



# 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

		2019												
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								█	█	█	█	█	█



# 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

			2019											
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 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								█	█	█	█	█	█	█





