

Los Angeles Unified School District

Master Services Agreement



Date: December 24, 2019

To: All Interested Parties

Subject: Addendum No. 1 to MSA Solicitation No. 202013
Name: **Organization Change Management Services**

This Addendum No. 1 is issued prior to receipt of proposals to provide answers to questions.

NOTE:

1. The closing date for this is December 30, 2019, at 5:00 PM (Pacific Time).
2. Included Attachments
 - a. Attachment A: Whole Child – The Vision
3. Q&A listed below:

#	Question	Answer
1	In our experience, blended client/vendor teams are more successful in executing the OCM (Organizational Change Management), will there be an OCM team involved from LAUSD?	Yes
2	Are there plans for a LAUSD OCM lead, to engage and work with the Contractor OCM lead as a counterpart?	Yes
3	Are there plans for a LAUSD Training lead, to engage and work with the Contractor Training lead as a counterpart?	Yes
4	Who will be responsible for engaging and communicating with external stakeholders such as Customers, Partners, Suppliers, Unions, Student bodies, State legal and legislative bodies?	LAUSD Staff
5	Is there an enterprise Learning Management System (LMS) that can be used for managing the administration of the training delivery effort?	Yes
6	Is there a breakdown of the audiences/users per impacted business units that can be shared with us?	No there is no list.
7	Are there any preferences for training modality, ILT (Instructor-based Training), eLearning, persona-based videos?	No preference
8	Is there an Enterprise LMS (Learning Management System) available, that can be used for training administration, registration and tracking of successful completion of training?	Yes
9	Is Train the Trainer accepted as the mode of training deliver, with LAUSD personnel being the trainers, and for the Contractor team to train them?	Yes
10	To understand program objective, we request District to share any vision/mission/project overview document for Whole Child initiative?	Please see Attachment A of this Addendum No. 1.
11	Who's the executive cabinet level sponsor for the Whole Child Data Integration initiative?	Chief Strategy Office and Chief Information Officer

Los Angeles Unified School District

Master Services Agreement



12	Who'll the successful proposer be working with to this OCM work?	The current members of the OCM Team and Training Teams
13	With refer to the following line - "A performance review will be conducted by the District to ensure services are performed satisfactorily by the Contractor and its Resources." Is District looking for a contractor or an organization to support in this endeavor?	Contractor
14	Does District has a duration and budget in mind for this engagement?	No specific duration or budget has been set for this engagement. This engagement will have a 3-month initial duration.

ALL OTHER TERMS AND CONDITIONS OF THE SOLICITATION SHALL REMAIN THE SAME.

Thank you,

Information Technology Division – Bids
Los Angeles Unified School District
333 South Beaudry Avenue,
Los Angeles, CA 90017



ATTACHMENT A



WHOLE CHILD INTEGRATED DATA
Personalize. Mobilize. Improve Continuously.

The Vision

Los Angeles Unified School District

Master Services Agreement



The Los Angeles Unified School District will work with all members of the community to create a culture using data that enables educators, students, and parents to support the whole student academically, socially, and emotionally by personalizing learning, mobilizing all systems of support and improving continuously to ensure that each child leaves LAUSD college and career ready and prepared for life.



PERSONALIZE LEARNING

Acknowledging the uniqueness of every child, LA Unified is now integrating multiple dimensions of data so that educators can personalize the learning experience of each student.



MOBILIZE SYSTEMS OF SUPPORT

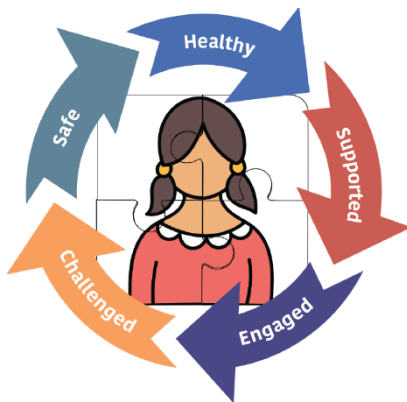
School teams will have information readily available to make timely decisions and identify the most impactful strategies, resources, and programs for each individual child.



IMPROVE CONTINUOUSLY

Educators will be provided with timely feedback on student performance so they may monitor and effectively respond to each child's unique academic and social/emotional growth patterns in a cycle of continuous improvement.

The Whole Child



The demands of today's environment require a new approach to education to fully prepare students for college, career, and life beyond school. The whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities. ASCD's Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. Through this approach, ASCD supports educators, families, community members, and policymakers as they move from a vision about educating the whole child to sustainable, collaborative

actions. ASCD's tenets for the whole child are:

