



Board of Education Report

File #: Rep-317-22/23, Version: 1

Approval of Procurement Actions
June 20, 2023
Procurement Services Division

ADOPTED BOARD
REPORT
JUN 20 2023

APPROVED

Action Proposed:

Approval and authorization to negotiate and execute Professional Service Contracts (exceeding \$250,000): New Contracts; and Goods and General Services (exceeding \$250,000): Contract Amendments as listed in Attachment "A."

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:

Postponement of actions presented for approval in Attachment "A" 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 444-17/18), which the Board exercised on May 8, 2018.

Budget Impact:

The contract actions presented are within the budget authority previously approved by the Board.

Request for Approval of Procurement Actions not under delegated authority listed in Attachment "A" includes:

- Professional Service Contracts (exceeding \$250,000): New Contracts
- Goods and General Services Contracts (exceeding \$250,000): Contract Amendments

Student Impact:

Not applicable.

Equity Impact:

See attached for applicable items.

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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, except where “authorization to negotiate and execute” is sought.

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Attachments:

Attachment “A” - Request for Approval of Contracts Not Under Delegated Authority

Previously adopted Board report referenced in the policy implications section:

- Adopted May 8, 2018: [Board Report No. 444-17/18](#)
<https://drive.google.com/file/d/1LObSci2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link>
- California Education Code Section 17604 ([CE Code 17604](#)
<https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuHluUQERc/view?usp=share_link>)

Informatives:

Not applicable.

Submitted:

06/08/23

APPROVED

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

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ALBERTO M. CARVALHO
Superintendent

PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

SUNGYON LEE
Deputy Chief Business Officer
Office of the Deputy Chief Business Officer

___ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

JUDITH REECE
Chief Procurement Officer
Procurement Services Division

___ Approved as to budget impact statement.

ATTACHMENT A

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

NEW CONTRACTS/ AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING ~~\$250,000~~

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APPROVED

Item A

DIVISION OF INSTRUCTION

\$39,162,958

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	4400011240 Through 4400011249 4400011251 Through 4400011257	GEAR UP Grant (100%)	\$12,000,000

*All Aboard Tours & Travel LLC; National Council For Community & Education Partnerships; Chicano-a Latino-a Educational Foundation; CoBro Consulting LLC; California State University Los Angeles; East Los Angeles College Foundation; Families in Schools; Los Angeles City College; Los Angeles Trade Technical College; Occidental College Neighborhood Partnerships; The PLUS ME Project; Seeds Training; Signal Vine, Inc.; Student Success Agency; Study Smart Tutors, Inc.; TPR Education, LLC; Skylark Strategies, LLC

Authorization to negotiate and execute seventeen (17) named-in-grant contracts to provide additional direct support staff to assist students with: intensive, individualized support to complete college and financial aid applications, review financial aid award packages, support with key postsecondary transition processes; first-year advising and caseload management support; Advanced Placement and SAT preparation courses; social-emotional and leadership institutes; specialized college readiness and transition to college workshops; personalized college visits, shadow days, and career pathway experiences; college level course offerings outside the school day; near-peer mentoring and advising; and college access and success professional development. Services are designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Vendors provide a portfolio of services to over 15,000 current 10th and 11th grade students in [36 high schools](#). GEAR UP 4 LA 3 Grant and GEAR UP 4 LA 4 Grant were awarded in October 2018, and the GEAR UP 4 LA 5 grant was written by YPI transferred and assumed by the District in February 2020. Authority to increase or decrease the amounts of these contracts will be limited to the aggregate amount of \$12,000,000.

The services are critical because the GEAR UP legislation requires grantees to provide direct services to students via a combination of personnel and services. Current contracts with listed vendors expire September 30, 2023, while the three GEAR UP grants expire two years later, on September 30, 2025. In addition to the proposed 17 contracts, the District has existing contracts with [three named-in-grant vendors](#) in place through September 30, 2025, to support the implementation of GEAR UP 3, 4, and 5 grants. All vendors are implementation partners in the original grant applications. Approving the

ATTACHMENT A

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

contracts would ensure that there will be no disruption in services and that services will continue through the end of all grant terms, allowing LAUSD to continue meeting its obligation with the U.S. Department of Education. GEAR UP grants also require a partnership with one or more local educational agency and one or more college-granting institution of higher education. Partnerships may also include not less than two community organizations or entities, such as businesses or professional organizations.

