and not some students; and that they will support and invest in policies and initiatives that support equity, achievement and excellence while stabilizing instead of destabilizing our public school systems;

Resolved further, That the Board calls on elected Boards of Education in California and across the United States to join us in affirming the inclusive values of public education and of stable and healthy learning communities; and, be it finally

Resolved, That the Board declares its intention to support nominees that align with and affirm the
policies and values of the District, and that we pledge to oppose any nominee for cabinet or federal administration positions who will not affirm their support for policies that protect, value and uplift all students, families and employees of our public education systems or whose stated positions are counter to our core mission and values. The Board also declares its intention to devote the necessary resources to ensure that the leadership of the new administration is one that shares the Board’s belief that all American Dreams can come true through an outstanding public education system.

Whereas, The California Education Code, Section 18100, states that, “The governing board of each school district shall provide school library services for the pupils and teachers of the district by establishing and maintaining school libraries or by contractual arrangements with another public agency”;

Whereas, In 2010, the California State Board of Education adopted the Model School Library Standards for California Public Schools, Kindergarten through Grade Twelve, to provide guidance to school districts in implementing strong school library programs;

Whereas, The School Library Program Standards recommend that school libraries be staffed by a team of a credentialed teacher librarian and paraprofessional support staff, as well as a ratio of one full time credentialed teacher librarian per 785 students;

Whereas, The School Library Program Standards recommend that:

- At least two-thirds of a school library’s resources should be less than 15 years old;
- There should be a ratio of 28 books per student; and
- Each year the collection should grow by at least one book per student at elementary and middle schools and one book per two students at high schools;

Whereas, A 2016 report by the California State Auditor found that, as a result of vague state laws and lack of monitoring:

- School districts audited generally provided fewer types of library services to students in their elementary and middle schools than to students in their high schools; and
- Schools that employ teacher librarians provide more types of services than do those that do not employ teacher librarians;

Whereas, The State Auditor recommends that, “school districts should strengthen their library programs by using the model standards to assess and address their needs when developing their annual funding plan”; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby directs the Superintendent to present a report on the state of the District’s school libraries, specifically as it relates to meeting the recommendations of the Model School Library Standards;

Resolved further, That the Superintendent’s report specifically address the state of libraries in the
middle schools and the feasibility of staffing those libraries with credentialed teacher librarians;

Resolved further, That the Superintendent’s report address the state of school library media collections, including information such as the average age of texts and student to book ratios, and present a plan for updating school library media collections, including potential costs; and, be it finally

Resolved, That the Superintendent or designee(s) shall present this report to the Budget, Facilities, and Audit Committee on Tuesday, April 4, 2017.
TAB 40
Ms. Ratliff, Dr. Rodriguez - Realigning Administrative Headquarters Staffing and Resources to Support Student Success (Res-051-16/17) (For Action January 10, 2017)

Whereas, The 2015 Report of the Independent Financial Review Panel determined that, despite ongoing declining enrollment, the District has experienced higher salary costs and increases in staff;

Whereas, The Report concluded that, “The District’s loss of 100,000 students would indicate that the District staff would need to be reduced by about 10,000 staff, including administrators, classified and certificated personnel, for a savings of about $500 million per year”;

Whereas, Currently, the Superintendent of Schools is implementing initiatives to stabilize the budget and decentralize essential functions in order to redirect resources to local districts and schools and ensure continued progress toward 100% graduation; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby directs the Superintendent to present a report on realigning administrative headquarters staffing and budgets to better support student success District-wide;

Resolved further, That the report shall include the following information:

- Total number of employees currently based at the District’s administrative headquarters and total budget expenditure for those employees;
- Total number of vacant positions that are allocated to the administrative headquarters and the total budget allocated for those positions;
- Percentage of classified, certificated, and other staff based at the administrative headquarters;

Resolved further, That the report by the Superintendent specifically address the feasibility of closing all vacant positions in the administrative headquarters and reallocating those positions and respective budgets to the local districts and school sites;

Resolved further, That the report by the Superintendent specifically address the feasibility of gradually reducing and reallocating staff based in the administrative headquarters to local districts and school sites;

Resolved further, That the report by the Superintendent specifically address the feasibility of leasing or selling the District’s administrative headquarters located at 333 South Beaudry Avenue, Los Angeles, California, 90017; and, be it finally

Resolved, That the Superintendent or designee(s) shall present this report to the Budget, Facilities, and Audit Committee on Tuesday, April 4, 2017.
Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Ron Miller, representing the Los Angeles County Federation of Labor, AFL-CIO, as member to the School Construction Bond Citizens’ Oversight Committee for a two-year term commencing on January 16, 2017. The Board determines that Mr. Miller is not an employee, official, vendor, contractor, or consultant of the District.
November 16, 2016

Mr. Steve Zimmer, President
Los Angeles Unified School District
Los Angeles, CA 90017

(Sent via email: timothy.popejoy@lausd.net)

Dear President Zimmer,

The Los Angeles County Federation of Labor hereby nominates Ron Miller on the Los Angeles Unified School District Construction Bond Citizens’ Oversight Committee.

Ron has a proven record of leadership and it is my honor to re-nominate him to this Board.

Should you have any questions, please do not hesitate to contact my office at (213) 381-5611 ext 123.

Sincerely,

Rusty Hicks,
Executive Secretary-Treasurer
Los Angeles County Federation of Labor, AFL-CIO
RECEIPT OF COMMUNICATIONS
Los Angeles Unified School District

Board of Education Report

File #: 068-16/17, Version: 1

Report of Correspondence (068-16/17)
The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, “Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel”:

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<th>FROM</th>
<th>LEGAL ACTION</th>
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County of Los Angeles
Los Angeles Unified School District
Alfred Medina, an individual; Dennis Bixer, an individual; Douglas Staine, an individual; and Does 1 Through 100, Inclusive, Defendants.

The recommended disposition of the following item is “Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services”:

4. Gabriel & Associates
   Summons and Complaint for Damages; Jury Demand Endorsed Thereon (Gov. Code §835, et seq.) Case No. BC 636578; Los Angeles County Superior Court of the State of California. Elijah Webster, a minor, by and through his Guardian Ad Litem, Laura Webster, Plaintiff, v. Los Angeles Unified School District; and Does 1 Through 25, Inclusive, Defendants.

5. Law Office of Jeffrey E. Karpel
   Summons and Plaintiff’s Complaint for Damages. Case No. BC 635523; Los Angeles County Superior Court of the State of California. Emiliano Chacon, a minor, by and through his Guardian Ad Litem, Ramona Chacon, Plaintiff, v. Walnut Park Elementary School; Los Angeles Unified School District; Anthony, a minor; Jorge Salvador, a minor; and Does 1 Through 30, Inclusive, Defendants.

6. James M. Meizlik
   Summons and First Amended Complaint. Case No. BC 622287; Los Angeles County Superior Court of the State of California. Juan Cabrera, Plaintiff, v. Los Angeles Unified School District; and Does 1 Through 25, Defendants.

7. Quirk Law Group
   Summons and Plaintiff’s Complaint for Damages:
   1) Negligence; 2) Negligent Supervision of Students; 3) Negligent Hiring, Retention, and Supervision of Employees. Case No. BC 633095; Los Angeles County Superior Court of the State of California. Lorena Alvarado, a minor, by and through her Guardian Ad Litem, Eder Alvarado, Plaintiffs, v. Los Angeles Unified School District; and Does 1 Through 50, Inclusive, Defendants.
The recommended disposition of the following item is “Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services”:

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<td>Gabriella Carcamo and Maria Vides (GAL)</td>
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Respectfully Submitted

JEFFERSON CRAIN
Executive Officer of the Board
Resolution of Intention to Dedicate Easements to the City of South Gate and the Los Angeles County Flood Control District at the Legacy Senior High School Complex (070-16/17)
NOTICE OF ADOPTION OF RESOLUTION OF INTENTION TO DEDICATE EASEMENTS AT LEGACY SENIOR HIGH SCHOOL COMPLEX

At a meeting of the Board of Education of the City of Los Angeles, Governing Board of the Los Angeles Unified School District, held November 15, 2016, the following resolution was adopted by at least a two-thirds vote of all its members:

RESOLVED: That the Board of Education of the City of Los Angeles, in pursuance of the provisions of Sections 17556 through 17561, inclusive, of the Education Code of the State of California, does hereby declare its intention to irrevocably offer to dedicate to the City of South Gate, a municipal corporation, easements for the public use of all street, highways, and other public ways shown on the Parcel Map at Legacy Senior High School Complex (“Legacy High School”) with regard to that certain real property situated in the County of Los Angeles, City of South Gate, State of California, as shown on Exhibit A attached hereto. The Board also does hereby declare its intention to irrevocably offer to dedicate easements to the City of South Gate, a municipal corporation, for covered storm drain, gas, water and sanitary sewer purposes so designated on the Parcel Map and all uses incidental thereto, including the right to make connections therewith from any adjoining properties. Furthermore, the Board does hereby declare its intention to irrevocably offer to dedicate easements to the Los Angeles County Flood Control District, a special district governed by the County of Los Angeles Board of Supervisors, for covered storm drain, appurtenant structures, and ingress and egress purposes so designated on the Parcel Map and all uses incidental thereto, including the right to make connections therewith from any adjoining properties.