1. Each student enters school healthy and learns about and practices a healthy lifestyle.

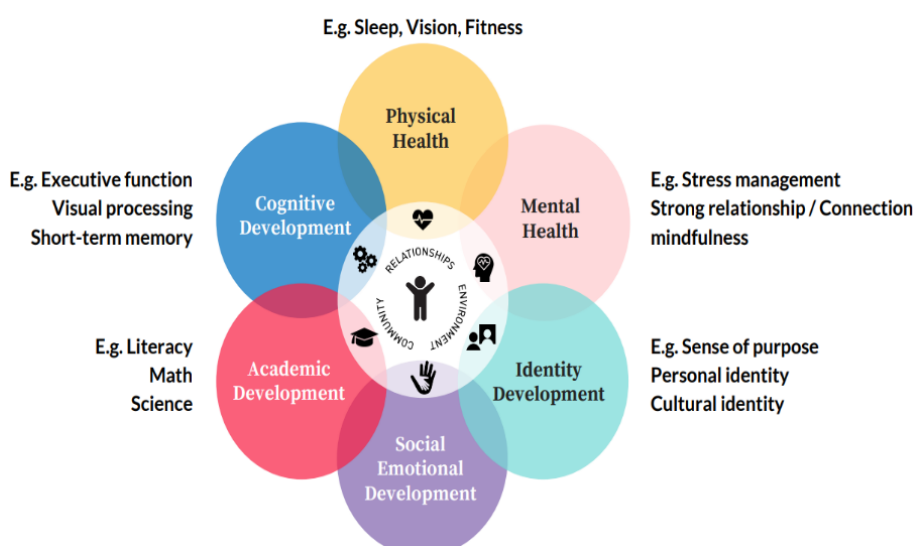
Los Angeles Unified School District

Master Services Agreement



2. Each student learns in an environment that is physically and emotionally safe for students and adults.
3. Each student is actively engaged in learning and is connected to the school and broader community.
4. Each student has access to personalized learning and is supported by qualified, caring adults.
5. Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Personalize Learning



Our education system has been a one-size-fits-all model for a long time—we provide the same lessons to all students at the same time.

A growing number of U.S. schools are now experimenting with the implementation of personalized learning, an instructional approach where teachers and students co-create a learning environment with students' interests and needs at the center. Personalized learning tailors instruction and support for

each student actively integrating their needs, strengths and interests into their learning.

To achieve the vision of personalizing learning, LAUSD is embracing the 6 domains for personalized learning for the Whole Child as defined by Chan Zuckerberg foundation and recommended by the California Department of Education which are reflected in the diagram on the left. Personalized learning can provide many needed benefits for our students at LAUSD. Let's examine some quotes from Chicago Public Schools who is currently in the process of implementing a personalized learning program

- "In my 20 years of teaching, I have never seen a practice as transformative as personalized learning. My students arrive at school excited and curious about what we are studying. As a result, I have seen an improvement in student reading, writing and critical thinking skills," said Susan Bohman, a fourth-grade teacher at Talcott Fine

Los Angeles Unified School District

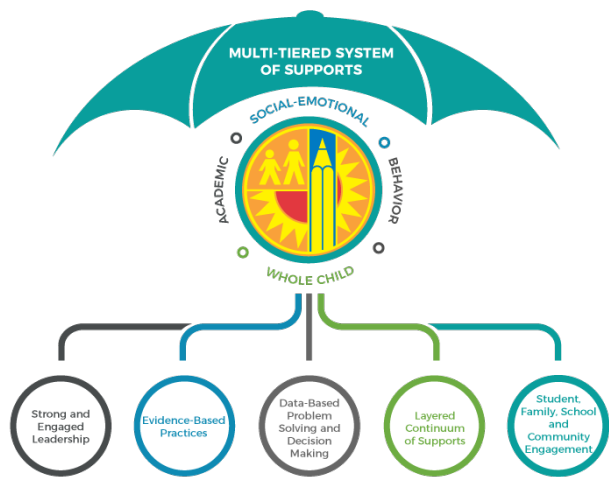
Master Services Agreement



Arts & Museum Academy in Chicago.

- “Personalized learning is about valuing each student, no matter where they’re coming from. By developing exciting learning experiences that respect students and inspire them to take agency over their own learning, we’re able to better prepare them for an increasingly complex world,” said Phyllis Lockett, Founder and CEO of LEAP Innovations who has been actively involved in the Chicago Public School personalized learning program.

Mobilize Systems of Support



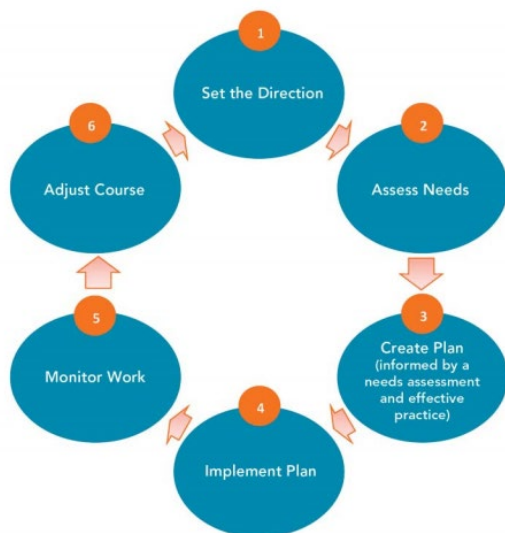
To achieve the vision of mobilizing systems of support, we are embracing the MTSS framework. Multi-Tiered System of Supports (MTSS) is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need.

Los Angeles Unified School District

Master Services Agreement



Improve Continuously



According to numerous research studies, change in practice is the core driver of school improvement. Improving school performance is largely a process of reducing the gap between actual practice and the most effective practice. For defining our continuous improvement process, we will rely on the CCSO's *Utilizing Integrated Resources to Implement the School and District Improvement Cycle and Supports Guidance for Schools, Districts, and State Education Agencies*. This reference guide is recommended by the California Department of Education as a guide for Districts to implement continuous improvement cycles.