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The services align with Pillar 1: Academic Excellence Priority1D: College and Career Readiness. Services will expand access to advanced learning options and engage students and families in college and career experiences and promotion of postsecondary options. The services LAUSD-GEAR UP staff and contractors provide in partnership with school personnel will ensure all students develop college knowledge and get support for planning, applying, and transitioning to college and securing financial aid.

Contract Term: 10/01/23 through 09/30/26, includes a one-year renewal option

Aggregate Three-Year Value For Seventeen (17) Contracts: \$12,000,000

Requester:

Frances Baez, Chief Academic Officer
Division of Instruction

Equity Impact:

Component	Score	Score Rationale
Recognition	3 Affirmatively recognizes historical inequities	GEAR UP grants affirmatively recognize historical inequities as the grants are specifically designed to increase the number of low-income students prepared to enter and succeed in postsecondary education. In addition, all schools written into each GEAR UP grant are identified using historical makers of inequities in college access such as percent of Free and Reduced Priced Lunch, test scores, FAFSA/CADAA completion, and college-going rates.
Resource Prioritization	3 Prioritizes resources based on student need	The GEAR UP grant is prioritized based on student need. All GEAR UP high schools are designated high poverty and serve students from traditionally underserved communities. As of 2022-2023, these high schools are 93% Latinx and 23% English Learners. The federal Department of Education provides funding to support students' needs through their first year of college.

ATTACHMENT A

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Component	Score	Score Rationale
Results	4 Extremely likely to result in closed opportunity gaps and/or closing achievement gaps	The contract action is extremely likely to result in closed opportunity gaps for students based on studies performed on the GEAR UP Classes of 2020 and 2021. Higher financial aid application completion, postsecondary enrollment and persistence rates were evident among students at GEAR UP high schools compared to similar students who did not receive GEAR UP services. In assessing the results of these contracts, we expect the results to be similar for the GEAR UP Classes of 2024 and 2025.
TOTAL	10	

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ATTACHMENT A
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

**NEW CONTRACTS/ AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT
CAPACITY EXCEEDING \$250,000**

Item B

DIVISION OF INSTRUCTION (CONT.)

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	4400011513 Through 4400011519 4400011540 Through 4400011571 (RFP 2000002904)	Title I Funds (56%) Various Per Requesting School or Office (44%)	\$25,000,000

*Age of Learning, Inc.; Amplify Education, Inc.; BrainPOP, LLC; Carnegie Learning, Inc.; CDW Government, LLC; Discovery Education, Inc.; DreamBox Learning, Inc.; Edmentum, Inc.; EDPuzzle, Inc.; ExploreLearning, LLC; Footsteps2Brilliance, Inc.(SBE); HEC Software, Inc., dba Reading Horizons; Imagine Learning, LLC; IXL Learning, Inc.; Learning Ally, Inc.; Learning A-Z, LLC; Literacy Resources, LLC dba Heggerty; MIND Education; MobyMax; n2y, LLC; Nearpod, Inc.; Newsela, Inc.; No Red Ink Corp.; Notable Ink dba Kami; Renaissance Learning, Inc.; Rosetta Stone, LLC; Seesaw Learning, Inc.; Shmoop University, Inc.; Slooh, LLC (SBE); Spotify USA, Inc. dba Soundtrap for Education; Summit K12 Holdings, Inc.; TalkingPoints; Tech4Learning, Inc.(SBE); Tequipment, Inc.; Texthelp, Inc.; The Creighton Group, Inc. dba Guided Compass (SBE); Thinking Nation Corp.; Whizzimo, LLC; Zearn

Authorization to negotiate and execute formally competed bench of thirty-nine (39) contracts to provide digital instructional tools to support concept development, skills mastery, and problem solving skills of students in grades K-12. The selected vendors will provide digital instructional tools/platforms in four categories: I) instructional delivery and interaction, II) personalized learning and assessment, III) world languages, and IV) specialized digital learning tool. Authority to increase or decrease the amounts of these contracts will be limited to the aggregate value of \$25,000,000.