The proposed dedication of easements to the City of South Gate and the Los Angeles County Flood Control District will be conveyed through the execution and delivery of the Parcel Map shown as Exhibit A attached hereto.

The Grantee shall be responsible for damage caused intentionally or by any negligent act or omission of the respective grantee, its agent or employees while exercising the rights granted respectively herein.

BE IT FURTHER RESOLVED: That a public meeting of this Board be held in the Los Angeles Unified School District Board Room, 333 South Beaudry Avenue, 1st Floor, Los Angeles, 90017, the regular place of meeting of this Board, at or about 1:00 p.m., on December 13, 2016 for a public hearing upon the question of such dedication.

BE IT FURTHER RESOLVED: That it is the intention of the Board at the time and place fixed for such public hearing or meeting, unless a petition protesting against the proposed dedication, signed by at least ten percent of the qualified electors of said Los Angeles Unified School District, as shown by the affidavit of one of the petitioners, be filed with this Board, to order the dedication and adopt a resolution authorizing the execution and delivery of the dedication of easements.

Notice of the adoption of this resolution and of the time and place of holding said meeting shall be given by posting copies of this resolution, signed by the members of this Board or a majority thereof, in three public places in this Los Angeles Unified School District of Los Angeles County, not less than ten days before the date of said meeting and by publishing a copy of this resolution once not less than five days before the date of said meeting in a newspaper of general circulation published in the Los Angeles School District of Los Angeles County.
IN WITNESS of the passage of the foregoing Resolution as prescribed by law, we, the Members of said Board of Education, present and voting thereon, have hereunto set our hands the 15th day of November, 2016.

Members of the Board of Education of the City of Los Angeles

ACKNOWLEDGMENT

STATE OF CALIFORNIA )
) COUNTY OF LOS ANGELES )

I, JEFFERSON CRAIN, Executive Officer, for the Board of Education of the City of Los Angeles, California, hereby certify the foregoing to be a full, true, and correct copy of Resolution of Intention to Dedicate Easements at Legacy High School.

By:
Name: JEFFERSON CRAIN
Title: Executive Officer of the Board

On 30 NOVEMBER, 2016 before me, JUANITA SAAVEDRA, NOTARY PUBLIC
personally appeared JEFFERSON CRAIN, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by him/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature JUANITA SAAVEDRA (Seal)
265

EXHIBIT A

PARCEL MAP NO. 71904

IN THE CITY OF SOUTH GATE, COUNTY OF LOS ANGELES

STATE OF CALIFORNIA

SIGNATURE OMISSION NOTES:

THE SIGNATURES OF THE PARTIES NAMED HEREIN AS OWNERS OF THE INTEREST SET FORTH, HAVE BEEN OMITTED UNDER PROVISIONS OF THE SUBDIVISION MAP ACT SECTION 565 AS THEIR INTEREST IS SUCH THAT IT CANNOT ENSURE A TEE TITLE AND SAID SIGNATURES ARE NOT REQUIRED BY THE LOCAL AGENCY.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR ROAD AND HIGHWAY PURPOSES, RECORDED JUNE 1, 1949 IN BOOK 2257 PAGE 222, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

ADJACENT OWNERS, HOLDER OF AN EASEMENT FOR ROAD PURPOSES, RECORDED JUNE 1, 1949 IN BOOK 2257 PAGE 222, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR STREET AND ROAD PURSUANT TO COUNTY RESOLUTION NO. 3496 RECORDED IN BOOK 2257 PAGE 222, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR POLE LINES AND CONDUIT PURPOSES, RECORDED IN BOOK 2257 PAGE 222, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR PUBLIC UTILITIES PURPOSES, RECORDED MARCH 21, 1950 AS INSTRUMENT NO. 21348 IN BOOK 3933 PAGE 308, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR POLE LINES, CROSS-ARMS AND WIRES PURPOSES, RECORDED MARCH 21, 1950 AS INSTRUMENT NO. 21348 IN BOOK 3933 PAGE 308, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR PUBLIC UTILITIES AND POLE LINES PURPOSES, RECORDED IN BOOK 23376 PAGE 341, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR PUBLIC UTILITIES AND POLE LINES PURPOSES, RECORDED IN BOOK 23376 PAGE 341, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR PUBLIC UTILITIES AND POLE LINES PURPOSES, RECORDED IN BOOK 23376 PAGE 341, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

THE PACIFIC TELEPHONE AND TELEGRAPH COMPANY, A CORPORATION, HOLDER OF AN EASEMENT FOR CROSS-ARMS AND WIRES PURPOSES, RECORDED OCTOBER 13, 1948 AS INSTRUMENT NO. 21393 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

LEWIS J. THEDDY AND ETHY, THEDDY, HUSBAND AND WIFE, HOLDER OF AN EASEMENT FOR ROAD PURPOSES, RECORDED IN BOOK 2157 PAGE 346, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

THE PACIFIC TELEPHONE AND TELEGRAPH COMPANY, A CORPORATION, HOLDER OF AN EASEMENT FOR POLE LINES PURPOSES, RECORDED OCTOBER 4, 1948 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR POLE LINES PURPOSES, RECORDED OCTOBER 31, 1948 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR PUBLIC UTILITIES PURPOSES, RECORDED APRIL 1, 1949 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR PUBLIC UTILITIES PURPOSES, RECORDED FEBRUARY 28, 1949 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

CITY OF SOUTH GATE, HOLDER OF AN EASEMENT FOR PUBLIC STREET, ROAD AND HIGHWAY PURPOSES, RECORDED IN BOOK 2093 PAGE 377, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

CITY OF SOUTH GATE, HOLDER OF AN EASEMENT FOR PUBLIC STREET, ROAD AND HIGHWAY PURPOSES, RECORDED IN BOOK 2093 PAGE 377, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR POLE LINES PURPOSES, RECORDED OCTOBER 13, 1948 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR ELECTRIC LINE PURPOSES, RECORDED OCTOBER 13, 1948 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR POLE LINES PURPOSES, RECORDED AUGUST 6, 1949 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

LEWIS J. THEDDY, HOLDER OF AN EASEMENT FOR ROAD AND UTILITY PURPOSES, RECORDED IN BOOK 23376 PAGE 341, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

HOLDER OF AN EASEMENT FOR PUBLIC UTILITIES PURPOSES, RECORDED AUGUST 6, 1949 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

ACME ASSOCIATES, INC., A CORPORATION, AND ACME BLOWER & PIPE COMPANY, INC, A CORPORATION, HOLDERS OF AN EASEMENT FOR INDELS, ETC., AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR PUBLIC UTILITIES PURPOSES, RECORDED SEPTEMBER 3, 1948 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR UNDERGROUND ELECTRICAL AND COMMUNICATION SYSTEMS PURPOSES, RECORDED NOVEMBER 25, 1948 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR PUBLIC UTILITIES PURPOSES, RECORDED DECEMBER 30, 1948 AS INSTRUMENT NO. 21447 IN BOOK 2897 PAGE 206, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

CITY OF SOUTH GATE, HOLDER OF AN EASEMENT FOR ROAD PURPOSES, RECORDED IN BOOK 2944 PAGE 140, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

SOUTHERN CALIFORNIA EDISON, HOLDER OF AN EASEMENT FOR POLE LINES PURPOSES, RECORDED IN BOOK 2944 PAGE 140, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.

