



Complete Picture of the Whole Child

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, ITD

Launching Time: Phase I: Spring 2018 - 12/31/19; Phase II: 01/01/22 - 06/30/22

Budget: 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.

MAJOR MILESTONES	START	END	2019												
			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									█	█	█	█	█



Establish Local District Collaboratives

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 Engagement)

Launching Time: January 2020

Budget: Existing staffing resources

			2019						2020				
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 multi-craft 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	2019												
			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 Strategy & Innovation

Launching Time: July 2019

Budget: \$284.7 million reallocated and invested in schools

MAJOR MILESTONES	START	END	2019												
			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: <ul style="list-style-type: none"> Smaller class sizes Local districts and schools funded based on student needs 	8/20/19									█	█	█	█	█	█



Enhance Training of School Leaders

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.

Benefits:

- 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

Project Lead: Hilda Maldonado, Senior Executive Director, & Ileana Davalos, Director

Launching Time: July 2019

Budget: TBD

MAJOR MILESTONES	START	END	2019												
			Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	
Survey principals	2/1/19	3/15/19		█	█										
Conduct principal focus groups	2/1/19	3/15/19		█	█										
Review focus group and survey results	3/15/19	6/15/19			█	█	█	█							
Meet with PLLD staff to review current content	3/15/19	4/30/19			█	█									
Develop professional development (PD) content	3/15/19	6/30/19			█	█	█	█							
Convene advisory group to inform PD content	3/15/19	12/15/19			█	█	█	█	█	█	█	█	█	█	█
Develop and implement communications plan for the principal PD to key stakeholders	5/1/19	8/31/19					█	█	█	█					
Launch principal PD	7/1/19	10/31/19								█	█	█	█		



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 Unified 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:

July 2019

Budget:

Cost Neutral

MAJOR MILESTONES	START	END	2019													
			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.

Benefits:

- 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

MAJOR MILESTONES	START	END	2019												
			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									█	█			



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

Benefits:

- 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. Escudero, Executive Director, Student Health and Human Services

Launching Time: August 2019

Budget: Existing staff resources

			2019											
MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Develop new more general job assignment	1/1/19	4/30/19	█	█	█	█								
Allocate counseling staff to schools	4/1/19	10/31/19				█	█	█	█	█	█	█		
Provide cross-training for counselors	7/15/19	On-going							█	█	█	█	█	█

