

# Develop a comprehensive data profile for every student for use by principals, teachers and counselors.

**Issue:** Educators need more information to help them better understand and meet the academic and emotional needs of students. Currently, teachers, counselors and principals must search too many data sources (about 80) to access information (academic, behavioral, physical, etc.) needed to obtain a complete picture of the whole child. Some sources contain the same information, but it may differ based on how it is calculated.

Los Angeles Unified's data infrastructure needs to be upgraded to better support teachers, counselors and principals so they can better serve students. **Solution:** Consolidate Los Angeles Unified's data sources into one system to provide educators with a complete picture of the whole child.

#### **Benefits:**

- Teachers, counselors and principals will have information that enable them to better personalize student instruction, supports, and interventions needs
- Prevention of student issues before they arise
- Enable more effective collaboration among teachers and other teams in support of students
- Information will align with and enable more collaboration with county and state providers

Project Lead:Dina Sim, Director, District Redesign / Felipe Bustamante, Senior Director, ITDLaunching Time:Phase I: Spring 2018 - 12/31/19; Phase II: 01/01/22 - 06/30/22Budget:Phase 1: \$22 million in bond funds were appropriated in Spring 2018 to consolidate student

data, develop initial student profiles, conduct pilots and launch tool Phase 2: \$30 million in bond funds will be used to consolidate additional data to develop workbenches for student support, and teacher and principal workbenches.

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MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Bring together all the whole child data	1/1/19	On-going												
Define and build metrics for whole child	1/1/19	On-going												
Develop initial student profile	1/1/19	7/31/19												
Conduct teacher and counselor pilots	3/1/19	5/30/19												
Develop and launch initial tool for teachers	1/1/19	7/31/19												
Develop and launch initial tool for support staff (e.g., counselors, psychiatric social workers)	3/1/19	7/31/19												
Develop initial tool for principals	3/1/19	12/31/19												
Refine student profile as new data comes in	8/1/19	On-going												

Enhance and Expand Unified Enrollment

## Make it easier for families to find the school that best fits their child's academic interests and needs, and then apply and enroll in that school.

**Issue:** Families have many different school options, including neighborhood schools, magnets, Schools for Advanced Studies, affiliated charters and schools with dual language programs.

The Unified Enrollment (UE) search tool currently does not include all types of schools in Los Angeles Unified.

A significant number of families are not using the Unified Enrollment tool, which means they may be unaware of the many school options available to them. In addition, the tool only allows families and students to submit an application, not actually enroll in the school. **Solution:** Continue community outreach efforts to ensure more families are made aware of available school options and the simplified application process. Continue to expand UE to include other type of schools. Explore simplifying the actual enrollment process into schools and making it an online process.

- Families will be able to learn more about all school options available in Los Angeles Unified, including their local neighborhood schools
- Provides a simple, equitable, and accessible application process for multiple Choices programs

Project Lead:	George Bartleson, Executive Director, School Design Options; Richard Alvarez, UE Program Director
Launching Time:	Phase I: 07/01/17 - 06/30/19; Phase II: 07/01/19 - 06/30/20
Budget:	Phase I: \$16.7 million in bonds funds were appropriated in July 2017 for systems development, project team, change management, etc., and \$1.2 million in one-time general funds for marketing materials, translations, etc. Phase II: \$556,000 in one-time general funds will be used for marketing collateral materials, translations, etc. Project bond fund savings from Phase I will to used to carryout Phase II.

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MAJOR MILESTONES	START	END	J	F	Μ	Α	М	J	J	Α	S	0	Ν	D
Obtain UE Phase II approval UE Phase at Bond Oversight and Board of Education meetings	1/1/19	4/11/19												
Update on-time application to include new programs/schools	2/1/19	9/30/19												
Update eChoices.LAUSD.net to include new programs/schools	4/1/19	9/27/19												
Explore the feasibility, scope and cost of simplifying the actual enrollment process and enabling families to complete and submit student enrollment info online.	4/1/19	5/31/19												
On-time application window open for 2020-21 "Choices" prgms	10/1/19	11/8/19												
Update late application	6/1/19	1/31/20												
Families begin receiving selection letters for 2020-21 enrollment	3/18/20													



## Provide families and community members a stronger voice in their local schools.

**Issue:** Given the sheer size of Los Angeles Unified, it is challenging for families and community members to meaningfully engage with local schools.