MRS. ANNA T. RICHARDS, HOLDER OF AN EASEMENT FOR MINERAL RIGHTS PURPOSES, RECORDED IN BOOK 2782 PAGE 140, OFFICIAL RECORDS, RECORDS OF THE COUNTY OF LOS ANGELES.
EXHIBIT A

PARCEL MAP NO. 71904

IN THE CITY OF SOUTH GATE, COUNTY OF LOS ANGELES
STATE OF CALIFORNIA

LEGEND:

- BOUNDARY OF THE LAND BEING SUBDivIDED BY THIS MAP

DETAIL "A"

NOT TO SCALE

DETAIL "B"

NOT TO SCALE

EASEMENT NOTES:

1. AN EASEMENT FOR POLE LINES, CONDUITS AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED IN BOOK 23489 PAGE 5, OFFICIAL RECORDS.

2. AN EASEMENT FOR POLE LINES, CONDUITS AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED IN BOOK 23489 PAGE 35, OFFICIAL RECORDS.

3. AN EASEMENT FOR PUBLIC UTILITIES AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED ON MARCH 21, 1950 AS INSTRUMENT NO. 2918 IN BOOK 32623 PAGE 345, OFFICIAL RECORDS.

4. AN EASEMENT FOR POLE, CROSS-ARMS, WIRES AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED IN MARCH 21, 1950 AS INSTRUMENT NO. 2917 IN BOOK 32623 PAGE 347, OFFICIAL RECORDS.

5. AN EASEMENT FOR PUBLIC UTILITIES, POLE LINES AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED MARCH 21, 1950 AS INSTRUMENT NO. 2918 IN BOOK 32623 PAGE 333, OFFICIAL RECORDS.

6. AN EASEMENT FOR PUBLIC UTILITIES (POLE LINES) AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED JULY 4, 1949 AS INSTRUMENT NO. 3092 BOOK 23376 PAGE 411, OFFICIAL RECORDS.

7. AN EASEMENT FOR PUBLIC UTILITIES (POLE LINES AND CONDUITS) AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED IN OCTOBER 13, 1949 AS INSTRUMENT NO. 2313 IN BOOK 28475 PAGE 308, OFFICIAL RECORDS.

8. AN EASEMENT FOR POLE LINES AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED OCTOBER 4, 1948 AS INSTRUMENT NO. 3474 IN BOOK 28475 PAGE 223, OFFICIAL RECORDS.

9. AN EASEMENT FOR POLE LINES, AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED OCTOBER 30, 1950 AS INSTRUMENT NO. 2415 IN BOOK 34865 PAGE 254, OFFICIAL RECORDS.

10. AN EASEMENT FOR PUBLIC UTILITIES AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED APRIL 1, 1955 AS INSTRUMENT NO. 45-54456.

11. AN EASEMENT FOR PUBLIC UTILITIES AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED FEBRUARY 24, 1949 AS INSTRUMENT NO. 1005 IN BOOK 29446 PAGE 190, OFFICIAL RECORDS.

12. AN EASEMENT FOR POLE LINES AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED IN OCTOBER 13, 1950 AS INSTRUMENT NO. 3301 IN BOOK 34566 PAGE 61, OFFICIAL RECORDS.

13. AN EASEMENT FOR ELECTRIC LINES AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED IN AUGUST 13, 1951 AS INSTRUMENT NO. 2572 IN BOOK 36895 PAGE 287, OFFICIAL RECORDS.

14. AN EASEMENT FOR POLE LINES AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED IN AUGUST 31, 1954 AS INSTRUMENT NO. 3229 IN BOOK 45464 PAGE 302, OFFICIAL RECORDS.

15. AN EASEMENT FOR PUBLIC STREET, ROADS AND HIGHWAYS AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED IN BOOK 23439 PAGE 377, OFFICIAL RECORDS.

16. AN EASEMENT FOR PUBLIC STREET, ROADS AND HIGHWAYS, CONDUITS AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED IN BOOK 23439 PAGE 208, OFFICIAL RECORDS.

17. AN EASEMENT FOR ROAD AND RIGHTS INCIDENTAL PER DOCUMENT RECORDED IN BOOK 21675 PAGE 346, OFFICIAL RECORDS.
TAB 44
File #: 072-16/17, Version: 1

College Readiness Block Grant Plan (072-16/17)
Adoption of the 2017-2019 College Readiness Block Grant Plan
January 10, 2017
Division of Instruction

Action Proposed:
Staff is seeking Board approval of the attached 2017-2019 College Readiness Block Grant Plan.

For the January Board meeting, the Division of Instruction proposes that the Board of Education adopt the 2017-2019 plan for the College Readiness Block Grant to increase the number of students who enroll in 2 and 4-year postsecondary institutions and complete an undergraduate degree within four years without the need for remediation in Mathematics and English.

Background:
The California State Legislature approved the sum of two hundred million dollars to establish the College Readiness Block Grant for high schools statewide. Of this sum, $16,951,071 million dollars has been allocated to LAUSD for the Spring 2017 through Spring, 2019 Semesters. The grant is purposed to provide supports in grades 9-12 to increase the number of students who enroll at institutes of higher education and complete an undergraduate degree within four years.

According to Senate Bill 828, these funds are allocated to support activities that directly support pupil access and successful matriculation to postsecondary institutions. Eligible activities may include, but are not limited to, the following:

- Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A-G course completion rates, pupil college-going rates, and college readiness of pupils.
- Increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs.
- Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution.
- Developing comprehensive advising plans to support pupil completion of A-G course requirements.
- Implementing collaborative partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education, including, but not limited to, strengthening existing partnerships with the University of California and the California State University to establish early academic outreach and college preparatory programs.
- Providing subsidies to unduplicated pupils, as defined in Sections 42238.01 and 42238.02, to pay Advanced Placement exam fees.
Expanding access to coursework or other opportunities to satisfy A-G course requirements to all pupils. These opportunities may include, but shall not be limited to, new or expanded partnerships with other secondary or postsecondary educational institutions.

Based on the input from our stakeholders, coupled with current educational research and an analysis of student data, we have designed a plan that supports these goals:

- Increase the number of low-income, first generation and underrepresented students who apply, matriculate without the need for remediation courses, and succeed in attaining 2 and 4-year college degrees.
- Create a comprehensive infrastructure that will serve teachers, counselors, students, families and all stakeholders providing resources and tools on graduation, planning, applying and transitioning to college.
- Establish a data collection system to assist with the monitoring of student college applications and acceptances, financial aid and scholarship applications and awards, math and English course remediation, and college persistence and completions rates.

As a condition for receiving funds under Article 8, the College Readiness Block Grant requires that the District develop a plan to be discussed at a regular scheduled Board meeting (in this case, December 13, 2016) and adopt the plan at a subsequent, regular scheduled Board meeting (January 10, 2017).

Expected Outcomes:
The indicators, and metrics for monitoring student progress, are aligned with District Scorecard and LCAP benchmarks. All indicators are research based and reflect LAUSD’s graduate profile.

- Increase the numbers of college applications per student.
- Increase the numbers of college acceptances per student.
- Increase the numbers of FAFSA applications.
- Increase the numbers of participants in College Fairs.
- Counselors and teachers from every school site will participating and complete a 5-Day Professional Developments
- Parents and family members will participate in College Readiness Workshops.
- Increase the number of students earning a GPA of 3.0 and above, and on-track for A-G course completion with a “C” or better.
- Increase student PSAT results, monitoring numbers of students scoring 430 or higher in ELA; 480 or higher in math.
- Increase student SAT results, monitoring numbers of students scoring 1550 or higher.
- Increase SBAC results for 11th grade, monitoring numbers of students scoring Standard Exceeded for ELA and math (these students are exempted from CSU placement tests and are deemed ready for college level coursework) and increase number of students scoring Standard Met in ELA and math (these students are deemed conditionally ready for college level coursework).
- Increase student ACT results, monitoring numbers of students scoring higher than 18 in ELA; higher than 22 in Math; higher than 21 in Reading; higher than 24 in Science.
- Increase student Advanced Placement course participation and success, monitoring students scoring a 3 or higher in exams and also students completing courses with a “C” or better.
- Increase student participation in the Expository Reading and Writing Course, monitoring the number of students passing the course and not needing ELA remediation in college.
• Increase student participation in the new Transition to College Math and Statistics Course, monitoring the number of students passing the course and not needing math remediation in college.

