

1 BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
2 COMMON CORE TECHNOLOGY PROJECT AD HOC COMMITTEE  
3 OCTOBER 22, 2013  
4

5 MS. RATLIFF: All right. So thank you so much  
6 for coming to our meeting tonight. This is the Common  
7 Core Technology Project Ad Hoc Committee, and we have  
8 been meeting to attempt to answer any questions that  
9 people have regarding the Common Core Technology  
10 Project. And so a lot of questions have come in, and a  
11 lot of questions have been posted -- or posed, I should  
12 say, by our committee members and by the public, and so  
13 we've been passing them on to the District, and I just  
14 want to thank Gerardo Loera and Ron Chandler because  
15 they have stuck it out this whole time, and they keep  
16 coming back and answering questions, and so we're very  
17 grateful to them as well as the other district staff  
18 who are here tonight and have worked so hard to put  
19 together the presentation and so forth.

20 So we have a couple of staff people, so,  
21 Gilda, if you would like hold that up. Gilda's got  
22 some index cards, and I believe David is out there  
23 someone, or Julio has index cards too, and we've got  
24 golf pencils, so if you have any questions, please go  
25 ahead and like just wave your hand at any point, and

1 they will be walking around every once in a while to go  
2 ahead and give you those index cards so that we can get  
3 some questions from you realtime as they say.

4 So without further ado, I think we should  
5 go ahead and start, and so if we could have  
6 Mr. Hugh Tucker come up from Facilities Services  
7 Division and he's going to go ahead and answer some of  
8 the procurement questions that we had given to the  
9 District earlier.

10 Thank you.

11 MR. TUCKER: Members of the committee, despite  
12 the agenda, my name is not staff representative. I am  
13 Hugh Tucker. I'm the Deputy Director of Facilities  
14 Contracts, and I'm going to start by going through the  
15 process that we use to select the Apple products. In  
16 general and in this case, all of our procurement  
17 processes go through three phases. There's a planning  
18 phase, there's a publication of the documents phase and  
19 there's an evaluation and the selection phase.

20 So there's some -- most of these things we did  
21 the same way we always do them. We've done thousands  
22 of these this way. There are some exceptions in this  
23 case, and I was going to go through those with you.

24 In the planning stage, the first thing we try  
25 to figure out is how are we going to do the

1 procurement. In this case, we have -- the enabling  
2 statute is Public Contract Code 20118.1. Now, this is  
3 very similar to best values. Some of you are familiar  
4 with that. In this case, it is the highest qualified,  
5 and then a selection of the three lowest proposal. So  
6 that's in the enabling statute. So we started off with  
7 we need a criteria to put together for the selection.

8 Now, we don't have one of these RFP's just  
9 sitting on the shelf, so we had to do some research.  
10 The state of Maine happened to have one out at the same  
11 time that we were putting this together, so we called  
12 the people in charge of their RFP and spoke to them.

13 Now, theirs was not identical because it  
14 involved five other states, and some are asking for  
15 laptops. Some are asking to build infrastructures, but  
16 it gave us a starting point. And we also went to our  
17 own district, general conditions that we've used in the  
18 past for -- for computer-type equipment procurement, so  
19 we had some things to start with.

20 In as much as we were doing scoring criteria,  
21 we needed experts in the field for the different areas  
22 such as the hardware/software curriculum, SBE  
23 warranties, security and training. So we went to the  
24 various departments and got managers and directors who  
25 went to their folks, found out who had the expertise

1 and who was available during the time period of the  
2 selection. So we got -- we got the folks together. We  
3 created the scopes of work that would fit for the  
4 scoring criteria, and we created a draft RFP.

5 Now, this part's a little different than what  
6 we'd normally do with the RFP process is that we had an  
7 industry forum. So we invited in manufacturers and  
8 content providers and other folks into this very room,  
9 and we had a -- with your Smartphone, you could  
10 actually do a polling survey, so we had screens up, and  
11 you could see the results of a question that was asked  
12 by those of us that were at the horseshoe here, and you  
13 could get an instant results. Really great because you  
14 get the whole group voting at the same time.

15 So from the industry forum, we learned one  
16 thing. The key was that we could obtain the number of  
17 devices that we needed in the time frame that we had.  
18 I mean that was obviously a basic and serious question,  
19 and the answer to that was, "yes." So a number of  
20 other things came up, so what we did is we redrafted  
21 the RFP and issued it on March 1st.

22 Now, the issuance of the RFP also causes  
23 another little function that we always have in our  
24 procurement exercise and that is the Cone of Silence.  
25 The Cone of Silence is set up so that Board members,

1 quite frankly, don't get calls from vendors saying  
2 "Vote for me." They don't really understand the  
3 operation, and the Board members don't vote for them  
4 until we bring it to the Board, and the penalty is  
5 disqualification. So they're all made aware of it. We  
6 send these notices out to a number of our staffers, so  
7 everybody here knew about it, and the idea was to focus  
8 the comments to one person named in the RFP, so they  
9 would take the answers and get the questions back out.

10 The Request for Proposal is now out. We put  
11 it out on the street. It contains minimum  
12 qualifications which is very much like your Appendix J  
13 that's been handed out. It has the scoring criteria  
14 which is actually the points for those that have made  
15 it past the Initial Responsiveness Test. It has  
16 addendums where they're being issued at this point in  
17 time.

18 So what happens is the RFP is being received  
19 by people. They're reading through it. The RFP is  
20 being received by people. They're reading through it.  
21 They have -- the RFP is being received by people. They  
22 read through it. They have a question, and there's a  
23 format in the RFP that says who we send the question  
24 to, and what we do is we use an addendum to actually  
25 answer those questions.

1           So we'll put the question that was asked  
2 without the author, and then we'll put the district's  
3 answer in it, so as the questions come in, we put out  
4 addendums to answer those questions. If something  
5 doesn't make sense to us while we're going through  
6 this, we can also make a change through the addendum so  
7 they can adjust when it's time to submit their  
8 proposal.

9           The selection panels are also set up at this  
10 point in time. Now, what we did was we had the experts  
11 in the field that already created the various criteria,  
12 so those same people were the selection panel. So  
13 there's about 30 people that were involved in that, and  
14 they were the ones that were going to then do the  
15 evaluations later.

16           Now, we received 13 proposals, and this kind  
17 of addresses two of the questions that were issued to  
18 us. One was the RFP, was it limited to tablets, and  
19 the answer, it was not. There was no limitation on it.  
20 We actually did receive a netbook from one firm, but it  
21 failed to meet the minimal quals, so we did have other  
22 types of devices submitted.

23           The curriculums also -- we received more than  
24 one curriculum. There was actually five different  
25 curriculums that we received and scored.

1 MS. RATLIFF: I'm going to stop you for just  
2 one second.

3 MR. TUCKER: Yes, ma'am.

4 MS. RATLIFF: I was just wondering because now  
5 you are moving into the slide, but it's not being shown  
6 for anyone, and so we have a paper version --

7 MR. TUCKER: All right. It is now.

8 MS. RATLIFF: Okay. Great. All right.

9 And so you are now in No. 5:

10 "Did the group that recommended the  
11 iPads looked at netbooks or  
12 laptops"; is that correct?

13 MR. TUCKER: That's correct.

14 MS. RATLIFF: Thank you.

15 MR. TUCKER: So that was done. And here's the  
16 different topics that are up on the screen that were  
17 evaluated by the committees.

18 Now, the committee members all have to execute  
19 non-disclosure agreements which are collected and held  
20 in a file. The scoring for the responsiveness is the  
21 initial cut, and in the initial cut, we lost three  
22 proposers, and we were left with ten.

23 They then went to score the remaining ten.  
24 Then we asked them for demo devices which they  
25 submitted to us, so we had ten demo devices for each of

1 the remaining proposers. Those demo devices were then  
2 scored again by the evaluation panel.

3 So now you have what they said in their  
4 proposal. Does it match our criteria. Here's the  
5 device. Does it -- does it do what's advertised. Does  
6 it perform as they said it would. And all those --  
7 they were scored on a range from 100 to zero. We had a  
8 naturally break at 70, so we had three firms that made  
9 it above 70, and the rest were below -- 68 and below,  
10 so the natural break point was the 3 of the 70.

11 Those 3 moved on to the next stage, so they  
12 were invited to an interview which was a non-scoring  
13 interview, and they also submitted their price  
14 proposals. So on a final head-to-head rescore, the  
15 Apple product was the No. 1 value, and they were also  
16 the lowest price.

17 Now, part of their proposal as part of the other  
18 two firms was an option for keyboard. So a keyboard  
19 was submitted as part of the options. It was not part  
20 of a -- not a requirement. It wasn't scored.

21 The decision to -- to use the keyboards is  
22 still open. Now, we can do it a number of ways. One,  
23 you can go to Apple and use their keyboard at their  
24 proposed price, or you can go to Apple and negotiate a  
25 different type, or you can go through a catalog or go



1 through an IFB, which is a request for bids or issue  
2 another RFP, and the time schedule for that would run  
3 anywhere from six weeks to three months.

4 I believe that answered all the questions that  
5 was provided, and please advise me if I missed  
6 something.

7 MS. RATLIFF: Okay. Well, yes. Before --  
8 before we do that, though, I want to make sure that if  
9 somebody's got a procurement question on an index card,  
10 now is the time to send it up, and if you've already  
11 submitted a procurement question on an index card, now  
12 is the time for me to get it.

13 No. We have no procurement index card  
14 questions. All right. So let's go ahead and move to  
15 questions from the horseshoe starting over here.

16 MS. PEREZ: Thank you. I do have a question.

17 When you guys finished the contract, the  
18 proposal, and it was accepted by you, was that  
19 presented to the Board for approval?

20 MR. TUCKER: Yes.

21 MS. PEREZ: And did they really look at it?

22 MR. TUCKER: Our folks on the procurement side  
23 and the evaluators certainly looked at it in depth. We  
24 did presentations to our executive group a number of  
25 times, and the executive group accepted the evaluation

1 panel's recommendation and that went forward to  
2 Mr. Hovatter to execute.

3 MS. PEREZ: Okay. Because I know that  
4 procurement presents so many proposals, and it might be  
5 very difficult for everybody to remember what they saw,  
6 what they read, and what they approved, so --

7 MR. TUCKER: Well, I hope they did their  
8 homework.

9 MS. PEREZ: Thank you.

10 MS. RATLIFF: Any other questions on this  
11 side?

12 Ms. Karahalios.

13 MS. KARAHALIOS: Yeah.

14 Hi, I'm Lisa Karahalios. I'm with the  
15 United Teachers Los Angeles. We represent 33,000  
16 teachers and health and human services professionals in  
17 the district to teach and service our students in our  
18 schools.

19 Were there a large number of practitioners on  
20 the panel who helped inform the decision?

21 Did you have a lot of teachers, a lot of  
22 people who would actually be using the devices?

23 MR. TUCKER: The teachers were -- there were  
24 some teachers on the panel. I provided the list of  
25 panel members to Ms. Ratliff. The -- they were also --

1 the devices were also taken to three schools;  
2 elementary, middle school and high school, and at this  
3 point we only had two sets of devices, ten each, so it  
4 wasn't really a good sample as far as saying something  
5 that was -- could score. They were taken out and  
6 actually used by teachers and students.

7 MS. KARAHALIOS: Was one of them a netbook or  
8 a laptop, do you know, or were they both tablets?

9 MR. TUCKER: No. At that point, they were  
10 only the HP Elite and the Apple.

11 MS. NGUYEN: So my understanding is by the  
12 time you narrowed it down to the three finalists -- and  
13 correct me if I'm wrong -- they all had the Pearson  
14 Curriculum, and they all would have had some element of  
15 touch based activity; is that correct?

16 MR. TUCKER: That's correct.

17 MS. NGUYEN: Okay. I guess what I'm trying to  
18 understand is how decisive was Pearson in narrowing  
19 down to the finalists as in were there -- were any of  
20 the other pre-finalist candidates that were not  
21 touch base or, you know, tablet-like -- I guess was  
22 Pearson available, you know, for mouse -- mousey  
23 laptops?

24 MR. TUCKER: Pearson was certainly available  
25 to any of the proposers. I don't know why they didn't

1 pick them up, but we did have five different types of  
2 content providers or curriculum providers. And you're  
3 correct. The top three were all Pearson content  
4 providers.

5 MS. NGUYEN: So would you say Pearson was one  
6 of the deciding factors if -- it's not a coincidence  
7 that --

8 MR. TUCKER: It -- it -- it had -- it earned  
9 points. It was one of the factors, yes.

10 MS. NGUYEN: Okay. As opposed to -- and I'm  
11 going to say the reason I ask this is as we toured  
12 several schools -- the members of the Bond Oversight  
13 Committee toured several schools months and months ago  
14 when this was kind of an initial idea, and some of them  
15 already had, you know, one-to-one devices for a limited  
16 number of students.

17 And in the schools that had access to both  
18 iPads and laptops, we were told unanimously by older  
19 students and by the teachers of older students that  
20 iPads were great for young students, but past a certain  
21 point, the productivity software available in laptops  
22 was just so much more useful for older students.

23 And so I was just wondering how decisive  
24 was -- oh, I'm sorry -- how decisive was the  
25 curriculum, you know, over, say, the productivity, you

1 know, software availability.

2 MR. TUCKER: Well, overall, the Pearson  
3 Curriculum was scored the highest.

4 MS. NGUYEN: Okay. Thank you.

5 MS. RATLIFF: Okay. Before I pass it on to  
6 this side of the horseshoe, I had a question. I wanted  
7 to clarify a couple of the slides. So if we could take  
8 a look at No. 5, which is:

9 "Did the group that recommended  
10 the iPads look at" --

11 So I have it listed as page 5 of the slides.  
12 I think that's it, yes.

13 "Did the group that recommended the  
14 iPads look at netbooks or laptops?  
15 One vendor proposed a netbook, but  
16 it did not meet the district's  
17 technical specifications."

18 Now, my understanding from looking at  
19 Appendix J, which is the criteria that has been passed  
20 out to the committee members, and I believe we have it  
21 for the public as well, is that one of the minimum  
22 device specifications on page 70 of 81 is that it be a  
23 "10-inch multi-touch display capable of operating with  
24 a stylus," which wouldn't that kick out most netbooks  
25 and laptops because I mean back then, I'm guessing,

1 most of them have the ability to be touch screen laptop  
2 or netbook, or wouldn't that kind of preclude them?

3 Doesn't this kind of -- I guess my question is  
4 doesn't this criteria essentially require a tablet  
5 versus a netbook or some sort of laptop?

6 MR. TUCKER: I'm going to give you an "it may"  
7 question because that, quite frankly, that's a  
8 technical question, and I'm a procurement officer, not  
9 an I.T.D. expert, so --

10 MS. RATLIFF: Okay. Well, I have an I.T.  
11 expert next to me --

12 MR. TUCKER: I know. Real close.

13 MS. RATLIFF: -- so perhaps later -- later he  
14 can answer that question, unless you want to answer it  
15 now.

16 MR. CHANDLER: I would say you can speak to  
17 the procurement piece, and I'll speak to the technical  
18 piece.

19 So there are available options that our laptop  
20 can have functional stylus and touch screens, so  
21 they -- and they apply, but they're there, and we know  
22 that because we have some of those in the district as  
23 we speak.

24 MS. RATLIFF: So I guess if you want to speak  
25 to the procurement process, did any netbook or laptop

1 provider with these capabilities apply?

2 MR. TUCKER: No. They didn't. They -- well,  
3 again, I don't know what the technical aspects of all  
4 of the different types of -- particularly the netbooks,  
5 what they can be, so -- but the answer was we did  
6 receive a netbook. It did not pass minimum quals, and  
7 we did not receive any laptops. But we did ask for  
8 devices which is relatively open, but you can say --  
9 you're pointing out that the criteria may be  
10 eliminating those other devices.

11 MS. RATLIFF: Yes. That is exactly what I'm  
12 pointing out.

13 And so I guess my next question is, in light  
14 of the fact that the criteria clearly says that it  
15 has to have a multi-touch display capable of operating  
16 with a stylus as well as Bluetooth capabilities,  
17 eight-hour batteries, video mirroring, a physical  
18 keyboard of sufficient sizes and ease for students and  
19 teachers to be able to do their work effectively and  
20 efficiently without discomfort, who created these  
21 specifications?

22 MR. TUCKER: It would be the technical folks  
23 from parts of the I.T.D.

24 MR. CHANDLER: So the technical specs came  
25 from the I.T. division under advisement from Smarter

1 Balanced, and there are certainly plenty of devices out  
2 there that could have come under this. We feel  
3 strongly that there are devices that could have come  
4 through this process, but for whatever reason, they did  
5 not propose.

6 MS. RATLIFF: So the next aspect of the slide  
7 was in No. 5 on page 5, again, where it says, "Who is  
8 going to make the decision about whether keyboards will  
9 be needed," at the bottom it says, "A separate RFP or  
10 IFB will be issued" -- and you mentioned that -- "and  
11 the final purchasing decision will be made by the  
12 executive sponsors."

13 Could you state who they are?

14 MR. TUCKER: A better -- a better answer would  
15 probably be that instruction would be the driver as to  
16 what we need. Now, the Executive Panel is Mr. Chandler  
17 sitting next to you, Matt Hill, and Dr. Aquino.

18 MS. RATLIFF: (Unintelligible.)

19 MR. TUCKER: And Mr. Hovatter is --

20 MR. CHANDLER: Your boss.

21 MR. TUCKER: -- sort of the top of the chain.

22 MS. RATLIFF: Okay. So that is the -- those  
23 are the two questions I have regarding the slides.

24 Now, we have had a couple procurement  
25 questions come in on index cards, so I'm going to go



1 ahead and read these and see if you can -- not like see  
2 if you can answer them, but if you can answer them,  
3 please do, and if you can't, if you could let us know  
4 maybe who might be able to or what --

5 MR. TUCKER: Okay. Can you give me a hint if  
6 I need to put on my dancing shoes?

7 MS. RATLIFF: No. There's no need for  
8 dancing.

9 MR. TUCKER: Okay.

10 MS. RATLIFF: All right. So the first  
11 question:

12 "Did LAUSD and the Office of  
13 Instruction select Pearson as the  
14 curriculum content vendor or" --  
15 and I think we've had sort of the answer, but  
16 let's get on out there on the record.

17 "Did LAUSD and the Office  
18 Instruction select Pearson as the  
19 curriculum content vendor, or did  
20 Apple select Pearson as a  
21 curriculum content vendor?

22 MR. TUCKER: That was Apple. That would be  
23 whoever the prime proposer was, selected their subs,  
24 and the content providers were the subs, so in Apple's  
25 case, their subcontractor was Pearson, so Apple picked

1 Pearson. And in the Arey Jones, you know, they both  
2 picked -- Arey Jones A and B, that is, picked Pearson  
3 as the content provider.

4 MS. RATLIFF: And the second question was --  
5 and I think I know the answer to this, but I'm going to  
6 ask the question, then I'm going to attempt to answer  
7 the question. If I'm wrong, go ahead.

8 "Did the Board of Ed ratify the  
9 decision or the Apple board."

10 I'm assuming that Apple made the decision  
11 about including Pearson. That we had nothing to do --

12 MR. TUCKER: No. We had nothing to do with  
13 the selection of their subcontractors.

14 MS. RATLIFF: Okay. Thank you.

15 Another question:

16 "When will the names of the  
17 procurement committee members be  
18 released," and "Will there be" --  
19 Let's start with that one.

20 "When will the names of the  
21 procurement committee members be  
22 released?"

23 MR. TUCKER: You have been provided the list  
24 of the names of the committee members.

25 MS. RATLIFF: Yes, but I'm asking you the

1 question.

2 MR. TUCKER: We also have a Public Records  
3 Request that is asking for the names of the committee  
4 members, so we will provide that tomorrow.

5 MS. RATLIFF: So tomorrow to the individual --

6 MR. TUCKER: To those who have requested that  
7 information.

8 MS. RATLIFF: Okay. So if people want the  
9 information, they should do a Public Records Act  
10 Request, and they can get the information as to who are  
11 the -- who were the procurement committee members?

12 MR. TUCKER: That's correct.

13 MS. RATLIFF: Okay. The next question on that  
14 index card:

15 "Will there be a chance to reopen  
16 the procurement process after the  
17 pilot?"

18 MR. TUCKER: Well, it's a rather large pilot.  
19 The intent of this contract is to be the one that will  
20 be amended should the Board approve Phase 2 and 3, so  
21 there will not be a reopening of the procurement unless  
22 we're so directed.

23 MS. RATLIFF: Okay. I think that we've kind  
24 of answered this question a little bit, but not really.

25 "So who are the people on the

1 Evaluation Committee?"

2 We've already answered that. You said they  
3 can do a Public Records Act.

4 The next part was:

5 "Why are they protected by  
6 anonymity?"

7 I guess we can answer that.

8 MR. TUCKER: Well, the idea is that the  
9 selection panel does not want to be subject to  
10 possible, you know, offerings of money or things like  
11 that down the road, so we can tend to keep their names  
12 quiet. Now, naturally if Board members want to know  
13 who they are, we'll tell them. If we get Public  
14 Records Requests, we'll go through it if we have to,  
15 but it's simply to protect our people on one side from  
16 both influence and being subject to inquires as to "Why  
17 did you pick who you picked."

18 So that's the reason why we're relatively  
19 silent on who the panel members are.

20 MS. RATLIFF: And were these the same people  
21 that evaluated -- and you talked to me a little bit  
22 about this, but I think we might need to make this  
23 clearer.

24 Are these -- did the same people evaluate the  
25 software and the hardware?

1 MR. TUCKER: No. You had different folks in  
2 different committees. I mean it's -- who are the  
3 specialists in the field. I think software and  
4 hardwares is close, but I'd have to look at the list of  
5 names to see. There may have been a crossover here or  
6 there, but for the most part, they're separate.

7 MS. RATLIFF: I have a few more index cards,  
8 but let me take any questions from this side.

9 You have to stick your --

10 MR. ALVARENGA: Oh, sorry. My is simple,  
11 short, and probably two parters.

12 MR. TUCKER: Okay.

13 MR. ALVARENGA: First of all is iPads.  
14 Which version, one, two, three, four or five?

15 MR. TUCKER: Ron, can you help me on this?  
16 What version do we have?

17 MR. CHANDLER: This would be the new iPads.

18 MR. ALVARENGA: Is it four to five?

19 MR. CHANDLER: What's that?

20 MR. ALVARENGA: Five?

21 MR. CHANDLER: No. This is a four.

22 MR. ALVARENGA: A four. Okay.

23 UNIDENTIFIED SPEAKER: (Unintelligible.)

24 MR. CHANDLER: Retina display, so it's  
25 three-plus. All right. We'll get the official model

1 number, but it's the three with the retina display.

2 MS. RATLIFF: We have -- didn't we have --

3 MR. TUCKER: Yeah. I think it's written down.

4 MR. ALVARENGA: And I guess my concern is  
5 because we do have -- now they're coming up with five,  
6 so we're two versions behind, and why is that?

7 MR. TUCKER: They're fast. I can't tell you  
8 why and how and when, you know, a company like Apple is  
9 going to put out a new version or new software or  
10 hardware. I mean that's -- they keep that close to the  
11 vest. We do the best we can by trying to buy the most  
12 recent version and that's what we did.