Community members need to be provided with opportunities to engage and collaborate with local decision-makers.

**Solution:** Create Local District Collaboratives within each of Los Angeles Unified's six local districts so families, community members, philanthropy, and local businesses can work collaboratively to better serve student needs.

Local District Collaboratives will have an advisory role and assist with promoting and supporting the vision of the local district leadership.

#### Benefits:

- Increase family and community engagement in local schools
- Increase community support, partnerships and advocacy for students and schools
- Increase accountability for the local schools

Project Lead:Mary Lu Camacho (Executive Coordinator), Antonio Plascencia (Director, Civic<br/>Engagement)

Launching Time: January 2020

Budget: Existing staffing resources

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MAJOR MILESTONES	START	END	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Office of the Superintendent will collaborate with local district superintendents to develop description and duties for the Local District Collaboratives	7/1/19	9/1/19											
Develop the process to select and onboard collaborative membership	10/1/19	12/1/19											
Initiate Collaborative meetings: Informing, Promoting a Coherent LD Vision & Advising the local district offices	1/6/20	5/1/20											



### Reduce Time Spent By Principals on Compliance and Facility Issues

Streamline compliance tasks and school maintenance and operational services, so school leaders can focus on working with students, teachers, and families.

**Issue and Background:** Principals are spending too much time on compliance paperwork and addressing facilities issues.

Los Angeles Unified requires principals to review and sign off on over 200 compliance certifications every year. Some of these certifications can be completed by administrators outside of schools and some are redundant.

Principals have also noted the challenges of addressing maintenance issues without taking too much of their time. Maintenance teams are divided by region and specialized craft areas (e.g., electricians, plumbers, HVAC fitters) that operate independently of each other and support about 125 schools. This can lead to a lack of coordination and staff spending a lot of time driving long distances.

**Solution:** Los Angeles Unified has taken steps to reduce the number of certification requirements for principals, and those efforts will continue next year to further reduce the requirements. This will be done by eliminating duplicate and unnecessary certifications, combining similar certifications and reducing the frequency of certifications.

Los Angeles Unified will create multi-craft teams (e.g., 2 electricians, 3 plumbers, etc.) that each serve schools within close proximity to each other. A new general Maintenance Supervisor position will oversee the multicraft teams to better coordinate services, track timely completion, and monitor overall effectiveness.

Principals will also have a dedicated help desk where calls and requests regarding facility issues will be tracked and monitored to ensure issues are resolved in a timely manner. The dedicated help desk will then coordinate with the necessary maintenance teams to address issues at the schools.

**Benefits:** With fewer compliance requirements, more efficient facility maintenance and better service, principals will be able to focus on students, teachers and families.

- Craftspeople will spend more time at schools, becoming familiar with their needs.
- Craftspeople will have opportunities for career promotion with Maintenance Supervisor position.

Project Lead:	David Kooper, Senior Director
Launching Time:	November 2019

Budget:

#### Able to implement within current maintenance budget

MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Review service history & better align crafts across the seven Regions	9/1/18	8/31/19												
Create / Recruit / Fill New Positions	3/1/19	9/30/19												
Collaborate w/Bargaining Partners (Units E, J, S)	3/18/19	8/31/19												
Multi-craft teams begin servicing schools	11/1/19													
Set up service level agreements with local districts and central office departments	1/1/19	6/30/19												
Upgrade general phone line system	3/1/19	6/30/19												
Provide help desk staff training and conduct pilots	3/1/19	6/30/19												
Launch of enhanced services including person to person (warm) transfers and electronic logging and tracking of calls	7/1/19													

Helping Students with the Highest Needs

## *Increase funding and other resources to schools and students with the highest needs*

**Issue:** Los Angeles Unified provides funding based on student enrollment, not student need. While Los Angeles Unified allocates some funding and resources based on student need, more must be distributed based on student need to ensure better learning environments and more support. **Solution:** Allocate funding to local districts and schools based on student need utilizing the Student Equity Needs Index (SENI).

Distribute \$263 million (up from \$25 million in 2017-18) to schools serving high-need students.

Reduce class sizes in grades 4-12 over the next three years, with additional reductions in grades 4-8 at 75 high-need elementary and 15 high-need middle schools.

Provide nursing services based on SENI.