Board Options and Consequences:
The state will appropriate the $16,951,071 million dollars once the plan for the College Readiness Block Grant has been discussed at a regularly scheduled meeting and adopted by the Board of Education at a subsequent regularly scheduled meeting.

If authorization is not granted, the District would not receive the $16,951,071 million dollar grant from the state and students, counselors, teachers and families would not be provided services and support.

Policy Implications:
College access and completion remains an unmet need for a majority of the LAUSD students who are from low income families and underrepresented subgroups. It is critical and necessary that we build the capacity of all staff in supporting college readiness, planning, application, enrollment and transition to postsecondary institutions. Research indicates that a strong college going culture in high school is the most consistent predictor of student success; more than any other factor this culture shapes students’ participation in the college application process. The involvement of all teachers, staff and parents, not counselors alone, is critical for students to take all necessary steps in applying for financial aid and making applications to multiple campuses, which will increase their likelihood of enrolling in and entering college. Reports indicate that a high percentage of students fall victim to Summer Melt, also known as being accepted to and enrolling but not attending college, especially in underrepresented populations; thus it is imperative for all stakeholders to be invested in the present and future success of our students. Likewise, research surfaces a gap between the number of students who indicate the intention to complete a college degree and those who ultimately enroll, indicating the urgent necessity for supporting students with all the steps needed to successfully enroll in and enter college.

The need for students to enroll in remediation classes in their freshman year is also addressed in the terms of the College Readiness Block Grant. The high cost to students and families, and the likelihood of taking such classes deter students from continuing with college and completing their degree. The grant lays out provision for preparation courses in math which will significantly advance students’ preparation for college level work, and decrease the need for remediation.

Budget Impact:
All funding for the College Readiness Block Grant are appropriated to school districts from the state of California. No district General Funds are used and no matching funds are required.

Issues and Analysis:
None

Attachments: College Readiness Block Grant Proposal

Informatives: College Readiness Block Grant
RESPECTFULLY SUBMITTED,  

MICHELLE KING  
Superintendent  

APPROVED & PRESENTED BY:  

Carol Alexander  
Director, A-G  
Division of Instruction  

REVIEWED BY:  

DAVID HOLMQUIST  
General Counsel  

APPROVED & PRESENTED BY:  

Dr. Frances Gipson  
Chief Academic Officer  
Division of Instruction  

___ Approved as to form.  

REVIEWED BY:  

CHERYL SIMPSON  
Director, Budget Services and Financial Planning  

___ Approved as to budget impact statement.
College Readiness Block Grant Plan Proposal

Prepared for:
Frances Gipson Ph.D., Chief Academic Officer
Derrick Chau Ph.D., Executive Director P-12 Instruction

Prepared by:
Carol Alexander, Director A-G Intervention and Support

November 15, 2016
BACKGROUND

The California State Legislature has approved the sum of two hundred million dollars to establish the College Readiness Block Grant for high schools statewide. The Grant is purposed to provide supports in grades 9 through 12 to increase the number of students who enroll at institutes of higher education and complete an undergraduate degree within four years. Funding is intended to provide particular support to unduplicated pupils, as defined in Education Code sections 42238.01 and 42238.02.

Of this sum, $16,951,071 million dollars has been allocated in a two-year Block Grant for the 113,522 high school students in LAUSD.

According to Senate Bill 828, these funds are allocated to support activities that directly support pupil access and successful matriculation to postsecondary institutions. Eligible activities may include, but are not limited to, the following:

- Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A–G course completion rates, pupil college-going rates, and college readiness of pupils
- Increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs.
- Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution.
- Developing comprehensive advising plans to support pupil completion of A–G course requirements.
- Implementing collaborative partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education, including, but not limited to, strengthening existing partnerships with the University of California and the California State University to establish early academic outreach and college preparatory programs.
- Providing subsidies to unduplicated pupils, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams.
- Expanding access to coursework or other opportunities to satisfy A–G course requirements to all pupils. These opportunities may include, but shall not be limited to, new or expanded partnerships with other secondary or postsecondary educational institutions.

PROCESS

September, 2016 – December, 2016

The Division of Instruction created a committee made up of DOI leadership to spearhead writing the grant. The committee has met on a bi-weekly basis beginning at the end of September gathering ideas, sharing research, planning outreach and reviewing drafts of the grant proposal.
In partnership with Data and Accountability, the committee has conducted a needs assessment by examining the results from the 2014-2016 School Experience Survey on student college aspirations, support and guidance provided to students and parent on how to apply and finance college, and teacher and counselor capacity to provide information on A-G courses. Leadership also conducted research on the costs and trends of remediation and persistence in college.

**September, 2016 – ongoing**

The Division of Instruction (DOI) partnered with the Los Angeles Educational Research Institute (LAERI) who conducted an analysis of college-going trends for LAUSD graduates, by examining patterns of college enrollment, persistence and completion. The Division of Instruction is also partnered with LAERI on an applied research project grant on college counseling structures, resources and supports in LAUSD.

**October 26, 2016 – October 28, 2016**

One of the project objectives is to learn about promising practices and strategies related to college readiness and success from other large urban school districts. As a result, LAERI sponsored four members from the Division of Instruction and one member from Data and Accountability traveled to Chicago to observe and learn about college readiness work occurring in the Chicago Public Schools through their partnership with the Network for College Success and the To & Through Project. There we learned about how Chicago integrates data collection and usage with professional development and on-the-ground practices as well as how they have developed postsecondary leadership teams and a suite of professional development to build capacity on college planning, application and transition processes.

Through our visit with Chicago, we investigated the findings from comprehensive research studies conducted by the University of Chicago Consortium, including *Potholes on the Road to College* and *Barriers to College Attainment*. We learned that like us Chicago has increased its graduation rate to 73%. However, unlike LAUSD, Chicago has increased its four year college enrollment and persistence rate to 58% from 18%, less than a decade ago. The best practices and lessons learned in Chicago were brought back and shared with DOI leadership to inform the development of the College Readiness Block Grant.

**Key Research Findings:**

- A strong college climate was the single most consistent predictor of whether students took steps toward college enrollment.
- The extent to which students have access to norms for college enrollment, information on how to prepare and effectively participate in college search and selection, and effective guidance and support in making decisions about college—shapes students’ college access
- Filing a FAFSA and applying to multiple colleges shape students’ likelihood of being accepted to and enrolling in a four-year college.
- Teachers, counselors, and administrators can improve college access for students: ensuring that students who aspire to attain a two or four-year degree get the help they need to understand how to make decisions about potential colleges, making sure that students effectively participate in the college application process and apply for financial aid in time to maximize their financial support, and urging students to apply to colleges
that match their qualifications.

November 2, 2016

On November 2\textsuperscript{nd}, the committee met with a focus group made up of directors, school site administrators, options/continuation school principals, local district and school site counselors, GEAR UP Coordinators, Special Education Transitions Services Coordinator, and college coaches to identify needs and gather ideas for the grant. The committee reviewed current LAUSD data including the gap with 76\% of 12\textsuperscript{th} grade students from the Class of 2016 aspiring to attend a four-year college and only 47\% graduating eligible to attend a four-year public university.

The focus group brainstormed ideas about strategies and resources needed to support our students and their families through the process of planning, applying and transitioning to college. Ideas were charted and participants ranked the ideas from 1-4. The following ideas were the highest ranked:

<table>
<thead>
<tr>
<th>List of Strategies and Resources</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for counselors, teachers, &amp; parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Parent workshops</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>• Information on Grants/Scholarships</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>• Workshops on financial aid/selecting a college</td>
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<td></td>
<td></td>
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<tr>
<td>• Application process</td>
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<td></td>
<td></td>
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<tr>
<td>• College match and fit</td>
<td></td>
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<tr>
<td>• Robust transcript analysis</td>
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<tr>
<td>• College/Career Fair</td>
<td></td>
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<tr>
<td>Utilize state of the art comprehensive website/technology tools with resources to share information, reminders, etc.</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>• Pamphlet/flow chart information tool</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Establish robust college/career centers w/ technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional counselors to reduce counselor ratio for ALL high schools (including Options)</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Partnership with colleges/Universities (AB288)</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>• Increase concurrent enrollment with local community college for ALL high school students including options/continuation sites</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Partnership with outside agencies (i.e. Linked Learning)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>• Internships</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Career Technical Education (CTE) courses</td>
<td></td>
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<td></td>
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<tr>
<td>Partnership with GearUp</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>School wide college plan – Common Message</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Transition services/courses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bridge program from middle to high school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Transition course to prepare for post-secondary</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• Support to address Summer Melt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for Math &amp; ELA placement exams</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redesign IGP to be more relevant for today (competency check off, etc.)</td>
<td>2</td>
<td>2</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Career Interest and Exploration Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Connecting career to college</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Transition services for students with disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ideas from the focus group as well as from our research and collaboration with LAERI have been
incorporated into a draft of the college readiness grant proposal. These ideas included the need to support the new MOU on AB288 and providing increased concurrent enrollment opportunities for students.

