

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Student-Centered Funding Demonstration Grants

CFDA # 84.424E

PR/Award # S424E200009

Grants.gov Tracking#: GRANT13166207

OMB No. , Expiration Date:

Closing Date: Jul 10, 2020

PR/Award # S424E200009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/10/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="075284901"/>	5b. Federal Award Identifier: <input type="text" value="N/A"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="N/A"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Los Angeles Unified School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="95-6001908"/>	* c. Organizational DUNS: <input type="text" value="0752849010000"/>

d. Address:

* Street1: <input type="text" value="333 S. Beaudry Ave"/>
Street2: <input type="text"/>
* City: <input type="text" value="Los Angeles"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="90017-1466"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text" value="Office of the CFO"/>
---------------------------------------	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Erik"/>
Middle Name: <input type="text" value="Nicholas"/>	
* Last Name: <input type="text" value="Johnson"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Finance Consultant"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="720-212-3215"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="cp-erik.johnson@lausd.net"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.424

CFDA Title:

Student Support and Academic Enrichment Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-051120-001

* Title:

Office of Elementary and Secondary Education (OESE): Well-Rounded Education through Student-Centered Funding Demonstration Grants CFDA 84.424E

13. Competition Identification Number:

84-424E2020-1

Title:

Student-Centered Funding Demonstration Grants

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

This project will assess readiness, design and implement a Student-Centered funding model for the more than 1,300 LAUSD schools.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,279,666.00"/>
* b. Applicant	<input type="text" value="1,082,337.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,362,003.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

All Congressional Districts that LAUSD is either fully or partially in:

CA-025

CA-027

CA-028

CA-029

CA-030

CA-033

CA-034

CA-037

CA-040

CA-043

CA-044

CA-047

All Congressional Districts that the program will either fully or partially be implemented in:

CA-025

CA-027

CA-028

CA-029

CA-030

CA-033

CA-034

CA-037

CA-040

CA-043

CA-044

CA-047

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Los Angeles Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	141,235.00	141,235.00	141,235.00	141,235.00	141,235.00	706,175.00
2. Fringe Benefits	66,353.00	67,017.00	67,687.00	67,688.00	67,689.00	336,434.00
3. Travel	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	22,500.00
4. Equipment	1,200.00	0.00	0.00	0.00	0.00	1,200.00
5. Supplies	10,000.00	30,000.00	10,000.00	10,000.00	10,000.00	70,000.00
6. Contractual	350,000.00	400,000.00	200,000.00	50,000.00	50,000.00	1,050,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	573,288.00	642,752.00	423,422.00	273,423.00	273,424.00	2,186,309.00
10. Indirect Costs*	24,479.00	27,497.00	18,131.00	11,726.00	11,726.00	93,559.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	597,767.00	670,249.00	441,553.00	285,149.00	285,150.00	2,279,868.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2020 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 4.27%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S424E200009

Name of Institution/Organization Los Angeles Unified School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	146,413.00	146,413.00	146,413.00	146,413.00	146,413.00	732,065.00
2. Fringe Benefits	68,668.00	69,354.00	70,048.00	70,748.00	71,456.00	350,274.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	215,081.00	215,767.00	216,461.00	217,161.00	217,869.00	1,082,339.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	215,081.00	215,767.00	216,461.00	217,161.00	217,869.00	1,082,339.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1238-LAUSD - Section 427 GEPA Response.pdf

Add Attachment

Delete Attachment

View Attachment

LAUSD – Student Center Funding Grant

Section 427 of GEPA Provision Response

Los Angeles Unified is deeply committed to ensuring access to a well-rounded education and eliminating any barriers that could impede that action including gender, race, national origin, color, disability, age or identity. In fact, this project is focused on ensuring funding for schools is tailored to meet the differentiated needs of individual students and increasing supports for our most educationally disadvantaged students. In order to ensure that the implementation of this funding model does not negatively impact students equitable access to funding, LAUSD will engage with key stakeholders both internally and in the community to define success, design a model to meet criteria defined in the success statement and progress monitor to ensure success. While we have yet to define exactly which funds are included in a formula that provides greater flexibility at the school-site level, we are focused on increasing the supports and equitable access for all students with a particular focus on educationally disadvantaged students.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Los Angeles Unified School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Erik"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Johnson"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Finance Consultant"/>	
* SIGNATURE: <input type="text" value="Erik N Johnson"/>	* DATE: <input type="text" value="07/10/2020"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Tony	<input type="text"/>	Atienza	<input type="text"/>

Address:

Street1:	333 S. Beaudry Ave
Street2:	<input type="text"/>
City:	Los Angeles
County:	<input type="text"/>
State:	CA: California
Zip Code:	90017-1466
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="2132411324"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Los Angeles Unified School District Project Abstract

U.S. Department of Education Well-Rounded Education through Student-Centered Funding Demonstration Grants Program

Los Angeles Unified School District (LAUSD or LA Unified) submits this application for the Well-Rounded Education through Student-Centered Funding Demonstration Grants Program as a single eligible applicant and LEA. Los Angeles Unified currently serves more than 694,000 students of which approximately 85% qualify for free or reduced lunch or are in foster care in 1,386 schools to be served by the proposed Student-Centered Funding model program.

The purpose of the LAUSD SCF project is to drive improved student outcomes with a focus on educationally disadvantaged students through the design and implementation of a Student-Centered funding model to better meet the needs of the diverse students and school communities that comprise LAUSD. This includes, along with a funding model tailored to the needs of individual students, combining federal with state and local funds into a single student-centered formula and increasing transparency of where and how funds are spent in support of students. Currently, the bulk of funds allocated to schools are assigned using a formula that is primarily predicated on class sizes and the grade-level of the student body and does not account for the needs of individual students and the differentiated supports our students require. This project will shift the focus of the funding model from the adults in the school and put the needs of students first.

Project objectives will be met by partnering with key stakeholders across the district including school leaders, teachers and school staff, community members, national leading-edge organizations and system leaders to assess, design, implement and monitor the funding model and its impact upon resource allocations and student outcomes. In addition to addressing the absolute priority of implementing a student-centered funding model to provide well-rounded education opportunities to

educationally disadvantaged students, the proposal addresses other priorities by describing how LAUSD will participate in program evaluations, disseminate learnings from the assessment, design and implementation to other LEAs to broaden the knowledge base and capacity of other LEAs. Specifically, the activities funded by this project include:

- 1) Define success and assess current state.
 - a) Perform a readiness assessment of the current state of LA Unified and define an aligned vision and success criteria with key stakeholder engagement.
 - b) Analyze student needs and the current ability of the funding model to address those needs.
- 2) Design Student-Centered Funding Formula.
- 3) Apply for SCF flexibility agreement.
- 4) Implement funding formula and progress monitor
 - a) Track performance measures and the impact the formula and school designs have on them.
- 5) Participate in Program Evaluation.
- 6) Share Learnings with LEAs

The SCF funding will provide Los Angeles Unified significant resources to accelerate and advance LAUSD's development and implementation of a weighted-student formula increasing the district's ability to provide a well-rounded education with a specific focus on educationally disadvantaged students.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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2 Selection Criteria A: Quality of Project Design

2.1 *Statement of opportunity in LA Unified*

The Los Angeles Unified School District (LA Unified) is focused on ensuring all students are prepared for college, career and life. We are a district that serves over 694,000 Pre-K thru Adult Education students in 1,386 schools or centers, including more than 225 independent charter and affiliated charter schools. These schools are organized into six Local Districts and recently into more than 40 smaller communities of schools based on input from families, school administrators, school leaders, teachers, school staff and community partners designed to put services and supports closest to students and their communities. Approximately 85% of these students are either eligible for free and reduced lunch, an English learner or in the foster youth system. Acknowledging the challenges our students confront every day, both academically and emotionally, it is essential we ensure resources are effectively targeted to our neediest students. As such, our objective in developing equitable practices in LA Unified is informed by our diverse population where 157,619 students are learning to speak English proficiently and 73.4% of our student population is Latino, 10.5% white, 8.2% African American and 6.3% is Asian/Pacific Islander. LA Unified embraces strategies that foster opportunities and aim to close the opportunity gap for students identified by the Local Control Funding Formula (LCFF). It cannot be done without our approximately 63,576 employees consisting of teachers, administrators and classified personnel who are instrumental in helping LA Unified achieve the goals and objectives for improving student outcomes.