**Benefits:** Students and schools with the highest needs receive more funding to help address opportunity gaps.

Project Lead:Tony Atienza, Director of Finance Policy / Derrick Chau, Senior Executive Director<br/>Strategy & Innovation

Launching Time: July 2019

#### Budget: \$284.7 million reallocated and invested in schools

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MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Determine allocations to local districts based on student needs	2/15/19	3/11/19												
Local districts receive allocations and develop their 2019-20 budget	3/13/19	4/10/19												
Allocate \$250 million to schools serving high-need students; Schools develop their 2019-20 budget	3/13/19	3/29/19												
New school year begins with: Smaller class sizes Local districts and schools funded based on student needs	8/20/19													



## Improve training and mentorship for school leaders to better meet the needs of students, educators, families and communities.

**Issue:** Well-trained and supported principals can create great schools. Additional, targeted professional development is needed for all principals in areas such as new educational practices, strategic budgeting and community building.

Los Angeles Unified currently has programs that are designed to build the capacity of aspiring or existing school leaders; but due to existing constraints, the training is limited and occurs outside of the school day. **Solution:** Build on the existing school leader programs by adding professional development with experiential and on-the-job support, including mentoring and coaching that will occur in the real context of schools and the school day. For schools in underserved communities, this may include residency programs to train and develop school leaders.

Reduce the time spent on compliance and operational matters so school leaders are able to spend more time focused on ensuring strong teaching and student learning is occurring in every classroom.

- Improved principal preparation
- Builds upon school leader strengths
- School leaders are better able to meet the needs of the students, families and staff they serve
- Increase retention of principals at schools

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Improving Family and Community Engagement

### Increase family and community engagement in schools.

**Issue:** Family and community involvement is important to the success of students and schools. However, Los Angeles Unified policies can make it difficult for families to volunteer and support schools.

For example, Parent-teacher organizations (PTO), parent-teacher associations (PTA) and booster clubs are often asked to pay fees and buy insurance to host events or fundraisers on campus. These requirements discourage or prevent many organizations from doing more to support local schools.

In addition, when families contact Los Angeles Unified with concerns or questions about schools, the issues are not always resolved in a timely manner. There is currently no tracking system to know whether the matter was resolved or how long it took to resolve it.

July 2019

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**Project Lead:** 

Budget:

Launching Time:

David Kooper, Senior Director

Some progress is being made. In 2018, Los Angeles Unified eliminated the \$56 fingerprinting fee required for volunteers, increased the number of fingerprinting locations, and updated the fingerprinting policy to a tiered system that requires fingerprinting only under limited circumstances.

**Solution:** Continue to remove barriers to make it easier for family and community members, PTOs, PTAs and booster clubs to better support schools. Improve process by incorporating an online component to improve tracking of applications. Make bulletins easier to understand and use common-sense reforms to allow parents groups direct access to support students.

Implement a tracking system to better monitor requests and ensure issues are resolved in a timely manner.

#### Benefits:

\$140,000 for new staff; \$210,000 to restore positions needed to support the help

- More families, community members, PTOs, PTAs and booster clubs are getting involved and supporting the needs of local schools.
- Families and other community stakeholders will receive better and more timely service.

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								20	19					
MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Identify and remove as many barriers as possible for PTOs, PTAs and Booster Clubs	3/15/19	12/31/19												
Provide help desk staff training and conduct pilots	3/1/19	6/30/19												
Launch of enhanced services including person to person (warm) transfers and electronic logging and tracking of calls	7/1/19													
Share key performance indicator data and improve service levels	7/15/19	On-going												



### Increase Wrap Around Services for Students

# Increase partnerships to provide additional wrap around services to students and schools.

**Issue:** Los Angeles Unified students have numerous needs outside of the classroom that only community organizations can meet. While existing partnerships provide our students with wrap around services such as mental health counseling, health and wellness services and career training, more is needed.

Currently, there is no comprehensive list of all existing partnerships and the impact those partnerships are having at schools. While more partnerships are needed to ensure all students have the support they need, district resources do not provide sufficient support to assess, attract and retain partnerships. The limited resources also make it difficult to sustain partnerships with partners like the City and County of Los Angeles. **Solution:** Dedicate resources to support and foster partnerships. Understand what programs exist and their impact on students. Cultivate and expand existing partnerships. Actively seek new grant opportunities to support schools

**Benefits:** Students and schools with the greatest needs receive more wrap around services and support that improve student outcomes.