**November 10, 2016**

On November 10th, a meeting was held with the Local District Administrators of Instruction reviewing current data, identifying needs and brainstorming ideas to support our students and their families through the process of planning, applying and transitioning to college. The ideas generated aligned with the ideas gathered from the focus group.

**November 21, 2016**

The College Readiness Grant proposal will be submitted to the Los Angeles Unified Board of Education on November 21, 2016 for review and approval.

**NEEDS ASSESSMENT**

The following results from the 2015-16 School Experience Survey were used to indicate the areas of need in order to increase the number of students that graduate on-time and enroll and persist in postsecondary colleges and universities.

With the implementation of the A-G course requirements and the increased focus on graduating college and career ready, the percentage of 12th grade students planning to complete a four-year college degree or beyond has increased from 63% to over 76% in the past two years. Figure 1: Percentage of Students Who Planned to Complete a Four-Year Degree or Beyond

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>57</td>
<td>59</td>
<td>56</td>
</tr>
<tr>
<td>Middle</td>
<td>61</td>
<td>61</td>
<td>68</td>
</tr>
<tr>
<td>High</td>
<td>70</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>12th</td>
<td>63</td>
<td>75</td>
<td>76</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>63</td>
<td>62</td>
</tr>
</tbody>
</table>

When analyzing the data by student program and ethnic subgroups, significant differences are revealed in the expectations of students on completing a four-year college degree or beyond. The subgroups by program are shown with all students as a reference point because they are not mutually exclusive groups; ethnic groups were compared to one another. English learners and students with disabilities had much lower expectations for completing college than their peers. Only 45% of English learners and 46% of students with disabilities planned to complete college, compared to 70% of students overall. By ethnicity, Latino students had the lowest expectations for completing college.
Students were asked if school staff helped them “learn about getting into college” and if they knew the A-G courses they “need to take to get into college.” Agreement among high school students decreased by 6 percentage points on each item.

Although middle and high school teachers showed increases in their own understanding of how their courses fit within the A-G course sequence and their comfort in communicating A-G course requirements to students and parents, there continues to be a percentage that are not comfortable communicating the graduation requirements to students and families.
There were substantial increases in parents’ agreement about receiving A-G and college planning support from last year to this year. The rate of agreement with the survey item “School staff helps me understand which A-G courses my child needs to attend college” increased by 7 percentage points, and the rates of agreement on receiving support for college applications and financial aid both increased by 10 percentage points. More than half of the parents (51%) reported meeting with school staff to discuss their children’s Individual Graduation Plan (IGP), a 3 percentage point increase from last year.

The School Experience Survey data in figures 1 through 5 indicate an increase in student interest in attending a four year university; however, students must be equipped with the information needed to successfully prepare, apply, and persist in attaining their degrees. The data indicates a need to build the capacity of school staff, including administrators, teachers, coordinators and counselors in order to support students and their families with making goals of college and career a reality.
Figure 6: 2015-16 CA Public School Students Statewide Post-Secondary Enrollment by Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total High School Graduates</th>
<th>Number Enrolled in CA Public Postsecondary Institutions</th>
<th>Percent Enrolled in CA Public Postsecondary Institutions</th>
<th>Number that completed 1 year of credit within 2 years of postsecondary enrollment</th>
<th>Percentage that completed 1 year of credit within 2 years of postsecondary enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>128,466</td>
<td>59,956</td>
<td>47%</td>
<td>26,240</td>
<td>20%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>2,867</td>
<td>1,206</td>
<td>42%</td>
<td>468</td>
<td>16%</td>
</tr>
<tr>
<td>Asian</td>
<td>38,103</td>
<td>25,571</td>
<td>67%</td>
<td>19,723</td>
<td>52%</td>
</tr>
<tr>
<td>African American</td>
<td>25,736</td>
<td>11,653</td>
<td>45%</td>
<td>4,933</td>
<td>19%</td>
</tr>
<tr>
<td>White</td>
<td>138,605</td>
<td>71,587</td>
<td>52%</td>
<td>41,891</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>356,654</td>
<td>182,993</td>
<td>51%</td>
<td>100,913</td>
<td>28%</td>
</tr>
</tbody>
</table>

Source: California Longitudinal Pupil Achievement Data System (CALPADS), 2016

Less than half of the Hispanic and African American high school graduates enroll in a postsecondary institution and less than 20% complete one year of credits within two years.

Figure 7: 2015-16 CA Public School Students Postsecondary Statewide Enrollment by Student Subgroups

<table>
<thead>
<tr>
<th>Category</th>
<th>Total High School Graduates</th>
<th>Number Enrolled in CA Public Postsecondary Institutions</th>
<th>Percent Enrolled in CA Public Postsecondary Institutions</th>
<th>Number that completed 1 year of credit within 2 years of postsecondary enrollment</th>
<th>Percentage that completed 1 year of credit within 2 years of postsecondary enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>108,745</td>
<td>51,499</td>
<td>47%</td>
<td>24,516</td>
<td>23%</td>
</tr>
<tr>
<td>English Learner</td>
<td>78,776</td>
<td>38,234</td>
<td>49%</td>
<td>17,647</td>
<td>22%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>20,923</td>
<td>7,165</td>
<td>34%</td>
<td>1,466</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: California Longitudinal Pupil Achievement Data System (CALPADS), 2016

Less than half of the socio-economically disadvantaged, English learners and students with disabilities that graduate high school enroll in a postsecondary institution and less than 23% complete one year of credits within two years.

What percentage of LAUSD graduates enrolled in college, persisted into the second year, and graduated within six years?
The data in figures 6, 7 and 8 point to the need to ensure all students graduate aware and eligible for college opportunities and prepared to succeed in obtaining a postsecondary certificate or degree. Of notable urgency is the need to increase the capacity of school staff, especially in counseling departments, to provide students with much needed guidance and supports in the areas noted above. By allocating funds to resources that will build knowledge around the essential components of college and career readiness, we will directly target areas of greatest need and provide sustainable change.

- The Education Trust report of 2011 titled “Poised to Lead: How School Counselors Can Drive College and Career Readiness” notes that by helping individual students, counselors help their schools too; that they are “an invaluable resource for helping schools see how their policies and practices may contribute to holding students back, and for determining how to propel all students towards success … [they] are uniquely positioned … to lead a college and career ready agenda.”

- The College Board’s 2012 survey of school counselors and administrators reinforces this, surfacing information indicating that counselors’ credentialing programs may not have fully prepared them to lead in the college and career readiness mission. The report shows that while “counselors and administrators have a shared vision of the mission of schools … counselors who feel better trained on how to provide high school students with the right college application materials are more likely to have students who go to college.”
The survey responses show a gap between the aspirations of LAUSD students to attend college and college applications and enrollment. Many of our students and their families lack the knowledge and resources necessary to make higher education a reality. Students and their families need information and guidance from administrators, teachers and counselors as they progress through high school in order ensure all students are given academic opportunities, supports and information to navigate the process of planning and applying for college in order to graduate prepared for postsecondary success.

WHY COLLEGE MATTERS

In the 21st century global economy, postsecondary education is the foundation of social mobility, financial security, and positive citizenship. Over 80% of 21st century jobs and careers require postsecondary training and education. As demonstrated in the chart below, postsecondary degrees have a significant impact on students’ earning potential over their lifetime.