The students of LAUSD, are incredibly diverse and experience more challenges and experiences that simple demographics cannot convey. To that end, LA Unified has made tremendous strides in increasing school autonomy and flexibility with the implementation of the School Equity Needs Index (SENI) that allocates more than \$230M in additional Targeted Student Population (TSP) funds to schools in a substantially more nuanced way than simple demographic measures. The four fundamental principles in the design of the Student Equity Needs Index are: Equity – funds should be allocated according to need; Transparency – the

methodology for allocating funds is clear, simple and understandable; Fairness – schools with similar needs should receive similar funds per TSP student; Stability and Feasibility – funds should be allocated in a manner that causes minimal disruption to school planning. The index used to allocate these funds is shown below:

Student Equity Needs Index				
Index 2.0 Indicators of Need	Data Range	Index Weight		
		HS	MS	ES
Percentage of Foster Youth	Annual	5%	5%	5%
Percentage of Homeless Youth	Annual	5%	5%	5%
Percentage of English Learners	Annual	5%	5%	5%
Percentage of Standard English Learners	Annual	5%	5%	5%
Percentage of Low-Income S.W.D.	Annual	5%	5%	5%
Percentage of Unduplicated Students	Annual	20%	20%	20%
Suspension Rates	Annual	5%	5%	5%
1 st Grade DiBELS	Annual			30%
Incoming 6 th /9 th Grade Math SBAC	Annual	10%	15%	
Incoming 6 th /9 th Grade ELA SBAC	Annual	10%	15%	
Chronic Absenteeism	Annual	5%	5%	5%
I-Star Reports	3-Year Avg.	5%	5%	5%
Asthma Severity Rate	3-Year Avg.	5%	5%	5%
Non-Fatal Gun Shot Injuries	3-Year Avg.	5%	5%	5%
A-G Completion Rate (High School Only)	Annual	10%		

While this is a tremendous step in reducing some of the inequities in funding for students of highest needs, the total SENI funding represents ~4% of total funds LA Unified allocates to schools on an annual basis. Building on, and vastly expanding, the Student Equity Needs Index into a true Student-Centered Funding model will substantively transform LA Unified to better meet the needs of the diverse needs of our student populations. Now, more than ever, conditions at the national, state and local level require LEAs to have the ability to dynamically adapt and respond to the needs of individual students and specific communities at a rapid pace. By implementing a Student Centered funding model, we believe that it will allow system leaders, in collaboration with school leaders, teachers, students and community members to agilely respond and allocate the necessary services and supports to further the achievement of students. The crises that have affected everyone of us in the early months of this year including

the COVID-19 pandemic and the social and political unrest with continued systemic racism for our populations of color has highlighted the need to move away from a “one size fits all” approach and allow for communities to design solutions that address the particular needs and attributes of that community.

By implementing a well-designed, tested, monitored and highly adaptable weighted student funding model, LA Unified believes we will empower school leaders and their communities with the ability to tailor school resources to fit the needs of their students better than a centralized approach that has inherent design flaws that do not make the student the focus of attention. Increasing school autonomy and flexibility in choosing how to use the funds that are determined by the individual students that comprise the school, will allow school leadership, teachers, students and community members an active voice in determining how school resources are utilized to further student outcomes.

Currently, Los Angeles Unified allocates the majority of funds through a resource or staffing allocation model that primarily uses class size ratios to distribute staff to schools with the primary differentiator being the grade-level of the student. Inherently, this will fund schools substantively differently on a per-pupil basis. For instance, two K-5 schools with class sizes that differ by one student, will have substantial per-student funding levels – regardless of the demographics of their students. The charts below illustrate the potential inequity in this model:

School A				School B			
Grade	Enrollment	Certified Teacher Funding*	Per Pupil Certified Teacher Funding	Grade	Enrollment	Certified Teacher Funding*	Per Pupil Certified Teacher Funding
K	48	\$160,000	\$3,333	K	49	\$240,000	\$4,898
1	48	\$160,000	\$3,333	1	48	\$160,000	\$3,333
2	48	\$160,000	\$3,333	2	48	\$160,000	\$3,333
3	48	\$160,000	\$3,333	3	48	\$160,000	\$3,333
4	48	\$160,000	\$3,333	4	48	\$160,000	\$3,333
5	48	\$160,000	\$3,333	5	48	\$160,000	\$3,333
Total	288	\$960,000	\$3,333	Total	289	\$1,040,000	\$3,599

*Assumes standard allocated class sizes of 24 and similar teacher salary of \$80,000

The charts represent two identical schools with one single additional student in kindergarten. Under the current model, this would represent a total of an 8% increase to funding to students in School B over above School A. One student, who accounts for 2% of the entire population of school, drives a 4x increase than would be implied. While we acknowledge this is a simplistic example of the issue, it is amplified when accounting for differences in the student populations and the needs of students that have historically been under-served compared to their peers. The model simply does not account for the differentiation of individual student needs. If School A is 90% FRL and 30% ELL versus School B with 40% FRL and 10% ELL, the inequity is astounding. Further, this example does not account for actual salary differences at school levels, regardless of whether funds are allocated on an actual or average salary basis. Los Angeles Unified budgets on an actual salary basis, meaning that schools with teachers that have higher salaries will receive more funding than schools with lower cost teachers on a per student basis. National studies have shown irrefutable trends that, on average, higher cost teachers tend to work at lower needs schools. As LA Unified funds actual teacher salaries based on a student-teacher ratio for the majority of its expenses, it can be extrapolated that further inequities are created within this funding model.

Expanding on the SENI and implementing a true Student-Centered funding formula for core school funding, LA Unified believes that this will positively impact student outcomes. California schools are uniquely positioned to benefit from Student-Centered Funding, and LA Unified in particular, due to the passage of the Local Control Funding Formula in 2013. The

Local Control Funding Formula encompasses three broad principles: funding schools more equitably, based on student needs; making more decisions at a local level; and measuring school achievement using multiple metrics, not just test scores, and supporting schools so they improve rather than punishing them for failing. The tenets of LCFF, comprising the majority of school funding for all of California's schools, are essentially the same as a good SCF model. Part of the LCFF is a governance model all LEA's are required to submit known as the Local Control and Accountability Plan (LCAP). It requires that, in return for greater control over how they spend state funds, school boards must first reach out to parents, teachers, students and community members for their perspectives on student achievement and school improvement. Having considered what they heard, they must write an accountability plan, the LCAP, which describes how local districts will improve student outcomes. A well-designed Student-Centered funding model will directly support the goals and strategies outlined in the LCAP.

LA Unified continues to expand the implementation of multi-tiered systems of support to ensure that all students are ready for college, career and life. In addition to academic, behavioral and social-emotional initiatives, LA Unified is focused on increasing school-based resources and staffing district-wide and ensuring equity in the distribution of those resources. In order to ensure the success of our students, schools and Local Districts have been provided additional flexibility in the use of supplemental funds because of the diverse needs of school communities and the belief that those closest to students know best how to allocate staffing and resources. A weighted student funding model will provide school leaders and communities the flexibility to better design their schools with stakeholder input to best achieve the strong measures for achievement the district has identified. LA Unified has identified six primary goals and the primary actions planned to achieve them:

- 100% Graduation: Ten separate actions identified in the LCAP aim to increase graduation rates and ensure students graduate college and career ready.

Programs & Interventions	General Adult & Career Education	Adult & Career Education for Targeted Youth	Teacher Support and Retention Program (REED)	School Autonomy
Options Program	Realigned After-School Program	A-G Diploma Program	A-G Immediate Intervention Program	School Innovation Funds

- Proficiency for All: Twelve actions concentrate on continuing gains in grade-level academic proficiency for all students, and particularly for student groups that perform below the district average.

Foster Youth Support Plan and Family Source Centers	Professional Development	Curriculum	Instruction	Assessment
Early Childhood Education	Special Education	Support Integrating Special-Education Students into General Education	English Learner Supports	Instructional Technology Supports

Targeted Instructional Support	Arts Program	
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- 100% Attendance: Four actions are focused on supporting the health, behavior and social-emotional learning of students across the district and with homeless and foster youth.

Student Health and Human Services	Targeted Supports to Increase Student Engagement at campuses of highest need	Homeless Youth Program	District-wide Student Engagement Plan
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- Parent, Community and Student Engagement: Two actions support initiatives to strengthen the partnerships and collaboration between school staff, parents, students, and community members to support student success.

Targeted Parent Involvement	Parental Involvement
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- Ensure School Safety: Two actions continue to improve the strategies in schools to foster positive school climates and to ensure that schools are safe spaces that are conducive to learning for all students.

School Climate and Restorative Justice Program	District Safety Operations
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- **Basic Services:** Five actions support schools with maintenance and student nutrition needs in addition to providing administrative support through Local Districts and the Central Office.

School Personnel	District-Wide Supports	Central Office and Local Districts	On-going Major Maintenance	Expanded Access to Meals
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Each of these goals and actions have specific measurable outcomes that are monitored and reported on an annual basis including planned versus actual expenditures associated with them. Incorporating further school-level autonomies and flexibilities will further enhance school leaders and community member’s ability to drive positive student outcomes and directly tie funds at the school level to LCAP goals with measurable results. LA Unified believes that implementing SCF and building on the opportunities and strong foundation of SENI and LCFF will tee the district up for transformation. Specifically, with the right flexibilities and appropriate resource levels, students with higher needs will have more individualized time and attention, access to the teachers best equipped to meet their needs, and access to the social and emotional supports that are more critical than ever before.