13 MR. ALVARENGA: Okay. So no matter what  
14 versions they come up with, we're always going to have  
15 three?

16 I mean, on this project just for my  
17 clarification.

18 MR. TUCKER: I think the answer to that is  
19 "yes."

20 MR. ALVARENGA: Okay.

21 MR. TUCKER: Like your phone, you know, you  
22 buy it, and the next thing you know you hear that  
23 somebody else has got -- where's mine?

24 MR. ALVARENGA: Thank you.

25 MR. CANDELARIA: Hi. I'm actually going to

1 piggyback on that question if I may.

2           So, for instance, with the subsequent phases  
3 as they roll out, does that restrict the -- again, the  
4 model of these devices to when the bid was aborted or  
5 when they are deployed because when you consider the  
6 deployment over subsequent phases, again, you're  
7 talking in another 18 to 24 months, for instance, so  
8 will there be the opportunity for an upgrade during  
9 that phase for the devices that have not been issued  
10 out?

11           MR. TUCKER: They can always be negotiated.  
12 The price is based on this particular device.

13           MR. CANDELARIA: Thank you.

14           MR. JENKINS: All right. I have, I guess, a  
15 practical question having a child in public school and  
16 that is, the guarantee -- I'm looking at section 7 of  
17 Appendix J -- and basically it says that no kid should  
18 be without a working iPad for more than a day, and what  
19 I'm -- I guess my question is, given that young  
20 people's ability or lack of handling the device with  
21 care, does that include like if they drop it or water  
22 or something like that, that it will be replaced, or  
23 this is simply software?

24           MR. TUCKER: We have two parts to -- to --  
25 there are two parts to that answer. One is we have

1 two pools of devices. One is a buffer pool, and one's  
2 a spare pool. So the spare pool, 5 per- -- at a half a  
3 percent of the purchases that we make.

4 So if you buy 200 iPads, we actually get 206,  
5 so part of that is for the spare pool, and part of it's  
6 for the buffer pool. The buffer pool is 2.5 percent of  
7 the purchase, so you would get -- five of those devices  
8 would be in the buffer pool and that would be for a  
9 device that was dropped or something other than  
10 warranty item.

11 The spare pool's for warranty items, so we'd  
12 have one device out of 200 that would be available for  
13 a warranty failure.

14 MR. JENKINS: Thank you.

15 MS. ESCOBEDO: Just a clarifying question.

16 You said that it was Apple's discretion to  
17 determine what curriculum company was the best, and in  
18 this case it was Pearson; is that correct?

19 MR. TUCKER: That's correct. That's the one  
20 they used. Now, they also provided another company, so  
21 if you went down the line and said, "Okay. Who was in  
22 fourth place," it was actually Apple again. Same  
23 device but a different curriculum provider.

24 MS. ESCOBEDO: And can you help me understand  
25 the thought process behind allowing a computer company,



1 if you will, to determine what's the best instructional  
2 curriculum to use?

3 MR. TUCKER: They're trying to make a sale, so  
4 they're going to try to find what we feel -- what they  
5 think we think is the best one and that's -- that's the  
6 basis of their selection of their subcontractors  
7 because they want to make the deal, so they want to get  
8 the best subcontractor that they can.

9 MS. RATLIFF: Ms. Perez.

10 MS. PEREZ: That was exactly my question.

11 Why is it Apple the one deciding the  
12 curriculum to be implemented in the computer?

13 They are not teachers. They don't know  
14 anything about education as far as I would know because  
15 I don't know anything about education.

16 How would I decide to put Pierce -- or Pearson  
17 there?

18 MR. TUCKER: That's simply what Apple thought  
19 was the best just like they would think that their  
20 product is the best, and they market a lot to  
21 educational facilities.

22 MR. LOERA: I want to make a clarification on  
23 that. There's a distinction between what Apple  
24 selected to submit as a proposal between what we  
25 actually evaluated as a product, so we as a school

1 district also were engaged in the evaluation of the  
2 content as well. It wasn't just the device.

3 So Apple selected Pearson as the package that  
4 they submitted as a proposal, and then we reviewed  
5 both.

6 MS. RATLIFF: Now, we're going to be wrapping  
7 up -- not quite yet, but we're going to be wrapping up  
8 the procurement section, so if you have a burning  
9 question, you need to wave down David or Gilda, and you  
10 need to get an index card and write your question while  
11 they stand next to you so they can pick it up and bring  
12 it back up here.

13 All right. So in the meantime, we have a  
14 couple of the questions here, and the first question, I  
15 think I know what you're going to say, but I'm going to  
16 ask you the question anyway.

17 "Can we get a copy of the  
18 Apple/Pearson contract that they  
19 have between themselves?"

20 MR. TUCKER: No.

21 MS. RATLIFF: You know, I know what the  
22 follow-up question to this would be.

23 Why not?

24 MR. TUCKER: Well, we don't have a contractual  
25 relationship with them. You could make some kind of

1 demand on Apple, and they can make a business choice as  
2 to whether to continue with their contract with us to  
3 risk their relationship with a subcontractor. They  
4 make that decision because they may not want their  
5 business practices or their prices revealed to other  
6 competitors.

7 MS. RATLIFF: Thank you.

8 The next question on the index card -- okay.

9 "Are the people who made the  
10 procurement proposals the same ones  
11 who recommended" -- I think this  
12 is, "Are the people who made the  
13 procurement decisions the same ones  
14 who recommended my school buy a  
15 Gateway computer after they went  
16 bankrupt?"

17 Now, I'm letting you know I'm not going to  
18 read -- if you include a comment on the question as  
19 this person did, I'm not going to read the comment that  
20 follows. I'm just reading the question. So that's the  
21 question. I guess they want to know, did the people  
22 who chose the devices have any sort of relation to the  
23 people who recommended they buy a Gateway computer?

24 MR. TUCKER: I don't know the answer to that.

25 MS. RATLIFF: Okay. I do not know the answer

1 to that either, but I am curious, at some point, I  
2 think, I would like to learn more, not today, about  
3 these Gateway computers and how they went bankrupt.  
4 Just as an aside, I think we should have something  
5 about that in the future if we could.

6 MR. CHANDLER: So let me make sure I have  
7 clarity on what the request is.

8 So the company Gateway went bankrupt, and so  
9 we don't -- although this was a central decision, we  
10 typically don't force schools to purchase certain  
11 equipment. So this could have been a request by the  
12 school to purchase Gateway computers, and I don't know  
13 when this happened and who advised this, so I'm not  
14 sure how I would even answer that question.

15 MS. RATLIFF: All right. So if you're the  
16 person who wrote this index card, feel free to request  
17 another index card and put more clarity into it. We  
18 won't answer the question today, but we will answer the  
19 question hopefully in the future.

20 All right. Okay.

21 "How much influence did Dr. Aquino  
22 have in choosing Pearson?"

23 MR. TUCKER: Dr. Aquino had no influence on  
24 choosing Pierce. We chose Apple, and it was done by --  
25 as a selection panels. We simply would go to the

1 executive committee for their okay to move onto the  
2 next step. They never had us change anything or  
3 rescore anything. We simply advised them where we were  
4 going, and the final recommendation, they accepted it,  
5 and we threw it to Mr. Hovatter who executed the okay  
6 to the Board document.

7 MS. RATLIFF: Thank you.

8 All right. Any more questions from the  
9 horseshoe related to the procurement.

10 Yes.

11 MS. CEDILLO: My question is, we have a  
12 contract with Apple, so, therefore, we get Pearson.

13 If we no longer have a contract with Apple, do  
14 we still get Pearson forever?

15 MR. TUCKER: I don't know the answer to that  
16 question. We have a three-year contract. If we've  
17 executed with Apple with Pearson as our -- as their  
18 sub, we do not have a contract with Pearson. So if you  
19 wanted to continue something with Pearson -- and this  
20 is bad. I'm probably going to speculate here -- you'd  
21 have to enter into a contract with Pearson.

22 MS. CEDILLO: Because in the last meeting,  
23 they specified that because we had Apple, they chose  
24 Pearson, and we're wondering if we kept Pearson  
25 forever, as long as the devices were working, so if we

1 no longer have a contract with Apple and the devices  
2 still work, do we still have access to Pearson?

3 MR. TUCKER: I heard the discussion before. I  
4 think there's some legal issue in there. Some  
5 licensing issues that are way above my level, my  
6 knowledge, but all of the -- it doesn't matter who we  
7 picked, we all would have been in the same boat  
8 three years from now no matter who we picked because  
9 they all had a subcontractor that was providing the  
10 content.

11 MS. RATLIFF: Well, I think that in the  
12 future, I think it'd be great if at our next one we  
13 would be able to have answers to that question because  
14 I think that's a good question --

15 MR. TUCKER: I agree.

16 MS. RATLIFF: -- and it's not -- this isn't  
17 the first time we've heard it, and I think it would be  
18 great to have those answers.

19 Okay. Were all the -- okay. Now, we're  
20 closing down -- we're closing down the procurement  
21 index card questioning section just so you know.

22 Yeah. Oh, sure.

23 MR. CHANDLER: Just as a point of  
24 clarification, we did procure the iPad fourth  
25 generation. That's the official -- 4th generation.

1 Not iPad four. 4th generation.

2 MS. RATLIFF: So it's 4th generation with the  
3 Retina --

4 MR. CHANDLER: With the Retina display, yes.

5 MS. RATLIFF: Now, I'm sure that the follow-up  
6 question to that is ultimately as was mentioned by  
7 two of the committee members, and maybe for the future  
8 we could hear more about this even though I think it's  
9 going to be depressing which is, are we, therefore,  
10 locked into "This is what you get even though out on  
11 the market there's going to be more bells and whistles  
12 on the newer iPads"?

13 MR. TUCKER: Yeah. I mean, you know, you're  
14 going to go one year, and there's going to be things  
15 out there that you may say, "Oh, I wish I had that,"  
16 and two years down where we're now a third way into the  
17 contract, we may be able to formulate a better idea as  
18 to where we can go, how we're going to pay for it, all  
19 the usual things that come up again because, you know,  
20 certainly by then, there can be better -- you know,  
21 certainly better things out there that we may want to  
22 take advantage of.

23 MS. RATLIFF: One of the index card questions,  
24 "Why did the District allow Apple to be the driver of  
25 the curriculum choice," I believe Ms. Perez essentially

1 asked that question, so I'm not going to answer that  
2 again.

3 The next question:

4 "Was there any district persons  
5 with an interest in Pearson pushing  
6 the choices?"

7 MR. TUCKER: Not to my knowledge.

8 MS. RATLIFF: And next:

9 "Were all the vendors aware that  
10 only a tablet touch-screen model  
11 would be chosen?"

12 MR. TUCKER: All the vendors were aware of  
13 what the requirements of the RFP.

14 MS. RATLIFF: Okay. And so they were aware of  
15 this criteria before they put in a bid?

16 MR. TUCKER: Oh, absolutely.

17 MS. RATLIFF: And then:

18 "Was this procurement a capital  
19 expenditure?"

20 That's the question.

21 MR. TUCKER: I need a finance person to  
22 answer. As far as I know, it's bond funded.

23 MS. RATLIFF: Yeah. I believe it's bond  
24 funded. And then -- which is a capital. It's --

25 MR. TUCKER: Well, we are buying in a fact a



1 system, not just a device.

2 MS. RATLIFF: Okay.

3 Or "Was this a procurement that was  
4 leases over a number of years  
5 allowing for technology refresh?"

6 MR. TUCKER: This is not a lease.

7 MS. RATLIFF: Not a lease. Thank you.

8 "What happens when the devices are  
9 no longer supported?"

10 I believe we have a -- I believe we're going  
11 to move into that at some point; right? The obso- --  
12 when the devices become obsolete?

13 UNIDENTIFIED SPEAKER: (Unintelligible.)

14 MS. RATLIFF: Yeah, it is. It's Financial  
15 Plan No. 3, "Anticipated Useful Life" of the iPads, but  
16 I'll go ahead and read the question.

17 "What happens when the devices are  
18 no longer supported?"

19 I'm hoping that somebody will address that  
20 when we talk about the useful life of the iPads.

21 And "Is there a number of years  
22 that Apple will guarantee support?"

23 I believe that is in the contract; right?

24 MR. TUCKER: That's the -- the three year and  
25 plus the warranty and the Apple Care -- plus the

1 Apple Care warranty.

2 MS. RATLIFF: So that would be three years  
3 then; right?

4 MR. TUCKER: Yes.

5 MS. RATLIFF: Okay. All right.

6 Now, if we go past -- this is just a question  
7 I have.

8 If we go past the three years, and we haven't  
9 used up 5 percent, do we still -- can we still keep  
10 going and get -- until we've gotten to 5 percent of the  
11 life of the contract?

12 MR. TUCKER: We haven't used 5 percent of  
13 what?

14 MS. RATLIFF: Well, my understanding is that  
15 Apple will replace the devices up to 5 percent of the  
16 contract.

17 MR. TUCKER: It's a half a percent for  
18 warranty issues. They'll replace devices for --  
19 2 1/2 percent is the buffer pool which is, if we drop  
20 one -- it's not a warranty issue -- if we break one, we  
21 lose one, there's a pool for that. That pool will go  
22 down. It's limited until you're at zero. The -- the  
23 spare pool which are devices that are replaced for  
24 warranty issues will always be there until the  
25 three years is out, so that will never end until

1 the three years is --

2 MS. RATLIFF: But once the three years is out,  
3 if we didn't -- if we didn't use it, we lose it; right?

4 MR. TUCKER: We still have it. They'll leave  
5 those devices with us, so there'd be a percentage.

6 MS. RATLIFF: Oh, they'll leave them with us.

7 MR. TUCKER: Yes.

8 MS. RATLIFF: Oh, okay. All right.

9 So at the end of three years, we get all the  
10 iPads that we could use in terms of the buffer pool and  
11 the warranty.

12 MR. TUCKER: That's correct.

13 MS. RATLIFF: All right.

14 MR. CHANDLER: Yes. We physically have all  
15 those iPads so that there's an immediate replacement  
16 should we need that.

17 MS. RATLIFF: Okay. Any other questions from  
18 the horseshoe?

19 MS. NGUYEN: This is a request that I don't  
20 need to be answered now, but I think it would help, you  
21 know, clarify some of these -- not the process, but  
22 since the curricular choice was so central in choosing  
23 the device, I think it would be helpful for folks if we  
24 made it public the other four curriculum candidates  
25 because I hear -- you know, I hear through hearsay that

1 Pearson was just leaps and bounds ahead of everyone  
2 else, and I would like to see that because, you know,  
3 that would -- that would help.

4 MS. ESCOBEDO: And along with that, if it is  
5 possible, the other vendors as well.

6 MR. TUCKER: Okay. The scoring sheets have  
7 been provided to the committee, and you can tell, I  
8 believe, from that who the other content providers are  
9 and who they're aligned with. The scoring sheets also  
10 indicate the amount of value placed on the vendor, not  
11 only the hardware, but also the curriculum.

12 MS. NGUYEN: Sorry. You're talking about  
13 Appendix J because there are no vendors on  
14 Appendix J.

15 MR. TUCKER: No.

16 Ms. Ratliff?

17 MS. RATLIFF: Okay. I -- you provided me with  
18 Appendix J, which I passed out, and I asked for  
19 Appendix H, and you -- I believe you may have sent it  
20 to me.

21 MR. TUCKER: Yes.

22 MS. RATLIFF: We didn't get it in time to  
23 distribute.

24 MR. TUCKER: All right.

25 MS. RATLIFF: And Appendix H, my

1 understanding, has the curriculum criteria; is that  
2 accurate.

3 MR. TUCKER: That's correct.

4 MS. RATLIFF: Okay. So, yes. So we received  
5 that within the last few hours and -- though through no  
6 fault of theirs, you know, and we haven't been able to  
7 get that printed out for everybody, but we certainly  
8 will.

9 But my understanding is that's going to tell  
10 us the curriculum criteria. That's not going to tell  
11 us the other four --

12 MS. NGUYEN: Not the publishers.

13 MS. RATLIFF: That doesn't tell us about the  
14 other vendors because I also received the scoring  
15 criteria, but I was asked to keep that more  
16 confidential and that was not passed out to the  
17 committee members, so that's a decision, I guess, that  
18 we should discuss in terms of the scoring criteria.  
19 We've kept that -- I have, anyway, kept that  
20 confidential.

21 Is that something that is going to be released  
22 via the Public Records Act Request.

23 MR. TUCKER: I would speak to counsel about  
24 that first.

25 MS. RATLIFF: Okay. Which we don't have, but

1 my feeling is, if it's something that will be released  
2 through the Public Records Act Request, then we should  
3 go ahead and release it to the committee members --

4 MR. TUCKER: Yes.

5 MS. RATLIFF: -- and you'll get that, and  
6 since it would have been, therefore, public document,  
7 at our next CCTP meeting, we will make sure we spend a  
8 little bit of time on it if it falls under the Public  
9 Records Act Request.

10 MR. TUCKER: Thank you.

11 MS. RATLIFF: Sure. And this was our last  
12 procurement question. All right.

13 "Did we ask vendors if they could  
14 retrofit the iPads so they could be  
15 connected by wire and, thus, be  
16 guaranteed to be safer?"

17 Now, some of this is people putting their  
18 commentary in here, but -- but -- so let's just stop  
19 with, "Did we ask the vendors if they could retrofit  
20 the iPads so they could be connected by wire."

21 MR. TUCKER: No. We did not.

22 MS. RATLIFF: And is there a reason why?

23 MR. TUCKER: Why would you ask somebody with  
24 an HP if they would redo an iPad? It doesn't make any  
25 sense. I don't think they were going to do you any

1 favors with that.

2 MS. RATLIFF: I think it was -- I think it's  
3 an attempt to have them connected by wire and,  
4 therefore, address some of these electrosensitivity  
5 issues. That's my sense from the question.

6 MR. TUCKER: I see. Hardwire them as opposed  
7 to WiFi?

8 MS. RATLIFF: Uh-huh.

9 MR. TUCKER: Okay. That's a technical  
10 question. I'm not -- I can't answer that.

11 MS. RATLIFF: Okay. Maybe we can answer that  
12 question in the future.

13 Is that okay, Ron?

14 MR. CHANDLER: (No audible response.)

15 MS. RATLIFF: Okay. And then -- okay.

16 I did receive another question and this  
17 question was about whether or not Dr. Deasy's  
18 appearance in an Apple commercial before the provider  
19 was chosen biased the Apple choice.

20 I'm going to refer to your answer previously  
21 about whether or not anybody influenced the selection  
22 process, and I'm going to say that you would say "no."

23 MR. TUCKER: I would say "no."

24 MS. RATLIFF: Okay. All right. Thank you.

25 MR. TUCKER: Thank you.

1 MR. HOVATTER: Mark Hovatter, Chief Facilities  
2 Executive. The process was done. I was the one that  
3 personally briefed Dr. Deasy. He had no idea who the  
4 selection was until after it was submitted to the Board  
5 and I had accepted the recommendation. He did not even  
6 know who proposed.

7 MS. RATLIFF: Thank you for that.

8 All right. So let's go ahead and move into  
9 the next section which is the "Financial Plan for  
10 Phases 2, 3 and Beyond; Durability and Financial Plan,"  
11 and Ron Chandler will be speaking on these slides.

12 MR. CHANDLER: Good afternoon -- good evening,  
13 soon to be good night. Ronald Chandler, Chief  
14 Information Officer.

15 And can we get the slides up here, please?

16 Thank you. So as we said in the last meeting,  
17 we're going to bring the financial plan for Phases 2  
18 and beyond after the meeting with the Board. The Board  
19 convenes on the 29th.

20 But to answer specific questions that were  
21 opposed at the last meeting, the anticipated useful  
22 life is three years, and so we have a three-year  
23 warranty on these devices, and what we've done is we've  
24 taken the software and all the considerations around  
25 the device and maxed them out at three years. So for



1 us the usage is for all or our -- the purposes of our  
2 estimates is a three-year useful life, and we purchased  
3 the extended warranty to take us through three years.

4 Quite honestly, these devices have not been  
5 around longer than three years, so we don't know what  
6 the official useful life of these devices are going to  
7 be. They have -- iPads have not been in existence  
8 longer than three years.

9 The second question was "Funding for tablets  
10 for co-located Charters." These are leveraging bond  
11 funds and the technology portion of the bond funds.  
12 And then as I mentioned, the financial plan for Phase 2  
13 and beyond will be brought for consideration following  
14 the 10/29 Board meeting.

15 MS. RATLIFF: Questions from the horseshoe  
16 regarding this slide?

17  
18 MS. KARAHALIOS: You mentioned that the  
19 Prop 39 co-location Charters will also be getting the  
20 iPads.

21 Could you explain to the public why that is  
22 and what the Prop 39 co-location law says, please, and  
23 why we're suspending LAUSD money on non-LAUSD schools?

24 Thank you.

25 MR. CHANDLER: Can I have someone -- the

1 Prop 39 schools -- could you repeat the question,  
2 please?

3 Please repeat your question.

4 MS. KARAHALIOS: Could you explain to us the  
5 basis in the Prop 39 law why LAUSD is spending LAUSD  
6 bond money for co-located Charter?

7 I don't think the public is aware why we are  
8 required by law to do that.

9 MR. HOVATTER: Mark Hovatter, Chief Facilities  
10 Executive.

11 We're required by law to provide the same  
12 assess to our facilities to anyone that's on our  
13 property. There are charter who are not on our  
14 property, and they're not part of this, but those that  
15 actually co-exist on our campuses or have a sole  
16 occupancy of our campuses are treated just like we  
17 would if their roof leaking. We would repair there  
18 roof. If they had a water problem, we would respond to  
19 it. It's our responsibility for all the facilities,  
20 and we're classifying these as another utility that's  
21 part of our infrastructure in our facilities, so under  
22 that interpretation, we are obligated to make sure that  
23 they have the same access that all of our schools have  
24 access to.

25 MS. KARAHALIOS: Do you have a dollar figure

1 of how much it's going to cost?

2 MR. HOVATTER: I don't have that, but I can  
3 tell you it would be proportional to the number of  
4 Charter students that we have. It would be  
5 proportional. It's the percent of total students we  
6 have that are Charter versus district. It would be  
7 that same cost proportion.

8 MS. ESCOBEDO: On that same topic, would it be  
9 possible to get that dollar figure at a future meeting?

10 MR. CHANDLER: Absolutely.

11 MS. ESCOBEDO: Thank you.

12 MS. RATLIFF: Okay. Questions from this side  
13 of the horseshoe?

14 All right. So we have a couple index card  
15 questions. So the first question is:

16 "How will you deal with the cost of  
17 replacement if you use up all the  
18 buffer devices?"

19 Is the buffer that 2.5 that we mentioned  
20 earlier?

21 MR. CHANDLER: Right. So the assumption --  
22 well, if you -- we looked at national sort of studies  
23 around breakage and loss, and the assumption is usually  
24 around between 1 and 3 percent, we feel very  
25 comfortable with that number.

1 MS. RATLIFF: So that's somewhat related to  
2 this next question:

3 "Has anyone actually done research  
4 on what the real repair costs will  
5 be as the percent in warranty is so  
6 small?"

