



Piloting Models for Central Administrative and Operational Support Services

Phase Two of the Exploration of Opportunities to Realign Administrative and Operational Support Facilities and Services

Board of Education Meeting
April 14, 2021

Guiding Principles for Use of Real Estate

- Enhance supports to the educational mission - students at the center of everything we do
- Support and invest in all our employees and their wellbeing - they are our most valuable asset
- Support communities Los Angeles Unified serves
- Use space and funding efficiently
- Realize significant funding from the sale or redeployment of underutilized real estate
- Create potential savings and more efficient operations and/or lower occupancy costs
- **Align resources, people and assets with the Communities of Schools**

Realigning Administrative and Operational Support

Community of Schools Realignment Committee first steps:

- Identify administrative and operational support positions that will better meet student needs by working directly in the community
- Identify and prepare workspaces for these employees at, or near, school sites
- Provide training and support employees in transitioning to workspaces in the community



Embedding Services and Supports in the Community

These positions were shifted from central office to the community over the last 2 years:

- Special Education specialists
- Student Health & Human Services managers
- Student Health and Human Services liaisons
- Early Education directors and principals
- Parent education support assistants
- Communications advisors
- Procurement buyers
- Fiscal services managers and specialists

These positions will be embedded in the community starting July 1, 2021:

- Instructional content experts
- Beyond the Bell program supervisors
- IT support technicians
- Office technicians
- Facilities managers
- HR specialists
- Food Services managers
- Transportation managers

Opportunity

COVID-19 has changed the way people work and services are provided across the globe

Businesses and companies are wrestling with what the future of work should look like

Los Angeles Unified has an opportunity to reshape how and where administrative support staff, services and offices are provided for the long-term

- Possible implementation of teleworking models, implementing new space standards and the creation of flexible and collaborative, shared workspaces and locations
- Reducing the amount of physical space needed and associated costs
- Better support employees' wellbeing and health by reducing commute times, reducing potential health exposures, and providing for an improved work-life balance leading to increased attendance and productivity

How Will We Work in the Future?

Employees/functions office frequency

Needs to be in a District office space mostly daily / assigned an individual desk/office

Works part time in office / sharing an assigned desk/office

Works predominantly at schools and in the community or from home / sharing touchdown space and/or coming into the office for meetings

“Teleworking” requires touchdown space, conference and meeting rooms distributed throughout the District

Most workspace will be “shared” not “owned” and requires a major cultural change

~3,500 assigned to central headquarters

~800 assigned to a Local District

Many of these employees spend a significant amount of time at schools and in the community

Due Diligence Activities

- Issued RFQ + RFP and selected the architectural firms of CO and Gensler to provide comprehensive, professional facilities needs assessment and space allocation services
- CO/Gensler, in association with District staff and support from the ULI of Los Angeles:
 - Built planning framework to inform the District's implementation of an actionable strategic real estate plan for its near and long-term needs
 - Evaluated current and future space needs
 - Considered possibility of longer-term social distancing requirements and hybrid solutions that may include teleworking models
- Work resulted in the creation of a planning framework for aligning administrative and operational support facilities that support the following goals:
 - Optimize and make efficient use of space
 - Reduce the impact on the General Fund and minimize the need for capital funding from other sources
 - Align resources, people, and assets to support the Communities of Schools
 - Support schools, teachers, and student learning

Due Diligence Activities: Data Collection



REVIEW OF 200+ DOCUMENTS



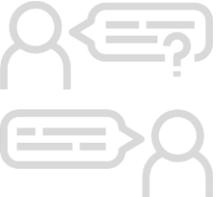
INTERACTIVE VISIONING SESSION



4 DAYS OF FACILITY TOURS



27 DIVISION + 6 LOCAL DISTRICT SURVEYS



29 LEADERSHIP INTERVIEWS



2,000+ EMPLOYEE SURVEYS



4 WORKSHOPS WITH COMMUNITY OF SCHOOLS REALIGNMENT COMMITTEE LEADERS AND URBAN LAND INSTITUTE MEMBERS

Study Findings

Key Findings of CO/Gensler Study

- Square footage per person in Beaudry is higher and more inefficient than other similar organizations
- Utilizing a more efficient space standard reduces amount of square footage needed by ~30%
- Redistributing administrative and support space needs to be balanced with functional and operational characteristics of the divisions/departments
- Departments support teleworking