2.2 Background/strengths on key stakeholders

This project will be led by a number of key individuals with decades of experience in K-12 education and administration. Superintendent Austin Buettner and Deputy Superintendent, Business Services & Operations, Chief Financial Officer David Hart are leading the efforts to increase transparency and accountability. For further information, please see Part 6: Individual Resumes for Project Directors and Key Personnel.

3 Phases of Work

LA Unified has leaned heavily on the Student-Centered Funding (SCF) System publications from leading-edge organizations when developing this proposal. For the phases of work, we leveraged Education Resource Strategies' [Student-Based Budgeting Toolkit](#) to inform how we should put in place the right enabling conditions for an SCF system and how to structure the design and implementation of SCF to ensure it leads to improved and more equitable instruction and student outcomes. LA Unified intends to partner with a leading-edge organization to carry out each phase of the work. The partner organization should have extensive expertise in designing and supporting implementation of student-centered funding systems and deep knowledge of the flexibilities required to create transformative school designs for a well-rounded education, particularly for educationally disadvantaged students.

3.1 Phase 1: Define success and assess current state

The main objective of this phase is to define success for an SCF system in LA Unified, and to understand the strengths and areas of growth of our current system. Coming out of this phase we will have a more specific and detailed project plan, that includes addressing any critical readiness areas that need improvement.

1. **Readiness Assessment:** Before implementing an SCF system, LA Unified will work to put in place key enabling conditions and will then perform a readiness assessment with a leading-edge partner. The readiness assessment, which has four main areas, will ensure the system is aligned on what successful SCF implementation will look like and has a clearly defined vision for how roles and system structures must change to make this shift possible. We will conduct this through a combination of qualitative interviews, focus groups, and data system reviews. If there are remaining areas for growth, LA Unified and the partner will work to address these.
 - a. **Defined and Engaged Stakeholders:** LA Unified firmly believes SCF will not be successful unless design and implementation includes and reflects the voices of

various stakeholders. SCF will bring about changes that touch many parts of the district and community, including increased flexibility and autonomy for schools, increased transparency around budgets, as well as new roles for school leaders and central office. Successful change requires the alignment of various stakeholders with differing perspectives and needs. With this in mind, LA Unified will engage key stakeholders including principals, teachers, school supervisors, district office staff, superintendents, board members, union leaders, and students, parents and community members, to learn what is working well from the current system, where there are opportunities for improvement, and what they hope SCF achieves in LA Unified. For example, we will want to hear the principals' perspective on what flexibilities would be most valuable and the students' and parents' perspective on what they hope the new funding system will achieve for their education. Without effective communication and engagement, LA Unified may face both internal and external opposition. Stakeholder engagement will be embedded throughout planning and implementation, but it is crucial to do this well at the project outset.

- b. ***Aligned Vision:*** As with any major implementation project, it will be critical for LA Unified to have a clear vision for success, including how this work fits into our broader system strategy and what we hope to accomplish. As described in the Statement of Opportunity, Los Angeles Unified has already piloted a weighted student funding model with the supplemental SENI funds for schools with our highest needs students. Our work, therefore, will be to refine this vision and expansion of substantially larger funding with key stakeholders (the cross-functional SCF design team, the district office cabinet members, the superintendent, and the board) and share this vision more broadly across the district communities.

- c. ***Redefined School and District Office Roles:*** LA Unified understands that SCF will require concrete shifts in the jobs of both school and district office staff, as well as broader shifts in how staff conceptualize their roles and the roles of their colleagues. These shifts in actions and mindsets are key for making real change in school practices, and they do not happen organically. For SCF to be successful, we must explicitly manage this change in roles for staff across the district. Specifically, SCF will add resource management and vision-setting to the principal's role of instructional leadership under traditional funding systems. It is therefore important to ensure principals have the right support from the central office to successfully assume this role. Effective central support for schools is timely, consistent, differentiated, built on trust in school leaders, and supports both budget planning and school design. While the work of redefining school and district roles will occur throughout the design and implementation planning phases, at the project outset, we will identify the biggest strengths and opportunities in this area.
- d. ***Adjusted and Aligned Core Annual Planning Processes:*** SCF needs to be integrated into LA Unified's core annual planning process in order to be successful. Integration into this process enables principals to effectively plan and utilize new and existing autonomies to better meet the needs of students, and also to align exercising autonomies with other initiatives and central office work, such as hiring. For example, in typical districts, the school budget timeline is driven primarily by the district's capacity to generate budget and staffing information for schools and is divorced from any strategic school planning process. As a result, schools traditionally receive their staffing resources and discretionary budgets in late spring, and from there, begin to plan and adjust their plan for the next year. This not only limits a principal's ability to make transformational changes in how they use school-level resources and leverages new flexibilities, but also impacts their ability to hire high-

quality staff or make multiyear plans or investments. To effectively support an SCF system that improves school-level flexibility and decision making, milestones should be sequenced differently. In the readiness assessment, LA Unified will assess how well its annual planning process supports strategic resource use, which will inform how the district and its partner prepare for implementation (Phase 4). Specifically, we will assess budgeting, staffing, school planning, enrollment projections, and school portfolio decisions.

- e. ***Prepared Data Infrastructure:*** Timely and accurate data on students, staff, and other resources is necessary to inform SCF policy decisions during the design phase and to calculate the actual allocations each school is to receive once the design is finalized. Additionally, effective data systems are critical to capturing and tracking principals' budget decisions and to compiling them into district-level reporting structures. LA Unified will assess our existing infrastructure and prioritize the most important changes to make in preparation for SCF.

- 2. **Analysis of Student Need and School Funding:** Prior to developing a new funding model, it will be critical to first analyze LA Unified's current funding model and student need. In partnership with a leading-edge organization, we will assess how students of different needs are distributed across schools, and we will compare that to historical third-party and district analyses of the district's allocation of resources (dollars, staff and teaching expertise) across schools. As needed, the district will collaborate with the leading-edge prior-year spending differences across schools including student need, school size, staffing composition and program offerings. This initial analysis will give us a better understanding of how equitable our current funding formula is, what is contributing to current inequities, and where there are opportunities to allocate resources more strategically and deliberately across students and schools. This work will also include analysis of the equity implications of using average

versus actual salaries based on current school funding as an input into formula design that incorporates actual salaries. This work will help us design a new student-centered funding formula that improves equity and transparency and maximizes flexibilities.

- 3. Flexibility Audit:** For an SCF system to lead to a well-rounded education for educationally disadvantaged students, school leaders will need key flexibilities to use resources differently and in truly transformative ways to meet student needs. For example, providing waivers from class size mandates could allow school leaders to change the mix of staff in their buildings or use staff in different ways to provide more personalized time and attention. Therefore, LA Unified and the leading-edge partner will perform a flexibility audit, to understand what resources principals currently have flexibility over and identify potential high impact resources to provide flexibility over during the design phase. The audit will be performed through a combination of interviews with principals and central office staff, a review of key policy documents from the district and state (e.g. union contracts, class size mandates, etc.) and a review of quantitative financial and staffing data.

3.2 Phase 2. Design Student-Centered Funding Formula

Leveraging the analysis of the current funding formula, LA Unified's Design Team and a leading-edge partner will design a new student-centered funding formula. The three components of the design phase are:

- 1. Create Design Team and Continued Stakeholder Engagement:** From ERS', [Student-Based Budgeting Implementation Guide](#), we know most districts form a Design Team, which typically consists of principals, principal supervisors, and Finance, Academics, Human Resources, and other district office staff who can offer perspectives on the decision-making process. Pursuant with ERS' best-practice guidance, we expect this team to meet four to six times throughout the design process to provide recommendations on key design decisions. This group will have participated in the stakeholder engagement in Phase 1 of the work

described above and will be asked to continue engaging stakeholders throughout the process and to serve as ambassadors for SCF moving forward.

2. **Make Key Decisions:** Leveraging stakeholder input, the LA Unified Design Team will make key decisions on the new funding model including:
 - a. Resources to be included in the new formula, including eligible federal funds and resources that are budgeted centrally but are spent at schools. This will also entail explicit decision-making on the allocation method for resources to be excluded from the new formula.
 - b. Which student groups will receive funding weights in the new formula and the size of those weights. This work will be informed by LA Unified's vision for SCF as defined in Phase 1 and will consider student performance challenges and the district's definition of equity. Special emphasis will be put on English language learners and students from low-income families.
 - c. New policy and resource flexibilities that will be required in order for principals to use SCF resources in truly transformative ways that will accelerate student learning
 - d. Additional decisions regarding SCF policies, including transition policies, guaranteed minimums (e.g. baseline services), and how to adjust for differences in actual teacher salaries across schools

3. **Modeling:** In parallel with and taking into account key decisions, a leading-edge partner will model out different scenarios for the student-centered funding system in order to document the impact each scenario would have on different schools and students (i.e which schools see funding gains and reductions in various scenarios?). The modeling work would ensure that high-poverty schools receive, during the first year of implementation, more per-pupil funding for low-income students; and at least as much per-pupil funding for English learners. Ultimately, the Design Team will decide on the final student-centered funding formula.