7 MR. CHANDLER: I'm sorry. Repeat that  
8 question.

9 MS. RATLIFF: I think the question is, "Has  
10 anyone actually done research on what the real repair  
11 cost" -- let's cut out "real." Okay? Let's just say  
12 repair costs.

13 "Has anyone actually done research  
14 on what that repair costs will be  
15 as the percent in warranty is so  
16 small?"

17 MR. CHANDLER: We'll look at that. I'll have  
18 to come back to you with that one. That's a great  
19 question.

20 MS. RATLIFF: Thank you. Thank you, Ron.

21 And then I think that answer will answer their  
22 next question:

23 "Isn't the repair cost for  
24 three years probably 50 percent  
25 versus 5 percent," I think we'll

1 have the answer when you bring those back --

2 MR. CHANDLER: Right.

3 MS. RATLIFF: Okay. Any questions from this  
4 side of the horseshoe before I go on to the -- Okay.

5 All right.

6 "Will the Board require that all of  
7 the problems and issues of Phase 1  
8 be resolved before approving and  
9 funding Phase 2 and 3?"

10 MR. CHANDLER: Will the Board require that?

11 MS. RATLIFF: Yes.

12 MR. CHANDLER: That's a question for the  
13 Board. We will notify the Board what we learned  
14 through Phase 1, and it's all for consideration  
15 obviously.

16 MS. RATLIFF: Right. Before I go more into  
17 these index cards, anything over here?

18 No? Okay.

19 All right. Oh, yes, Ms. Perez.

20 MS. PEREZ: Thank you. I'm ignorant about  
21 acronyms, and I would like to know for the rest of us  
22 that don't know, what is RFP, what is IFB, and what is  
23 CCTP?

24 Thank you.

25 MR. CHANDLER: So the CCTP is the Common Core

1 Technology Plan or Program, which we are a part of  
2 that. And I'll let -- is Hugh gone?

3 Mr. Hovatter will talk about RFP versus IFB.

4 MR. HOVATTER: RFP is a Request for Proposal.  
5 IFB is an invitation for bid. The main difference is  
6 an invitation for bid, we only care about price. We  
7 don't care about anything else, but in the Request for  
8 Proposal, a vendor would propose a price, and we would  
9 also score other things that are important to us.

10 So sometimes it's referring to as a "Best  
11 value selection." We care not only about price, but we  
12 care about content. We care about warranties. We care  
13 about small business participation and other factors.

14 MS. RATLIFF: Okay. So I had some questions  
15 that were E-mailed to us to CCTP E-mail -- or  
16 "cctpquestions@gmail.com," and I believe you've already  
17 answered the questions over the last few meetings, so I  
18 do want to go ahead and note them and state that I  
19 believe they've been answered.

20 "What is the financial plan," or "When does  
21 the Pearson contract expire?"

22 So my guess is that the Pearson contract  
23 expires when the Apple contract expires; is that  
24 accurate?

25 MR. CHANDLER: Right.

1 MS. RATLIFF: All right.  
2 "Is the curriculum being rented,  
3 and will the curriculum be deleted  
4 from the devices upon contract  
5 expiration?"  
6 I believe you answered at the previous meeting  
7 that we will be able to keep the curriculum on the  
8 device --  
9 MR. CHANDLER: Right.  
10 MS. RATLIFF: -- and that it is not being  
11 rented.  
12 MR. CHANDLER: It's not being rented. What we  
13 do need to clarify is updates to the curriculum and  
14 anything that post-three years, what are the  
15 conditions of that.  
16 MS. RATLIFF: And so you'll come back to us  
17 with that.  
18 MR. CHANDLER: We'll come back to that.  
19 MS. RATLIFF: Okay. And then:  
20 "Do both the Apple and Pearson  
21 contract expire simultaneously?"  
22 I believe the answer would be, "yes."  
23 MR. CHANDLER: Our contract is with Apple.  
24 MS. RATLIFF: Right.  
25 "What guarantee is there that

1 Pearson will not pull the plug on  
2 its curriculum on the iPads?"

3 I believe you're going to -- you've already  
4 answered that. They can't pull the plug on the  
5 curriculum, but they could stop giving us updates.

6 MR. CHANDLER: Yeah. Our contract is with  
7 Apple, so we're purchasing Apple devices.

8 MS. RATLIFF: All right. Okay.

9 So somebody asked, "Did we look at a laptop  
10 option?" I believe that's already been answered  
11 several times. How much more or less what it would  
12 cost. I believe that they weren't in the top bids  
13 basically. The one group that gave a netbook didn't  
14 make it into the top.

15 MR. CHANDLER: Right.

16 MS. RATLIFF: Okay.

17 "Will the batteries work for three years," and  
18 "What is the expected replacement cost for that?"

19 MR. CHANDLER: Our assumption is, "yes" and  
20 the -- we have a three-year warranty. If the batteries  
21 go out, then they replace the device.

22 MS. RATLIFF: And then battery life of iPad in  
23 hours, I saw in that in Attachment -- or Appendix J,  
24 there was a requirement that the battery life had to be  
25 at a certain rate; right?



1 MR. CHANDLER: It's a requirement, yeah.  
2 MS. RATLIFF: And what was that?  
3 Do you remember off the top of your head?  
4 MR. CHANDLER: I don't remember.  
5 MS. RATLIFF: Okay. All right. I believe we  
6 can answer that question in the next --  
7 MR. CHANDLER: Sure.  
8 MS. RATLIFF: -- at the next one. All right.  
9 "Will there be chargers purchased  
10 for home use?"  
11 Oh, do the students when they take the iPad,  
12 do they get the charger with it?  
13 MR. CHANDLER: They get a charger and earbuds,  
14 yes.  
15 MS. RATLIFF: Okay. And how long does it take  
16 to charge an iPad? Do you have any idea?  
17 I don't think that's really a finance  
18 question, people. I don't think that's a finance  
19 question, but --  
20 MR. CHANDLER: We'll have an answer for you  
21 before the meeting's over.  
22 MS. RATLIFF: Oh, would you?  
23 MR. CHANDLER: I'll make a point of  
24 information on that one.  
25 MS. RATLIFF: Okay. Thank you. Thank you.

1           And then my understanding is that if we're  
2           assuming that the iPad -- "will the batteries work for  
3           three years, and what is the expected replacement for  
4           that?"

5           I'm assuming that if we have the -- if the  
6           iPads are supposed to last for three years, we're  
7           assuming that the batteries are supposed to last for  
8           three years.

9           MR. CHANDLER: Yes.

10          MS. RATLIFF: Okay. And, "What is the percent  
11          used of" -- this is question I have no idea.

12          "What is the percent used of total  
13          bond fund that bought the" -- "the  
14          iPads, the billion dollars of  
15          iPads?"

16          But "What is the percent used of  
17          the total bond fund?"

18          So I guess this is a bond question. I don't  
19          know if we can answer this here right now, but if we  
20          could, Mark, can you do that?

21          MR. HOVATTER: Mark Hovatter, Chief Facilities  
22          Executive.

23          We have remaining approximately \$7.3 billion  
24          of money that is yet to be committed, and we've so far  
25          committed \$50 million worth under Phase 1 towards that,

1 so whatever that math works out to be.

2 MS. RATLIFF: Right. Now, their follow-up  
3 question was, How much during Phase 1, Phase 2 and  
4 Phase 3, and I believe that on the 29th, we're going to  
5 get information regarding --

6 MR. HOVATTER: That is yet to be determined  
7 based on what the Board directs us to move forward  
8 with, and the math would be as a proportion of 7.2.

9 MS. RATLIFF: Great. So we are closing the  
10 finance section of the index cards.

11 Now, I do want to say that I have noticed that  
12 some of these cards are bringing in questions that have  
13 actually been answered before, and so if you would,  
14 please, if you, when you give us a card, if you would  
15 write your E-mail address on there because in the  
16 interest of time, I am going to start weeding out some  
17 of the questions that we have answered previously, and  
18 we will answer you if you give us your E-mail because I  
19 will have thought, "Okay, we've answered this before.  
20 I know we can provide you with this answer."

21 So I wanted to let everybody know that.  
22 Please put your E-mail on the index cards from now on.

23 Okay. This one, and, again, I'm going to read  
24 this, but this is the last one that I'm going to do  
25 where it's more of a comment than a question.

1 All right.

2 "I teach at Normont Elementary

3 School. We have run out of the

4 paper towels and other basic

5 supplies. We've run out of paper

6 two times in the first two months

7 of school. How can this Board" --

8 this is the question.

9 "How can this Board justify spending

10 any more money on iPads?"

11 Okay. I don't think Ron can answer that

12 question. I believe that kind of question is actually

13 for your individual Board members, but I do want -- I

14 do want you to realize that if you send me these, I'm

15 going to read them, but not anymore. I am going to

16 start weeding them out, and if I feel like that

17 question has been answered or needs to go somewhere

18 else, I'm going to send it there. Please put your

19 E-mail on there.

20 Okay. If you would move on to the next

21 section, please.

22 MR. CHANDLER: Absolutely.

23 MR. LOERA: Hello. Good evening. This is

24 Gerardo Loera, the Executive Director for Curriculum

25 and Instruction in L.A. Unified, and we're going to go

1 ahead and begin the slide deck up here. We're just  
2 going to start off just with a quick couple of slides  
3 that basically show the number of schools deployed over  
4 time because one of the questions that we get often is,  
5 you know, "So how is the student achievement already  
6 going up?"

7           And it's like, "Well, we've just barely  
8 started the rollout, and you could see over time we're  
9 not even finished with our rollout yet," and so we just  
10 want to be really clear about what our expectations are  
11 from the very, very, very beginning.

12           So this slide kind of captures that. The  
13 number of schools are 47, and we should be finishing up  
14 with most of those schools very shortly. The next  
15 slide basically shows the number of devices that have  
16 been deployed as well as the rate at which we have been  
17 deploying, and the team has been very committed and  
18 focused on making sure that those devices get put out  
19 on schedule.

20           And so in terms of learning experiences, what  
21 we also want to basically state and be really clear  
22 about, because I've seen some confusion out there.  
23 It's like we're not only generating or giving -- excuse  
24 me -- giving or assigning devices to students without  
25 any content.

1           The devices do come with curriculum installed  
2 on them, and the curriculum follows the publishers  
3 criteria that was developed by the authors of the  
4 standards themselves and that was basically the  
5 guidance that we used to basically evaluate that  
6 curriculum.

7           And so when we did so, we were very, very  
8 deliberate about making sure that we were not getting  
9 retrofitted curriculum that was aligned to old  
10 standard, either from California or other states, that  
11 would not actually be indicative of what we're  
12 expecting students to learn how to do and master.

13           And so part of this, the questions that I will  
14 be addressing up here, for example, will be forthcoming  
15 in subsequent slides.

16           But one of the questions was, "Is the  
17 curriculum adaptive, or can students basically move at  
18 their own pace," and the answer to that is, "yes."  
19 Teachers, however, will obviously still continue to  
20 play the most critical role in the student's life in  
21 terms of the teaching piece. We consider the  
22 technology piece a tool, but it's not the answer.

23           And so, obviously, we will have to continue to  
24 train our teachers in this process and get used to  
25 having students engage in this work as we are

1 supporting them to be literate for the 21st century.

2 So the content that's loaded on there is  
3 around English Language Arts and Mathematics and some  
4 subsequent slides that you'll see to what extent that  
5 is actually loaded on the devices at the moment.

6 And there was also a question, addressing just  
7 verbally here, about whether the digital library is  
8 accessible remotely, and the answer to that is "yes"  
9 also in terms of students and teachers are able to now  
10 access the digital library away from the school  
11 district network. So then, in other words, you could  
12 access it from home.

13 The question also was around whether students  
14 could and our teachers or anybody could access the  
15 digital library content on a mobile device, and the  
16 answer to that is, in some cases depending on the  
17 actual resource that they were to access, and so that  
18 is improving over time.

19 MS. RATLIFF: Mr. Loera, may I stop you for  
20 one moment?

21 MR. LOERA: yes.

22 MS. RATLIFF: So a viewer at home let us know  
23 that KLCS is off the air, and now they're showing a  
24 NOVA episode on Ground Zero, so I was just wondering if  
25 we're going to be able to get that back on-line or --

1 so -- so I just wanted to let everybody know we are  
2 aware of it, and we would like it to go back on-line,  
3 but we're not sure if that's going to happen, so if  
4 anybody can look into that over here.

5 Thank you, Mr. Loera. Go ahead.

6 MR. LOERA: You're welcome.

7 So let me take us to the next slide. We're  
8 going to show you basically one example, a brief  
9 example from Kentwood Elementary School.

10 They were basically deployed only about  
11 ten days ago, and so we have a little bit of video that  
12 will show about what it looks like ten days into  
13 deployment, and you'll see students engaged in the  
14 content. You'll see the teacher guiding the students  
15 in reading while students listen, and you'll see  
16 students working with the actual content as well as  
17 getting direction from the teacher about how to work  
18 with regrouping in mathematics so that students can  
19 actually learn how to do the math with second grade.

20 So this is a second grade classroom from  
21 Kentwood Elementary, so we'll begin. I'm going to stop  
22 a couple of times. It's a brief video. It won't take  
23 very long.

24 (Video being shown.)

25 THE TEACHER: Girls, I'm going to read this to



1 you, and your job is to -- what do we do when I'm  
2 reading?

3 THE CHILDREN: Listen.

4 THE TEACHER: Listen. And since you don't  
5 really want to touch the screen a bunch, you can make  
6 sure that you're following just above hovering like a  
7 helicopter. Okay?

8 Your finger is going to be a hovering  
9 helicopter as you fish read.

10 Are you ready helicopters?

11 THE CHILDREN: Yes.

12 THE TEACHER: Okay. Read and discuss. You  
13 can use the hunter chart to --

14 THE CHILDREN: Add.

15 THE TEACHER: Thank you, followers.

16 Here is an example: To find the number that  
17 is --

18 THE CHILDREN: 16 --

19 THE TEACHER: More than 32 --

20 THE CHILDREN: -- more than 32.

21 THE TEACHER: -- break 16 up into 10 and --

22 THE CHILDREN: 6.

23 THE TEACHER: Add 10 by going from 32 to 42.

24 Then add 6 by moving six boxes to the right from 42.

25 You land on the answer 48.

1           So, you see, they're showing you another way  
2 that you can be doing it. Let's go to the next page.  
3 This is the page you're going to love. Ahhh.

4           And I'm going to ask for people at the wolves.  
5           Wolves, raise your hands. Raise your hands,  
6 wolves.

7           Can you please read this to the rest of the  
8 class starting at "Write"?

9           THE CHILDREN: "Write in the question about  
10 the idea discussed in class today. Use the sentence  
11 starter below if you find it to be helpful."

12          THE TEACHER: Okay. So go ahead. What does  
13 it tell you to do?

14          MR. LOERA: So once again, at the very  
15 beginning of a deployment and when students begin to  
16 engage with the iPad devices and the curriculum, you  
17 can see -- you heard the teacher kind of studying the  
18 routines and procedures about what has to be different  
19 in the class, setting the rules, sort of the day-to-day  
20 and what that will look like.

21          And so as we move into the next piece, you  
22 will see students engaging in the digital content by  
23 using a notebook, and the teacher is reinforcing the  
24 learning of mathematics, getting students to write and  
25 engage in writing using the actually built-in key pads

1 the the iPads actually have equipped with, so we're  
2 going to start the video here so you can continue.

3 So I'm going to show you about another minute  
4 or so, and then we'll continue with the rest of the  
5 discussion.

6 (Video being shown.)

7 THE TEACHER: Boys and girls, you can use that  
8 sentence starter if you need some help, or you can  
9 start it on your own. So they're letting you know,  
10 hey, if you want to share one of your patterns, go  
11 ahead. So let's press open notebook. You're presses  
12 this. Mine's not opening.

13 MR. LOERA: That's the notebook.

14 THE TEACHER: Okay. You're pressing that.  
15 Go ahead and press it. If your neighbor's scared to  
16 press it, help them.

17 Okay. So now you'll notice that -- go ahead  
18 and hit it, Mr. Alex.

19 What do you see? Here's your notebook. You  
20 can start with this sentence starter, or you can write  
21 on your own. Boys and girls, use the pencil for today,  
22 and go ahead. I want you to take a few minutes, and  
23 you're going to share something that you noticed today  
24 or something that you learned today. Something that  
25 helped you. Go ahead and begin because I know writers

1 like it to be silent. You can go ahead and start  
2 writing what you were thinking."

3 MR. LOERA: We're going to fast forward the  
4 video here just in the interest of time so you can see  
5 some actual student work in the process. There's a  
6 second grade student engaged in writing and entering  
7 that into -- to the iPad device. The teacher actually  
8 specifies that, you know, they're not looking for  
9 perfection at the very beginning. It's only the  
10 beginning of the year, but the students are actually  
11 getting practice on making use of the technology to  
12 begin the learning.

13 And so that's just an example of what it looks  
14 like early on. At the very beginning, I think it's  
15 important to recognize that we know that in order for  
16 really -- for long-term transformation of what happens  
17 in terms of teaching and learning, it's a gradual  
18 process. At the very beginning, you know, there's a  
19 sort of substitution between the paper and pencil piece  
20 to the electronic piece and as -- and over time, that  
21 gets progressed based on additional training that --  
22 that students and teachers will -- will have in -- as  
23 the experience come in in terms of making use of the  
24 interactive functionality that this offer provides as  
25 well as other types of technology that are on the

1 device.

2 So as we move on to -- let's go to the next  
3 slide. So we're going to get the PowerPoint back up  
4 here in a second. We're on slide 14 for those of you  
5 that have the paper.

6 So for Phase 1, there have been questions  
7 about whether the curriculum is complete, so the answer  
8 to that is, it's complete for what we expect Phase 1 to  
9 be. Slide 15 is a breakdown of the lessons that are  
10 actually outlined in terms of topics and the number per  
11 grade that are actually loaded on the devices.

12 I want to draw attention to the slide that I  
13 started off with in that as we're rolling the devices  
14 in in this transitional period, the timing about when  
15 and which lessons teachers will use is important based  
16 on when they actually get the device.

17 So for the very beginning, we have one or two  
18 drop-in lessons for units in each grade in E.L.A. and  
19 math that teachers were given exposure to in the  
20 training over the summer, and I'm actually -- let me  
21 see.

22 MS. RATLIFF: Mr. Loera, could you --

23 MR. LOERA: Yes.

24 MS. RATLIFF: -- define -- could you explain  
25 what do you mean by drop-in lessons, please?

1 MR. LOERA: Sure.

2 So instructionally we have historically always  
3 had a sort of a set curriculum for the most part that  
4 we support and provide training for at the district  
5 office, and as we transition to a more of a digital  
6 curriculum. We begin that shift into the digital  
7 platform. So in doing so, we begin to bring in the  
8 digital lessons to complement what the historic paper  
9 and pencil lessons are in a way that's most thoughtful  
10 and time appropriate for student learning, and so  
11 that's what I mean by a drop-in less.

12 So a drop-in lesson is a lesson you can drop  
13 into what historically has been the curricular path  
14 that our students are taking in the class.

15 MS. RATLIFF: So if you were using, let's say,  
16 the Envision Curriculum, you would drop in one of these  
17 Pearson lessons wherever it fits the Envision  
18 Curriculum?

19 MR. LOERA: Correct. Yes.

20 So just to address the point about whether  
21 students can learn on their own or go at their own  
22 pace, there are limitations to the storage of the  
23 devices, so not all the curriculum is loaded for every  
24 single grade on the devices, but there is, depending on  
25 what grade the student is in will have different amount

1 of content loaded on them, and then the teacher can  
2 guide the students through that as well as students  
3 being able to explore on their own.

4 So I want to show you -- so this slide is on  
5 page -- slide 15 and captures what I discussed earlier  
6 in terms of where they are. So let me show that you in  
7 math, for example, the curriculum stops at grade eight,  
8 and so we don't have Algebra 1 or Geometry -- the high  
9 school curriculum as part of Phase 1.

10 So if somebody from high school comes in,  
11 especially if it's a math teacher and says, "Well, my  
12 iPad doesn't have content on it," they're correct. It  
13 doesn't have it, and it wasn't part of the Phase 1  
14 plan. K through 8 was. But in subsequent phases, the  
15 plan would be to equip more of the curriculum to  
16 different grade levels.

17 And so page 16 and 17 -- well, 16 shows the  
18 additional math units that would be provided in Phase 2  
19 based on the existing plans and that's in addition to  
20 the curriculum that's already added or provided during  
21 Phase 1, so this gives more of a breakdown by grade  
22 level.

23 This is for math, and the next slide is for  
24 English Language Arts. Then --

25 Yes?

1 MS. RATLIFF: Before you go into professional  
2 development, let's go ahead and ask any questions that  
3 we currently have on these previous slides.

4 So are there any questions from the horseshoe  
5 on these slides?

6 All right. We had a couple questions from the  
7 public, and so one question was:

8 "What curriculum is on the device?"

9 Pearson is not. I'm going to read it like a  
10 question, but I do want to say that I have faith. I  
11 have faith that you all can ask questions that are like  
12 real questions. Okay?

13 So "Pearson is not finished?"

14 That's not really a question. That's like a  
15 statement. Okay? And putting a question mark on the  
16 end doesn't make it a question. But I think we have  
17 learned that Pearson is not finished. So I guess if we  
18 were going to go ahead and ask, maybe the person  
19 follow-up question, I'm guessing, would be something  
20 along the lines of What -- was this part of the  
21 procurement process in the sense of did we state we  
22 expect a portion during Phase 1, a portion during  
23 Phase 2, a portion during Phase 3?

24 MR. LOERA: That is correct.

25 MS. RATLIFF: And so all of the various



1 providers that provided curriculum went ahead and  
2 submitted plans.

3 Like did they say, "We'll provide X amount of  
4 lessons," or did they say, "We'll provide X amount of  
5 percent of curriculum," or how did they submit these  
6 requests for --

7 MR. LOERA: Yeah. I don't know the detail of  
8 the submissions for each of the proposals and how the  
9 timelines may have looked different. That would have  
10 to be something that we would bring back. That's more  
11 a procurement process question.

12 MS. RATLIFF: Okay. But I believe we've lost  
13 our procurement expert, so, Ron, can you --

14 MR. CHANDLER: I can speak a little bit to  
15 that process.

16 So I know all of the proposed -- the content  
17 areas were in various stages of completion, and so  
18 they, for the most part, all were going to do a  
19 build-in as we go along, but I think we need to have  
20 the exact answer from procurement. We'll get that to  
21 you.

22 MS. RATLIFF: Okay. Great. All right. So  
23 we'll get more information on that for our next  
24 meeting.

25 And so one of the questions that we'd asked

1 was, "Does the iPad allow the student to study at his  
2 or her own pace?"

3 MR. LOERA: And it said, yes, however, there's  
4 a question about whether it's the iPad, the curriculum  
5 that's on the iPad, so I just want to draw attention to  
6 that.

7 So ultimately the teacher still leads that  
8 classroom instruction, and based on that, the student  
9 would be able to build and go at their own pace on  
10 whatever the other content that's loaded on there, so  
11 there's nothing from keeping the student from looking  
12 at any of the other curriculum that's loaded.