The source selection committee consisted of 42 subject matter experts from multiple departments (e.g., Science content experts reviewed digital tools focusing on science). Digital tools were grouped by category and subject area. The source selection committee was divided into teams to review products that matched their area of expertise. The proposals were scored based on 1) experience/qualifications, 2) technical solution/project approach including product description, research/rating and sandbox, 3) Small Business Enterprise status, 4) work-based learning plan, and 5) price/cost. Pass points were determined by category. Vendors with the highest rating in each category were selected. Twenty-seven vendors were selected to provide digital tools under Category I, 18 under Category II, two for Category III, and 18 for Category IV. See list of vendors by category

ATTACHMENT A

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

and a summary of the scope for the tools within each category ([RFP 2000002904 - Vendors by Category](#)).

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The Division of Instruction annually publishes a list of digital instructional tools for all schools with central office funding. For centrally purchased digital instructional tools, all TK through 12th grade students, approximately 448,174, will directly benefit from the digital applications, and services will be available to all District schools. Additionally, schools can purchase tools from the approved bench that align with the goals and strategies in their annual school plans. Guidance on recommended tools for school purchasing can be included in the Student Equity Needs Index (SENI) menu of approved expenditures. Principal supervisors and Region administrators review and approve annual school plans and budgets, inclusive of purchases for supplemental instructional materials such as digital tools.

Strategic Plan Pillar 1A, High Quality Instruction, charges LAUSD's educators to elevate teaching and learning through the integration of technology and access to other critical resources, such as online learning tools and libraries. The digital tools bench will enable teachers to use digital tools to craft and present engaging, interactive lessons that promote critical thinking. In addition, regular student use of digital tools will increase opportunities for personalized learning and practice in critical areas of literacy, numeracy, science, and other content areas. Implementation of digital instructional tools in LAUSD classrooms also supports Pillar 1C, Eliminating Opportunity Gaps, as these tools provide the personalized learning and practice many students require to meet and/or exceed proficiency.

Contract Term: 06/21/23 through 06/20/24

Aggregate Value For Thirty-Nine (39) Contracts: \$25,000,000

Requester:

Carlen Powell, Administrator
Elementary Instruction
Division of Instruction

ATTACHMENT A

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

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Equity Impact:

Component	Score	Score Rationale
Recognition	3 Affirmatively recognizes historical inequities	The digital instructional tools bench contract affirmatively recognizes historical inequities. The applications will be used to enhance instruction and provide differentiated support for all students with an emphasis on generating accelerated outcomes for student groups such as English Learners, Standard English Learners, African American students, Students with Disabilities, Homeless students, Foster Youth and other student groups. Additionally, schools may use their funds to purchase tools that align to the focus areas, strategies and goals of their school plans.
Resource Prioritization	2 Somewhat prioritizes resources based on student need	The contract somewhat prioritizes resources based on student needs as school sites will prioritize additional digital tools purchases to support students' needs and meet improvement targets. The contract supports all District schools equally.
Results	4 Extremely likely to result in closed opportunity gaps and/or closing achievement gaps	The digital instructional tools bench contract is extremely likely to result in closed opportunity gaps and/or closing achievement gaps. The digital applications will be used to provide personalized learning and practice in literacy, math, and other content areas as well as increase engagement in learning. The inclusion of digital instructional tools in daily teaching and learning supports both District and LCAP goals, which include targets for historically underserved populations in addition to districtwide targets. The results will support coherent, effective implementation of Pillar 1A, High Quality Instruction and Pillar 1C, Eliminating Opportunity Gaps.
TOTAL	9	

ATTACHMENT A

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

NEW CONTRACTS/ AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT
CAPACITY EXCEEDING \$250,000

ADOPTED BOARD
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Item C

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APPROVED

DIVISION OF INSTRUCTION (CONT.)

<u>CONTRACTOR</u>	<u>IDENTIFICATION</u> <u>NO.</u>	<u>SOURCE OF</u> <u>FUNDS</u>	<u>AMOUNT</u>
Follett School Solutions, Inc.	4500803328	General Funds (100%)	\$2,162,958

Approval of sole-source agreement for the renewal of proprietary software license for Destiny Resource Management Solution, maintaining the District's access to Destiny Library Manager and Destiny Resource Manager.

Schools access Destiny to manage their library and instructional materials, devices, and musical instruments. Every student and staff member will have access to Destiny Library Manager to search for books, and other resources at their school site per MiSiS. Staff members who have completed training on how to use Destiny will have access to Destiny Resource Manager.