---

**Earnings and unemployment rates by educational attainment, 2015**

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Median Usual Weekly Earnings</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
<td>$1,623</td>
<td>1.7%</td>
</tr>
<tr>
<td>Professional degree</td>
<td>$1,730</td>
<td>1.5%</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>$1,341</td>
<td>2.4%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>$1,137</td>
<td>2.8%</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>$798</td>
<td>3.8%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>$738</td>
<td>5.0%</td>
</tr>
<tr>
<td>High school diploma</td>
<td>$678</td>
<td>5.4%</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>$493</td>
<td>8.0%</td>
</tr>
</tbody>
</table>


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**LAUSD GRADUATE PROFILE**

The following student profile highlights the attributes and competencies needed to graduate high school prepared for postsecondary success. The different elements provide a focus for areas needing increased understanding and support in order for students to demonstrate readiness for success in college and 21st century careers. A graduate profile helps with achieving coherence across the District and provides a snapshot of what it means to be college and career ready.
The Why:
To ensure that all students develop the attributes and competencies needed to thrive in post-secondary college and careers.

The How:
Aware – Students will understand post-secondary options and see the importance of college

Eligible – Students will complete the requirements necessary for the college entrance and success

Prepared – Students will graduate from high school with the knowledge, skills, dispositions and attributes necessary for post-secondary education without remediation.

Academic Scholars
- Successfully complete the A-G course sequence
- Develop and revise personal/professional growth plan to capitalize on strengths and address areas of growth
- Set, review, revise and meet short- and long term goals and deadlines, making appropriate use of family, community and professional resources
- Demonstrate grit and perseverance

Culturally Competent Citizen
- Participate in civics and engage in local community service
- Display awareness of and respect for diverse cultures
- Demonstrate awareness of global economic needs and the respective careers and skills to serve them

Collaborator
- Collaborate productively in diverse groups to make decisions and achieve common goals
- Value divergent thinking and the individual contributions of others

Self-Efficacious
- Positive belief about one’s ability to succeed and accomplish set goals
- Approaches obstacles and setbacks as opportunities to learn, reflect and improve

Influential Communicator
- Communicate persuasively using multiple mediums and 21st century tools
- Interpret social and emotional cues as needed for active listening and effective dialogue
- Acquire multilingual verbal and written skills
- Be a self-advocate

Adaptable & Innovative Problem Solver
- Think critically and creatively using knowledge and skills from a variety of disciplines
- Demonstrate a reflective, flexible and dynamic mind-set
- Identify and solve challenges using a cohesive, efficient, and revisable plan of action
- Design innovative technical and artistic creations appropriate for specific audiences and purposes
GOALS

Our goals are to:

- Increase the number of low-income, first generation and underrepresented students who apply, matriculate without the need for remediation courses and succeed in attaining 2 and 4-year college degrees
- Create an infrastructure for communication, tools and resources that will serve teachers, counselors, students, families and all stakeholders providing information on graduation, planning, applying and transitioning to college
- Establish a data collection system to assist with the monitoring of student college applications and acceptances, financial aid and scholarship applications and awards, math and English course remediation, and college persistence and completions rates.

STRATEGIES TO MEET GOALS

The Division of Instruction will utilize the goals as the framework for an array of strategies which will address areas of need for schools, students and families, and fill existing knowledge gaps among our stakeholders.

Strategy 1
Build the capacity of school counselors, staff and families to support and promote academic preparation and planning for college and career readiness including A-G course completion, placement tests and entry requirements.

Strategy 2
Develop a postsecondary leadership team (PLT) at each school site who focus on assisting and supporting students and families on planning postsecondary opportunities, monitor college readiness, enrollment and persistence data and implement activities to maintain a college going culture.

Strategy 3
Create resources, tools and opportunities to support student understanding of postsecondary choices and provide guidance on college planning and extracurricular activities.

Strategy 4
Provide professional development to counselors and staff in order to support students with the college FSA and math placement exams and provide opportunities for students for advanced learning options and college test preparation.

Strategy 5
Inform students and families about applying for financial aid and assisting with college affordability planning.

Strategy 6
Create and provide students with tools and support to navigate the college application and admission process.

Strategy 7
Design and provide tools that support purposeful transition from high school graduation to college enrollment.
STRATEGY 1: Build the capacity of school counselors, staff and families to support and promote academic preparation and planning for college and career readiness, including A-G course completion, placement tests and entry requirements.

In order to support students, the Division of Instruction will develop a suite of professional development for both online and face-to-face delivery for counselors and staff that includes resources and tools designed to better serve students and families. Training and resources will be provided on the following topics:

- **Graduation**
  - LAUSD graduation requirements
  - The A-G Course sequence
  - California State University validation rules

- **Rigorous Academic Curriculum**
  - Expanding and Strengthening Advanced Placement program
  - Concurrent and dual enrollment classes

- **College**
  - College planning and application process
  - Transcript Analysis
  - College Match and Fit
  - PSAT result analysis
  - SAT and ACT prep programs and fee waivers
  - Transition to College
  - Educational Opportunity Program at CSUs

- **Transition**
  - Summer Melt
  - Transition course to prepare for postsecondary
  - Working with students and families

- **Monitoring Tools**
  - Tools and resources to track graduation progress
  - Utilizing Early Warning Indicators
  - Implementing the redesigned Individual Graduation Plan (IGP)
  - Tools and resources to track college and financial aid applications, acceptances, enrollment and persistence
STRATEGY 2: Develop a postsecondary leadership team (PLT) at each school site who focus on assisting and supporting students and families on planning postsecondary opportunities, monitor college readiness, enrollment and persistence data and implement activities to maintain a college-going culture.

What is a PLT?

- A PLT is a collaborative structure designed to bring key stakeholders together around the common goal of increasing college and career awareness, readiness, access and success. The PLT provides an organizational framework for ongoing strategic communication, planning, assessment and evaluation of postsecondary goals.

Who participates in a PLT?

- PLTs are made up of the principal, all counselors, A-G Diploma Program Counselors, A-G or intervention coordinator, CTE teacher, SPED teacher, EL coordinator, athletic coach, senior class sponsor, parent, student, community members and external partners such as GEAR UP, Project Grad, Diplomas Now, AVID, etc. and other selected staff

What does a PLT do?

- PLTs are driven by data about postsecondary achievement or outcomes (e.g. college enrollment, college applications and acceptances, college match & fit, FAFSA completion, college fair/tour participation)
- PLTs provide a space for strategic thinking, planning and action by the school to respond to gaps in key performance indicators. The PLT takes ownership for increasing college enrollment and creating a college-going culture in schools.

- An effective PLT rests on a foundation of effective organization and thorough data analysis
- Each PLT works through a cycle moving back and forth from stage to stage as appropriate
- Throughout the year, a PLT should routinely evaluate the critical components of each stage of the cycle. In so doing, the PLT will maintain an open, development-oriented culture leading to effective team interactions and ultimately success for students
STRATEGY 3: Create resources, tools and opportunities to support student understanding of postsecondary choices and provide guidance on college planning and extracurricular activities.

Division of Instruction will create a comprehensive website of information, tools and resources on college planning for students, staff and families. Division of Instruction will create tools, identify resources and provide links to sites where students, staff and families can:

- Take self-assessment interest surveys and explore various careers
- Learn about the differences between University of California (UC), California State Universities (CSU) and community colleges
- Search for colleges
- Requirements of different colleges (UC, CSU, Private)
- Learn about considerations for finding the right college match
- Explore Career Technical Education Pathways, internships, volunteer programs, and linked learning experiences
- PSAT, SAT, ACT test preparation
- Partner with Special Education Transition Services to identify and provide appropriate tools for students with IEPs

STRATEGY 4: Provide professional development to counselors and staff in order to support students with the college ELA and math placement exams and provide opportunities for students for advanced learning options and college test preparation

Expository Reading and Writing Course (ERWC)
The ERWC course was designed by the California State University system in partnership with high school teachers to better prepare students for college level reading and writing. Students are encouraged to take an AP English course or ERWC in order to prepare them for the English Placement Test (EPT). Teachers must be trained by the CSU in order for the course to be offered and students to meet the Early Assessment Program requirements. Currently only half of our high schools offer this course. The Division of Instruction will partner with the California State Universities to provide opportunities for professional development to ELA teachers to increase the number of ERWC courses offered to students to decrease the placement of students in college remediation courses.

Transition to College Mathematics and Statistics Course (TCMS)
The TCMS course was designed by the California State University Northridge for LAUSD students to better prepare students for college level math. The course has been piloted with various schools. Teachers must be trained by the CSU in order for the course to be offered. The Division of Instruction will partner with the California State Universities to provide professional development to at least one math teacher from each high school to implement the Transition to College Mathematics and Statistics course that will prepare students for college math placement exams and reduce the number of students requiring remediation.