3.3 Phase 3. Apply for SCF flexibility agreement

Once we have designed the student-centered funding formula, we will apply for the SCF flexibility agreement under ESEA Section 1501. The development of the formula and our stakeholder engagement strategy (described above) will enable us to complete all sections of the application within the first twelve months of the initial SCF grant agreement. See Timeline for details.

3.4 Phase 4. Prepare for implementation

In parallel with designing the funding formula during School Year 2020-21, LA Unified will also prepare for implementation in School Year 2021-22, ensuring that stakeholders are updated throughout the process and that system processes and supports evolve to advance SCF goals.

- 1. Communicate to Stakeholders:** Once the Design Team makes key decisions and aligns on a final student-centered funding formula, the district will share these decisions with key stakeholders, articulate how individual school budgets will change, meet with principals and those most affected by the change, communicate key budgeting timeline and school support changes, and clarify principal and district roles.
- 2. Evolve the School Planning Process:** In collaboration with a leading-edge organization, LA Unified will make key changes to the school planning process, consistent with evolutions in flexibilities to better support schools in using their SCF allocations for transformation and to maximize student learning. We will do so by better aligning and sequencing planning timelines and decision points (see details below) so that they foster the design of strategic schools and strategic resource use. This work will be led by the Design Team to collaborate on key milestones and constraints and meeting regularly with this team to adjust course and provide regular updates. Specifically, we will review our budgeting, staffing, school planning, enrollment projections, and school portfolio decisions to ensure:

- a. **School budgets** must be finalized early enough for principals to have sufficient time to finalize their budget decisions but must also provide enough time for districts to complete enrollment projections, finalize school portfolio decisions, project district revenue, and build the SCF formula.
 - b. **Staffing timelines** must happen late enough to allow for principals to go through the budgeting process, but early enough to enable a high-quality recruiting and hiring process.
 - c. **School instructional and strategic planning** must happen before principals receive school budgets to allow them to develop an instructional vision for maximizing student learning that they can then build their budget around.
 - d. **Enrollment projection** timelines must be done early enough to inform school budgets through the SCF formula, but build in enough time for principals to review projections and provide feedback that improves accuracy and ownership.
 - e. **School portfolio decisions** must happen early enough to inform enrollment projections and to finalize school budgets. This includes decisions regarding changes to school grade configurations, special school programming, or opening and closing of schools.
3. **Create school budget guidance:** To be successful in their new role, we understand that principals will need clear guidance on how resource use and flexibility has changed in the new system and what support and guidance to expect from the district. In collaboration with a leading-edge organization, LA Unified plans to develop a guidance document that clarifies what schools are responsible for, what supports exist in budgeting and managing their

resources, and what restrictions or regulations schools must follow. The guidance document may include:

- a. **Budget and planning timelines:** Key milestones for school leaders throughout the budgeting process

- b. **Summary of SCF allocations:** A clear and transparent summary of the types of allocations a school receives, including:
 - i. What makes up a school's allocation (student weights, supplements, and base funding amounts)
 - ii. How funds are allocated (per pupil, per school, by concentration of student need categories)
 - iii. Breakdown of funds across the general fund and other categorical or grant-based funding streams

- c. **Summary of non-SCF allocations:** A summary of resources received outside of the SCF formula that summarizes content similar to the above described for SCF allocations, particularly for those allocations over which principals have flexibility.

- d. **Resource-specific guidance:** For each major resource category (e.g., special education, ELL, gifted and talented teachers, nurses, social workers) in which principals have some level of resource flexibility, we will provide guidance to principals on the use of those resources, including information related to state and district mandates, district recommendations, and district-specific supports and resources.

4. **Develop supporting tools:** In collaboration with a leading-edge partner, LA Unified will adapt existing school design and budgeting tools or create new tools to support SCF implementation. The specific tools will be designed coming out of the Readiness Assessment described in Phase 1 above, and may include budget and staffing tools, an average vs. actual teacher compensation calculator, or a tool to engage principals in their enrollment projections for the following year.

5. **Provide capacity-building and support to Local Area teams and school leaders on their roles and responsibilities:** LA Unified understands that building capacity and supporting teams on strategic resource use and financial management will be critical for the SCF system to lead to a well-rounded education and improve equity in student achievement. In particular, principals must know how to use the additional flexibility and district-level staff must know how to support principals in leveraging additional flexibilities. Therefore, LA Unified and the leading-edge partner will provide capacity building support to key stakeholders through three main components:
 - a. **Role Clarity:** Explicitly define roles and responsibilities for local areas teams and school leaders; adjust roles as needed to meet new SCF system
 - b. **Technical Support:** Provide training on how the new funding system works and how the changes impact timelines, and responsibilities during the budgeting process.
 - c. **Strategic School Design Support:** Provide training on how principals can design and organize resources in schools to best meet the needs of students.

3.5 Phase 5. Implement funding formula and progress monitor

In early spring of School Year 2021-22, after designing the student-centered funding formula and preparing for implementation, LA Unified will roll out the new school budgets for SY 22-23. To ensure the SCF system leads to more equitable and strategic resource use in schools

and, ultimately, educationally-disadvantaged students receiving a well-rounded education, LA Unified will implement additional support to school teams, progress monitoring and continuous improvement cycles. There will be five main components to this:

1. **Roll-out new formula and support school teams in creating staffing plans:** Once new allocations are rolled out to principals, they will need to put together their staffing plan and budget. LA Unified Local Area teams will work directly with school leaders to help them organize their budgets and create a staffing plan that best meets the needs of their schools.

2. **Track program performance measures:** Per the application requirements, we will track and report on:

Metrics measured:
Total student enrollment
Total funds received for schools from any source (i.e. federal, state, and local)
Total funds received for schools from any source (ie. Federal, state, and local) and expended using the SCF system
The ratio of the total amount of per-pupil funding from any source expended in high-poverty schools as compared with the total amount of per-pupil funding expended in schools that are not high-poverty schools

3. **Track key metrics to assess implementation and student outcomes:** For implementation, LA Unified will gather data and solicit feedback from key stakeholders. The focus will be on assessing if the new funding formula has achieved greater equity and if revisions to the school planning process enable more strategic use of those equitable resources. For student outcomes, LA Unified will track whether the new funding formula

leads to improved student outcomes, particularly for educationally disadvantaged students including students from low-income families and English Language Learners. Example implementation metrics include:

Element 1: An effective SCF system maximizes funding system goals of equity, transparency, and flexibility.

Characteristics	Metrics measured against benchmarks include:
<p>Schools are equitably funded, both when it comes to SCF funding and additional non-SCF funding.</p>	<ul style="list-style-type: none"> • % distributed through SCF pool • % of Schools within 10% of School Level Median per pupil funding (adjusted for need) for SCF funds and for All funds
<p>Student need weights currently included in district's SCF system align with the district's highest needs and predict outcomes.</p>	<ul style="list-style-type: none"> • Review of Student Need and Student Performance vs. Total School Funding to understand current relationship between need + funding and performance + funding
<p>The district has a clear and cost-effective plan for funding its small (<350) and under-filled schools.</p>	<ul style="list-style-type: none"> • % of Schools Receiving a Baseline Supplement • Review of funding differences across school sizes
<p>The district has a clear and cost-effective plan for funding its specialty programs and schools.</p>	<ul style="list-style-type: none"> • Review of funding differences at specialty schools (i.e., magnet, Arts, STEM, IB) vs. traditional schools

<p>School budgets provide a complete picture of how schools are funded, including SCF and non-SCF funding.</p>	<ul style="list-style-type: none"> • Qualitative assessment
<p>The district clearly communicates how schools are funded under SCF, including any exceptions to SCF.</p>	<ul style="list-style-type: none"> • Qualitative assessment
<p>Principals have sufficient resources above baseline to have meaningful flexibility over their resource strategy.</p>	<ul style="list-style-type: none"> • % of school-based resources that are truly flexible, partly flexible, and not flexible

Element 2: An effective SCF system serves as an enabling condition to support strategic school-level resource use across its schools.