13 MS. RATLIFF: Okay. So -- but can they study  
14 above their grade level?

15 MR. LOERA: They can if the curriculum is  
16 loaded on there.

17 MS. RATLIFF: And so I guess my question is  
18 then, when you -- when we hand this to the students --  
19 so when we gave it to our committee members, we were  
20 given like all of the various drop-in lessons -- are --  
21 do the students get the same thing, or do they  
22 literally, if you're a kinder student, you get just  
23 your kinder, whatever the -- Kinder Play with Shapes,  
24 Kinder Make or Break Apart to 20?

25 MR. LOERA: Yes. So I would have to get back

1 to you on the real specifics on how the content was  
2 loaded. When we worked with the teachers, for example,  
3 the way that we did it is that we loaded various grade  
4 levels onto that particular iPad, and dependent on what  
5 the grade level was that the teacher was teaching, then  
6 they were assigned that type of iPad that had that type  
7 of -- that level of curriculum on there.

8 In other words, the iPads can't hold all  
9 eight grades of curriculum on there. There are  
10 limitations in space, so it's a configuration issue  
11 more of a -- a -- sort of a technical one, but -- so to  
12 answer your question, it's kind of dependent on the  
13 students grade and where they are.

14 MS. RATLIFF: We're going to take a question  
15 from the back.

16 MS. CEDILLO: I have a question regarding the  
17 iPad.

18 So you're saying that these aren't fully  
19 loaded to what the students have now?

20 MR. LOERA: Can you restate your question,  
21 please?

22 MS. CEDILLO: So these -- are these, what I  
23 have in front of me, is that what the students have now  
24 that are rolled out through 1?

25 MR. LOERA: I'm sorry. I don't know what --

1 which device you have in front of you.

2 MS. RATLIFF: She has the same iPad that was  
3 provided to all of the curriculum members.

4 MR. LOERA: Gotcha. I don't know which  
5 content was actually loaded on the iPad.

6 MS. RATLIFF: I believe we have all that was  
7 available.

8 MR. LOERA: Okay. So --

9 MS. CEDILLO: My question is -- because a lot  
10 of them start with like Unit 6, Unit 5.

11 Where's Unit 1, 2, and 3?

12 And that's for like almost all of them.

13 MR. LOERA: Okay. So if we go to, for  
14 example, it doesn't actually specify the units on here,  
15 but the -- the -- all of the titles that are listed on  
16 slide 15 is what would be on the device, and so  
17 Bernadette as the director of the project is going to  
18 come up and elaborate on that.

19 MS. LUCAS: Mr. Gerardo pretty much --  
20 Mr. Loera pretty much already stated this. The  
21 information or the units' lessons that are on the iPads  
22 are based on the drop-in lesson model, so the iPads  
23 would not include all the curriculum at this time.

24 MS. RATLIFF: Any questions from over here?

25 MS. ESCOBEDO: This is a really specific

1 question, so if you can answer it at a future meeting,  
2 that's perfectly fine.

3 I'm just curious if, say, for example, I was a  
4 parent and my child was an English Learner, how would I  
5 know which of the apps would be suited for my child's  
6 particular learning needs?

7 MR. LOERA: It's a great question.

8 So as we work in supporting all students --  
9 English Learners, students with disabilities, GATE and  
10 gifted, all the subgroups -- we will continue to -- to  
11 build additional professional development into the  
12 training that teachers will need in the long term.  
13 Pearson does provide some supports for English  
14 Learners, for example, but we will continue to -- to  
15 expand on that, and Pearson is also continuing to build  
16 that into their subsequent curriculum in the future.

17 MS. KARAHALIOS: You said that these are  
18 designed as drop-in lessons, so there are -- there are  
19 no fully formed units?

20 MR. LOERA: Not yet. Not for Phase 1.

21 MS. KARAHALIOS: Not in Phase 1.

22 Is there a plan to do that?

23 MR. LOERA: So for Phase 1, we have what's  
24 currently listed and that's the extent of the contract.  
25 So for Phase 2, that would be dependent on whether the

1 Board ultimately decides to (unintelligible) the  
2 subsequent phases.

3 MS. KARAHALIOS: Okay. Also, if you look at  
4 Appendix J, it says that the District is not  
5 considering substitution of hard copy textbooks with  
6 digitized virgen -- that was a Freudian slip --  
7 versions, so you're not anything to be loading  
8 textbooks on the iPads?

9 MR. LOERA: So when -- when we put out the  
10 RFP, we were not interested in simply replacing the  
11 hard traditional paper textbook with a PDF, for  
12 example. The PDF is sort of a static page that doesn't  
13 provide any additional benefits to a student.

14 In order to truly make and take advantage  
15 of -- of what the technology has to offer, we wanted  
16 the technology to be interactive and to -- and make --  
17 to have the technology enhancements that are really  
18 necessary to make this whole project worth it. And so  
19 we believe that as we look forward and move towards the  
20 digital age, it's a total different way of thinking  
21 about what the curriculum is and how often we will be  
22 engaged in updating it over time.

23 MS. KARAHALIOS: So have you researched  
24 textbook companies to see if they have interactive  
25 textbooks that are available for the District?

1 MR. LOERA: So as part of this process, what  
2 we did is put out the RFP, and then proposers submitted  
3 what they submitted based on what we put on the RFP.

4 So based on what was turned in, that is --  
5 that's what we researched or evaluated, if you will,  
6 but that being said, we're continuing to -- to look at  
7 what other possibilities and opportunities are  
8 presented for us in the long term in terms of digital  
9 books.

10 MS. RATLIFF: Yes.

11 MR. CANDELARIA: Just a couple of questions.

12 With regards to the curriculum that's  
13 available through the Pearson apps, what are the  
14 provisions or what's the philosophy as part of this  
15 plan?

16 When the devices are deployed -- for instance,  
17 you have a variety of magnet programs out there, and  
18 they have areas of specialty -- are they going to be  
19 given curriculum that's going to supplement their  
20 programs, be it in the medical magnets, museum science,  
21 the gifted categorization, or is it going to be  
22 restricted to more to the vanilla, this is Pearson,  
23 this is what you get?

24 MR. LOERA: No. So I think what's important  
25 to -- to -- for me to respond to that question in terms

1 of -- the Common Core Standards are -- are -- as  
2 rigorous -- as rigorous as they are and as much as they  
3 raise the bar for us in so many ways, they're not the  
4 top in terms of the highest level of rigor that we  
5 should expect for all students.

6 So, for example, some students that are in  
7 GATE and gifted kind of programs and have this  
8 additional talents need more than just that, and so  
9 our -- our approach to this has been in the overall  
10 transition to Common Core, that this is the default use  
11 as we move forward, but we are going to need to come up  
12 with additional strategies to augment and to do that.

13 So for various programs throughout the  
14 district, it's going to look a little different, and  
15 it's going to be based on actual student need.

16 MR. CANDELARIA: Thank you. The second  
17 question -- I'm sorry -- is with regards to the digital  
18 library access, what provisions are in place or what  
19 has been considered with regards to wireless  
20 accessibility of homes?

21 Has a survey been made with regards to those  
22 homes that are not wirelessly connected, and what  
23 infrastructure would be provided to the families in  
24 this case?

25 MR. LOERA: So let me make sure I understood



1 the question, so --

2 MR. CANDELARIA: Like, are families that  
3 aren't wirelessly set up at home going to be given  
4 wireless routers and infrastructure to run the capacity  
5 of accessing from home?

6 MR. LOERA: So in L.A., as part of this  
7 contract, we're not providing Internet service at home,  
8 so I think that's the shortest answer to your question.

9 I know the City has made some -- some comments  
10 about being committed to doing that on a larger scale,  
11 and we hope to continue to partner around that and see  
12 how we can do that, but that, as part of this project,  
13 it's just not in the scope of the work.

14 MR. CANDELARIA: Thank you.

15 MR. CHANDLER: So let me jump in here --

16 MR. LOERA: Let me add one little extra piece  
17 there.

18 The software itself in terms of the content  
19 does not depend on the wireless Internet connectivity  
20 at home. The way that it's designed is that we can  
21 actually load whatever the student would need on the  
22 device at home, and when they come back to school, they  
23 can receive or do whatever they need to get whatever  
24 the next pieces of the content are. So for that piece,  
25 we did address that issue in that way.

1 I don't know, Ron, if that was what you  
2 were --

3 MR. CHANDLER: No. I was going to say that  
4 the majority of the content is resident on the device,  
5 and so we're not assuming that students had that, but I  
6 was also going to say that the City is in conversations  
7 about doing citywide wireless, and we're part of that  
8 effort. So I meet with my counterpart in the city on a  
9 regular basis and actually submitted a letter of  
10 recommendation around that, so they're going through a  
11 process now to make L.A. WiFi across the city.

12 MS. ESCOBEDO: And just a quick follow-up  
13 question to that, and I don't mean to place a burden on  
14 you all, but LAUSD is also comprised of many, many  
15 other cities outside of the city of L.A., so to the  
16 extent that somehow at some point in the future, if we  
17 can give consideration to that and get some information  
18 on the wireless status of some other cities that are  
19 outside of the city of Los Angeles, I do think that  
20 would be helpful, but again for a future meeting.

21 MS. RATLIFF: So why don't we at our next  
22 meeting, why don't we include a section that talks  
23 about the wireless plans for the city in the future and  
24 so forth.

25 MR. ALVARENGA: I have a couple of questions.

1           One of them is apps. There's a lot of apps  
2 out there that can definitely benefit our students, so  
3 does a teacher has the capability of finding one that  
4 they like to work that would like to share with the  
5 students and then utilize it?

6           Can they do that?

7           MR. LOERA: So the question is, can a teacher  
8 download their own app?

9           MR. ALVARENGA: Uh-huh.

10          MR. LOERA: Ron, do we have the actual -- the  
11 answer to that?

12          MR. CHANDLER: Well, yeah. I was going to say  
13 that, you know, we -- we -- as long as it gets through  
14 the conditions of our firewall, absolutely. I mean we  
15 have, you know, whitelisted and blacklisted apps that  
16 we don't want --

17          MR. ALVARENGA: Of course.

18          MR. CHANDLER: -- and do want students to go  
19 to and teachers, so absolutely.

20          MR. ALVARENGA: So a follow-up question on  
21 that --

22          MR. LOERA: I -- I was going to elaborate a  
23 little more on that.

24          MR. ALVARENGA: Okay. Sorry. Go ahead.

25          MS. LUCAS: If I may just add a piece.

1 I had the honor of serving as a principal of a  
2 one-to-one school, and so what teachers want are vetted  
3 apps. Of course we're going to have a methodology for  
4 teachers to recommend apps. We'll vet apps organized  
5 by content area and grade to ease in teacher selection  
6 of applications. They have so much to do. We want to  
7 give them a bank of resources to help with that.

8 MR. ALVARENGA: You just answered my next  
9 question, a bank of resources in apps, but with that  
10 said, do teachers have the -- the choice to opt out of  
11 using the tablets -- the iPads?

12 MR. LOERA: Do teachers have the choice of  
13 opting out of using --

14 MR. ALVARENGA: To opting out, yeah.

15 MR. LOERA: So the answer to that, in general,  
16 no. Once it becomes part of the default curriculum, we  
17 expect the use of that.

18 MR. ALVARENGA: Great. Thank you.

19 MS. RATLIFF: Are there questions on this  
20 side?

21 MS. AMAN: A quick question going back to the  
22 Pearson content.

23 My understanding from past meetings was that  
24 depending on the grade level, that the student would  
25 have access to one grade up and one grade below.

1           Can you look into allowing them to have more  
2           access?

3           They don't have to have access to all  
4           eight grades, but even two grades up, two grades below,  
5           is that a possibility?

6           MR. LOERA: So those kinds of things, I think  
7           we need to study more on a case by case determining the  
8           extent and the limitations of what the device has as  
9           well as what the student needs and what -- and I think  
10          that as part of that piece, I think that could be  
11          handled more on that kind of a level.

12          MS. RATLIFF: Okay. Yes.

13          MS. CEDILLO: I actually have a couple of  
14          questions. The first one being, when we got this  
15          contract, Pearson was only 25 -- from what I  
16          understand, 25 percent done.

17                 When does the three-year contract start?

18                 When did it start? The day of the rollout?  
19                 The first day of the rollout or -- I mean at the end of  
20                 three years, will it be a hundred percent done?

21                 When will Pearson be done is what I'm trying  
22                 to say within the three-year contract?

23                 MR. LOERA: So let me -- let me first of all  
24                 state, I'm not sure where you're getting that  
25                 25 percent figure from.

1           What I'm telling you is that for Phase 1, we  
2 have a hundred percent of what was part of that piece  
3 in terms of content.

4           MS. CEDILLO: Even though there wasn't all of  
5 the units in the iPad?

6           MR. LOERA: That's correct because we don't  
7 have all of that. That would be part of phase 2 and 3  
8 if the District continued to do that.

9           And in terms of the other part of your  
10 question, that's more of a procurement question. I  
11 don't have the answer to that.

12          MS. CEDILLO: Okay. Thank you.

13          MS. RATLIFF: Quynh.

14          MS. NGUYEN: So earlier -- some of these  
15 questions are relating to the question of augmentation.

16          So when we -- we were told by Mr. Aquino that  
17 the primary -- the priority of this program is to  
18 elevate the students who are not, you know, at advanced  
19 level, and I understand and support that priority.

20          At the same time, we were also reassured that  
21 it would not then, you know, drag down, or, you know,  
22 the program would not teach toward the middle where  
23 students who need more advanced, you know, more  
24 challenge would continue to be challenged.

25          So my question to you is, how does the

1 District plan to do that?

2 You mentioned, you know, there will be on a  
3 case by case, opportunities for augmentation.

4 Will that then be provided by the District, or  
5 is that up the school to pay for it?

6 MR. LOERA: So first of all, I don't know what  
7 Dr. Aquino mentioned to you in the past regarding  
8 prioritization, but what I can tell you is that all of  
9 this work is engaged in the overall transition that  
10 we're making towards the Common Core State Standards  
11 and that's why we made specific use of the publisher's  
12 criteria which are significantly more rigorous than  
13 they've been in the past.

14 And so in terms of being able to differentiate  
15 and meet the various student need, we will need to  
16 augment, like I said before, with additional open  
17 source content that's out there. I also -- what we  
18 can't forget is that the content is just one tool, and  
19 the device is one tool, and a students have access and  
20 as teachers have access to what the Internet has to  
21 offer as we develop teachers' expertise and  
22 understanding of how to do that in a most thoughtful  
23 way, we have a plethora of resources out there that are  
24 available for use.

25 And as Ms. Bernadette Lucas mentioned earlier,

1 that's the piece that we as a district will continue to  
2 build requirement and support teachers on in terms of  
3 doing that in a thoughtful manner.

4 MS. NGUYEN: So what I hear though is that it  
5 is up to the teacher, the school then to find the open  
6 software which is basically free content. And, for  
7 example, one of the -- one of the alarm bells that  
8 sounded for me is when I looked at the content that the  
9 RFP called for, math goes only up to eighth grade;  
10 right?

11 So after that, we're expecting our  
12 high schoolers to go back to textbooks or free content,  
13 or what --

14 Q No. So we are transitioning all grades, so  
15 what we're -- what -- where we have been engaged in or  
16 for several years now in the overall transition to  
17 Common Core aside from the recent integration of  
18 technology is all grades. So in the last year, in  
19 2012/13, we engaged kindergarten, first grade,  
20 sixth grade, and ninth grade where we brought in school  
21 teams to begin transitioning those full grades to a new  
22 set of standards.

23 In this year in 2013/14, we are beginning the  
24 rest of those grade levels, grades 2, 3, 4, 5, 7, 8,  
25 10, and 11. So it's basically all other grades except



1 K, 1, 6, 9 and 12.

2 And in the high school level and secondary  
3 level, that is part of the overall training that we  
4 have our folks participating in in terms of realigning  
5 and redoing all of what we need to do curriculum-wise  
6 instructionally to -- to start teaching and learning in  
7 a new set of standards. That is the CCSS. All of  
8 that, for the large district, in the absence of the  
9 technology, which is what the Common Core Technology  
10 Project does because most schools do not have the  
11 technology in place now, so that's the missing piece.

12 MS. RATLIFF: A question in the back?

13 MS. CEDILLO: I have two questions.

14 MS. NGUYEN: I'm sorry.

15 MS. CEDILLO: The first one --

16 MS. RATLIFF: I'm sorry. Quynh.

17 MS. NGUYEN: I think she was going to --

18 MR. LOERA: And Ms. Lucas wants to elaborate  
19 here, but --

20 MS. LUCAS: If I may just add to what  
21 Mr. Loera eloquently shared already, there are over  
22 40,000 educational apps available via the iPad and the  
23 app store. I'm not suggesting that all 40,000 are apps  
24 that we'll use in our schools, but I think what's  
25 critical to note is that we're looking at working with

1 teachers to create dashboards around student needs,  
2 differentiating students needs, so be that student a  
3 GATE student, a student who may be struggling in one  
4 area or another, we're working with teachers and  
5 principals around how do you create individual  
6 dashboards and pick apps and meet the needs of  
7 individual students.

8 So I think it's important to note that while  
9 we do have the Pearson app on the iPad, there's a suite  
10 of apps available on the iPad and many thousands and  
11 thousands of more.

12 The art and science of it is choosing the apps  
13 that meet the individual needs of students.

14 MS. NGUYEN: I understand that and, yet, when  
15 it comes to something as detailed -- right? -- and as  
16 advanced as day-to-day curriculum that is to be used  
17 for an entire year, it is a little case of you get what  
18 you pay for.

19 And my concern is currently, I guess, the  
20 Pearson, the curriculum that we have paid for, for  
21 example, math only goes up to eighth grade, so do we  
22 have plans of buying math content through 12th grade,  
23 or is that, at that point, we're fishing for open --

24 MR. LOERA: So the high school -- the  
25 9 through 12 pieces would come in subsequent phases, so

1 not Phase 1.

2 You see what I mean?

3 MS. NGUYEN: So that's part of the contract?

4 Because --

5 MR. LOERA: Not for phase 1. Phase 1 we  
6 have --

7 MS. NGUYEN: Okay. But the RFP for later  
8 contracts will?

9 MR. LOERA: Correct. Yes.

10 MS. NGUYEN: Okay. Thank you.

11 MS. RATLIFF: Okay. Let me go to the back.

12 Ms. Cedillo.

13 MS. CEDILLO: I have two questions. The first  
14 one being, will this eventually be used for homework?

15 MR. LOERA: Will this eventually be used for  
16 homework?

17 MS. CEDILLO: Yeah, the device.

18 MR. LOERA: It can be used.

19 MS. CEDILLO: Okay. Because from what I  
20 understand, this is a 32 gigabyte, and if it's going to  
21 hold, the Pearson, the homework, the apps, will that be  
22 enough gigabytes for this?

23 Because what's loaded on here now, it's  
24 already at half the memory.

25 Will we need to upgrade this device in the

1 future to hold all those things?

2 MR. LOERA: For most homework -- typical  
3 homework, there's plenty of space on the device to  
4 handle it.

5 MS. CEDILLO: So it will handle all the apps  
6 and the Pearson and the books and everything?

7 MR. LOERA: For most homework, yes, so unless  
8 there's some kind of specialized project where it will  
9 require a bunch of video or something that would  
10 require a lot more space, that might be a different  
11 issue, but the majority of, like, sort of typical  
12 homework assignments would easily fit on the iPad.

13 MS. CEDILLO: Okay. My next question is, you  
14 said teachers could not opt out of using this.

15 Can a parent opt out, because if a parent  
16 does, how will the child be able to interact with the  
17 class whose half is using iPads and the other ones are  
18 not?

19 MR. LOERA: Yes. So when the iPad is being  
20 used at the school, we cannot opt out of using that  
21 introduction tool. Where parents will be able to opt  
22 out is if they don't want it to go home. That would be  
23 a different -- a different question. But in terms of  
24 the -- just like we can't opt out of using the standard  
25 instructional material as paper and textbook, we would

1 not be able to opt out of using the technology. It's  
2 part of the -- sort of the core piece that it would be  
3 used to do the curriculum instruction.

4 MS. CEDILLO: And is this device going to be  
5 used like all day for the curriculum?

6 MR. LOERA: It kind of depends. It depends.  
7 It wouldn't be used all day necessarily. It would  
8 depend. So we have English Language Arts and  
9 Mathematics, so it would certainly be used for that  
10 time slot, and for the other disciplines, it may not.  
11 It's not necessarily appropriate to use it all day --  
12 all -- for every content area.

13 MS. CEDILLO: Okay. Thank you.

14 MS. RATLIFF: And in the horseshoe, I wanted  
15 to ask a question myself, and then I've got a ton of  
16 index cards.

17 So one of my questions was regarding the apps,  
18 so I wrote down 40,000 educational apps. And then over  
19 here we'd had a question about the apps as well, and I  
20 got a sense when the question was asked over here, that  
21 there was going to have to be some sort of process that  
22 the teachers would have to go through before they could  
23 download these apps.

24 And one of my concerns, having interacted with  
25 the District as a teacher previously, I've seen how

1 slow it can be, so I'm concerned that we're going to  
2 have this process where a teacher says, "I would like  
3 to download this apps for all of my students," they  
4 begin the process, months later they get approval for  
5 the apps, and then it's a little bit moot at that  
6 point.

7 So I was just curious if you could let us know  
8 what is the plan, and maybe you don't even know today,  
9 but if you would just let us know what you think what  
10 maybe the plan might be for teachers being able to  
11 access these great apps.

12 MR. LOERA: Absolutely, yeah. We can bring  
13 you back that information at a later time, but let me  
14 just say I absolutely agree that this process should  
15 not be that cumbersome and that would not be considered  
16 to be sort of a work in process. So we want to make  
17 sure it's streamlined and efficient and it works for  
18 all involved, so we will want to make sure that  
19 whatever process we have in place is able to -- to do  
20 that.

21 MS. RATLIFF: Okay. That would be great to  
22 hear more about that because I'm really concerned. I  
23 mean in a sense, if a teacher feels like they have --  
24 they found this great addition to curriculum right now,  
25 like in terms of paper/pencil type of thing, they can

1 just purchase it, make copies, and hand it out to their  
2 students; right? And now we're actually -- this  
3 technology is supposed to make the world faster, and  
4 I'm concerned about it making it slower.

5           Particularly as -- one of the people asked --  
6 one of the index cards is, "How many" -- "Approximately  
7 how many lessons will Pearson provide?"

8           And I know we've heard lots of different  
9 things, and so I would like, at some point, I don't  
10 think can you answer it today, but if we could have at  
11 our next meeting a whole section on the curriculum and  
12 Pearson and answer all of these questions that have  
13 come up related to Pearson and the curriculum, that  
14 would be great because one of my thought is, now that  
15 we've -- actually, that Dr. Deasy's put forward this  
16 idea of slowing this down a little bit which would  
17 allow us to stay in Phase 1 a little longer, I'm  
18 curious then, is Pearson matching our timeline, or are  
19 they matching some other timeline?