- Transition to College Mathematics and Statistics course is an advanced math course that does not require calculus and may be taken in place of Algebra 2 or a fourth-year math course. Based on an inquiry-oriented and technology-rich approach, the course helps
ensure student success in college and careers in increasingly technological, information laden, and data driven society.

- Provide the necessary support and materials to implement the Transition to College Mathematics and Statistics course at each high school.
  - A math specialist will provide support to high school teachers implementing the new course.
  - Provide the necessary textbooks and instructional materials to support the implementation of the Transition to College Mathematics and Statistics course at each high school.
  - Provide bus transportation to take students to their local California State University to take the math placement exam.

### 2017-18 (YEAR 1)

**Identification and Scale Up Policy**
- Inform schools regarding the TCMS course.
- Notification of 60 Schools: (April – May, 2017)
- Building of Master Program to include TCMS: (March-May, 2017)
- Recruitment of Teachers: (May – June, 2017)

**Professional Development Timeline**
- July – August, 2017: Initial training for TCMS teachers
- October, 2017 – Day 2 TCMS teachers training
- January, 2018 – Day 3 TCMS teachers training
- March, 2018 – Day 4 TCMS teachers training

**Materials Requisition**
- Ordering TCMS Textbooks: (August, 2017)
- Ordering of ConnectEd Online Access: (August, 2017)
- Ordering of ALEKS: (August, 2017)

**Students Program**
- ELM Test Bus transportation request: (February, 2018)
- Students Celebration (June, 2018)

### 2018-19 (YEAR 2)

**Year 2 Identification and Scale Up Policy**
- Notification of New Cohort of 106 Schools: (April – May, 2017)
- Building of Master Program to include TCMS: (March-May, 2017)
- Recruitment of Teachers: (May – June, 2017)

**Professional Development Timeline**
- July – August, 2018: Initial training for TCMS teachers
- October, 2018 – Day 2 TCMS teachers training
- January, 2019 – Day 3 TCMS teachers training
- March, 2019 – Day 4 TCMS teachers training

**Materials Requisition**
- Ordering TCMS Textbooks: (August, 2018)
- Ordering of ConnectEd Online Access: (August, 2018)
- Ordering of ALEKS: (August, 2018)

**Students Program (New and Returning Cohort)**
- ELM Test Bus transportation request: (February, 2019)
- Students Celebration
Advanced Placement Courses
Provide teachers with opportunities for professional development for Advanced Placement (AP) course preparation and support school sites with auxiliaries in order to increase AP course offerings.

Concurrent Enrollment Courses
Provide resources to support increased access and enrollment in credit bearing college courses

Identify and provide test prep resources such as College Board, Princeton Review and Khan Academy to support student ACT and SAT preparation

STRATEGY 5: Inform students and families about applying for financial aid and assisting with college affordability planning

LAUSD will create and provide online modules and trainings to offer students and families’ information on College Affordability Planning. The online resources will be available in the following areas:
- Federal Application for Student Aid (FAFSA) Application
- Family workshops on financial planning
- Assisting undocumented/Dream Act (DACA) students through the financial aid process
- Understanding college loans and their impact
- Grants, scholarships and awards
- Resources on work-study programs
- Early Acceptance requirements, timelines and financial aid considerations

STRATEGY 6: Create and provide students with tools and support to navigate the college application and admission process

Students, families, and schools need to be aware of the College Admission Process and steps required by each type of campus. The Division of Instruction will support counselors, students and families with tools so that they can be more proactive and informed about admission requirements. Currently, there is no system upon which to track student applications and acceptances.
- Planning for college readiness tools by grade level
- Identify what colleges are looking for in applications
- College Applications (early decision, common application, CSU and UC applications, out of state and private university applications)
- University Educational Opportunity Program Application
- Access resources and recommendations on how to write the college essay and personal interest questions (PIQ)
- Requirements and steps to Admissions process
- Information on the 2 to 4-year path and community college transfer process.
- College Promise
- Tracking tools admission timelines including organization of application materials.
• Generate a system of data collection and monitoring of student applications and acceptances into postsecondary institutions.

**STRATEGY 7: Design and provide tools that support purposeful transition from high school graduation to college enrollment**

The Division of Instruction will prepare students for the challenges of high school to college transition, including readiness to meet deadlines that occur during the summer before their first year. Currently, there is no centralized system upon which to collect and monitor student college enrollment, persistence or completion.

• Develop and implement a high school elective course that prepares students for the transition to their college experience.
• Counselors will support students with summarizing key summer tasks to be completed for their intended college in order to avoid summer melt.
• Provide resources and tools on overcoming barriers to college freshman success.
• Partner with Special Education to coordinate transition services for students with disabilities.
• Schools will offer assistance in community college course selection and enrollment, such as enrolling in core classes (ELA and math).
• Offer assistance to students who will be living away from home in their first year by informing them of accommodations, meal plans, adjusting to a new environment, and how to advocate for themselves.
• Generate a system of data collection and monitoring of student enrollment, persistence and completion of postsecondary opportunities.
BUDGET CONSIDERATIONS

In order to make our goals a reality, a team will be needed to create and deliver professional development, tools and online resources for school personnel, students and their families. The following are the budget considerations to meet the goals set in the College Readiness Block Grant.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Cost</th>
<th>Positions</th>
<th>Spring 2017</th>
<th>Year 1 Implementation Total Cost</th>
<th>Year 2 Implementation Total Cost</th>
<th>Strategy Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Counseling Coordinators</td>
<td>$122,840.00</td>
<td>7</td>
<td>$429,940</td>
<td>$859,880</td>
<td>$859,880</td>
<td>1, 2, 3, 5, 6, 7</td>
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<tr>
<td>Instructional Technology Specialist</td>
<td>$143,947.00</td>
<td>1</td>
<td>$71,974</td>
<td>$143,947</td>
<td>$143,947</td>
<td>1, 3, 5, 6, 7</td>
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<tr>
<td>Multi-media Designer</td>
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<td>$61,420</td>
<td>$122,840</td>
<td>$122,840</td>
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<tr>
<td>Instructional Data Coordinator</td>
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<td>$149,683</td>
<td>$149,683</td>
<td>$149,683</td>
<td>1, 2</td>
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<tr>
<td>Administrative Coordinator</td>
<td>$179,714.00</td>
<td>1</td>
<td>$179,714</td>
<td>$179,714</td>
<td>$179,714</td>
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</tr>
<tr>
<td>Math Specialist</td>
<td>$143,945.00</td>
<td>3</td>
<td>$431,835</td>
<td>$431,835</td>
<td>$431,835</td>
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<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td>Spring 2017</td>
<td>Year 1 Total Cost</td>
<td>Year 2 Total Cost</td>
<td></td>
</tr>
<tr>
<td>Auxiliary (30 auxiliaries for school sites)</td>
<td>$77.00</td>
<td>180</td>
<td>$415,800</td>
<td>$415,800</td>
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<tr>
<td>Counselor x-time</td>
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<td></td>
<td></td>
<td>$1,307,200</td>
<td>$1,307,200</td>
<td>7</td>
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<tr>
<td>Personnel TOTAL</td>
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<td></td>
<td>$563,334</td>
<td>$3,610,899</td>
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<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Cost</th>
<th>Days</th>
<th>Spring 2017</th>
<th>Year 1 Total Cost</th>
<th>Year 2 Total Cost</th>
<th>Strategy Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD Teacher Regular - College Advisement Training Series (5 days of PD for 1 teacher per HS site - 86 sites year 1 and 86 sites year 2)</td>
<td>$460.00</td>
<td>430</td>
<td>$197,800</td>
<td>$197,800</td>
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<tr>
<td>Teacher Regular Rate - Counseling Leadership Team Participation (172 sites x 28 hours)</td>
<td>$29.21</td>
<td>5,160</td>
<td>$120,579</td>
<td>$150,724</td>
<td>1, 2, 3, 5, 6, 7</td>
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<tr>
<td>Training Rate - AP Prep (172 sites x 4 - 6 hour trainings)</td>
<td>$29.21</td>
<td>4,128</td>
<td>$120,579</td>
<td>$120,579</td>
<td>4</td>
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<tr>
<td>Training Rate - ERWC (172 sites x 4 - 6 hour trainings)</td>
<td>$29.21</td>
<td>4,128</td>
<td>$120,579</td>
<td>$120,579</td>
<td>4</td>
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<tr>
<td>Teacher Regular Rate - Math (172 sites x 4 - 6 hour trainings - 60 sites year 1 and 106 sites year 2)</td>
<td>$76.00</td>
<td>2,548 (YR 2)</td>
<td>$109,440</td>
<td>$193,344</td>
<td>4</td>
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<tr>
<td>Training Rate - Postsecondary Leadership Team Participation (172 sites x 28 hours)</td>
<td>$29.21</td>
<td>4816</td>
<td>$140,675</td>
<td>$140,675</td>
<td>2</td>
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<tr>
<td>Custodial Overtime (9 trainings at 6 sites for 6 hrs each)</td>
<td>$59.78</td>
<td>90</td>
<td>$5,380</td>
<td>$5,380</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Clerical Relief (172 sites - 2 hours each)</td>
<td>$33.31</td>
<td>344</td>
<td>$11,459</td>
<td>$11,459</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Custodial Supplies (14 trainings at 6 sites)</td>
<td>$8,400.00</td>
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<td>$8,400</td>
<td>$8,400</td>
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<tr>
<td>General Supplies</td>
<td>$50,000.00</td>
<td></td>
<td>$50,000</td>
<td>$50,000</td>
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<tr>
<td>Professional Development TOTAL</td>
<td></td>
<td></td>
<td>$884,891</td>
<td>$998,940</td>
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</tr>
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LOS ANGELES UNIFIED SCHOOL DISTRICT
<table>
<thead>
<tr>
<th>Contracted Instructional Services</th>
<th>Cost</th>
<th>School Sites</th>
<th>Spring 2017</th>
<th>Year 1 Total Cost</th>
<th>Year 2 Total Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Clearinghouse Data</td>
<td>$36,000.00</td>
<td></td>
<td></td>
<td>$36,000</td>
<td>$36,000</td>
<td>3, 4, 5, 7</td>
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<tr>
<td>Project GRAD - Cal State Northridge</td>
<td>$11,200.00</td>
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<td>$268,800</td>
<td>$268,800</td>
<td>4</td>
</tr>
<tr>
<td>(4 trainings for each local district)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Contracted Instructional Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* career exploration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* goal setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* college exploration and fit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* data collection program of college applications, acceptance, FAFSA completion, scholarship and financial aid awards, placement in remediation, persistence and college completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* SAT and ACT preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Advanced Placement Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Professional development &amp; training</td>
<td></td>
<td></td>
<td></td>
<td>$950,230</td>
<td>$950,230</td>
<td>1, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Contracted Instructional Services TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>$1,255,030</td>
<td>$1,255,030</td>
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</table>