- More relationships with parents, schools, students, and the community.
- More clarity and efficiency of processes for outside organizations to support schools and students
- Increased support to schools and students.

2019

 More wrap around services for such as nurses and counselors from Los Angeles City and County

Project Lead:	Hilda Maldonado, Senior Executive Director / Alison Yoshimoto-Towery, Director, Instructional Operations
Launching Time:	July 2019
Budget:	\$250,000

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MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Establish working group to work on reforms														
necessary to support students	4/01/19	8/01/19												
Identify areas for improvement in processes,														
collaboration and overall efficiency	4/01/19	8/01/19												
Identify changes to existing board policies that														
require parent groups to provide increased support														
to schools and students	4/01/19	9/30/19												
Create position and determine cost	2/15/19	3/15/19												
Post position(s)	4/15/19	5/3/19												
Hire administrator and coordinator	5/6/19	5/31/19												
Announce Partnerships and Grants Lead	6/3/19	6/17/19												
Create advisory team to new administrator	6/3/19	6/30/19												
Onboard staff	7/1/19	7/31/19												



### Align Local District Support to Communities of Schools

### Organize leadership and academic support around communities of schools to align with feeder patterns and neighborhoods to better serve the unique needs of schools and communities.

**Issue:** Los Angeles Unified serves communities across over 700 square miles with very different needs. Los Angeles Unifed is divided into six smaller local districts (80,000+ students in each) that are still larger than nearly every other district in the state. Given the varying needs across schools and communities, a more localized and integrated approach is needed to provide better support.

Solution: Within each of the six Local Districts (LDs), organize academic and other supports around communities and Pre-K-12 school feeder patterns consisting of roughly 20-25 schools. These communities of schools will have a leader and a small team of individuals who will focus on serving the unique needs of their schools and communities. The team will also have the autonomy to adapt professional development, teaching and curriculum within their community of schools to better meet the needs of their students and increase student achievement. This approach will be implemented in two local districts in 2019-20 to establish best practices that will help ensure successful implementation for the remaining four Local Districts in 2020-21.

#### Benefits:

- Greater focus on teaching and learning to improve student outcomes
- Increased support for students as they continue academic programs and transition from elementary to middle school and from middle to high school
- Stronger community relationships

#### **Project Lead:**

David Kooper, Senior Director / Dr. David Baca, Director, District Redesign

Launching Time:

#### Budget: Cost Neutral

July 2019

								2019						
MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Draft new Communities of Schools positions and														
obtain freeze approval	1/1/19	2/28/19												
Finalize Communities of Schools Maps	1/1/19	4/15/19												
Finalize Support Structure	3/21/19	4/30/19												
Recruit/Train Communities of Schools staff	4/15/19	6/30/19												
Launch Communities of Schools in phase 1 LDs	7/1/19													
Provide Differentiated Support and Capacity														
Building to Schools Based on Local Needs	7/1/19	On-going												

More Complete Information About Schools

Develop a comprehensive guide that will provide families and educators with more complete information about each school.

**Issue:** Schools, teachers, educators and families need to see a complete picture of schools and their progress. The California School Dashboard does not provide information on student growth over time and more information – including school culture, parent engagement, and health of students – is needed to see a complete picture of schools.

**Solution:** Develop a comprehensive, easy-to-use guide (School Performance Framework) to provide families, communities and educators with a more complete picture of all schools in Los Angeles Unified. This work is being done in collaboration with the California Office to Reform Education (CORE) and may be adopted by other school districts in California.

- Track student and school growth over time
- Provide more information than is in California School Dashboard, which includes graduation rates, college readiness, attendance, suspension rates
- Better information on school culture-climate, student health and parent engagement.
- Complete and comprehensible way to assess and track overall school progress that will guide targeted supports to ensure continuous improvement for all students and schools.

Project Lead:	Tony Aguilar, Senior Director
Launching Time:	Fall 2019
Budget:	Existing staff resources

			2019											
MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Finalize metrics	12/15/18	1/15/19												
Develop Request for Proposal (RFP) and partnerships, and send RFP	12/15/18	2/15/19												
Conduct simulations, get feedback, finalize draft	1/16/19	2/15/19												
Final decision on prototype w/full documentation	2/18/19	4/30/19												
Select partner and conduct project design	2/18/19	4/30/19												
Integrate L.A. Unified charters into California Office to Reform Education (CORE) Data System	4/1/19	6/15/19												
Prototype soft launch	5/15/19	8/31/19												
Engineer new design and plan launch	7/1/19	7/31/19												
Public launch of school performance framework	8/15/19	9/15/19												



# Provide local districts with increased autonomy to meet the unique needs of their students and communities.

**Issue:** Schools and Local Districts need greater budget flexibility and autonomy to make decisions based on the needs of the students, families and the communities they serve.