Renewal is necessary to ensure the District retains the ability to inventory, circulate, and track library and instructional materials, devices, and musical instruments. This supports Pillar 1, Academic Excellence, and Pillar 4 Operational Effectiveness.

Contract Term: 07/01/23 through 06/30/25, includes one-year renewal option

Not To Exceed Two-Year Contract Value: \$2,162,958

Requester:

Frances Baez, Chief Academic Officer
Division of Instruction

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
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Equity Impact:

Component	Score	Score Rationale
Recognition	2 Vaguely recognizes historical inequities	Destiny Library Manager provides all students with access to their school libraries. Students learn basic research skills on how to use the library. Resource Manager helps ensure all students have textbooks for <i>Williams</i> sufficiency.
Resource Prioritization	3 Prioritizes resources based on student need	Destiny provides students with access to Web Express which provides vetted links to appropriate websites on the topic being researched.
Results	3 Likely to result in closed opportunity gaps and/or closing achievement gaps	Library books play a critical role in closing achievement gaps in schools by providing students with access to diverse perspectives, improving their critical thinking and problem-solving skills, and helping them develop their language skills. When textbooks are checked out to students, textbooks can play an important role in closing achievement gaps in schools by providing clear learning objectives, structured content, alignment with academic standards, practice exercises and assessments, and accessibility and equity. Destiny Library & Resource Manager makes certain that students are able to get the resources they need to succeed.
TOTAL	8	

ATTACHMENT A

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

NEW CONTRACTS/ AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000

ADOPTED BOARD
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APPROVED

Item D

JUN 20 2023

INFORMATION TECHNOLOGY SERVICES/OFFICE OF THE CHIEF STRATEGY OFFICER \$22,317,172

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
PowerSchool Group LLC	4400011656 (RFP 2000002991)	General Funds (100%)	\$22,317,172

Authorization to negotiate and execute a formally competed contract for a Business Intelligence and Instruction Management Suite (BIIMS) of tools to extract, analyze, and transform data into actionable insights for decision-making. This will modernize the District's enterprise reporting platform by allowing the District to analyze and act upon various data to guide instructional planning, and provide a solution with the required flexibility to accommodate current and future instructional programming needs.

BIIMS will support instructional programs outside of the instruction calendar such as, tutoring, enrichment, and weekend instruction.

The service will be used District wide by certificated staff, and classified support staff with data needs. This supports Pillar 1, Academic Excellence, and Pillar 4, Operational Effectiveness.

Contract Term: 07/01/23 through 06/30/28

Contract Value: \$22,317,172

Requesters:

Soheil Katal, Chief Information Officer
Information Technology Services

Veronica Arreguin, Chief Strategy Officer
Office of the Chief Strategy Officer.

ATTACHMENT A

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

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Equity Impact:

Component	Score	Score Rationale
Recognition	3 Affirmatively recognizes historical inequities	The proposed action affirmatively recognizes historical inequities. This agreement will help the district make informed decisions by presenting complex data in a meaningful and understandable way.
Resource Prioritization	3 Prioritizes resources based on student need	The proposed action effectively prioritizes resources based on student need. This agreement will provide regions, schools and educators with an ability to analyze, prioritize and act upon various data to guide instructional planning. They will be able to create plans, identify at risk students, enroll, and measure effectiveness of programs.
Results	3 Likely to result in closed opportunity gaps and/or closing achievement gaps	The proposed action is likely to result in closed opportunity gaps and/or closing achievement gaps. This agreement will provide the district the required tools to extract, analyze, and transform data into actionable insights for decision-making
TOTAL	9	

ATTACHMENT A
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
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A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

**NEW CONTRACTS/ AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT
CAPACITY EXCEEDING \$250,000**

Item E

ADOPTED BOARD
REPORT

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APPROVED

SPECIAL EDUCATION, EQUITY AND SPECIALIZED PROGRAMS **\$6,200,000**

<u>CONTRACTOR</u>	<u>IDENTIFICATION</u> <u>NO.</u>	<u>SOURCE OF</u> <u>FUNDS</u>	<u>AMOUNT</u>
All Here Education, Inc.	4400011417 (RFP 2000002930)	General Funds (100%)	\$6,200,000

Authorization to negotiate and execute a formally competed contract to provide the planning, design, development, testing, integration, implementation, go-live/delivery, training, communications, maintenance and post-stabilization, of the application/tool that will serve as the Individual Acceleration Plan (IAP). Integration/interfaces with, MiSiS, Welligent, IODS, Parent Portal - API is Preferable; or LAUSD's parent account management system, Parent Login integration Oracle IDCS, Whole Child Integrated Data (Snowflake), Other Vendor Related Data and, integrated analytics and Artificial Intelligence (AI) Chatbot features. Testing and Acceptance, Training, Organizational Change Management (Policy and procedure development), Communications and Stakeholder Engagement, Development and delivery of communications to stakeholders and Maintenance/Post-stabilization through project closeout.