20           So they're going to keep cranking these  
21 lessons out no matter what, or are they going to slow  
22 down if we slow down?

23           MR. LOERA: I don't know the answer to that  
24 today. That would be something that we would have to  
25 have a conversation with Pearson around or -- and bring

1 that back at a later date.

2 MS. RATLIFF: Okay. Maybe we can bring that  
3 back at a later date because I am also concerned  
4 about -- it seems to me like, okay, Phase 1 we didn't  
5 receive much content, but perhaps that was part of the  
6 deal. Phase 2, in terms of math, we received more  
7 content, but, again, it doesn't address high school at  
8 all and is relatively limited, and so I'm just curious  
9 a little bit more about the timeline, when are we going  
10 to get all these things, and I think that might be  
11 worth actually more information about the contract.

12 So if it's in the contract, if there's little  
13 pages in the contract that show when are we going to  
14 get this, when are we going to get that, I think that  
15 would be useful to share with the committee.

16 And one of the index card questions had the  
17 "How many lessons will Pearson provide," then included  
18 their commentary in parenthesis, and they said, "You  
19 don't have to read this," so I appreciate that, and  
20 then their next question was, "What else can students  
21 do on the iPad?"

22 And so I am curious, if we're somewhat limited  
23 in terms of the drop-in lessons, you can't get apps on  
24 the device unless you go through some process which  
25 hasn't been instituted yet, then it seems like they're



1 limited to the -- whatever the Apple apps are currently  
2 in order to do more with the iPad, but perhaps you'd  
3 like to speak to that.

4 MR. LOERA: Yeah. We can actually provide at  
5 a later date the list of apps that were included beyond  
6 the Pearson content that students can use and do a  
7 number of things with.

8 And I see Ms. Lucas coming up here, so she  
9 probably wants to share some more, so that's great.

10 MS. LUCAS: And so we do have schools that  
11 have contacted us throughout Phase 1 that want  
12 additional apps added, and we have facilitated that at  
13 the schools request.

14 MS. RATLIFF: Oh. So maybe we could hear more  
15 about that then in the future and hear what kind of  
16 things they put on there. We have some people holding  
17 up cards in the back.

18 "And what other curriculum is on the iPads," I  
19 guess we'll hear more about that at the next --

20 MR. LOERA: So curriculum-wise, it's only the  
21 Pearson E.L.A. and Math content. So I guess if we're  
22 defining curriculum as actual content, that's --  
23 that's -- apps are sort of resources that -- that could  
24 be used in the class, but we don't have their sort of  
25 robust, full, developed curriculum other than what's

1 loaded on there with Pearson.

2 MS. RATLIFF: Thank you.

3 Another question was, "Does the Pearson  
4 curriculum include lessons designed for English  
5 Language Learners," and I know that historically when I  
6 was in the classroom, we would get these additions, if  
7 you will, to the curriculum, or sometimes the  
8 curriculum within the curriculum would say, you know,  
9 "Here, you want to target this," and they would provide  
10 extra resources.

11 When I look at this, I don't really see it on  
12 the face of it, so I was just wondering if you could  
13 speak to that question.

14 MR. LOERA: Yes. So being that we have  
15 200,000 English Learners in our district, obviously  
16 that's a big question for us, and so Pearson did build  
17 in some tools are -- that are in the Phase 1 content,  
18 but they're going to continue to strengthen those over  
19 time in Phase 2 and 3, and we're actually providing  
20 them some guidance around how to best do that with our  
21 own team here.

22 MS. RATLIFF: So if we could hear more about  
23 that in the future and any contract language related to  
24 that, that would be useful as well.

25 So it sounds like Pearson is going to develop

1 curriculum, and they're going to keep our E.L. students  
2 in mind.

3 MR. LOERA: So they're going to be building in  
4 additional supports for English Learners around the  
5 consent. Exactly.

6 MS. RATLIFF: Okay. So I'm going to modify  
7 this question.

8 "And so it sounds like we are going to have  
9 to" -- "the District is going to have to pay? -- "is  
10 the District going to have to pay for the Pearson  
11 curriculum and textbooks in the near future?

12 MR. LOERA: So the Pearson curriculum does not  
13 count as a textbook at the moment, so our textbooks are  
14 still managed by the state in terms -- because we are  
15 an adoption state, and as a result, we have to follow  
16 sort of the Williams Rules around adequate  
17 instructional materials. So part of our request when  
18 we put out the RFP is that the publisher would be  
19 working towards being adopted by the state as actual  
20 curriculum over the long hall.

21 So that hasn't happened yet, but that's  
22 something that they're working towards. So bottom line  
23 is that currently textbooks remain the instructional  
24 material that the state recognizes.

25 MS. RATLIFF: So it seems like the answer to

1 this question is, yes, the District must continue to  
2 purchase textbooks for the near future?

3 MR. LOERA: Until the state adopts a digital  
4 version the curriculum. Correct.

5 MS. RATLIFF: Okay. All right.

6 I think if we could get some more information  
7 about that because I know that we've asked several  
8 times for more information about, "Are we going to  
9 phase out textbooks? If so, when? What will the  
10 savings be," et cetera, so if we could just -- if we  
11 could have like a little presentation on that, I think  
12 that would be useful in the future.

13 All right. The next index card question is --  
14 I'm going to read these, but I think you've already  
15 answered them, and so we'll learn more.

16 "How for along is the Pearson software?"

17 I think we've seen the answers to that.

18 "When will they be done."

19 It sounds like whenever the contract will be  
20 done, Pearson will be done; is that accurate?

21 MR. LOERA: So for Phase 1, we have what  
22 Phases 1 will include.

23 MS. RATLIFF: Right, but in terms of having  
24 the complete Pearson curriculum with all the lessons  
25 and all -- because I'm assuming we want full units.

1 MR. LOERA: Right. Correct.

2 MS. RATLIFF: Right. And so at the end of  
3 Phase 3, I'm assuming we're expecting to get a full set  
4 of curriculum for, say, kinder or first or second, are  
5 we not?

6 MR. LOERA: Yes, we are. Yes.

7 MS. RATLIFF: So at the end of Phase 3, by the  
8 time Phase 3 finishes, we should be able to hand the  
9 teacher and the student a device, and it's got the  
10 curriculum for Math and English Language Arts on it.

11 MR. LOERA: Yeah. We can bring the time frame  
12 for what that looks like for Phase 2 and 3 at a later  
13 time.

14 MS. RATLIFF: Okay. Great. Thank you. All  
15 right. Okay.

16 "Can we know more about what the curriculum is  
17 and what it will be?"

18 I think we're going to answer that at a future  
19 meeting whatever has not been answered today in terms  
20 of that, and there was another question about -- oh,  
21 yes. All right.

22 "As Dr. Aquino is the head of instruction" --  
23 I'm modify the question somewhat -- "As Dr. Aquino is  
24 the head of instruction, is he still engaged in this  
25 process?"

1           MR. LOERA: Dr. Aquino is a district employee  
2 still, and he is engaged in supporting the  
3 instructional portion of the school district, so I  
4 think he said he wasn't going to resign until the end  
5 of December.

6           MS. RATLIFF: Thank you. All right. This  
7 person put their E-mail address on the bottom, so I am  
8 very grateful to this person. This is the only person  
9 that has put their E-mail address on the bottom, and  
10 unfortunately I can't say them out loud and commend  
11 them out loud, but they know who they are. All right.

12           "At what point will the Pearson  
13 apps provide actual data so  
14 teachers know if the content is  
15 being mastered or not?"

16           MR. LOERA: I would have to bring that back.

17           MS. RATLIFF: Okay. So would you, please,  
18 because this person --

19           MR. LOERA: Sure.

20           MS. RATLIFF: -- worked really hard at this.  
21 Okay. Questions from this side of the  
22 horseshoe?

23           MR. ALVARENGA: Going back to apps and drop-in  
24 lessons, we keep using apps from Pearson and lessons.

25           Is it one or the other or both?

1 MR. LOERA: So Pearson is an app, and it's an  
2 app that's a digital curriculum, so it's a more  
3 developed app when it come to curriculum than what most  
4 apps are.

5 MR. ALVARENGA: Okay. With that said,  
6 Phase 1, since we're planning on slowing it down a  
7 little bit, so we're taking time away from the other  
8 two phases; is that --

9 MR. LOERA: So the revised plan that was  
10 submitted by the superintendent extended the deployment  
11 over another extra year.

12 MR. ALVARENGA: And this might not be for you,  
13 but -- so would that -- will it be necessary to expand  
14 the contract over three years?

15 MR. LOERA: That would be a procurement  
16 contract question.

17 MR. ALVARENGA: Okay. Thank you.

18 MR. CANDELARIA: With regards to the  
19 purchasing of the variety of apps that are out there,  
20 who's responsibility is it to cover financially the  
21 cost of these apps?

22 Is it going to fall in the hands of the  
23 District, or is the teacher going to have to buy  
24 \$5 apps times 25, 30 students, and is there any  
25 restriction with regards to, you know, are some of the

1 devices going to possibly be more heavily loaded than  
2 others based on what each of the teachers are  
3 purchasing, or will parents have a position to be  
4 purchasing apps themselves?

5 MR. LOERA: So the iPads do come with some  
6 apps already loaded and that was part of the contract  
7 in Phase 1. For any subsequent addition of apps, we  
8 would have to bring you that information about the  
9 process and who does the cost and all that at a later  
10 time.

11 MS. RATLIFF: Thank you. If there are no  
12 further questions about these slides, let's go on the  
13 next section, please. I believe we're in Professional  
14 Development.

15 MR. LOERA: Oh, right. So let me -- if we can  
16 bring the PowerPoint back up.

17 So the professional development that occurred  
18 over the summer is -- this is an overview, so we had  
19 about 1,500 teachers that were representative of the  
20 47 schools; elementary, middle and high, so we had a  
21 combination of training dependent on what grade level  
22 what grade span teachers were from.

23 And so for teachers that were at the  
24 elementary level, we provided three days of training  
25 that were around the device and the content loading of



1 the device, and that occurred over the summer. So  
2 one day was around the device itself, one day was  
3 around English Language Arts, and one day was around  
4 Math. And the elementary teachers teach both content  
5 area, so that's why they received three days.

6 And in secondary, it looked a little  
7 different. So for English teachers, it was one day on  
8 the device, two days of English Language Arts, and for  
9 the math teachers, it was two days, I believe, on the  
10 device itself as well as some additional strategies to  
11 bring this into mathematics. Keep in mind that we  
12 didn't have the content yet in Phases 1 for high school  
13 mathematics.

14 And so that occurred over the summer. We did  
15 some make-up sessions afterwards. The responses and  
16 feedback that we got back from the training was really  
17 favorable from the teachers, and we also provided a  
18 one day face-to-face training with the administrators,  
19 the principals at the 47 schools, and we're going to  
20 continue to have sort of monthly meetings around the  
21 work in addition to adding professional development for  
22 the Phase 1 principals.

23 What we will be doing over time is finding  
24 additional ways, such as the bottom row indicates,  
25 around how we can provide virtual professional

1 development sessions throughout the course of the year  
2 where people don't necessarily have to drive to one  
3 particular place to engage in PD, so we're working on  
4 that piece.

5           The top three rows have already occurred, and  
6 then Pearson themselves sends out on a monthly basis at  
7 least to visit the schools that have received their  
8 devices to see how best they can both support and learn  
9 from the rollout themselves.

10           And so that's the training that's occurred as  
11 it relates specifically to the Common Core Technology  
12 Project. Keep in mind that we are also doing  
13 additional training in the overall work with Common  
14 Core. And so that basically is, in a nutshell, what we  
15 provided. The teachers receive their iPads before the  
16 students receive them, so as a condition to making sure  
17 that the teachers had received appropriate training  
18 prior to the iPad distribution at the elementary level,  
19 we made it a requirement that in order for the students  
20 to receive their iPads, the teacher had to have  
21 participated in the training kind of thing.

22           At the secondary level, it looks a little  
23 different because students have different teachers  
24 throughout the day, but, regardless, we have engaged in  
25 a face-to-face training with the teachers at -- of the

1 47 schools. Keep in mind that as the rollout  
2 continues, as far as the teachers, they've had the  
3 devices over the summer. Now they've had a few months  
4 to actually have the device in their hands before their  
5 students get them, and so we actually think that's a  
6 positive piece as well to get the teachers more  
7 comfortable with the technology as they prepare for  
8 their own planning.

9 MS. RATLIFF: Questions about this particular  
10 slide?

11 MS. ESCOBEDO: Yes. I actually have a few  
12 questions if that's okay.

13 The first question I have around the  
14 Professional Development piece, is it at all possible  
15 for the teachers that are participating as part of the  
16 professional development to evaluate the quality of the  
17 development?

18 In other words, is it meeting their needs;  
19 what are some areas where there could be improvement;  
20 et cetera.

21 MR. LOERA: Are you talking about the quality  
22 of the professional development (unintelligible)?

23 MS. ESCOBEDO: Yes.

24 MR. LOERA: Absolutely.

25 So every teacher submitted an evaluation at

1 the end of every training then, and we're actually  
2 doing that on a much larger scale now in the district  
3 being consistent about how we get feedback from  
4 participants that engage in professional development,  
5 and so we take that feedback very, very seriously as we  
6 all engage in the cycle of continuous improvement.

7 MS. ESCOBEDO: Yes. This is more around the  
8 classroom management piece.

9 The video that you showed earlier, my  
10 assumption is that's a teacher that has a command over  
11 the classroom with respect to management.

12 What are we doing specifically for some of our  
13 less experienced teachers that may still have some  
14 challenges with classroom management because I could  
15 see this potentially becoming an issue.

16 MR. LOERA: Yes. So the initial training  
17 actually began with sort of studying the routines and  
18 procedures which is the classroom management piece, and  
19 so we will continue to do that in terms of supporting  
20 schools and providing guidance around that and working  
21 with the principals as we do with them monthly about  
22 sharing best practice to make sure that we make the  
23 most effective use of the technology every day.

24 MS. CEDILLO: I just have a couple of  
25 questions.

1           The first one, with the professional  
2 development, will teachers be getting like modules or  
3 anything like a booklet in case they didn't -- they  
4 don't unders- -- like they didn't get the face to face,  
5 because it was only two or three days, you said, so  
6 will they have modules to keep in the classrooms  
7 regarding the tablets?

8           And, also, will teachers be responsible for  
9 teaching the elementary children like kinder and first  
10 and second how to use the tablets?

11           MR. LOERA: So are we providing modules to  
12 teachers that would make use of them?

13           MS. CEDILLO: Like for those who aren't like  
14 tech savvy and might need some extra help --

15           MR. LOERA: Yes.

16           MS. CEDILLO: -- would modules be provided for  
17 them?

18           MR. LOERA: So if I'm understanding your  
19 question right, we are engaging in adding additional  
20 resources to teachers so that they can make use of them  
21 for their own individual training and use as a  
22 resource. We are not providing sort of scripted  
23 modules where "You shall do this, that and the next  
24 thing." We don't believe that to be an effective  
25 process for this to work well, so as we as a district

1 get more engaged in this work, we will be taking more  
2 advantage of what virtual learning has to offer and  
3 engage folks in that capacity as well.

4 MS. CEDILLO: And will teachers be responsible  
5 for teaching the elementary level children how to use  
6 the tablets?

7 MR. LOERA: So part of the -- so for the  
8 elementary, middle and high schools teachers, that's  
9 the same question for all teachers, so there has to --  
10 so the quickest response I can give you to that is  
11 students really, in terms of learning the device, pick  
12 it up really fast. Actually, our biggest challenge is  
13 making sure that the adults are as familiar and  
14 comfortable with the use of the technology as the  
15 students are.

16 What the main challenge for the teacher is to  
17 get to the content and that's the piece that we have to  
18 get the students to. That's usually the bigger  
19 challenge of making sure that we are engaging high  
20 quality teaching and learning beyond the actual use of  
21 the device. The device itself usually doesn't present  
22 itself to be a huge challenge.

23 MS. CEDILLO: And my last comment, I would  
24 love to see a video on the kindergarten class and the  
25 first grade class because I had my child test this out,

1 and it was a challenge to get her to look at the  
2 curriculum versus all the little apps with the games on  
3 it.

4 MS. RATLIFF: Other questions from the  
5 horseshoe?

6 Yes.

7 MS. AMAN: Just a quick question. This is the  
8 professional development that you had on the slide is  
9 from Pearson.

10 Is Apple offering any workshops just on like  
11 the more technical pieces because there's like a --  
12 there's a lot of things that you can do with it.

13 MR. LOERA: Right. So actually the training  
14 that occurred in the summer was a combination of  
15 Pearson and Apple, so Apple facilitated the first day  
16 and then Pearson the second day, so -- so that's --

17 MS. AMAN: Any additional --

18 MR. LOERA: So we don't have any additional  
19 training like that from Apple and Pearson directly.

20 That will fall on us to do.

21 MS. ESCOBEDO: And my question is around  
22 English Learners and professional development. To the  
23 extent that it's possible, if you can come back to us  
24 with information on how that professional development  
25 is happening or not happening. And then the follow-up

1 piece to that, assuming if it's at all possible, in  
2 addition to looking at an early childhood education  
3 classroom like a kinder or first grade, to see these  
4 devices in an English Learner classroom I think will be  
5 very, very helpful for us.

6 MS. RATLIFF: Questions from this side of the  
7 horseshoe?

8 Any other questions? All right.

9 So, you know, I know you said that -- and I  
10 remember when I was at one of these professional  
11 developments hearing how the teachers were going to  
12 submit a survey at the end, and I think it would be  
13 really useful. I know Cynthia Lim had brought us back  
14 some information, but we never really got to see very  
15 much about it.

16 And so actually, I wanted to let, I guess, the  
17 people here know, since nobody's watching it on Tv  
18 right now, that actually my Board office is working  
19 with UTLA and AALA to survey the teachers and  
20 administrators who are part of Phase 1.

21 So if you are one of those teachers and  
22 administrators, hopefully you've received a link to a  
23 survey, and it would be really useful if you would  
24 complete that survey because UTLA and AALA will be  
25 gathering that data and providing it to my Board office



1 and then, of course, I'll provide it to the District  
2 and everyone else.

3 And then if we could get survey information  
4 from the District, that would also be very useful, I  
5 think, in a greater form. I mean we could go ahead --  
6 you can give it to us like -- essentially like  
7 Attach- -- you know, like Appendix J. We don't need to  
8 go over every single thing in there, but if you would  
9 just provide us with all of the information, that would  
10 be very useful.

11 And then I'm going to go ahead and skip -- and  
12 I'm sorry that I'm doing this -- but I'm going to go  
13 ahead and skip "Digital Library Compatibility." We  
14 will go back to "Digital Library Compatibility" in the  
15 future, but in the interest of time, we need to skip  
16 some slides. And I do want to mention that we have a  
17 couple of digital library questions, so we will need to  
18 answer these questions at our future meeting.

19 First question: "How many of the  
20 resources in the district's digital  
21 library are available when the iPad  
22 is accessing a wireless network  
23 besides LAUSD," as in the internet, so for the  
24 future, let's answer that.

25 "Will the professional development

1 include using the Destiny Library  
2 software to see what resources are  
3 available in a teacher's school  
4 library that support specific  
5 Common Core Standards; book" --  
6 "books, videos, libraries,  
7 center" -- a listen center, kids," et cetera.  
8 We'll need to do that in the future.  
9 "Will iPad users be able to use the  
10 device to access the Destiny  
11 Library database, and is there a  
12 shortcut on the iPad to Destiny?  
13 If not, will it be added?"  
14 So please make sure we answer that at a future  
15 meeting. So we're skip slide 19. All right. Let's go  
16 to slide 20, please.  
17 MR. LOERA: Okay. So "Backup Plan for Common  
18 Core Testing" slide, so let me move this up.  
19 So there was a question here around what is  
20 the district's backup plan to accommodate students for  
21 testing purposes. So by -- so the bottom line is we  
22 don't have a large scale -- any backup plan that we  
23 would actually provide the same level of access to our  
24 students than we do with this actual plan here.  
25 So one option that we would consider is

1 providing some access to schools for a very limited use  
2 of technology if they don't have any at all so that  
3 they would engage for the purpose of testing, which we  
4 don't think actually would be an ideal process at all  
5 because then basically what we would be doing is giving  
6 students access to technology only for the sole purpose  
7 of testing and only at testing time, so not for  
8 actually -- not for actual teaching and learning.

9 So that would be something that we would have  
10 to do or consider. Additionally in terms of the  
11 testing window, as was mentioned at the former -- at  
12 the last meeting, we would have to rotate students  
13 through various types of labs or technology stations in  
14 order for students to take a test.

15 And so as a district, we don't believe that to  
16 be ideal by any means and that's why we are engaged in  
17 this work because we ultimately believe that the  
18 teaching and learning that would occur every day is  
19 really the driving force behind it, so that's more than  
20 doing it specifically for a test.

21 MS. RATLIFF: Okay. Questions on slide  
22 No. 20?

23 Okay. One of the things I know I'd mentioned  
24 to you the other day -- I think I mentioned it to you.  
25 I might have mentioned it to somebody else, so I'm

1 going to go ahead and mention it now, which is that a  
2 principal had asked at a school, "Okay, well, if there  
3 aren't enough iPads to go one to one and my school  
4 doesn't have any iPads, I need to know what is the  
5 testing schedule, so that I can begin preparing my  
6 students in the sense of what" -- literally when are we  
7 taking the test. What month? Which classes are going  
8 to take it first? Can we do the upper grade classes  
9 later so that they can have greater" -- "more time with  
10 the curriculum," so if we could have some sort of  
11 timeline in the future -- at a future meeting for how  
12 would we share these iPad carts. What would be the  
13 plan for that.

14 MR. LOERA: Yes. So we can bring that back at  
15 a later time, and keep in mind that even just doing the  
16 logistics behind that would be a significant  
17 undertaking. And we do have a committee that's  
18 being -- that's organized this meeting that's put  
19 together by the Office of Data and Accountability about  
20 how we would best support schools in that process,  
21 period, in the spring of 2014 coming up.

22 MS. RATLIFF: Great. So if we could get more  
23 information in the future, that would be great.

24 MR. LOERA: Sure.

25 MS. RATLIFF: Okay. So I'm not sure who is

1 moving on, and we've got additional questions, and  
2 we've got -- that's slide 21, additional questions,  
3 then we have a slide that says "CCTP Governance Model,"  
4 but it's not clear who's speaking on this slide.

5 Anyone? Anyone?

6 MR. CHANDLER: I am.

7 MS. RATLIFF: All right. Thank you.

8 All right. Mr. Chandler's going to speak to  
9 that.

10 Thank you.

11 MR. BUZZETTI: Could he just do it from there?

12 I mean it's going on 9:00, guys. We've been  
13 here for nine hours now.

14 Does anybody have any control of anything  
15 here?

16 All you're listening to is a bunch of lies.

17 MR. CHANDLER: So Ron Chandler, Chief  
18 Information Officer.

19 MR. BUZZETTI: Yeah. Your name's all over  
20 everything, Dude, and I've got (unintelligible).

21 MR. CHANDLER: So this slide is the  
22 "Governance" slide, and one of the questions that was  
23 proposed or posed last time was the management  
24 structure of the project, and so I won't take a lot of  
25 time to go through this, but what I will say is that

1 there is the project team, which is in the red, which  
2 is -- and we'll get you the names of who the team is,  
3 and this is the reporting structure. So Bernadette  
4 Lucas is the project director, and then there's a  
5 project steering committee that overlooks the actual  
6 day-to-day of the project, and then it's actually  
7 broken up, and so the instructional committee, who is  
8 really led by Gerardo Loera as well as an advisory  
9 committee, so this is really just a glimpse into how  
10 the decisions are made on the project from day-to-day.