Key Questions	Metrics measured against benchmarks include:
<p>The district's budgeting policies support principals in using their resource flexibility.</p>	<ul style="list-style-type: none"> • Qualitative assessment
<p>Principals are given sufficient flexibility over other key enabling conditions to be able to strategically use their resources.</p>	<ul style="list-style-type: none"> • Qualitative assessment
<p>Principals receive sufficient support and training to be able to use their flexibilities to develop strategic school designs.</p>	<ul style="list-style-type: none"> • Instructional superintendent span of control • Qualitative assessment

Element 3: An effective SCF system is aligned with and supportive of other key central office processes, and vice versa.

Key Questions	Metrics measured against benchmarks include:
The school planning process and calendar allow a logical and integrated flow of all critical steps, from visioning to strategy to resource planning.	<ul style="list-style-type: none"> • Qualitative assessment
The district has an effective process for projecting and adjusting student enrollment throughout the year.	<ul style="list-style-type: none"> • % of schools within 10% of projections • % of schools impacted by fall adjustments
There are clear performance targets for which schools and school leaders are held accountable.	<ul style="list-style-type: none"> • Qualitative assessment
The district has a formal system in place to evaluate and improve upon its SCF system.	<ul style="list-style-type: none"> • Qualitative assessment

Element 4: An effective SCF system advances the district’s student performance goals

As part of the annual California LCAP process previously described in the Statement of Opportunity, Los Angeles Unified currently monitors and reports out on detailed student outcome metrics for each of the six goals defined. The chart below shows the metrics associated with the Goal of a 100% Graduation rate that LA Unified measures as part of the

LCAP. Each of the goals outlined in the LCAP has specific measures and metrics associated with them.

Goal 1 - 100% Graduation

Annual Measurable Outcomes (2018-19)		
Four-Year Cohort Graduation Rate	Expected	Actual (2017-18)
All Students	87%	77.3%
Low-Income	86%	77.7%
English Learners	66%	51.2%
African-American	81%	75.7%
Students w/ Disabilities	64%	59.1%
Foster Youth	54%	52.1%

Cohort Dropout Rate - High School	Expected	Actual (2018-19)
High School	5%	13%
Middle School	0.5%	0.5%

% of Students who Exceeded College Readiness Standards in ELA as measured by 11th Grade EAP	Expected	Actual (2018-19)
All Students	28%	19.8%
Low-Income	26%	17.7%
English Learners	5%	21.4%
African-American	16%	13.4%
Students w/ Disabilities	4%	2.3%
Foster Youth	11%	0.9%

% of grad cohort who received a score of 3 or higher on at least 2 AP exams	Expected (2018 grad cohort)	Actual (2018 grad cohort)
All Students	12%	10.4%
Low-Income	11%	9.1%
English Learners	4%	1.8%
African-American	6%	4.6%
Students w/ Disabilities	3%	0.7%
Foster Youth	6%	0.0%

% of Graduating Cohort Completing the A-G with a C or better	Expected	Actual (2018-19)
All Students	46%	47.9%
Low-Income	46%	47.2%
English Learners	28%	21.4%
African-American	40%	37.1%
Students w/ Disabilities	24%	20.5%
Foster Youth	42%	16.6%

% of students taking an AP exam scoring with a 3 or higher	Expected	Actual (2018-19)
All Students	44%	38.0%
Low-Income	40%	35.0%
English Learners	65%	60.0%
African-American	29%	25.0%
Students w/ Disabilities	31%	27.0%
Foster Youth	36%	36.0%

During and post SCF implementation, LA Unified will continue to monitor and assess the impacts the weighted student formula has on the metrics associated with each goal in the LCAP.

- 4. Continue to provide capacity building support:** We know that change does not happen overnight, and that system and school leaders will need multiple reps to truly realize the opportunity of the new student-centered funding system and related flexibilities. Based on progress monitoring data and stakeholder feedback, LA Unified will continue to build capacity with central office staff to support strategic school design.

- 5. Iterate on funding formula for greater equity, transparency, and flexibility:** We know implementing SCF requires continuous improvement, and LA Unified anticipates updating and iterating on the SCF funding formula as we learn from the early years of implementation. This work will entail light-touch cycles of design that mirror the original Phase 2 design work in smaller scale, including updated stakeholder engagement, adjustments to the resources included and excluded from the formula, and adjustments to student weights and need categories.

3.6 Phase 6. Participate in Program Evaluation

Per the SCF flexibility agreement criteria, LA Unified will participate in program evaluation with the Office of Elementary and Secondary Education. We understand this includes evaluation of the implementation of the local flexibility demonstration agreements and the impact of such agreements on improving the equitable distribution of State and local funding and increasing student achievement.

3.7 Phase 7. Share Learnings with LEAs

Los Angeles Unified is committed to engaging with the national K-12 community in continuous learning from both LA Unified's experience with implementing a Student-Centered Funding model as well as from other districts. To that end, LA Unified will engage and share learnings with the Student-Based Allocation (SBA) working group, a monthly meeting with

school districts around the country that either have implemented, thinking about implementing or simply engaging in learning about K-12 education finance run by the Edunomics Lab, part of Georgetown University. In addition, to the SBA working group, LA Unified commits to sharing through various conferences, engagements with researchers and advocacy groups the challenges and lessons learned from the implementation of a SCF. LA Unified plans to attend the annual project director's meeting in Washington, D.C., as well as potentially participate in conferences and/or meetings such as Future of Education Finance Summit, ASBO meetings at both the state and national level, Association of Education Finance Professional's annual conference, Education Resource Strategies summits, etc. As part of the district's commitment to transparency, LA Unified will commit to posting the Student-Centered Formula along with guidance given to school leaders and community members as part of the annual Guide to School Budgeting.

4 Selection Criteria B. Quality of Project Services

4.1 Equal Access and Treatment

Los Angeles Unified is deeply committed to ensuring that all members of our diverse community are engaged and have equitable access and treatment in the design and implementation of the formula. In addition, LA Unified will continuously monitor the effects of the implementation on funding levels, student outcomes and community engagement in areas of our community that have historically been underrepresented, whether that is due to racial identity, gender identification, disability, geography, accessibility or age. As a demonstration of our commitment to better serve all voices in our incredibly diverse and broad community, LA Unified has embarked on a strategic plan to move resources from the Central Administrative building (333 S. Beaudry) and push resources directly into the more than 40 communities of schools that comprise our six Local Districts. This will entail putting up for sale multiple real estate assets including 333 S. Beaudry and moving staff into the communities of schools to provide direct services and supports to those communities. This is just an example of our deep

and undying commitment to serving ALL of our community members with a particular focus on historically underrepresented voices.

4.2 Partnerships

As described above, LA Unified intends to partner with a leading-edge organization to carry out each phase of the work. The partner organization should have extensive expertise in designing and supporting implementation of student-centered funding systems and deep knowledge of the flexibilities required to create transformative school designs for a well-rounded education, particularly for educationally disadvantaged students. Additionally, as described above, LA Unified will work deeply with stakeholders to ensure key stakeholders, including principals, teachers, school supervisors, district office staff, superintendents, board members, union leaders, and students, parents and community members, help shape the vision for SCF, are bought in to the initiative, and help assess impact. Moreover, a core group of district, school and community stakeholders called the Design Team will lead the actual SCF design process.

5 Selection Criteria C: Adequacy of Resources

5.1 Budget Sufficiency

LA Unified has designed a multi-year budget that accounts for collaboration with a leading-edge organizational partner and district staff involvement in project management, formula design, and implementation. In addition to the proposed budget for this grant, LA Unified is committed to ensuring General Funds are available to implement the funding model and provide bridges and supports for schools, central staff capacity building and continuous development of capacity across the district. While the uncertainties in funding in a post-COVID world are real, LA Unified is statutorily required to submit a budget of a minimum of 3 future years in the annual budget cycle. This requirement provides foresight for district leadership to plan for, and adjust spend levels, potential changes in sources and uses of funds ahead of time. As exhibited by the proposed budget, LA Unified is proposing that years 3-5 of the grant provide limited funding, primarily for monitoring, reporting and analysis of the model and student

outcomes. LA Unified is not proposing additional funding for schools in those years as part of the grant, and will commit funds from the State, Local or other sources to fund transition costs ensuring educationally disadvantaged students receive no less funding than the current model provides. For more details, please see the Budget (Part 2) and Budget Narrative (Part 5).

5.2 Qualifications of Key Personnel: Please see Resumes in Part 6.

6 Selection Criteria D: Quality of the Management Plan

6.1 Timeline and Milestones

The table below summarizes the overarching timeline and key milestones for the phases of work described in detail in Section 1 “Quality of Project Design.” Please see that section for detail on individual milestones and phases of work.