Study Findings

Key Findings

- As of Fall 2020, departments reported ~60% of their staff were able to telework for the long-term
- During COVID, ~90% of central administrative staff have been teleworking
- If a teleworking model and more efficient space standards for Beaudry staff were implemented, the resulting need for space would be:
 - 60% teleworking model = ~368,000 square feet
 - 90% teleworking model = ~158,000 square feet
 - *Beaudry is ~900,000 square feet, ~765,000 square feet occupied, ~3,500 staff assigned*
- If a teleworking model and more efficient space standards for Local District staff were implemented, the resulting need for space would be:
 - 60% teleworking model = ~83,000 square feet
 - 90% teleworking model = ~33,000 square feet
 - *Local District offices are ~200,000 square feet, ~800 staff assigned*
- This last year has shown the resiliency, flexibility, adaptability, and commitment of Los Angeles Unified employees, and proven that some kind of teleworking model can work for non-school based administrative staff

Study Findings

Recommended Implementation Strategies

- Develop and implement new, more efficient standards for office space size and allocation
- Develop a vision and strategy for administrative support staff that is reduced in size and is efficient and effective
- Develop a Districtwide teleworking policy
- Identify a portfolio of future real estate options and opportunities that will support flexibility in workplace, and take advantage of cost neutral solutions

Study Findings

Identified Next Steps

- Test teleworking thresholds and adjust as needed prior to implementing a District-wide teleworking policy for administrative staff
- Validate the number and allocation of types of workers based on staff positions and functions
 - Those that will work in a District office daily
 - Those that will work from a District office 2 - 3 days a week
 - Those that will work predominantly at schools and in the community and/or from home, and will come into a District office space predominately for meetings or between visits to schools and the community
- Work with divisions, departments, offices to validate the best models, configurations and adjacencies that could better support schools and the communities we serve and our employees
- Conduct programming and design activities

Study Findings

Identified Next Steps

- Evaluate the potential to consolidate sites and programs to provide a standalone building(s) and/or site(s) that could separately house administrative and operational support staff
- Identify potential cost neutral strategies that support realignment and a more progressive work model
- Identify available non-District sites for potential lease or purchase for new, streamlined, and accessible District administrative office space(s)
- Sell or otherwise dispose of surplus District property, as warranted

Today's Proposal

- Authorize Phase Two of the work, and up-to \$4 million, to explore opportunities to realign administrative and operational support facilities and services
 - Phase Two will pilot models for how and where central administrative and operational support staff and services could be provided in the future
 - New teleworking models and the creation, and use of meeting rooms, and flexible and collaborative workspaces, among other activities
 - Will help inform how non-school based staff work and administrative and operational support services could be provided in the future
 - Puts into practice different working models
 - Will help inform what can improve efficiency and productivity

Phase Two Overview

Piloting models for how and where central administrative and operational support staff and services could be provided in the future

Upgrades at up-to six District sites to create meeting rooms and collaborative and flexible workspaces

- One in each Local District near a major freeway
- Could be located at an administrative or school site
- Each will require the reconfiguration of ~3 classrooms (or similar) spaces
 - 2 converted into meeting rooms
 - 1 converted into a flexible/collaborative workspace, supports ~10 employees at once
- Conduct follow-up use, functionality, and adequacy assessments over at least a three-month period

The physical upgrades and configuration of spaces provide value to the District regardless of whether future phases are authorized

Phase Two Overview - *Continued*

Piloting models for how and where central administrative and operational support staff and services could be provided in the future

Identify a limited number of administrative support departments that can efficiently be moved

- Develop and implement pilot programs for where and how these departments will work
- Relocation/moving related activities including undertaking improvements to District spaces
 - Could be located at an administrative or school site
 - Conduct follow-up use, functionality, and adequacy assessments over at least a three-month period

Phase Two Overview - *Continued*

Piloting models for how and where central administrative and operational support staff and services could be provided in the future

- Identification of site(s) for new, streamlined, community accessible District administrative office space(s)
- Planning activities for remaining departments and Local Districts including the development of a plan for where and how the members of each department will work, when they can “move” and how much it will cost
- Long-term strategic business plan for the services provided at the 14th Street and San Pedro Street facility

Phase Two Planning Activities

Engagement with divisions, departments and offices co-led by Community of Schools Realignment Committee and Facilities staff

- Co-create plans for where and how each team will work
 - Identify the type(s) of work the members of each team is doing
 - Make professional value judgements about:
 - Where the work is best accomplished (in the "office", at schools and in the community, at home)
 - How often each person needs to come into an "office"
 - When in the "office" do they need a fixed, assigned workspace or can they share a workspace
 - For what purpose each person needs to be in an "office" (meetings, individual work time that cannot be accomplished working from home or while at schools and in the community)
 - How long (how many hours) each person needs to come into an "office"
 - What staff members need to be able to work together in person
- Identify pros and cons of teleworking
- Identify what could make people more effective when teleworking
- Feedback on the type(s) and location of collaborative spaces

What to Expect at Conclusion of Phase Two

- Results and recommendations from the assessments
- Completed plans for all departments with information including relocations, site configurations, and service models that support schools and employees, and associated costs
- Identified site(s) for new, streamlined community accessible administrative office space(s)

QUESTIONS?