The District's Strategic Plan Post-secondary, Literacy, Numeracy, and Social-Emotional Wellness goals will be embedded in the development and customization of the IAP and student progress and recommended action steps will be based on these goals.

This tool and its purpose aligns to the Strategic Plan and three of the pillars. Strategic Plan Pillar 1: Academic Excellence, Pillar 2: Joy and Wellness, and Pillar 3: Engagement and Collaboration, as the tool is focused on eliminating opportunity gaps, promoting whole-child well-being, building stronger relationships with students and families, and providing accessible information.

Contract Term: Initial two year term from 07/01/23 through 06/30/25, with three (3) additional one-year renewal options.

Aggregate Five Year Contract Value: \$6,200,000

Requester:

Anthony Aguilar, Chief of Special Education, Equity and Specialized Programs

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
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Equity Impact:

Component	Score	Score Rationale
Recognition	<p style="text-align: center;">4</p> <p>Actively recognizes and specifies historical inequities to correct</p>	Approval of the proposed contract to develop and deploy an Individual Acceleration Plan (IAP) recognizes historical inequities and supports student achievement through the creation and provision of an IAP for each and every student. The IAP is an interactive, personalized plan which students and families will be able to access via a mobile application and/or web-based portal. The IAP will provide customized support to students and families by providing personalized academic data, alerts, and messages replete with relevant resources to advance students' individual academic achievement and acceleration.
Resource Prioritization	<p style="text-align: center;">4</p> <p>Effectively prioritizes resources based on student need</p>	Implementation of this contract will effectively prioritize resources based on student need since the IAP will be designed to identify student needs, at the individual student level, and provide specifically tailored resources based on each student's needs. Through the utilization of artificial intelligence and analytics, the IAP will further prioritize and recommend available resources based on student and family needs.
Results	<p style="text-align: center;">4</p> <p>Extremely likely to result in closed opportunity gaps and/or closing achievement gaps</p>	Implementing this contract is extremely likely to result in closing opportunity gaps and/or closing achievement gaps as the IAP will provide academic progress reports, grades, resources, action steps, and resources to students and families, in direct response to the gaps identified by both the tool itself and other data/information sources as well. The IAP tool will undergo an evaluation process, and outcomes from this process will determine additional support, resources, and/or enhancements needed to further close achievement and/or opportunity gaps. The District's Strategic Plan Post-secondary, Literacy, Numeracy, and Social-Emotional Wellness goals will be embedded in the development and customization of the IAP and student progress and recommended action steps will be based on these goals. The IAP is also aligned with Strategic Plan Pillar 1: Academic Excellence, Pillar 2: Joy and Wellness, and Pillar 3: Engagement and Collaboration, as the tool is focused on eliminating opportunity gaps, promoting

ATTACHMENT A

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Component	Score	Score Rationale
		whole-child well-being, building stronger relationships with students and families, and providing accessible information.
TOTAL	12	

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ATTACHMENT A

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

NEW CONTRACTS/ AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000

Item F

ADOPTED BOARD
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APPROVED

OFFICE OF TRANSITIONAL PROGRAMS

\$5,000,000

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Acceleration Academies, LLC	4400011523 (RFP 440002989)	A-G Grant Funds (100%)	\$5,000,000

Authorization to negotiate and execute a formally competed contract to provide additional student re-engagement support services to students who have dropped out and have not earned a high school diploma. It is a priority of the District to ensure that all LAUSD students graduate with a diploma and/or vocational certification. The services provided by this vendor are needed to augment existing District student recovery efforts by re-engaging students through community-based outreach and wraparound services designed to encourage and support the attainment of the high school credits needed for graduation. Students at-risk of not graduating will benefit from the high-quality, nontraditional education options offered by this vendor to address personal and community-related challenges and barriers to success by customizing services to meet their individual needs. The District will benefit from an expected increase in diploma completion/graduation rate. These services will further contribute to the academic excellence, engagement and collaboration prioritized at the District – in addition to improving operational effectiveness by diversifying re-engagement options and strategies.