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Ma y	Jun	Jul	Aug	Sep
Phase 1 : Define Success and Assess Current State : October 2020 to February 2021												
SCF Readiness Assessment		1										
School Need and Funding Analysis				2								
Flexibility Audit					3, 4							
Phase 1 Milestones												
1. External partner organization presents results of readiness assessment to LA												

- Unified SCF leadership team
2. External partner organization presents results of school need and funding analysis to LA Unified SCF leadership team
 3. External partner organization presents results of flexibility audit to LA Unified SCF leadership team
 4. LA Unified SCF leadership team presents the results and next steps coming out of Phase 1 to Superintendent and Board

Phase 2 : Design Student-Centered Funding Formula : February 2021 to July 2021

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Ma y	Jun	Jul	Aug	Sep
Create Design Team					1							
Make Key Decisions									2			
Model SCF Scenarios										3		

Phase 2 Milestones

1. Design Team members and their supervisors are informed of and sign off on responsibilities and timeline
2. Design Team reaches intermediate decisions sufficient to inform modeling of Year 1 formula scenarios
3. Design Team finalizes Year 1 formula and associated decisions based on formula scenario modeling

Phase 3 : Apply for SCF Flexibility Agreement : August 2021

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Ma y	Jun	Jul	Aug	Sep
Apply for Agreement											1	
Phase 3 Milestones 1. Submit SCF Flexibility Agreement Application												
Phase 4: Prepare for Year 1 Implementation : August 2021 to February 2022												
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Ma y	Jun	Jul	Aug	Sep
Communicate to Stakeholders												1
Evolve the School Planning Process			3									2
Create School Budget Guidance					4							
Develop Supporting Tools					4							
Provide Capacity-Building					5							

Support												
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Phase 4 Milestones

1. LA Unified SCF leadership team presents the Year 1 SCF formula to Superintendent and Board
2. School Planning Process team members and their supervisors are informed of and sign off on responsibilities and timeline
3. School Planning Process team makes and communicates final decisions on Year 1 changes to the school planning process timeline and roles
4. External partner organization presents budget guidance and other supporting tools back to the School Planning Process team to disseminate out to principals and other district staff
5. Over the course of the fall and winter, LA Unified will provide support to key stakeholders, with a focus on central office and school teams. This phase of support will culminate in February 2022, with the release of allocations to principals

Phase 5 : Implement Formula and Monitor Progress : February 2022 to February 2025

The below cycle will run annually for the first three years of implementation and then continue in perpetuity beyond the timeline of the grant

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Ma y	Jun	Jul	Aug	Sep
Roll-out Formula and Support School Teams					1	2						
Track Program Performance									3			

Measures												
Track Key Implementation Metrics								3				
Track Student Outcome Metrics			4									
Continue Capacity-Building Support												
Iterate on Formula												

Phase 5 Milestones

1. School year 2022-2023 allocations are finalized and released to principals
2. School teams finalize their staffing plans and budgets, using their SCF funding allocations
3. LA Unified SCF leadership team reports to Superintendent and Board on implementation of current year student-centered funding
4. LA Unified SCF leadership team reports to Superintendent and Board on student outcomes related to prior year student-centered funding

Phases 6 and 7, Participate in Program Evaluation and Share Learnings with LEAs respectively, will begin no later than upon implementation, and likely in the design phase

continuing throughout the timeline of the grant and post-grant end date. LA Unified acknowledges that the lifetime of this project will extend for years beyond the lifetime of the grant and continuous monitoring, reporting and distribution of lessons learned to other LEAs across the country is vital to both the success of the students of LA Unified as well as to students across the country.

6.2 Feedback and Continuous Improvement

6.2.1 Overview

Per the phases of work above, feedback and continuous improvement are central to achieving our goal of a well-rounded education for all students, and in particular educationally disadvantaged students. LA Unified will incorporate stakeholder engagement during the design phase, including input from principals, teachers, school supervisors, district office staff, superintendents, board members, union leaders, and students, parents and community members. It will be critical to gain buy-in and support from each of these stakeholder groups, and to solicit input from individual groups at key moments throughout the design process. For example, we will want to hear the principals' perspective on what flexibilities would be most valuable and the students' and parents' perspective on what they hope the new funding system will achieve for their education. LA Unified will also seek feedback during the implementation phase, so that we can continuously improve the new formula and how we support strategic school design. Through a principal survey after the first year of implementation, we will assess if the new funding formula has achieved greater equity and if revisions to the school planning process enable more strategic use of those equitable resources. Based on this feedback, we will:

6.2.2 Continue to provide capacity building support

We know that change does not happen overnight, and that system and school leaders will need multiple reps to truly realize the opportunity of the new student-centered funding system and related flexibilities. Based on progress monitoring data and stakeholder feedback,

LA Unified will continue to build capacity with central office staff to support strategic school design.

6.2.3 Iterate on funding formula for greater equity, transparency, and flexibility

We know implementing SCF requires continuous improvement, and LA Unified anticipates updating/iterating on the SCF funding formula as we learn from the early years of implementation.

Other Attachment File(s)

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LOS ANGELES UNIFIED SCHOOL DISTRICT
BIOGRAPHICAL INFORMATION

Austin Beutner, Superintendent. Austin Beutner was named Superintendent of the District in May 2018. Mr. Beutner is a civic leader, philanthropist, public servant and business executive who has worked for the last decade to make Los Angeles a stronger community. He has served as First Deputy Mayor of the City of Los Angeles, Publisher of the *Los Angeles Times*, Co-Chair of the LA 2020 Commission and the L.A. Unified Advisory Task Force, and founded Vision To Learn.

Mr. Beutner graduated from Dartmouth College with a Bachelor of Arts degree in Economics and spent his business career working in the financial services industry. He was the youngest-ever partner at The Blackstone Group and went on to found Evercore Partners, helping build the firm into one of the leading independent investment banks in the world.

Mr. Beutner worked for the U.S. government in President Clinton's Administration. Following the collapse of the Soviet Union, he led a team in Russia that helped the country transition to a market economy. He has taught courses on ethics, leadership and effective government at Harvard Business School, the University of Southern California Price School of Public Policy, the UCLA Anderson School of Management, and California State University Northridge. He currently serves on the board of the National Park Foundation, is a fellow of the American Academy of Arts and Sciences, and is also a member of the Council on Foreign Relations.

Megan Reilly, Deputy Superintendent, Business Services & Operations. Ms. Reilly began serving as the Deputy Superintendent in July 2019. Ms. Reilly was previously Chief Business Officer for the Santa Clara County Office of Education for two years and prior to that was the Chief Financial Officer at the District from 2007 to 2017. Before coming to the K-12 world, Ms. Reilly served in the Federal Government for seventeen years in higher education and research. She worked at the Naval Postgraduate School, first as the Deputy Controller, and then as Executive Director of Business Services and Controller. Ms. Reilly also served as the Controller of the Fleet Numerical Meteorology & Oceanography Center. She was an excepted scholar intern in the Department of the Navy Centralized Financial Management Trainee Program. She spent a year as an assistant English teacher in Japan in the Japanese Exchange for Teachers program. Ms. Reilly graduated from Loyola University with a Bachelor of Arts degree, Marion Knott Scholar, cum laude, from the Naval Postgraduate School with a Master of Science, Financial Management, and from Monterey College of Law with a Juris Doctorate and is a member of the State Bar of California.

David Hart, Chief Financial Officer. Mr. Hart began serving as the District’s Chief Financial Officer in January 2020. Before coming to the District, Mr. Hart served as the Chief Financial Officer of the Cherry Creek School District for approximately three years – the last 18 months of which he also served as Cherry Creek’s Chief Operating Officer. Before joining Cherry Creek, Mr. Hart was a Director at The PFM Group for nearly two years and a Senior Vice President in Public Finance at D.A. Davidson & Co. for approximately a year. Prior to that time, Mr. Hart served as the Chief Financial Officer for Denver Public Schools for four years and as Chief Financial Officer of the Douglas County School District for three years. He has also served as Manager of Revenue for the City and County of Denver, as Treasurer for the City and County of Denver and as Budget Director for the Douglas County School District. Mr. Hart attended the University of Colorado at Denver, where he received his Master of Public Administration: Policy Analysis and Evaluation.

TONY ATIENZA

Extensively experienced and goal-oriented individual with a demonstrated track record of leading a team of professionals through system implementations, major reorganization, and changes in internal policies and procedures to improve internal controls. Proven expertise in driving efficiency and productivity through evaluation of existing systems, policies and procedures and implementation of process improvements. Talented leader directing highly skilled management teams to support achievement of overall corporate goals and objectives.