Currently, Local Districts have limited autonomy over how their local districts are staffed in terms of the type and number of positions. The Central Office determines the positions and allocates the resources, after which the local districts staff the positions. **Solution:** Provide schools with additional funding (increased funding for high-need students) over which they have autonomy to use to best serve their school needs

Provide Local Districts with a block grant and a menu of positions from which they can build their own teams to best meet local needs.

**Benefits:** Schools and Local Districts can budget more strategically to meet the unique needs of the students, families and communities they serve.

 Project Lead:
 Scott Price, Chief Financial Officer / Local District Superintendents

Launching Time: March 13 - April 10, 2019

Budget: No Cost

			2019												
MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Schools strategically develop their 2019-20 budgets based on the local needs of their students and families	3/13/19	3/29/19													
Local districts strategically develop their 2019-20 budgets based on the local needs of their students, families and communities	3/13/19	4/10/19													

One Counselor Serving the Whole Child

# Provide additional professional development to fully utilize the expertise of counselors in meeting the needs of students

**Issue:** Funding sources and specialization of services are driving how some student support and counseling services are being provided. During any given school year, some students may be served by multiple counselors who are assigned to support one of the following specialized programs:

- Homeless Education Program (HEP)
- Foster Youth Achievement Program (FYAP)
- Group Home Scholars Program (GHSP)
- Juvenile Hall/Camp Returnee Program (JH/CR)
- Attendance Improvement Program (AIP)

**Solution:** Train counselors and psychiatric social workers on all specialized programs so that they can serve as generalist counselors, making sure students are consistently supported by one person who can meet their social and emotional needs regardless of their circumstance or situation.

Additional specialized support may be provided to students as needed. Counselors will be assigned to fewer schools since they will be able to work with more students at each school. Counselor workload will remain consistent

- More personalized support and impactful relationships between counselors and students
- Shifting focus from intervention to prevention of potential problems before they arise
- Counselors will be able to develop stronger relationships with students and school site staff

Project Lead:	Pia V. Es	scudero, l	Executi	ve Di	recto	r, Stu	ident	Healt	h and	d Hu	man	Servio	ces		
Launching Time:	August	2019													
Budget:	Existing	staff reso	ources						2010						
									2019						
MAJOR MILESTONES		START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Develop new more general job assig	gnment	1/1/19	4/30/19												
Allocate counseling staff to schools		4/1/19	10/31/19												
Provide cross-training for counselor	s	7/15/19	On-going												

## Increase Efficiencies of Central Office Services to Increase Funding to Schools

### Create a leaner Central Office to increase funding in schools

**Issue:** Los Angeles Unified has limited funding and therefore must ensure that existing Central Office resources are used efficiently to maximize funding to schools. Opportunities have been identified across multiple Central Office areas to remove inefficiencies and save money that can be reinvested into schools. These areas include Facilities, Food Services, Information Technology, Procurement, Transportation and Worker's Compensation. **Solution:** Increase efficiencies to maximize funding to schools. In 2018-19, Los Angeles Unified implemented \$100 million in cost reductions by cutting operating costs. An additional \$50 million in efficiencies will be implemented next year.

Los Angeles Unified has also transitioned over 20,000 Medicare-eligible retirees and dependents to a new Medicare Advantage Plan, resulting in \$50 million in annual savings.

#### **Benefits:**

- Makes existing dollars go further
- Provides additional funding to schools

Project Lead:

Alfonzo Webb, Senior Director / Scott Price, Chief Financial Officer

Launching Time: On going

#### Budget: Existing staff resources

			2019											
MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Improve worker's compensation processes, results and injury prevention strategies	11/1/18	6/30/19												
Improve transportation services, utilization and processes to maximize efficiency (e.g., "opt-in" model for magnet ridership, consolidate routes based on "actual" ridership)	12/1/18	10/31/19												
Use surplus in Cafeteria Fund to fund expenses previously charged to General Fund	12/1/18	2/28/19												
Significantly reduce the number of vendors across key areas to obtain lower pricing and reduce overhead (e.g., supplies)	1/1/19	2/28/20												
Automate vendor invoicing and business travel booking to reduce processing time	1/1/19	12/31/19												
Establish Project Management Office to ensure consistent project prioritization and eliminate duplication of efforts	1/1/19	4/30/19												
Lease excess space at central office	1/1/19	6/30/20												
Establish Project Management Office to ensure consistent project prioritization and eliminate duplication of efforts	1/1/19	4/30/19												
Revise response-time Facilities metrics to align w/the industry	2/1/19	2/1/20												
Move primary data center/backup services to lower cost areas	12/1/19	4/30/21												
Realign organization to current and future technology needs and increase use of strategically outsourced services	12/1/19	6/30/20												

## Unique Rules and Additional Supports for Opportunity Schools

# Provide high need schools in underserved communities with additional funding and flexibility to address the opportunity gaps.

**Issue:** High-need schools and communities are underserved and big opportunity gaps remain. Some schools in underserved communities may begin the school year with several new first-time teachers, vacancies, long-term substitutes and/or temporarily assigned displaced teachers. These vacancies and temporary assignments make it challenging to have a continuity of leadership and staff.

Given the vast and varying needs, teachers may not receive the support and individualized professional development needed to grow and significantly improve student achievement. In addition, school leaders do not always have the flexibility to adapt programs and policies to best meet student needs. **Solution:** Provide additional guidance, funding, support and flexibilities to address the persistent opportunity gaps for a group of high-need schools in underserved communities. This may include things such as:

- Providing targeted school support and professional development to teachers and school leaders
- Supporting schools with recruiting and hiring dedicated staff (especially staff reflecting the students' cultures)
- Allowing schools to use different curriculum that they believe would enhance learning for their students

For 2019-20, two groups of high-need schools in underserved communities will receive additional guidance, funding, support and flexibilities. One group of schools are in Local District South and another group of schools are in Local District West. Each will be overseen by their respective Local District and will receive targeted support from the Central Office.

#### **Benefits:**

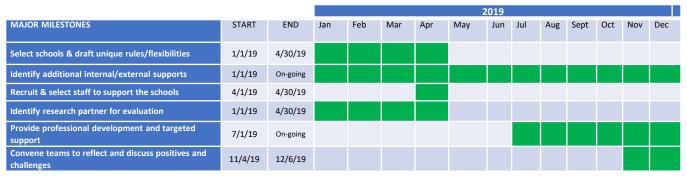
- Close the opportunity gaps in underserved communities
- Provides different models from which best practices may be shared and utilized to duplicate successful efforts in other underserved communities

Project Lead: Dr. David Baca, Director, District Redesign

Launching Time: July 2019

Budget:

Cost neutral due to reallocation of local district funding; additional supports and resources to be identified



## Lower Class Size and Additional Support in Schools

## Lower class sizes and provide additional nurses, counselors, librarians and other support staff to better support students and educators.

**Issue:** Los Angeles Unified, like many school districts across California, struggles with large class sizes. Some classrooms have over 40 students, making it challenging for teachers and educators to provide the learning environment students need.

Students and teachers both benefit from additional support outside of the classroom. Nurses, counselors, librarians and other support staff at schools all work to meet the needs of students, but there are not enough of them at schools. **Solution:** Lower class sizes and provide additional nurses, counselors, librarians

- Reduce class size by four students in Grades 4 through 12.
- Further reduce class size by two students in 75 elementary and 15 middle schools with high needs
- Limit class size in middle and high school English and math courses to 39 students or less
- Increase nursing services at every school.
- Increase library services at every middle school and high school.
- Add counselors at middle and high schools.

#### **Benefits:**

- Smaller class sizes to create a better teaching and learning environment
- More resources in high need schools
- More support staff to serve the whole child

Project Lead:Kristen Murphy, Human Resources, Employee Performance & AccountabilityLaunching Time:Phase I: 07/01/19 - 06/30/21; Phase II: 07/01/21 - 06/30/22Budget:Phase I: \$175 million for class size reduction of two students, nursing and library services and additional counselors.<br/>Phase II: \$228 million for further class size reduction of two students and additional counselors

			2019												
MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	
Reduce Class Sizes	7/1/19	On-going													
Additional counselors, nurses and librarians	7/1/19	On-going													
Develop and launch initial tool for teachers	1/1/19	7/31/19													