These services align with: Pillar 1 – Eliminating Opportunity Gaps by prioritizing those students who need to be re-engaged because they have already dropped out of school; Pillar 2 – Welcoming Learning Environment by offering nontraditional education opportunities for students who succeed in alternative educational environments; Pillar 3 – Engagement and Collaboration by building strong relationships and honoring differing perspectives allows the District to “meet students where they’re at” using customizable approaches to address their individual needs; and Pillar 4 – Data-driven Decision-Making by using data reports to inform District supports for students.

Contract Term: 08/01/23 through 07/31/28, includes three (3) one-year renewal options

Aggregate Five-Year Contract Value: \$5,000,000

Requesters:

Michael Romero, Chief of Transitional Programs
Office of Transitional Programs

Latasha Buck, Administrator of Instruction
Office of Independent Study & Virtual Education Programs

ATTACHMENT A
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Equity Impact:

Component	Score	Score Rationale
Recognition	3 Affirmatively recognizes historical inequities	A bench contract with the vendor recognizes that emergent bilingual students, students with disabilities, and students in foster settings historically represent a disproportionate number of disconnected students who either have not been successful in traditional school settings or have dropped out of school. The District seeks this service to support with drop-out re-engagement, prevention, and retention to ensure students graduate with a high school diploma.
Resource Prioritization	4 Effectively prioritizes resources based on student need	A bench contract with the vendor will effectively prioritize outreach efforts, re-enrollment in District optional programs, and wrap-around/mentoring services to students ages 14 – 24 who have dropped out of school.
Results	4 Extremely likely to result in closed opportunity gaps and/or closing achievement gaps	The successful implementation of this bench contract with the vendor will result in closing opportunity gaps for non-traditional students by re-engaging them in educational opportunities and providing personalized wraparound/mentoring services that will increase the likeliness of students completing their graduation requirements and earning their high school diploma.
TOTAL	11	

ATTACHMENT A

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.

**NEW CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT
CAPACITY EXCEEDING \$250,000**

ADOPTED BOARD
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APPROVED

Item G

JUN 20 2023

DIVISION OF SCHOOL OPERATIONS/DIVISION OF ADULT AND CAREER \$3,150,000
EDUCATION

<u>CONTRACTOR</u>	<u>IDENTIFICATION</u> <u>NO.</u>	<u>SOURCE OF</u> <u>FUNDS</u>	<u>AMOUNT</u>
Los Angeles County Metropolitan Transportation Authority	4400009787-1 4400010942-1	General Funds (100%)	\$3,150,000*

Approval of amendment to extend term and increase capacity of sole-source contracts to provide transit passes to TK-12 and vocational and adult school students District-wide. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate amount of the \$6,300,000.

These contracts eliminate barriers to student success by providing access to transit passes which leads to outstanding attendance for in-class learning. Pillars 1 and 2 are supported with this action.

Original Contract Term: 10/01/21 through 06/30/23

New end date by this amendment: 06/30/24

Initial Contract Value: \$3,150,000

*Amendment No 1: \$3,150,000

Aggregate Value for Two Contracts: \$6,300,000

Requesters:

Alfonzo C. Webb, Senior Director
Division of School Operations

Renny L. Neyra, Executive Director
Division of Adult and Career Education

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DELEGATED AUTHORITY

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APPROVED

Equity Impact:

Component	Score	Score Rationale
Recognition	4 Actively recognizes and specifies historical inequities to correct	DACE actively recognizes vulnerable student populations and engages in targeted outreach to provide equity and access to special populations.
Resource Prioritization	3 Prioritizes resources based on student need	DACE prioritizes and allocates resources to schools based on demonstrated need. DACE Programs include basic education, English as a second language, citizenship, high school diploma and equivalency, and entry-level training opportunities for students with high barriers to employment.
Results	3 Likely to result in closed opportunity gaps and/or closing achievement gaps	DACE programs are likely to result in closed opportunity gaps as 100% of students enrolled have identified barriers.
TOTAL	10	