11 MS. RATLIFF: Great. And so you'll get us the  
12 names in the future?

13 MR. CHANDLER: We'll get you that.

14 MS. RATLIFF: Thank you.

15 All right. Slide 23.

16 MR. CHANDLER: So the next question --

17 MS. RATLIFF: Oh, I'm so sorry. I'm sorry.

18 We have a question on the last slide.

19 I'm sorry.

20 MS. KARAHALIOS: The money for the iPads is  
21 coming from the bond fund.

22 Where is the money coming from to pay the  
23 people on this flow chart?

24 It looks like a plumbing diagram at my house.

25 Is that coming from the general fund?

1 MR. CHANDLER: Well, it's certainly not a  
2 plumbing diagram, but what it is is the -- there are  
3 multiple people who have roles in the district, and  
4 they're not on the team full time. So on the bottom is  
5 the Common Core Technology, and what we'll do is we'll  
6 bring back to this committee who's on the team full  
7 time and how they're funded if you'd like.

8 MS. KARAHALIOS: Yes, please.

9 MS. RATLIFF: Yes, please. Thank you.

10 All right.

11 MR. BUZZETTI: Ignorance.

12 MS. RATLIFF: Slide 23, "Devices Going Home."

13 MR. BUZZETTI: Illegal.

14 MR. CHANDLER: So the devices are not going  
15 home now, and early on it was -- we got an opinion from  
16 legal that it was -- they opined that it was okay to do  
17 that, and so at the end of the day, where we are now is  
18 that they're not going home. There are many people who  
19 are saying they should and many people who are saying  
20 that they shouldn't, so what is the -- what the process  
21 is around letting them go home is still to be defined,  
22 but the short story is they're not going home as we  
23 speak.

24 MS. RATLIFF: Great. Now, I understand one of  
25 the questions that had been asked, though, was how did

1 the iPads end up going home? How was the decision  
2 made?

3 So you're saying legally opined that it was  
4 okay to send them home?

5 MR. CHANDLER: Yes.

6 MS. RATLIFF: And so then I'm guessing that  
7 one of the groups on this diagram of the "Governance"  
8 model okayed them to go home?

9 MR. CHANDLER: So the Executive Sponsor group,  
10 yes. Absolutely.

11 MS. RATLIFF: Okay. All right.

12 So the Executive Sponsors okayed them to go  
13 home, and they started going home?

14 MR. CHANDLER: Yes.

15 MS. RATLIFF: But now they're not going home?

16 MR. CHANDLER: Yes.

17 MS. RATLIFF: Okay. Thank you. And we're  
18 going to get the names in the future.

19 MR. CHANDLER: We'll get you that.

20 MS. RATLIFF: Okay. Thank you.

21 Any questions about this slide?

22 Okay. Oh, Raquel.

23 MS. CEDILLO: For those that did go home, did  
24 all of them return?

25 MS. RATLIFF: I think we're going to have a



1 slide on that?

2 MR. CHANDLER: We're going to have a slide on  
3 that. We'll have a slide on that.

4 MS. RATLIFF: Okay. So the next one, No. 24,  
5 "Smarter Balanced Sample Items," I'm going to hold this  
6 one for the future.

7 Is that okay, Ron?

8 MR. CHANDLER: That's fine.

9 MS. RATLIFF: All right.

10 All right. "Safety and Security Plan," slide  
11 No. 25, moving on to the "CCTP 4 Point Safety  
12 Strategy."

13 MR. CHANDLER: Right. So we have  
14 Lieutenant Santome to talk to that.

15 MS. RATLIFF: Thank you.

16 LIEUTENANT SANTOME: Thank you.

17 Good evening, everybody. I'm Jose Santome.  
18 I'm an lieutenant with the Los Angeles School Police  
19 Department, and our Chief of Police, Chief Zipperman  
20 asked me to join the project team mid July, so  
21 certainly it's been an exciting couple of weeks for us.  
22 I wanted to speak briefly about our 4-point safety  
23 strategy. Let's see if I can move the slide forward  
24 here. I need some technician help here.

25 Oh, here we go. Hey, I figured it out.

1           Okay. First and foremost, we're looking at  
2 our cyber safety. We need to be CIPA compliant, and  
3 that means we have the same filtering -- CIPA is an  
4 acronym for the child -- Children's Internet Protection  
5 Act. And we've been compliant for a number of years,  
6 and we intend to continue to have that compliance.

7           The reason I'm speaking about it is the  
8 overall safety plan is comprised of a variety of  
9 concepts and cyber safety and digital citizenship is at  
10 the fore- -- forefront of that. We want to make sure  
11 that the kids are safe while they're using the devices.

12           The next thing is our community outreach, so  
13 that began during a roll out with our showcase schools,  
14 and as the name would imply, the media was invited, and  
15 they could look at the interaction that the kids and  
16 the staff were having with the devices and how learning  
17 could happen. Town Hall meetings, one at each ESC to  
18 include Isaac schools. Student assemblies and parent  
19 meetings where we can facilitate with our own police  
20 officers to come and help answer some questions because  
21 we know moms and dads have a lot of questions about how  
22 the safety is going to work with the devices.

23           MS. RATLIFF: May I -- I'm going to interrupt  
24 you here if I may.

25           LIEUTENANT SANTOME: Yes, ma'am.

1 MS. RATLIFF: I'm going to go ahead -- I think  
2 you're going to answer some of these questions, so I'm  
3 going to go ahead and read them into the record, and if  
4 you are going to answer them, just say, "I'm going to  
5 answer them," and then answer them when we get to that  
6 point.

7 Okay?

8 LIEUTENANT SANTOME: Great. Yes.

9 MS. RATLIFF: Okay.

10 "How are we going to protect our  
11 small children from getting jumped  
12 or robbed when walking home with an  
13 iPad?"

14 You're going to answer that; right?

15 LIEUTENANT SANTOME: Yes, ma'am.

16 MS. RATLIFF: Okay.

17 "Exactly how will L.A.P.D. be able  
18 to ensure my child's safety when  
19 she is in possession of her iPad?  
20 What collaboration is happening  
21 exactly?"

22 Yes? You're going to answer that; correct?

23 LIEUTENANT SANTOME: (No audible response.)

24 MS. RATLIFF: Okay. And then, "When" -- "Who  
25 will" -- I don't know if your are going to answer this

1 one, so -- but I'm going to read it now.

2 "Who will be tracked? Teachers?

3 Students? Who will control the  
4 collected data?"

5 Is that something that you're going to be able  
6 to speak to, or should we hold that for the future?

7 LIEUTENANT SANTOME: That's not really  
8 something that I can speak to.

9 MS. RATLIFF: Okay. So I'll read this one  
10 into the record later, and we'll answer it in the  
11 future.

12 Okay. Thank you.

13 LIEUTENANT SANTOME: So -- and let me touch  
14 a little bit on that. When we refer to  
15 "Lock it/Freeze it/Track it," we're talking about the  
16 location of the device, not the usage, not for the  
17 purposes of what my team is looking at. We're looking  
18 at being able to lock and freeze the device and track  
19 it while we do that for a device that's been reported  
20 lost or stolen. So I want to be very clear that the  
21 police department is not interested or looking at  
22 usage. That's another part of this project, and we're  
23 not doing it.

24 So let me move ahead on -- let me touch one --  
25 two quick points. I was touching on a parent meetings

1 inevitably at the school principal's request. We're  
2 also exploring the use of Public Safety Announcements;  
3 Bus Wraps, Tri-folds, Posters to get the word out about  
4 our efforts. And our efforts are bridging gaps.

5 The Los Angeles School Police Department can't  
6 do it on its own. There are actually 12 police  
7 departments that police L.A. Unified. They're a  
8 fairly large geographic district, and so there are  
9 11 municipal agencies and a County Sheriff's Department  
10 that we all collectively police and patrol  
11 L.A. Unified.

12 So we're bringing together -- we have brought  
13 together the agency heads of those 12 agencies, but  
14 also of other state agencies like the California  
15 Highway Patrol or prosecutors' offices. We're trying  
16 to be holistic in our approach, and interestingly  
17 enough, we actually have a total of 17 agencies, so  
18 even other municipal agencies outside of the district  
19 are very interested in what we're doing partly because  
20 of their own expected rollouts, but partly because our  
21 kids traverse municipal boundaries. And a kid that  
22 goes to Venice High might have to take an afternoon  
23 class in Culver City and take our device into  
24 Culver City, or one of our kids in the north end of the  
25 Valley might go into Burbank or Glendale for an

1 after-school class. We want to make sure all of our  
2 neighbor agencies understand our process and know how  
3 to reach the L.A. School Police Department, and it's  
4 important for them to understand what our iPads look  
5 like; what they can and can't do.

6 To refer you back to the slide, one of the  
7 things we're doing, we're creating a Law Enforcement  
8 Working Group and that speaks directly to that  
9 question, what's the communication between L.A.  
10 Unified, L.A. School Police and the other  
11 12 jurisdictions that we work with.

12 So it begins with the Law Enforcement Working  
13 Group to develop questions, to develop concepts as a  
14 working group on how to provide that safety; how to  
15 cover the gaps; firstly, identify the gaps, and how to  
16 cover those gaps, but also it leads into the next  
17 conversation of how do we protect the kids.

18 So it's partly technology -- technology  
19 application of how we're able to lock and track and  
20 freeze the device and also hard link to local law  
21 enforcement agencies, how they can help us and we can  
22 help them once a device has been lost or stolen.

23 So the question is, "Well, how does that keep  
24 my child safe to and from school?"

25 The way it keeps the children safe through our

1 community outreach, we're going to develop a very high  
2 risk, very low reward system so that anyone looks at  
3 this iPad not as a consumer product that they can turn  
4 around and sell for a couple hundred bucks, but as a  
5 device that's worthless outside the authorized user.  
6 And if we are able to do that, then we can remove the  
7 iPad as an attractive target for thieves, and,  
8 therefore, minimize the risk to children walking to and  
9 from school every day.

10 We can't do it alone. L.A.P.D. can't do it by  
11 themselves. Gardena P.D. can't do it by themselves.  
12 We can do it together. So one of the things that the  
13 Law Enforcement Working Group is doing is developing  
14 the communication, but also developing the tactics and  
15 techniques of how we're going to go after people that  
16 target our kids because they're carrying an iPad.

17 So I need to be clear and say that if a  
18 nine year old takes an iPad and we recover it because  
19 mom brings it back to school, that's a whole lot  
20 different -- and that will be dealt with in the  
21 administrative arena at the school -- that's a whole  
22 lot different than someone using force or fear or a  
23 weapon to take an iPad from somebody. Or someone that  
24 decides that they're going to make a criminal  
25 enterprise out of this, we're going to put the full

1 weight of the criminal justice systems behind that.

2 So we're going to target the relevant arrests  
3 and have very rigorous prosecution on those. That's  
4 how we intend to establish that very high risk, very  
5 low reward system, and we're going to be very public  
6 about our relevant arrests and our relevant convictions  
7 on how it is that we are prosecuting and going after  
8 and putting some lengthy prison terms to those people  
9 that choose to target our kids simply because of this  
10 device.

11 Yes, ma'am.

12 MS. RATLIFF: So let's take questions on those  
13 two slides, if there are any, on 26 and 27.

14 Are there any questions on that?

15 Okay.

16 LIEUTENANT SANTOME: Thank you. So I'll move  
17 forward to --

18 MS. RATLIFF: I guess one question I had was,  
19 so when -- did you already -- it says here contacting  
20 the pawn shops and so forth, so in the areas where the  
21 rollout has already occurred around those schools, has  
22 your office already contacted those pawn shops and so  
23 on around there?

24 LIEUTENANT SANTOME: We are working -- yes.  
25 The short answer is, yes. We're working



1 collaboratively with our local law enforcement agencies  
2 and through them, because they already have an  
3 established protocol and an established communication  
4 system, we've already began to do that.

5           The next meeting that the law enforcement  
6 group will have -- because we have two meetings, and I  
7 want to explain it. We have a monthly investigator  
8 meetings where the men and women are actually  
9 investigating these crimes and looking at crime trends  
10 and looking at data points to develop, and predicted  
11 policing will get together and develop task forces and  
12 methodologies because what works for L.A.P.D. with  
13 10,000 officers is not going to work for Bell P.D. with  
14 30 officers, so we need to work collaboratively and  
15 cooperatively across boundary lines to really be  
16 effective.

17           So that's part of it, Ms. Ratliff. The other  
18 part of it is they already have this standing  
19 relationship with their secondhand retailers, so we're  
20 simply piggybacking on that great relationship and  
21 feeding that information forward.

22           MR. ALVARENGA: When it comes to -- we're  
23 assuming that sometime in the future, they will be  
24 taken home again, and that's why we're doing this, so  
25 if a child brings an iPad home and the parent is not

1 sure whether it was issued to that child, is there a  
2 place where they can call? They can call the school  
3 and say, you know, "My child got one. Was it issued to  
4 him or her?"

5 LIEUTENANT SANTOME: Sure. And I think that  
6 might happen -- it could happen. Any time anyone finds  
7 an iPad, the next batch of iPads are going to come with  
8 a silk screen on the back that says, "If found, call  
9 L.A. School Police Department," and our 24-hour number.  
10 So moms and dads can call our 24-hour number. Our  
11 dispatchers can, within a few keystrokes, run the  
12 serial number of that iPad and verify who it actually  
13 belongs to.

14 And it might be really helpful for moms and  
15 dads to know that if they have three or four kids at  
16 home and one of the iPads is lost or damaged, they  
17 don't know which one to report if the three kids go to  
18 three different schools, but they can always also refer  
19 back to the administrator at that local school. Each  
20 school will have access or already has access to M.D.M.  
21 because we expect them to manage their inventory as  
22 well.

23 So there's two sources right there. The  
24 principal or the L.A. School Police Department has that  
25 capability.

1 MR. ALVARENGA: And a follow-up question with  
2 that, with the security.

3 Are we going to train parents more?

4 I know that we have the Town Hall meetings and  
5 the principal can request to have some training for  
6 parents.

7 Are we going to continue providing that in the  
8 three phases of the rollout?

9 A Certainly. We actually hope to expand it  
10 because one of the concepts we're looking at is  
11 developing a script package, in other words, a package  
12 that has scripts so that if a school police officer is  
13 not available, any one of our partner agency officers  
14 can pick up the script and use our message. So a  
15 deputy sheriff can go to a school in East L.A. and do  
16 his or her presentation to parents.

17 And we call that, in public safety, we call  
18 that a "force multiplier" where it doesn't necessarily  
19 require an L.A. school police officer to do it. We can  
20 ask one of our local -- or if they volunteer -- it's  
21 already happened where at one rollout, the local  
22 division sent 12 police officers from that local  
23 division to go visit classrooms and do safety  
24 presentations, so that's a remarkable, significant  
25 contribution of a local law enforcement agency partner.

1 They didn't have to do it. They offered it, and, of  
2 course, we accepted. So, yes. And the idea is we have  
3 a different -- slightly different message for the kids  
4 and a slightly different message for the parents. And  
5 then, actually, we have three messages for the kids  
6 that are age appropriate for each grade level or each  
7 type of school, so the high schoolers get a little bit  
8 different than the middle schoolers or the elementary  
9 children.

10 MR. ALVARENGA: Thank you.

11 LIEUTENANT SANTOME: Yes, sir.

12 Okay.

13 MS. RATLIFF: Thank you.

14 LIEUTENANT SANTOME: Let's move forward to the  
15 slide. If we can have the PowerPoint back up on the  
16 screen, please.

17 So one of the questions asked was, "How are we  
18 doing with loss or theft," and our numbers are  
19 extraordinary. We're at about 24,000 devices, a little  
20 over, and, actually, the number needs to be revised. I  
21 learning today we had one additional theft, so out of  
22 the 24,000-plus devices, we've lost six. Out of those  
23 six, we recovered one, and I kind of alluded to it.

24 A mom was going through and was -- Gerardo  
25 just mentioned -- a mom's going through the son's room

1 as some moms tend to do, and "Where did you get this  
2 iPad from?"

3 And after the fifth story of who gave it to  
4 me, who he's borrowing it from, or who he owes it to,  
5 the mom said, "Oh, I'm going to take this back to the  
6 school." So she took it right back to the principal,  
7 and the principal said, "Oh, that's our stolen iPad  
8 from Ms. So-and-so's class who happens to be" -- okay.

9 So we expect that to happen with some  
10 frequency. Now, the nice thing is it was recovered  
11 intact, and we can put it back into the inventory.  
12 There was a little bit of damage, but, you know, we can  
13 reconfigure those devices and put them right back  
14 into -- into the service -- into the buffer pool.

15 And that's our intent. Our intent is to be  
16 able to recover these devices, send it back to the  
17 original manufacturer, have them do whatever technical  
18 they need to do, refurbish them and put them back into  
19 the buffer. If we create the high risk, low reward  
20 system, there's no reason why we won't be able to  
21 recover these.

22 As people steal them and they get into trying  
23 to reconfigure it, reface it, do whatever, jailbreak is  
24 another term, they'll -- they'll figure out, "Hey, this  
25 thing is frozen. I can't do much with it. Maybe I can

1 just turn it back in," and that's one of our hopes is  
2 that we're going to be able to develop where the  
3 general public will just say, "Gosh. These things are  
4 just really not worth taking."

5 MS. RATLIFF: Any questions about this slide?

6 Okay. I have a question about this slide.

7 LIEUTENANT SANTOME: Yes, ma'am.

8 MS. RATLIFF: Oh, no. Go ahead, Quynh.

9 MS. NGUYEN: I was just going to say, earlier  
10 you mentioned that when you do recover, you want to  
11 publicize it, so the one stolen device that was  
12 recovered, how did you publicize it?

13 LIEUTENANT SANTOME: Well, that one is, you  
14 know, it's a nine-year-old student. I think that one  
15 is best handled by having the administrator  
16 appropriately deal with it at the class level.

17 What I was referring to is when someone is  
18 using criminal enterprise or by force or fear or cause  
19 the victim to be injured. This simply was, quite  
20 frankly, an iPad being left unattended for a very short  
21 period of time and someone taking advantage of that,  
22 and I think for those, we can all agree that we can  
23 allow local administrators to use that very good  
24 discipline model that they know how to use.

25 Really what I meant to say was and what I

1 really want to re-emphasize is what I expect to see on  
2 the local channel, 9:00 news is this bad guy, prison  
3 sentence for taking an iPad that belongs to a kid and  
4 that's really what we want to do is to drive that point  
5 home; "It's not worth it. Don't take these tablets  
6 away from kids."

7 MS. RATLIFF: So my question was, I think  
8 these numbers are pretty good, I think, you know --

9 LIEUTENANT SANTOME: Knock on wood.

10 MS. RATLIFF: -- for 1,500 iPads. For the  
11 teacher/administrator only three were stolen. One was  
12 recovered.

13 LIEUTENANT SANTOME: Yes, ma'am.

14 MS. RATLIFF: My question was, though, you  
15 know, the public -- every once in a while when I'm out,  
16 people tell me, "Oh, isn't it going to have GPS on it?  
17 Aren't we going to be able to track these down like  
18 they did with the" -- I guess there's a famous news  
19 case where somebody went to a person's house. They  
20 stole -- it was an air traffic or air -- or I don't  
21 know who it was -- somebody stole an iPad, and they  
22 were able to track it down and go to their house and  
23 knock on the door and find the iPad.

24 Do we have that capability?

25 LIEUTENANT SANTOME: So to quote a movie,

1 "It's Not in my Nature to be Mysterious," however,  
2 there are certain operational strategies and technical  
3 capabilities that I cannot discuss in this forum, but,  
4 yes, we can track the devices.

5 How we can track the devices, that's something  
6 that --

7 MS. RATLIFF: Well, you don't have to tell us  
8 that.

9 LIEUTENANT SANTOME: Yes, ma'am.

10 MS. RATLIFF: But you can track the devices;  
11 right?

12 LIEUTENANT SANTOME: Yes, ma'am.

13 MS. RATLIFF: So theoretically, these two that  
14 are still out there, are you tracking them or --

15 LIEUTENANT SANTOME: No. There are  
16 limitations to what we can do. The device has to be  
17 on, the battery has to be charged, and it has to be  
18 hitting a wireless land.

19 MS. RATLIFF: Interesting.

20 LIEUTENANT SANTOME: So I don't mind sharing  
21 that because eventually someone's going to turn them on  
22 and try to use them and that's when we come knocking on  
23 your door or one of our partner agencies.

24 But, no, thus far -- and you can imagine, when  
25 we get closer to the end of Phase 3 and we potentially



1 have 600,000 devices, we're going to have to be very  
2 selective on what we track and for what reasons.

3 So, yes, right now with six devices  
4 outstanding, we could do that. And I should tell you  
5 that none of these have pinged the system in the last  
6 two weeks.

7 So we do periodically go and see are they on?  
8 Are they pinging the system?

9 So it's sitting in someone's shelf somewhere,  
10 and they're thinking about how to get away with it.

11 Q And I believe that in another slide, you're  
12 going to be answering the question -- somebody asked,  
13 "What is the safety guidelines for on-line bullying or  
14 hacking from other networks?"

15 Are you going to be able to answer that in a  
16 later slide in terms of the on-line bullying?

17 LIEUTENANT SANTOME: No, ma'am. I'm going to  
18 pass that along to Mr. Chandler and the I.T. folks. We  
19 talk about it because we believe parents will be  
20 concerned about that, but really it's an instructional  
21 issue also as well. Some of those lessons are embedded  
22 as part of lesson plans.

23 And here I go, Ron, saying I'm going to let  
24 you answer, but I'm answering.

25 MR. CHANDLER: Well, you did a good job teeing

1 it up.

2 So there'll be a full communication strategy  
3 around that targeted for different levels, and so maybe  
4 what we'll do is we'll bring that back at the next  
5 meeting and show you what that is as well as the  
6 acceptable use policies that are being revised, and so  
7 we'll bring that back to you.

8 MS. RATLIFF: Great.

9 MR. CHANDLER: Sure.

10 MS. RATLIFF: And I believe you're going to do  
11 slide No. 29 about the "Summer Storage Options"?

12 LIEUTENANT SANTOME: Yes, ma'am.

13 That's a project we're working on currently.  
14 We're trying to get ahead of the curve. Obviously  
15 summer is not right around the corner, but it is coming  
16 whether we want it to or not.

17 So some of the options that we're going to  
18 share with principals once we do our site visits are  
19 "In school Safe Rooms, School Site Metal Storage  
20 Containers, modifications to the storage carts  
21 themselves, and a combination of solutions. We don't  
22 believe a single solution will fit every school.  
23 Different schools have different plant layout and  
24 configurations. They were built at different times  
25 over the last 50 years plus, so obviously your schools

1 will have different needs than much older schools.  
2 Schools with multi-story classroom buildings will have  
3 different needs than schools that maybe sprawl over a  
4 larger area and are mostly single-story bungalows.