Key strengths include:

- Leadership
- Financial and Operations Management
- Process Improvement

CAREER EXPERIENCE

Los Angeles Unified School District, May 1998 – Present

Director of Finance Policy, Office of the CFO, Office of Labor Relations, October 2015 – Present

- Supported the Division of Special Education in the prioritization and reallocation of its budget to fund growth and strategic projects for the next 3 years, without requiring additional support from the General Fund.
- Developed tools to synchronize enrollment and data systems, such as SAP HR & budget info, MiSiS, Welligent, Classroom Management, and EESiS. Previously, these systems operated in silos, which made it difficult to compare, reconcile, and synthesize data. This synchronization allowed for an improved allocation model that is tied more closely to student needs.
- Improved the SPED student enrollment projection process for Budget Development by developing tools that incorporates historical and student-level trends.
- Synchronized the SPED norm day allocation process with the Gen Ed norm allocation process, resulting in less disruption to instruction in the 1st semester of the school year.
- Initiated process to place Special Education resource and staffing reports on an online dashboard for schools and Local Districts to access.
- Serves as Project Lead for the My Integrated Student Information System (MiSiS), leading the Attendance & State Reporting functional team to maximize the District's \$6 billion attendance revenue.
- Manages and oversees the development, quality assurance, testing, maintenance, and/or production support of MISIS to ensure appropriate system configuration to support attendance and state reporting needs and requirements.
- Collaborates with Local District and other District offices to oversee the collection and submission MiSiS-related fiscal information to meet State, federal, and District requirements
- Support the Special Education Division's efforts to produce a multi-year plan aligning resources and offering high quality and fiscally sustainable Special Education Programs for the students of the District.
- Develop and/or improve systems to help track, identify, and report on per pupil special education expenditures, helping identify adequacy of existing funding levels and support advocacy efforts for adequate resources for student with disabilities.
- Recommend, develop, and implement resource allocation models driven by student level data, integrating the District's service tracking system with MiSiS and other related information systems.

CAREER EXPERIENCE CONTINUED

Director, Budget Services and Financial Planning, July 2011 – October 2014

Deputy Budget Director, September 2008 – June 2011

- Oversees the district-wide budget development and planning for 22 funds, including operating, capital, debt service, and fiduciary funds.
- Plans, directs, coordinates budget activities of District's \$13.6 billion budget
- Participates at the executive level in the development and implementation of internal division policies, procedures and planning
- Leads team in the Budgeting for Student Achievement initiative.
- Directs and participates in planning data system enhancements to provide budget transparency tools and reports to schools and offices.
- Manages, organizes, directs, and coordinates activities for preparation of District's Preliminary, Provisional, and Final Budgets.
- Manages the preparation of the District's multi-year forecast.
- Manages, organizes, directs, and coordinates budget activities for workforce reductions.
- Developed and delivered an on-line "Budget Tool" to manage, report, and track personnel and other budget reductions District-wide. Collaborate with Human Resource divisions to improve processes, policies, and procedures in relation to District Reduction in Force (RIF) policies.
- Participates in labor negotiations and financial and procedural analysis of legislative, collective-bargaining and District proposals.
- Manages district wide budget, accounting, and HR database used for developing financial or HR related inquiries from senior management, division heads, union negotiators, or state and county offices.
- Develops, approves, and recommends policies and procedures for the implementation of budgetary controls.
- Develops and recommends policies and procedures to streamline and integrate budget position control and HR systems.
- Oversees administration of position control for over 100,000 classified and certificated positions for the district.
- Serves as a liaison on financial matters between the Finance Group and other stakeholders, such as Bargaining Units, Superintendent, Board of Education, executive staff, school principals, parents, and the public.
- Directs School Fiscal Services, and provides fiscal and business services to schools.
- Provides support to division administrators and fiscal staff in presentation of division budgets and proper categorization of school and nonschool resources. Manages the development and maintenance of the norm tables and student enrollment reports, enabling the District to better manage limited resources while ensuring equitable distribution of these resources to schools and compliance with legal requirements.
- Reviews and participates in the analysis of laws, rules, and legal opinions that affect the use of funds by schools and implements or recommends changes to Division policies, procedures, and programs.
- Coordinates preparation of budget documents used by the Senior Management as a decision making tool for Budget Reduction proposals.
- Manages a division staff of 120 professionals

CAREER EXPERIENCE CONTINUED

Deputy Branch Director, Payroll Services Branch, August 2007 – September 2008

- Coordinated efforts to provide automated solutions to tracking and monitoring overpayment and overpayment recoupment issues.
- Managed the daily operation of the Payroll Customer Service Center.
- Provided restructuring and organization recommendations including critical staffing requirements.
- Evaluated technology applications for system and procedural improvements.
- Coordinated efforts with BTS team regarding system support and process.
- Represented Payroll Branch on payroll related activities.
- Assists the Payroll Director, and acts on her behalf.
- Managed a staff of 50 professionals.

Assistant Budget Director, January 2006 – August 2007

- Coordinated preparation of budget and impact documents used by the management as a decision making tool for the 2008-09, 2009-10 Budget Reduction proposals.
- Managed district-wide budget, accounting, and HR database used for developing financial or HR related inquiries from senior management, division heads, union negotiators, or state and county offices.
- Managed, organized, directed, and coordinated activities for preparation of financial pages, division and school budget and FTE reports for the District's Preliminary, Provisional, and Final Budgets.
- Managed the district-wide budget development and planning for 22 funds, including operating, capital, debt service, and fiduciary funds.
- Provided support to division administrators and fiscal staff in presentation of division budgets and proper categorization of school and nonschool resources.
- Directed and participated in planning data system enhancements to provide budget transparency tools and reports to schools and offices.
- Managed the development and maintenance of the norm tables, enabling the District to better manage limited resources while ensuring equitable distribution of these resources to schools and compliance with legal requirements
- Administered position control for over 100,000 classified and certificated positions for the district.
- Developed and recommended policies and procedures to streamline and integrate budget position control and HR systems.
- Managed the preparation of the District's multi-year forecast.
- Developed and recommended policies and procedures for the implementation of budgetary controls.
- Reviewed and participated in the analysis of laws, rules, and legal opinions that affect the use of funds by schools and implements or recommends changes to Division policies, procedures, and programs.
- Managed a staff of 12 employees ranging from Budget Technicians to Fiscal Services Manager Director

Deputy Director, IT Support Services, March 2005 – January 2006

- Prepared, implemented, realigned, analyzed, and controlled budget and expenditures for Information Technology Division (ITD).

CAREER EXPERIENCE CONTINUED

- Monitored budget and expenditures of the whole division, including the budget for the implementation of the District's integrated system, Business Tools for Schools (BTS). Altogether, the budget at that time was over \$800 million.
- Implemented the reallocation of existing resources to align with goals of the Chief Information Officer.
- Proposed financial plans and reallocation of resources within the division for the purposes of providing budget cuts to the Superintendent and Finance division.
- Evaluated organizational changes within the division and provide financial plan to implement changes.
- Assisted in the development and coordination of ITD Bench contracting policy that supports functions of the Division.
- Provided financial and other administrative and human resource support activities to 13 branches in ITD, including the central office. Support activities include but not limited to managing budget activities for personnel and non-salary actions, implementation of project budgets (Measure K bond funds, E-rate funds, Certificate of Participation), administration of professional contracts, processing Division procurement of materials and general services, centralized processing of vendor invoices, maintenance and support of two job cost units.
- Managed a staff of 15 professionals.
- Assisted the Director of IT Support Services, and acted on her behalf.

Administrative Services Manager, IT Support Services, March 2002 – March 2005

- Prepared, analyzed, and controlled ITD budget and expenditures.
- Provided financial and other support activities to 13 branches in ITD, including the central office. Support activities include but not limited to managing budget activities for personnel and non-salary actions, implementation of project budgets (Measure K, E-rate funds, Certificate of Participation), administration of professional contracts, processing Division procurement of materials and general services, centralized processing of vendor invoices, maintenance and support of two job cost units.

Facilities Support Financial Specialist, Facilities Division, February 2000 – March 2002

- Directed the preparation of Facilities Services budget.
- Performed periodic evaluation of existing budget resources to monitor such resources for staffing and contracting purposes.
- Managed the Facilities Contract Invoice Unit, the unit in Facilities responsible for encumbering funds for all school building contracts, and processing invoices for those contracts.
- Established Facilities Contract Invoice Unit staff of 50 to more effectively and efficiently process invoices. Coordinated activities between Accounts Payable and ITD to implement processes to provide tracking of invoices, and reporting of metrics related to invoice processing.
- Directed financial activities associated with budgeting, fund allocation, and line and program management for the Facilities Division.
- Managed a staff of 50 employees from Accounting Technicians to Principal Financial Analysts

CAREER EXPERIENCE CONTINUED

Principal Administrative Analyst, Strategic Financial Planning, September 1999 – February 2000

- Developed revenue & expenditure models for the preparation of the District's 5 year financial forecast.
- Analyzed the calculation of the District's revenue and expenditure budget for the General Fund.
- Analyzed payroll data (including position information) to provide the basis for calculating salaries and benefits for the financial forecast.
- Analyzed enrollment and attendance data as it relates to projection of revenues & expenditures.
- Analyzed and incorporated District Norm tables in the financial forecast models.
- Conducted District wide program information survey by providing budget information to District offices and assisting them in using the information for their projections.

