

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

								20	19					
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	1/1/19	6/30/19												
and central office departments														
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	7/1/19													
tracking of calls														



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

								20	19					
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:	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

								20	19					
MAJOR MILESTONES	START	END	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 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: July 2019

Budget: Cost Neutral

			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												



Greater Budget Flexibilities

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													



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:

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

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

Launching Time: On going

Project Lead:

Budget: Existing staff resources

Budget: Existing staff	resour	ces												
								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

			2019											
MAJOR MILESTONES	START	END	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Select schools & draft unique rules/flexibilities	1/1/19	4/30/19												
Identify additional internal/external supports	1/1/19	On-going												
Recruit & select staff to support the schools	4/1/19	4/30/19												
Identify research partner for evaluation	1/1/19	4/30/19												
Provide professional development and targeted support	7/1/19	On-going												
Convene teams to reflect and discuss positives and challenges	11/4/19	12/6/19												