5 So for that reason, part of our methodology is  
6 meeting with the local administrator, that school  
7 principal and her team or his team and walking around  
8 and collaboratively making a decision with our best  
9 recommendations on how we propose to do it.

10 And also we are very aware and we don't want  
11 to have the tendency that central office is dictating  
12 how things are going to be done. We need to make it  
13 friendly and approachable for the school staff, and  
14 they need to give us the input of where they think  
15 their best storage options are.

16 The opportunities obviously are we can  
17 maintain local control of the inventory. I believe  
18 it's a much better way to do it than one central  
19 location where you're going to try to sort  
20 600,000 iPads back to the original schools.

21 "Minimize Inventory Loss," obviously that's  
22 our goal. We want to maximize the provisioning and  
23 deployment, and when we use the term "provisioning and  
24 deployment" is some devices may need to have the  
25 content rebooted, and we also need to put all the new

1 user configurations for that next class that's coming  
2 in.

3 So from semester to semester, provisioning  
4 doesn't happen, but for in between the end of one term  
5 school year to the beginning of the next school year,  
6 we need to do a certain amount of reprovisioning, and  
7 we believe that they'll maximize the way provisioning  
8 and deployment is done. And, also, we hope to minimize  
9 the collateral building damage from burglaries.

10 In some schools there may be a history of  
11 repeated burglaries to certain parts of the campus, and  
12 you can imagine if now we add, hey, now there's iPads  
13 sitting here for two months unattended. We don't want  
14 to have an unattended consequence of more burglaries  
15 costing us more money because, quite frankly, every  
16 time someone breaks through into a building, they do  
17 cause quite a bit of property damage that has to be  
18 fixed. So it's not just the loss of inventory. It's  
19 the actual facility cost that we're trying to minimize  
20 or prevent all together.

21 MS. RATLIFF: Great.

22 Do you have a question over here?

23 MS. CEDILLO: I have two questions. The first  
24 one, you hit upon the fact that some schools get  
25 continuously burglarized. The elementary school that

1 I'm familiar with does because of air-conditioning  
2 parts or whatever.

3 Will you be putting more patrol cars out  
4 during the summer around those schools just to keep an  
5 eye on the schools over the summers?

6 LIEUTENANT SANTOME: Yes, ma'am. That's a  
7 great question. Thank you. Maybe you should run for  
8 chief because that's what our chief does.

9 Our chief mandates that during school shutdown  
10 times, we redeploy officers that would normally work  
11 day patrol or out-of-school assignment, that they go  
12 work nights exactly for that reason. So we have more  
13 people on patrol without using overtime because we  
14 know, hey, the school is shut down. That may be an  
15 attractive nuisance, so we take people that would  
16 normally be working at schools when the schools are  
17 shut down and redeploy them either to a weekend shift,  
18 the graveyard shift, or the afternoon shift. And we do  
19 that during the summer. We do that during spring  
20 break. We do that during the winter break.

21 MS. CEDILLO: My second question is, you said  
22 here we'd have storage bins and -- for those over the  
23 summer.

24 Would these also be used during the school  
25 year for those students who are like in Woodcraft

1 Rangers, YS or L.A.'s Best who stay at the school until  
2 6:00 at night?

3 LIEUTENANT SANTOME: That could be a  
4 possibility. Really it has to be some discussion and  
5 decision with the principal. We want to empower the  
6 principals to really make those decisions and have full  
7 ownership of their inventory and how they control it  
8 because there are other options. They could use the  
9 storage carts at a predesignated classroom for those  
10 kids and then they can pick them up first thing in the  
11 morning from that cart. So there are a couple of  
12 options that would work in that.

13 MS. CEDILLO: Thank you.

14 MS. NGUYEN: I was asked to ask whether the  
15 District has looked into the option of sending the  
16 devices home with the students in the summer which  
17 gives them the advantage of continuing to work on the  
18 curriculum over the summer. And I understand there's  
19 some costs, but can we do an analysis of, you know,  
20 projected loss there as opposed to the cost of  
21 securing, you know, storage at every single school?

22 MR. CHANDLER: So that's part of the same  
23 conversation about allowing students to take them home,  
24 so that's something that is certainly not the I.T.  
25 decision, but that's certainly a conversation that the

1 project team and the Board and BOC would have, but we  
2 would definitely do the analysis of. It's not just  
3 based on the loss-preventive analysis, but it's about  
4 letting the students bring them home; what the  
5 expectation is during the summer, and it's just a more  
6 involved conversation, but that's certainly something  
7 we're looking at.

8 MS. RATLIFF: So one question that was sent  
9 before to our CCTP questions was less in terms of  
10 stealing and more in terms of just keeping it -- so,  
11 for example, the person says:

12 "Schools like Verdugo do not assign  
13 regular lockers, and other schools  
14 like Millikan do not have lockers  
15 in their dance studios. I'm not  
16 worried about stealing as much as  
17 somebody stepping on the iPad."

18 What is -- what are these students being told  
19 they're supposed to do with these iPads when they're in  
20 a sort of transition place?

21 Are they going to have to take them into the  
22 bathroom because there's nowhere to put it safely?

23 Like what is the plan there?

24 LIEUTENANT SANTOME: So that certainly speaks  
25 to what we expect our inventory ratios to look like as

1 far as loss. We talk loss in general terms. We expect  
2 to see more loss, damaged devices. The next category  
3 will be lost devices, and the smallest category will be  
4 stolen devices, so that's part of that curriculum I was  
5 speaking about and Ron spoke about.

6 Part of that curriculum and digital  
7 citizenship is being safe on-line, not bullying others  
8 and what to do when someone tries to bully you on-line,  
9 but also how to take care of your device. And it's --  
10 it's that -- part of that continuum of curriculum on a  
11 how do we keep them safe, but also how do they keep  
12 their device usable and in service.

13 So, again, it goes back to local control.  
14 Some schools can do certain things, other schools  
15 can't, and because each school is a little different,  
16 we have to allow principals to, and their staff, which  
17 are very talented and very involved, to develop those  
18 strategies.

19 What works at Verdugo Hills High may not work  
20 down the street in an elementary school. So the short  
21 answer is it varies by school, but it's based on that  
22 cyber citizenship component, the digital citizenship  
23 component. It also has a component on how to carry  
24 your iPad; where to put your device in your backpack;  
25 to walk around with the zipper on; just don't put it



1 down. Those type of things. Don't put your backpack  
2 down and walk away from it. It is all included in part  
3 of that curriculum.

4 MS. RATLIFF: So I think in the end, it would  
5 be good to, maybe not today but on a different day,  
6 hear more about that because I know that at San Pedro  
7 where I was teaching, after school, the students who  
8 were in the after-school program didn't have an  
9 official place to leave their backpacks -- right? -- so  
10 they would leave them in piles all around the yard.

11 And so I would have students -- well, a  
12 student came to me and said, "I can't find my  
13 backpack," so I'd go out there with the student. I'm  
14 trying to help him find the backpack. The backpack's  
15 missing. We never found the backpack. Okay?

16 And the point is that they don't have a  
17 place -- I don't expect the student to give up  
18 after-school activities in order to guard the iPad, but  
19 it seems like we have to know kind of what are -- what  
20 are the plans that are going to take place at these  
21 schools when they're doing after-school activities;  
22 when they're moving into a class where they're not  
23 going to use the iPad and so forth, where are they  
24 expected to store this?

25 I understand you're saying it's a local

1 control issue, but it would be nice to hear what  
2 recommendations -- the District must be giving  
3 recommendations to these locations. It would be nice  
4 to hear what those recommendations are.

5 LIEUTENANT SANTOME: Certainly. And we -- our  
6 team serves in an advisory capacity for this -- this  
7 topic, and we prefer that it comes from the  
8 instructional side, as Mr. Loera used the phrase, as we  
9 develop scripting for the principals and for teachers  
10 on how to carry the device; what to do, what not to do,  
11 and how to keep the device safe. Not just safe from  
12 being stolen, but safe from being damaged.

13 MS. RATLIFF: And is any of this -- is any of  
14 this related to -- we do have a question here, and the  
15 person did put their E-mail address:

16 "Is this why the police are getting  
17 \$15 million more on the 2014  
18 budget?"

19 So do you know if -- if this is related  
20 somehow to the budgeting in terms of getting more money  
21 for police officers?

22 LIEUTENANT SANTOME: I can tell you that part  
23 of that decision that the superintendent made to  
24 increase the payroll budget of the police department --  
25 so let's be clear. We're not going to be buying more

1 police cars. We're actually hiring more officers  
2 because the Chief of Police developed a staffing plan  
3 for existing needs for staffing schools. Not for  
4 taking care of a device, but for staffing schools to  
5 take care of kids, to take care of staff, to take care  
6 of moms and dads. That's why we're hiring more  
7 officers because people come first, and we want to make  
8 sure that people are safe.

9 MS. RATLIFF: Okay. So we can go ahead and  
10 move on to the next slide, and I don't believe that's  
11 you.

12 LIEUTENANT SANTOME: Okay.

13 MS. RATLIFF: It's "Student and Parent  
14 Responsibility and Training," slide 30.

15 MR. CHANDLER: So I think Principal  
16 Bernadette Lucas is going to take that.

17 MS. LUCAS: Are we waiting for the slide to  
18 come up, or should I just speak?

19 MR. CHANDLER: You should switch the slide.  
20 I think you have the clicker in front of you  
21 there.

22 MS. LUCAS: Thank you. The CCTP directed me  
23 to the little prompting with the clicker. Okay. I'm  
24 going to skip this slide. It's a little slided  
25 research.

1           "Parent/Student Responsibilities." Once  
2 again, we reference the Parent/Student Acknowledgment  
3 form. It has been revised since the beginning of the  
4 rollout based on feedback from schools and advisement  
5 from the sponsors, and the new iterations are uploaded  
6 to the website.

7           Shall I pause or continue?

8           MS. RATLIFF: I guess you should pause only  
9 because the last form I saw anyway, I believe was dated  
10 9/13.

11          So is there a newer form?

12          MS. LUCAS: Yes. There was one revised  
13 effective today or maybe yesterday.

14          MS. RATLIFF: Okay. Effective today or  
15 yesterday?

16          MS. LUCAS: Yes. Uh-huh.

17          MS. RATLIFF: Okay. And does that new form --  
18 because the old form said on it that you -- the parents  
19 are responsible if it's lost, stolen, or whatever.

20          Does that new form no longer say that?

21          MS. LUCAS: That language was deleted.

22          MS. RATLIFF: Okay. Thank you.

23          MS. LUCAS: Slide 33, "Parent Involvement."

24          So the distribution of the acknowledgment  
25 form, of course, varies from school to school, and the

1 method of distribution does as well. Most schools  
2 distributed the acknowledgment via the parent meetings  
3 and/or through backpack delivery by students. The vast  
4 majority of principals used "Connect Ed" as a way to  
5 get out information about meetings and the form coming  
6 home.

7 We understand as a project and I know as a  
8 principal who wrote this out, the parent involvement is  
9 absolutely essential. It's without question that  
10 parent involvement advances the success of the project,  
11 and so our principals and the project are working  
12 diligently to support that work at the local site. A  
13 parent signature is not required for a student to be  
14 issued an iPad because it's an instructional tool. It  
15 would be the same as not issuing a student a textbook  
16 if the a parent didn't sign the library form, for  
17 example.

18 MS. RATLIFF: So when the devices were going  
19 home, was a parent signature required?

20 MS. LUCAS: When the devices were going home,  
21 there were some parents who had not returned the  
22 acknowledgment form signed.

23 MS. RATLIFF: And so -- but the device was  
24 still issued?

25 MS. LUCAS: Yes.

1           May I continue to slide 34?

2           MS. RATLIFF: Are there any questions about  
3 the other slides?

4           MS. LUCAS: Okay.

5           MS. RATLIFF: I'm sorry. We do have a  
6 question.

7           MS. CEDILLO: My question is, so you're saying  
8 there's no parent responsibility in paying it back if  
9 it's lost or stolen --

10          MS. LUCAS: That's correct.

11          MS. CEDILLO: -- even after it's the 5 percent  
12 of what Apple will cover?

13          MS. LUCAS: That's correct.

14          MS. CEDILLO: Okay. Thank you.

15          MS. LUCAS: You're welcome.

16                 So slide 34, if there are no other questions.

17                 Once again, the return rate of the  
18 acknowledgment form varies school by school. Our  
19 lowest reported rate was in the low 80s. Our highest  
20 was in the 99 percent.

21                 And, let's see. What is the process? So --  
22 are we -- and so the parent signature is not required.  
23 We talked about that. We're more than hoping for  
24 schools to implement plans. We're working hard for the  
25 return rate on the forms. So it's important to note

1 that even if a child was issued an iPad, the school is  
2 still actively working with the parents to secure the  
3 acknowledgment form because it's more than just a about  
4 the form. It's about the culture around the device  
5 rollout, and it's critical to schools and to us.

6 A pause for questions.

7 Yes, ma'am.

8 MS. ESCOBEDO: Yes. Just a clarifying  
9 question around the percentage of the forms that you  
10 all received.

11 MS. LUCAS: Yes.

12 MS. ESCOBEDO: Do we have any information on  
13 what did the schools that got to the 99 percent, what  
14 did they do differently as opposed to the schools that  
15 had a lower percentage?

16 I understand you may not have that data  
17 readily available, but the geeks that like data like  
18 myself would really, really like to know just to  
19 understand what's the difference.

20 MS. LUCAS: It's a great question.

21 We do know they're different, and we'll come  
22 back with more data around that. We do know that the  
23 rate varied based on, you know, if a parent had more  
24 than one job and wasn't able to make a meeting or  
25 something like that, but we'll get more information on

1 that for you all.

2 Any additional questions?

3 Okay. I think we've addressed this one.

4 Are there questions to this slide?

5 MS. RATLIFF: So you're on 35?

6 MS. LUCAS: Yes.

7 MS. RATLIFF: So "If a parent doesn't want to  
8 accept the liability for a device, what responsibility  
9 do we have as a district to provide some sort of  
10 comparable, alternative textbook" -- "what  
11 responsibility do we have as a district to provide some  
12 sort of comparable, alternative textbook to make sure  
13 that students are still receiving the education that  
14 they're supposed to?"

15 "At schools, students will use the devices."

16 MS. LUCAS: Yes.

17 MS. RATLIFF: "If a parent declines to allow  
18 the device to go home, the District will provide hard  
19 copies of instructional materials."

20 So I believe, yes, that Mr. Loera had  
21 mentioned that before. I think the only question I  
22 would like to have answered in the future is, in light  
23 of the fact that this is a -- that this -- I mean how  
24 are we going to provide them with hard copies of  
25 instructional material?



1 I don't think you can answer that. If you  
2 can, feel free, but, otherwise, why don't we address it  
3 at the next meeting because that is a good question.

4 MS. LUCAS: Yes.

5 MS. RATLIFF: And that was another question  
6 that was brought up several times in other areas.

7 MS. LUCAS: Okay.

8 So moving on to the next slide, "Parent Ed," I  
9 shared earlier that the parent education piece is  
10 crucial, and we want to re-emphasize the importance of  
11 the cultural change and differentiating parent  
12 education based on the needs of the school and the  
13 individual parents.

14 So we're working with schools around needs  
15 assessments for parents so that we target professional  
16 development at the local level to parent need. That's  
17 absolutely crucial, and it's not without importance.  
18 It's probably the most important thing that our  
19 students will absolutely play a role in educating their  
20 parents around these devices. Students leadership in  
21 this rollout is essential.

22 I'll pause.

23 MS. RATLIFF: All right. Let's take some  
24 questions if there are any questions on this slide.

25 MS. PEREZ: It's going to be very difficult to

1 teach the parents because many of them don't know how  
2 to read and write, and they don't know English, so how  
3 would they understand the use of these machines?

4 MS. LUCAS: Okay. That's a great question.

5 So at the school site, this is why the  
6 local -- local level piece is so important. So we  
7 provide the school sites with education episodes for  
8 the parents. The school will then provide the  
9 translation or the staff that will deliver the training  
10 in the language that's necessary for parents as they do  
11 any other parent meeting or parent training or  
12 education.

13 And we found, for example, at my school, we  
14 rolled out -- you know, there were parents all along  
15 the spectrum, and so that's why differentiating to  
16 parent need is so important. You take the parent just  
17 as you would the teacher or the student from where they  
18 are making it engaging and relevant. We also use a  
19 model at our school of students helping to facilitate  
20 parent education after school and that was highly  
21 effective. So the kids would come with their parents  
22 to professional development or Parent Ed.

23 MS. PEREZ: Okay. Thank you.

24 MS. RATLIFF: Are there questions on this?

25 MR. ALVARENGA: So the schools have an

1 expectation to train the parent or an option to train  
2 the parents?

3 MS. LUCAS: I know of no school that doesn't  
4 have a parent education plan.

5 MR. ALVARENGA: When it comes to the iPads and  
6 the use of them, not anything else.

7 MS. LUCAS: There's an expectation that the  
8 parents -- this would be embedded into parent  
9 education, but, again, it's a local school decision  
10 given the school's single school plan and other plans  
11 that inform their Parent Ed, so we're providing the  
12 schools with the resources.

13 MR. ALVARENGA: So the resources that we're  
14 providing for the schools such as the tool kits, are we  
15 maybe suggesting that other parent can help train  
16 parents as well?

17 MS. LUCAS: Absolutely?

18 MR. ALVARENGA: Because as I understand what  
19 Ms. Perez said, there is some difference in parents --  
20 you know, the digital device that we so much talk about  
21 and then literacy, but there are parents out there that  
22 can definitely help and make the process much, much  
23 smoother for our schools.

24 MS. LUCAS: You are absolutely right, and we  
25 have parents who facilitate a Parent Ed in our context,

1 and in some ways it makes it that much more accessible.

2 Yes, sir.

3 MR. ALVARENGA: Thank you.

4 MS. LUCAS: You're welcome.

5 Any additional questions?

6 MS. ESCOBEDO: Yes. Just a quick question on  
7 the needs assessment piece.

8 MS. LUCAS: Yes.

9 MS. ESCOBEDO: So to clarify, you said you're  
10 in the process of developing that?

11 MS. LUCAS: Yes, for schools.

12 MS. ESCOBEDO: Is that something that this  
13 committee would be able to see just to get a sense of  
14 what are some of the types of questions that are  
15 being --

16 MS. LUCAS: Sure.

17 MS. ESCOBEDO: -- asked and to the extent that  
18 it makes sense, if we could give input just to ensure  
19 that we're really capturing as much information as  
20 possible?

21 MS. LUCAS: Absolutely, yes.

22 MS. RATLIFF: Ms. Perez.

23 MS. PEREZ: I was just thinking about the  
24 parents that can educate other parents.

25 Wouldn't it be a good idea to offer a stipend

1 to the parents that can train parents in the evenings  
2 or on a weekend because parents many times work  
3 two jobs, and they're not able to come to the meetings,  
4 so I'm sure they would come to a Saturday training.

5 And a parent, you know, that knows how to deal  
6 with these machines can train other parents. With a  
7 stipend, they will be very happy to do it, you know,  
8 because not everybody volunteers their time to do  
9 things like that.

10 MS. LUCAS: I cannot speak to whether or not  
11 parents can be compensated for training. I've not had  
12 that experience in my career, but we can bring that  
13 back.

14 MS. PEREZ: Many parents go to the meetings,  
15 and they are offered a check just for attending  
16 meetings.

17 MS. LUCAS: I wasn't aware. Okay. So we can  
18 get information about that. Okay. Thank you.

19 MS. PEREZ: And, also, is the Spanish  
20 translation on that letter; is that correct? No -- you  
21 know, or correctly translated letter that the parent  
22 can understand?

23 MS. LUCAS: In our experience, it has been,  
24 but we welcome you to look at it and give us feedback  
25 as well.

1 MS. PEREZ: I did last time, so I would like  
2 to do that again.

3 MS. LUCAS: Okay.

4 MS. PEREZ: Thank you.

5 MS. LUCAS: You're very welcome.

6 MS. RATLIFF: So I had two and --

7 MR. ALVARENGA: A quick --

8 MS. RATLIFF: Okay.

9 MR. ALVARENGA: I can for a quick  
10 clarification.

11 MS. RATLIFF: Oh, of course. Go ahead.

12 MR. ALVARENGA: I don't think parents get paid  
13 to go to trainings or train others. I know there's  
14 more about reimbursement maybe for transportation which  
15 is the same rate as an employee will get for mileage,  
16 but as far as I know, the District doesn't offer any  
17 stipends or any kind of payment to parents to attend or  
18 provide training. It's just reimbursement for mileage.

19 MS. LUCAS: Okay. Thank you.

20 MS. RATLIFF: Well, why don't we find out more  
21 in the future about the parent education piece if  
22 possible, and the reason I'm saying that it because --  
23 oh, before I go that far, Chief Zipperman wants us to  
24 state that the school police budget was increased to  
25 \$4 million, not \$15 million, so I do want to state that

1 for the record. It's \$4 million, not \$15 million.

2 Now, what I wanted to say was, when we were at  
3 Cohasset Elementary the other day and we were in the  
4 Parent Center, the parents were very concerned about  
5 what kind of training they were going to get, and they  
6 didn't seem to want it from their student. They seemed  
7 to actually want it from the District because they  
8 wanted to be able to keep track of their student, and  
9 they seemed to feel that they were at a little bit of a  
10 disadvantage, and they wanted the District to provide  
11 them with training so that they would better be able to  
12 monitor the system and also be able to help them with  
13 work and so forth.

14 So I would like to hear more about what is the  
15 District's plan in terms of parent education; what has  
16 already happened at some of the schools where it's been  
17 rolled out; what are some of the best practices that  
18 we're suggesting and so on.

19 And I know that the Common Core budget that we  
20 passed recently included a section that could be used  
21 for parent training regarding the Common Core, and so  
22 it'd be interesting to learn more about how is that  
23 been done where the devices have been rolled out  
24 because I do think this is an extreme concern to the  
25 parents that I spoke to, and they did not seem excited

1 about the idea of them learning from their student.  
2 They seemed to want to have the District give them some  
3 guidance and so forth.

4 MS. LUCAS: So forgive me if I misspoke. Our  
5 Parent Ed piece is multifaceted, so there'll be  
6 training from the District from the project at the  
7 local level with students because that is so important  
8 when you look at the research around this.

9 So the parent delivery model is multifaceted,  
10 but we will absolutely, Board Member Ratliff, bring  
11 that information back.

12 MS. RATLIFF: Great. And then the only other  
13 thing I wanted to say was, in relation to the parent  
14 acknowledgment -- I think there is still -- I'm  
15 curious, and I don't -- I think this may be a question  
16 for legal at our next meeting or something, but I  
17 wanted to point out that the parent acknowledgment form  
18 that I have anyway for 10/22/2013, page 2, does state  
19 that it references the California Ed Code which states,  
20 in pertinent part, that, "The parent or guardian of any  
21 minor who willfully cuts, defaces or otherwise injures  
22 any real or personal property of the District or its  
23 employee or fails to return same upon demand of the  
24 District shall be liable for all damages caused by the  
25 minor. District property includes the loaned equipment



1 which has an approximate value of \$700."