Health Net, PacifiCare, 1992 – 1998

Director, Actuarial Department

- Coordinated the preparation & submission of annual contract renewal proposals to the Federal government on rates & benefits for federal health insurance programs.
- Directed the preparation of all filings that deal with health insurance premium rating with the Health Care Financing Administration (a federal government agency).
- Directed the collection and analysis of pricing data and provided actuarial rating information. Managed professional staff of actuaries, and support staff.

EDUCATION

Bachelor of Arts, Applied Mathematics with emphasis in Computer Science (1987)

UNIVERSITY OF CALIFORNIA, LOS ANGELES – Los Angeles, CA

Associate of the Society of Actuaries

1993

REFERENCES

References available upon request

**2020–21 Restricted Indirect Cost Rates for K–12 Local Educational Agencies (LEAs) – Five Year Listing
California Department of Education (CDE) - School Fiscal Services Division**

Rates approved based on standardized account code structure expenditure data

As of April 7, 2020

C: County

CA: Common Administration

D: District

J: Joint Powers Agency

-- : Closed or LEA not yet operational

Approved Rates. For use with state and federal programs, as allowable in:

County Code	LEA Code	Type	LEA Name	2016–17 (based on 2014–15 expenditure data)	2017–18 (based on 2015–16 expenditure data)	2018–19 (based on 2016–17 expenditure data)	2019–20 (based on 2017–18 expenditure data)	2020–21 (based on 2018–19 expenditure data)
19	64733	D	Los Angeles Unified	3.47%	4.24%	5.11%	4.17%	4.27%

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

SCF Grant Funds Budget Narrative

LINE 1: PERSONNEL								
Description	% FTE	Base Salary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Director: [REDACTED] will oversee all aspects of the project. He will work closely with the selected partner organization and LAUSD leadership to ensure that all milestones and objectives are met.	25.0%	\$195,217	\$48,804	\$48,804	\$48,804	\$48,804	\$48,804	\$244,021
Financial Analyst / Project Manager: Employee to be hired, that will be the day-to-day staff lead overseeing the implementation and progress monitoring of the selected partner and will be responsible for coordinating all workstreams across the impacted departments and LAUSD stakeholders. This individual will also be responsible for identifying potential risks and solutions.	100.0%	\$92,431	\$92,431	\$92,431	\$92,431	\$92,431	\$92,431	\$462,155
TOTAL: PERSONNEL			\$141,235	\$141,235	\$141,235	\$141,235	\$141,235	\$706,176

LINE 2: FRINGE BENEFITS							
Description	Benefit %	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Benefits for Staff Listed above	46.9% for Year 1, increases by 1% each year after	\$66,353	\$67,017	\$67,687	\$67,688	\$67,689	\$336,434
TOTAL: FRINGE BENEFITS		\$66,353	\$67,017	\$67,687	\$67,688	\$67,689	\$336,434

LINE 3: TRAVEL								
Description	# of FTE	Cost per Trip	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Well Rounded Education through Student-Centered Funding Annual Project Directors Meeting: This annual meeting will provide technical assistance for our grant and provide collaboration among all other SCF grantees. The cost for the trip is: airfare, hotel, ground transportation and meal per diem. 1 project director and 2 other key team members will attend.	3	\$1,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$22,500
TOTAL: TRAVEL			\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$22,500

LINE 4: EQUIPMENT								
Description	# of Items	Cost per Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Laptop Computers: Laptop computers will be need to meet the work of the Financial Analyst/Project Manager that will be hired.	1	\$1,200	\$1,200	\$0	\$0	\$0	\$0	\$1,200
TOTAL: EQUIPMENT			\$1,200	\$0	\$0	\$0	\$0	\$1,200

LINE 5: SUPPLIES							
Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total	
Copying and Printing: To support the dissemination of materials regarding the education, documentation and engagement with stakeholders in support of launching a Student-Centered Funding formula.	\$10,000	\$30,000	\$10,000	\$10,000	\$10,000	\$70,000	
TOTAL: SUPPLIES	\$10,000	\$30,000	\$10,000	\$10,000	\$10,000	\$70,000	

LINE 6: CONTRACTUAL						
Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Consultant Organization: LAUSD will contract with an external, national leading-edge organization to lead the Design, Implementation and Progress Monitoring phases. The consulting organization will be chosen through a competitive bidding process.	\$350,000	\$400,000	\$200,000	\$50,000	\$50,000	\$1,050,000
TOTAL: CONTRACTUAL	\$350,000	\$400,000	\$200,000	\$50,000	\$50,000	\$1,050,000

LINE 7: CONSTRUCTION						
Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Not Applicable	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL: CONSTRUCTION	\$0	\$0	\$0	\$0	\$0	\$0

LINE 8: OTHER						
Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Not Applicable	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL: OTHER	\$0	\$0	\$0	\$0	\$0	\$0

LINE 9: TOTAL DIRECT COSTS	\$573,289	\$642,752	\$423,422	\$273,423	\$273,424	\$2,186,310
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LINE 10: INDIRECT COSTS							
Description	Rate	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Indirect Costs	4.3%	\$24,479	\$27,446	\$18,080	\$11,675	\$11,675	\$93,355
TOTAL: INDIRECT COSTS		\$24,479	\$27,446	\$18,080	\$11,675	\$11,675	\$93,355

LINE 11: TRAINING STIPENDS						
Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Not Applicable	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL: TRAINING STIPENDS	\$0	\$0	\$0	\$0	\$0	\$0

LINE 12: TOTAL COSTS	\$597,768	\$670,198	\$441,502	\$285,098	\$285,099	\$2,279,666
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Non-SCF Grant Funds Budget Narrative

LINE 1: PERSONNEL								
Description	% FTE	Base Salary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Director: [REDACTED] will oversee all aspects of the project. He will work closely with the selected partner organization and LAUSD leadership to ensure that all milestones and objectives are met.	75.0%	\$195,217	\$146,413	\$146,413	\$146,413	\$146,413	\$146,413	\$732,064
Other personnel: LAUSD will identify and fully fund personnel as needed to successfully assess, design, implement and progress monitor the Student-Centered formula.	TBD							
TOTAL: PERSONNEL			\$146,413	\$146,413	\$146,413	\$146,413	\$146,413	\$732,064

LINE 2: FRINGE BENEFITS							
Description	Benefit %	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Benefits for Staff Listed above	46.9% for Year 1, increases by 1% each year after	\$68,668	\$69,354	\$70,048	\$70,748	\$71,456	\$350,274
TOTAL: FRINGE BENEFITS		\$68,668	\$69,354	\$70,048	\$70,748	\$71,456	\$350,274

LINE 3: TRAVEL	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 4: EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 5: SUPPLIES	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 6: CONTRACTUAL	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 7: CONSTRUCTION	\$0	\$0	\$0	\$0	\$0	\$0
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LINE 8: OTHER	\$0	\$0	\$0	\$0	\$0	\$0
LINE 9: TOTAL DIRECT COSTS	\$215,080	\$215,767	\$216,461	\$217,161	\$217,869	\$1,082,337
LINE 10: INDIRECT COSTS	\$0	\$0	\$0	\$0	\$0	\$0
LINE 11: TRAINING STIPENDS	\$0	\$0	\$0	\$0	\$0	\$0
LINE 12: TOTAL COSTS	\$215,080	\$215,767	\$216,461	\$217,161	\$217,869	\$1,082,337



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
 See Instructions.

OMB Number: 1894-0017
 Expiration Date: 06/30/2020

Applicant Information

Legal Name:

Los Angeles Unified School District

1. Project Objective:

The objective of the project is to assess, design and implement a Student-Centered Funding formula to provide a well-rounded education with specific focus on increasing opportunity and outcomes for educationally disadvantaged students.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Total Student Enrollment	GPRA	673,849	/		

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Total Funds received for schools from any source and expended using SCF System (in Millions)	GPRA	243	/		

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Total Funds received for schools from an sources (in Billions)	GPRA	7	/		

1.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Ratio of Total amount of per pupil funding from any source expended in not-high poverty schools vs high-poverty schools	GPRA		12,857	/	15,473	83.09

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:
 1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
 2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Los Angeles Unified School District

* Street 1: 333 S. Beaudry Ave Street 2: _____

* City: Los Angeles State: CA: California Zip: 90017-1466

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Student Support and Academic Enrichment Program
	CFDA Number, if applicable: 84.424

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 Not Applicable Street 2 _____

* City Not Applicable State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 Not Applicable Street 2 _____

* City Not Applicable State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Erik N Johnson

* Name: Prefix _____ * First Name Erik Middle Name _____

* Last Name Johnson Suffix _____

Title: Finance Consultant Telephone No.: 7202123215 Date: 07/10/2020

Federal Use Only: _____ Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)