<table>
<thead>
<tr>
<th>Instructional Materials</th>
<th>Cost</th>
<th>Number</th>
<th>Spring 2017</th>
<th>Year 1 Total Cost</th>
<th>Year 2 Total Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks to support concurrent enrollment ($250,000 per LD per year)</td>
<td>$250,000.00</td>
<td>6</td>
<td></td>
<td>$1,500,000</td>
<td>$1,500,000</td>
<td>4</td>
</tr>
<tr>
<td>ALEKS licenses (35 students per site - 83 sites year 1 and 172 sites year 2)</td>
<td>$2,275.00</td>
<td>83</td>
<td></td>
<td>$188,825</td>
<td>$391,300</td>
<td>4</td>
</tr>
<tr>
<td>Transition to College Math &amp; Statistics online subscription (Connect Ed) (35 students per site - 83 sites year 1 and 172 sites year 2)</td>
<td>$2,275.00</td>
<td>83</td>
<td></td>
<td>$188,825</td>
<td>$391,300</td>
<td>4</td>
</tr>
<tr>
<td>Transition to College Math &amp; Statistics Textbooks (35 students per site - 83 sites year 1 and 83 sites year 2)</td>
<td>$100.00</td>
<td>2,905</td>
<td></td>
<td>$290,500</td>
<td>$290,500</td>
<td>4</td>
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<tr>
<td>Instructional Materials TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>$2,168,150</td>
<td>$2,573,100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Transportation for ELM Test</th>
<th>Cost</th>
<th>Number</th>
<th>Spring 2017</th>
<th>Year 1 Total Cost</th>
<th>Year 2 Total Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Transportation</td>
<td>$385.00</td>
<td>40</td>
<td></td>
<td>$15,400</td>
<td>$15,400</td>
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<tr>
<td>Transportation for ELM Test TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>$15,400</td>
<td>$15,400</td>
<td></td>
</tr>
</tbody>
</table>

Grand Total: $16,951,071.00
## PROGRESS MONITORING

The metrics for measuring progress and outcomes are aligned with some of the District scorecard and LCAP benchmarks and include some research-based college readiness indicators.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>MEASURES</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College applications</td>
<td>Number of applications per student</td>
<td>Exit Survey</td>
</tr>
<tr>
<td>College acceptances</td>
<td>Number of college acceptances per student</td>
<td>Exit Survey</td>
</tr>
<tr>
<td>FAFSA</td>
<td>Number Completed</td>
<td>Self-reported survey</td>
</tr>
<tr>
<td>College Fair</td>
<td>Number of Participants</td>
<td>Sign-in Logs</td>
</tr>
<tr>
<td>Professional Development Participation</td>
<td>Number of counselors and teachers certified in the 5 day training or the Cal State LA Continuing Education Credits Course</td>
<td>Sign-in Logs</td>
</tr>
<tr>
<td>Parent Workshop Participation</td>
<td>Number of participants in parent college readiness workshops</td>
<td>Sign-in Logs</td>
</tr>
<tr>
<td><strong>Course Performance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>3.0 or above</td>
<td>MiSiS</td>
</tr>
<tr>
<td>A-G Course Completion</td>
<td>On-track with a “C” or better</td>
<td>MiSiS</td>
</tr>
<tr>
<td><strong>Test Scores</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSAT</td>
<td>ELA higher than 430; Math higher than 480</td>
<td>MiSiS</td>
</tr>
<tr>
<td>SAT Score</td>
<td>Greater than 1550</td>
<td>MiSiS</td>
</tr>
<tr>
<td>SBAC (11th Grade) ELA and math</td>
<td>Standard exceeded (are considered ready for college level ELA and/or math coursework and are exempt from taking the CSU English Placement Test and/or Entry Level Math exam</td>
<td>MiSiS</td>
</tr>
<tr>
<td></td>
<td>Standard met (are considered conditionally ready for college level ELA and/or math coursework and are exempt form taking the EPT and/or ELM exam)</td>
<td>MiSiS</td>
</tr>
<tr>
<td>ACT Scores</td>
<td>ELA higher than 18; Math higher than 22; Reading higher than 21; Science higher than 24</td>
<td>MiSiS</td>
</tr>
<tr>
<td><strong>Advanced Course Completion</strong></td>
<td></td>
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</tr>
<tr>
<td>Advanced Placement Course Exam</td>
<td>Score of a 3 or higher</td>
<td>MiSiS</td>
</tr>
<tr>
<td>Concurrent Enrollment in a Post-Secondary Institution</td>
<td>Successful course completion with a C or higher</td>
<td>MiSiS</td>
</tr>
<tr>
<td>Completion of Expository Reading and Writing Course</td>
<td>Number passing the course</td>
<td>MiSiS</td>
</tr>
<tr>
<td>Completion of Transition to College Math &amp; Statistics</td>
<td>Number passing the course</td>
<td>MiSiS</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>--------------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>School Experience Survey</strong></td>
<td></td>
<td>Baseline</td>
</tr>
<tr>
<td>Increase the number of high school students that plan to complete a 4 year degree or higher</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Increase number of students that know which A-G courses they need to take to get into college</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Increase number of students that agree that someone at the school has helped them learn about getting into college</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>Increase number of parents that agree school staff has helped them understand which A-G courses their child needs to take</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Increase the number of parents that agree they have had a meeting with someone at the school to discuss their child's IGP</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Increase the number of parents that agree school staff has helped them understand how to help their child apply for college (12th grade only)</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Increase number of students that agree that someone at the school has helped them learn about getting into college</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>Increase the number of parents that agree the school staff has helped them understand how to help their child apply for financial aid (12th grade only)</td>
<td>79%</td>
<td></td>
</tr>
</tbody>
</table>