2 And then it states, "I agree to the care and  
3 safekeeping and returned conditions for the loaned  
4 equipment," blah, blah, blah. "Failure to abide by the  
5 rules and regulations may be considered a willful act  
6 for which I am liable under the law as discussed  
7 above."

8 And then the parents are supposed to sign it,  
9 and it says with the loaned equipment description, so  
10 I'm concerned that we're still telling parents orally,  
11 "You are not responsible," and they're still asked to  
12 sign forms that state that they are responsible.

13 MR. CHANDLER: So, yeah. Let's consult with  
14 legal. I'll get back to you with that one.

15 MS. RATLIFF: Okay. Thank you.

16 Sure.

17 MR. ALVARENGA: One follow-up question with  
18 the parents in learning from the students or others.

19 Do the iPads, are they capable of giving a  
20 report of what the students have been doing or what  
21 sites they've been going to?

22 There's different apps that can do that, so if  
23 I as a parent, I want to know where my child, where has  
24 she been --

25 MS. LUCAS: Of course.

1 MR. ALVARENGA: -- and depending on the apps,  
2 depending on the device itself, I can easily look it  
3 up. Of course, those are tricks that we will have to  
4 teach our parents separate from our students --

5 MS. LUCAS: Yes.

6 MR. ALVARENGA: -- because -- but are we  
7 thinking of something like that so the parents have  
8 more information on how the device is being utilized by  
9 child?

10 MS. LUCAS: That was such a great point.

11 May I defer to Mr. Chandler around monitoring  
12 of app usage. You can check history and all that.

13 MR. CHANDLER: All right. So there are  
14 several ways to answer that question. One, we actually  
15 do know where devices go using our filter. There is a  
16 learning management system that we'll also put out  
17 there that helps to facilitate them going to the right  
18 places -- excuse me -- as well as collaboration.

19 And then, finally, I don't know what the last  
20 part of your question was, but in terms of training, we  
21 can certainly deal with that training. Yeah.

22 MR. ALVARENGA: Just teach parents some of the  
23 tricks on how to --

24 MS. LUCAS: Absolutely.

25 MR. ALVARENGA: -- keep an eye out on the

1 kids.

2 MS. RATLIFF: So that questions brings up  
3 whether or not a parent could even put on the iPad an  
4 app that allows them to track usage --

5 MR. BUZZETTI: A parent.

6 MS. RATLIFF: Right.

7 -- or would the District provide that?

8 So -- because it sounds like you can't just  
9 download apps onto these devices; is that accurate?

10 MS. LUCAS: I believe that's accurate.

11 Mr. Chandler?

12 MR. CHANDLER: So you will be able to download  
13 some apps, and what we'll do is we'll come back to you  
14 with categories of how you do that sort of thing.

15 MS. RATLIFF: Is there a question?

16 Great. Okay. So I believe we're on 37; is  
17 that accurate?

18 MS. LUCAS: Yes. The presentation was taken  
19 off.

20 So 37, "How do we ensure that we're not  
21 neglecting the needs of our youngest learners," and so  
22 without reading to you, it's -- it's grounded in  
23 best practices. We actually found that the iPads can  
24 be highly effective for young learners when implemented  
25 well and with consistency. We're going to ensure that

1 or support that by recommending apps for younger  
2 learners to our schools and to our teachers, and  
3 equally as important, receiving feedback from teachers  
4 about what apps they're finding to be highly effective  
5 for students.

6           Once, again, I shared earlier that we're  
7 vetting apps and creating a clearing-house for  
8 teachers. So if you're a second grade teacher and you  
9 want an app that focuses on a certain aspect of  
10 writing, you can laser in on that via the iPad -- I  
11 mean, excuse me, the app warehouse.

12           And once again, monitoring evidence of student  
13 learning is absolutely crucial because I continue to  
14 emphasize that the teachers role in this rollout is  
15 absolutely essential. The device is a tool.

16           I'll pause for questions.

17           MS. ESCOBEDO: Yes. I have a question over  
18 here.

19           MS. LUCAS: Yes.

20           MS. ESCOBEDO: With respect to the piece  
21 around our youngest learners, I brought this up in a  
22 different context, but to the extent that we can get  
23 some best practices around the E.L. piece, the English  
24 Learner piece, I want to say I was on the California  
25 Department of Ed website a few weeks ago, and it seemed

1 to -- the data seemed to suggest that we have a really  
2 high percentage of our English Learners concentrated  
3 between grades kindergarten through third.

4 So to the extent that we could really hone in  
5 on that piece, I think it would be really important  
6 because at the end of the day, if the purpose of this  
7 tool is to aid instruction and improve outcomes, then  
8 we need as much information as we can to be able to  
9 assess whether that's happening or not.

10 MS. LUCAS: Absolutely. So we'll embed that  
11 in the E.L.P.'s for bringing that back next time.

12 So any additional questions for that slide?

13 Okay. We'll move on to 38, the "Progressive  
14 Discipline Plan."

15 So we're convening a task force to work on  
16 just this very thing. As we all know, there are  
17 District policies governing many behaviors in the  
18 District now including bullying that was brought up  
19 earlier, so we want to work collaboratively with school  
20 sites around what is a progressive discipline piece  
21 around the technology integration.

22 So that piece is in development, and we'll  
23 keep you abreast of updates around that as they occur.

24 MS. RATLIFF: I was a little concerned by this  
25 slide, I'll be honest with you, because my

1 understanding was that after the hacking event, that a  
2 matrix had actually already been created. That a  
3 progress discipline plan had been created.

4 So I'm curious, was I misinformed, or was it  
5 something created, and it's been altered?

6 MS. LUCAS: It's not been created yet in  
7 particular to this project -- excuse me. So I don't  
8 know who shared that information, but it's in  
9 development now.

10 MS. RATLIFF: Okay. I'll try to have somebody  
11 pull it up.

12 MS. LUCAS: Okay.

13 MS. RATLIFF: Are there any other questions  
14 about this section?

15 MS. LUCAS: Okay. And so our next slide --

16 MR. BUZZETTI: (Unintelligible.)

17 MS. LUCAS: So we have a Public Service  
18 Announcement that's available here we created for -- so  
19 that we can ensure that we're getting the message out  
20 to our various stakeholders around. We're not going to  
21 play it now. They are available via our CCTP website  
22 if you're interested because I know we're short on  
23 time.

24 MR. BUZZETTI: Get out of here.

25 MS. RATLIFF: Thank you very much.

1 MS. LUCAS: Thank you very much.

2 MS. RATLIFF: Thank you.

3 MS. LUCAS: Thank you.

4 MS. RATLIFF: All right. Are there --

5 MR. BUZZETTI: You haven't told the truth  
6 about anything.

7 MS. RATLIFF: -- any questions for the end?

8 Any questions?

9 Yes.

10 MR. ALVARENGA: Something that you brought up  
11 at the end and the students being able to bypass the  
12 security futures.

13 What's the update after that?

14 I know -- I understand that there were some --  
15 there was something trying to -- you were trying to  
16 have a better system.

17 MR. CHANDLER: I'm sorry. Could you restate  
18 that?

19 MR. ALVARENGA: When the students were able to  
20 bypass the security's different profiles, so do we have  
21 now safeguards against that?

22 MR. CHANDLER: So, you know, first of all, it  
23 wasn't a hack, and so they customized their local  
24 machine --

25 MR. ALVARENGA: Their profile.

1 MR. CHANDLER: -- and we -- you know, we said  
2 that. And so, anyway, we continue to work with Apple  
3 on that, and, you know, we'll have a conversation about  
4 that soon.

5 MR. ALVARENGA: Okay. Thank you.

6 MS. RATLIFF: All right. So I wanted to go  
7 ahead and read into the record some of the questions  
8 we've had. We had a lot of questions, a lot, about  
9 electrosensitivity, so we have many, many, many cards  
10 on electrosensitivity and the safety aspects related to  
11 the iPads, so I believe we're going to have to answer  
12 that question at a later date. And I believe it came  
13 up in facilities as well, so hopefully we can get an  
14 answer to those questions in the future.

15 The other one was that somebody had asked,  
16 they work at John Muir Middle School, and they were one  
17 of the pilot schools for the iPad rollout, but they  
18 have not received their iPads yet, and when can they  
19 expect to receive their iPads.

20 I don't know that you have that at your  
21 fingertips, but --

22 MR. CHANDLER: Yeah. We'll get back to you.

23 MS. RATLIFF: Okay. So if we could get  
24 information about that in the future.

25 Oh, great. Ms. Lucas is going to deal with



1 that.

2 Thank you so much, Ms. Lucas.

3 Another question was, "How much money will we  
4 have to" -- "will have to be spent from the general  
5 fund to pay for training," ultimately through Phase 1,  
6 2 and 3, so maybe we could, as we get more information  
7 about the funding, we could bring that back.

8 Thank you.

9 And one of the questions was, "If the iPads  
10 are going to go home, why should we buy carts and  
11 safes," so I believe that that's an (unintelligible)  
12 question that we could discuss in the future. Maybe  
13 we'll trying to do some mix of the two, but if we can  
14 answer that question in the future, that would be  
15 fantastic.

16 All right. So if there are no further  
17 questions, then we're going to go ahead and move into  
18 public comment --

19 MR. BUZZETTI: Wow.

20 MS. RATLIFF: -- but before that, I wanted to  
21 let you know that our next meeting is going to be on  
22 Tuesday, November 19th, and Mr. Chandler will be here.  
23 Mr. Loera will not be able to be here, but our next  
24 meeting will be November 19th, from 5:30 to 7:30, so.

25 All right. So Speaker No. 1 or Speaker

1 No. 2. If we could maybe have the speakers line up,  
2 that would be great. Great. And if you would, please,  
3 I saw this at the budget hearings, they had the  
4 speakers line up ahead of time, and it did make things  
5 go faster. So if you have your number in hand and  
6 would like to go ahead and step to the side, that would  
7 be fantastic.

8 So we have Speaker No. 1. Come on up.

9 Thank you.

10 MS. SANCHEZ: Good evening. My name is  
11 Virginia Sanchez. I have three children with autism,  
12 and my daughter graduated from high school, and now  
13 she's in the second grade of college. So I wish all of  
14 the luck to LAUSD, teachers, parents, students, because  
15 this process that has just started -- started, it's a  
16 challenge, a big challenge. And, in my opinion,  
17 parents should work together with the school district  
18 so the children can be successful.

19 So I do belong to a committee. I'm a member  
20 of a committee, and I talked with the members of my  
21 community and the teachers of my school, and many of  
22 the issues that they raised were already discussed in  
23 this meeting. So, what my concern is right now is that  
24 this year what was implemented is that the teachers  
25 have a limit of 5,000 copies per year to make, and I

1 invite you or anyone who would be appropriate to visit  
2 the schools because right now the school is already  
3 running out of ink.

4 So I raise this point because this has been  
5 already implemented, and my concern that now the issue  
6 of the iPads will make this issue even worse. So  
7 another question is when are they going to connect the  
8 computers to the printers because the teachers are not  
9 using them. Teachers are using different strategies,  
10 and so if the principal comes and asks questions, they  
11 will just say, "Oh, we don't have a printer."

12 So next I would like to make -- so I would  
13 make another recommendation. When you talk about  
14 the -- doing those Town Halls and you talk about  
15 education, it would be great if you can also include  
16 the Special Education for those parents. So I don't  
17 know anything about technology, and I know -- I don't  
18 know anything or a lot about technology, and I know  
19 that this is something that children are going to have  
20 to learn, and what will happen with children in special  
21 education? They will find it very difficult.

22 And now I know there is a push for full  
23 inclusion with regular and special education, so what  
24 kind of services are they going to have?

25 What supplementary services are they going to

1 get?

2 Parents need to know about special education  
3 services, and I've been here for ten years.

4 Thank you for the opportunity. Thank you for  
5 waiting for me to be able to give my opinion.

6 Thank you and good evening.

7 MS. RATLIFF: Speaker No. 2.

8 SPEAKER NO. 2: I'm going to try again.

9 Okay. I heard lots of questions and lots of  
10 talk. I still have no idea what the actual curriculum  
11 is.

12 What are they going to be teaching with these  
13 things?

14 I guess the new information I heard in this  
15 last part is that there is no Pearson until Phase 3.  
16 I've looked at the contract. I -- the way I read it  
17 was you get the iPad, you get the Pearson. That's what  
18 you're paying the 700 bucks for, and you get a  
19 three-year warranty on that.

20 I don't know what we're paying \$700 for now.  
21 I don't kind of get it. We're supposed to be teaching  
22 children. There's no curriculum yet, and they still  
23 have to buy textbooks?

24 Are they teaching the book? Are they teaching  
25 the iPad?

1           Please, can we get some clarity here -- out  
2 here in the world?

3           I guess that's it. Thanks.

4           MR. BUZZETTI: Yes.

5           MS. RATLIFF: Speaker No. 3.

6           MR. MOTTUS: Can you reset that?

7           MS. RATLIFF: Yes. Absolutely. We need to  
8 restart the timer.

9           MR. MOTTUS: Okay. Hi. My name's Kevin  
10 Mottus. I'm a very concerned citizen. I think we need  
11 to ask some questions -- some other questions that we  
12 haven't talked about, and I appreciate the intelligent  
13 questions that you've asked. And I gave out some  
14 information, and hopefully you will look yourself at  
15 the websites looking at health effects from wireless.

16           Health effects are real. I mean we should ask  
17 Steven Jobs if wireless is completely safe. We should  
18 ask Johnnie Cochran if wireless is completed safe. And  
19 at the school in our district with his namesake, they  
20 had six staff member deaths due to cancer six months  
21 after installing WiFi. And we should also ask our  
22 question -- ask the question why did they turn the WiFi  
23 off since then if it's so safe, and how many other  
24 schools do we want like this that are going to have  
25 these kind of health effects.

1           The also thing -- we also -- also -- also --  
2           we also should ask, why aren't we going to be doing any  
3           follow-up to look at health effects given that the  
4           wireless -- the wireless radiation used with wireless  
5           is considered a Class 2B carcinogen. And if it's a  
6           Class 2B carcinogen classified by the World Health  
7           Organization, why aren't we going to be doing any  
8           follow-up and education to teachers to look for  
9           effects.

10           We're not doing follow-up, and we're not  
11           educating teachers through feedback information if  
12           there is problems. We know people become  
13           electrosensitive, and we can prove that people become  
14           electrosensitive, but we're going to ignore that too.

15           And what are we going to do with the children  
16           who become electrosensitive and can't attend school  
17           because the environment is considered toxic to them?

18           These are some questions we need to ask. In  
19           the cost benefit analysis that the Health and Safety  
20           Committee has done, they really aren't taking into  
21           consideration the health effects.

22           And what is the cost of one child getting  
23           cancer that shouldn't have gotten cans?

24           What is the cost?

25           People say, "Well, it's limitless" --

1 right? -- but yet we're -- we're taking that cost into  
2 account and because of the cost of going wired versus  
3 wireless which would eliminate the health effects,  
4 we're not doing it. We're not going to wire our  
5 classrooms. We're not going to wire our laptops.  
6 We're not getting laptops or wire our iPads.

7 This is very serious. You know, without --  
8 right now we have FCC guidelines that oversee these  
9 exposures, and they're not safety standards, so without  
10 safety standards for this technology, we are feeling  
11 confident to expose our children to something that's  
12 been classified as a Class 2B carcinogen. I think  
13 that's irresponsible. I think that's reckless,  
14 especially when there are wired alternatives available.

15 Now, there are people -- LeBron James had a  
16 huge tumor removed from his face. Okay? And people  
17 say, "Well, you shouldn't consider those kind of  
18 anecdotal stories."

19 I say, "Well, when you don't have safety  
20 standards in place and people aren't looking for health  
21 effects, you need to talk about these anecdotal stories  
22 because we are the experiment."

23 And when you expose these children to this  
24 wireless -- these microwaves used in wireless, you are  
25 experimenting with them. So we have to look at the

1 LeBron Jameses. We have to look at Sheryl Crow who got  
2 a brain tumor who says, "I think it's due to my cell  
3 phone." We gotta look at Mark Ruffalo who had a brain  
4 tumor removed. Okay?

5 These are young, healthy people that --

6 MS. RATLIFF: Thank you so much. I believe  
7 your time is up.

8 MR. MOTTUS: -- shouldn't be getting cancer.

9 MS. RATLIFF: Thank you. Next speaker.

10 MR. BUZZETTI: Oh, there's my flash drive.

11 Cool. I thought I lost it.

12 Attorney Buzzetti, Director of Policy for the  
13 Congress of Racial Equality of California.

14 We are the only civil rights group in the  
15 United States not compromised by outside  
16 (unintelligible) as everybody else is. Don't look at  
17 who funds them.

18 Since I've been listening to the people on  
19 wireless, I have to tune in on this because the last  
20 time Verizon got beat was when I kicked their  
21 top-gun attorney's rear in appeals.

22 And do you know what happened after that,  
23 after we won three cases?

24 Suddenly they work with the City so they don't  
25 have to go to public anywhere. They just put them in



1 anywhere. This is the only person, that man that just  
2 spoke, that I know of who's really gone into this. I  
3 read tens of thousands of pages from Russia going back  
4 to the '50s in Europe.

5 Why is it that, except for Lisa Karaholios who  
6 seems to be interested, you guys are the biggest  
7 intellectual stupidest wimps who don't know anything.

8 Data ready? You don't know data. You guys  
9 don't spend a minute looking up anything.

10 September 13th, step by Jeff Crain, this year,  
11 your name, Chandler, all over this.

12 Never read it; huh?

13 September 25th, 2013, Apple price sheet for  
14 schools. None of you have ever seen this; huh?

15 Any of you ever go up to the web and put in a  
16 simple term called "Schools with problems with iPads"?

17 And you call yourselves something. We've been  
18 here for nine hours listening to lies except for this  
19 officer over here who actually came up and told you the  
20 truth. I admire that, sir. It's so rare here. I  
21 thought we were going to have a new Board. I made sure  
22 two of you got in. I'm disgusted. I've never heard  
23 worse questioning, letting people not answer the  
24 questions, no proper follow-ups.

25 Do you know what I could do to you in a court

1 of law in about 30 seconds?

2 You, and all of you, and Tom Rubin will be  
3 crawling under the table like a cockroach running from  
4 the light because you're so low quality in what you do.

5 And do you know what you're getting ready to  
6 do here in this district? Bankrupt every school  
7 district in the United States.

8 Do you realize that? Are you really that dumb  
9 and sociopathic?

10 Because I'm going to tell you something, right  
11 here, it's 15 percent. They couldn't answer charter  
12 schools. Okay? If you had to pay for WiFi \$40 a  
13 piece, it's \$264 million a year. I don't believe that  
14 any of you actually went to school past the second  
15 grade.

16 Any of you who got out of college, who taught  
17 you? How did you get through it?

18 I don't --

19 MS. RATLIFF: I believe your time is up.

20 Thank you.

21 MR. BUZZETTI: No problem.

22 MS. RATLIFF: Do we have any other public  
23 speakers?

24 I believe we see someone coming this way.

25 And what number do you have, please?

1           Five. Great. Thank you.

2           SPEAKER NO. 5: Good evening. Thank you for  
3 your time. I am not a sophisticated person that  
4 speaks. I'm going to be very simple. I mean we have  
5 been fighting for this, and you know what? People just  
6 ignore it unfortunately. People can come here with,  
7 oh, iPads and blah, blah, blah. I'm just going to make  
8 a few questions and just think about it and you decide.

9           Why don't you listen to people talking about  
10 health effects about wireless?

11           Just one question. Think about it. Okay?

12           We are ignored constantly, and it's -- it's  
13 not good.

14           Why do people believe everything that wireless  
15 companies are providing?

16           Why don't you need -- you need to look out for  
17 the health of the children. And also, if you have a  
18 chance, look at your manual of your cell phone. I know  
19 we all by cell phones, and we use it, and the manual  
20 says, "Keep it away" -- "an inch away from your body."  
21 Just do the homework and ask why do they say that we  
22 have to do that.

23           And, two, the iPads we need to hold it in a  
24 certain way where it's way from us because it causes  
25 cancer. And once again, this is something to think

1 about, to be concerned about, and I please beg you to  
2 just to look into it. At least just have the courtesy  
3 to look into it because we have been ignored  
4 constantly. And you know what? I'm going to be very  
5 simple, and I'm speaking from my heart, so I beg you to  
6 please, to please look into it just to be consider  
7 that.

8 Thank you very much. I'm not going to talk  
9 that much.

10 MS. RATLIFF: Thank you very much. I just  
11 wanted to references -- so Ms. Lucas, I already spoke  
12 with -- Ms. Lucas -- oh, okay. Sorry. I didn't know  
13 it was you. I already spoke with Mr. Chandler.

14 And so what I was referring to when we were  
15 talking about the discipline plan, the Progressive  
16 Discipline Plan was an informative that was sent  
17 out by Mr. Matt Hill and Mr. Chandler dated  
18 September 24th, 2013, and in it, it stated that No. 8  
19 was -- that there was a need to develop a disciplinary  
20 action matrix, and it said that it had been completed.

21 It was, "A universal set of progressive  
22 disciplinary actions has been developed for students  
23 that remove M.D.M. and violate the acceptable used  
24 policy."

25 So maybe if we could see that at our next one

1 even though apparently this new one is being created,  
2 that would be great. Thank you.

3 All right. Do we have further speakers?

4 No. 6.

5 SPEAKER NO. 6: Hello. Well, again, I want to  
6 talk about electrosensitivity. And I'm French, and  
7 I've been here for 20 years.

8 I just want to let you know that on  
9 March 2013, the National Library of Paris, which is a  
10 national and international monument, has actually  
11 removed all their wireless devices from their public  
12 library, and they actually have talked at the assembly  
13 on the federal level to remove all wireless devices  
14 from public educational system for the same reasons  
15 that the gentleman before me spoke. So I won't get  
16 much into electrosensitivity because it is a problem  
17 for electrosensitive kids.

18 What I am also very surprised is that there is  
19 no, from what I've heard tonight, no studies on the  
20 psychological impact of too much screen time. There is  
21 incredible shootings in the United States. It's  
22 unacceptable to have kids -- just a few days ago, a  
23 12 year old -- shoot their teachers, and nobody has  
24 questioned how the amount of time that they will spend  
25 in a classroom will imp- -- will be in addition to the

1 amount of time that -- the amount of screen time that  
2 they will have at home, and there is no psychological  
3 studies in your presentation?

4 Thank you.

5 MS. RATLIFF: Thank you.

6 Do we have any further public speakers?

7 All right. I just want to thank everyone for  
8 coming tonight. I particularly want to thank the  
9 District staff who have been able to answer questions  
10 and have been sticking it in -- sticking out --  
11 sticking it out -- just hanging in there. I appreciate  
12 that very much, so thank you and have a wonderful  
13 night.

14 Thank you very much.

15 Oh, I'm sorry. I want to thank my staff  
16 because they are fantastic. All right. Thank you.

17 MR. CRAIN: It's 9:37.

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