



**LAUSD**  
**UNIFIED**

# **Educational Transformation Office**

Developing Effective Leaders for School Transformation

Council of Great City Schools  
October 17, 2025

EDUCATIONAL  
TRANSFORMATION  
OFFICE

**LAUSD**  
**UNIFIED**

# Overview

Every school needs a strong leader—one who inspires, guides, and drives meaningful change that improves outcomes for all students. The session will explore effective strategies for developing visionary school leaders who foster a culture of continuous growth, data-driven decision-making, and equity-centered approaches to school improvement. Participants will review case studies to gain actionable insights and proven strategies to lead with purpose and create lasting change in school communities.

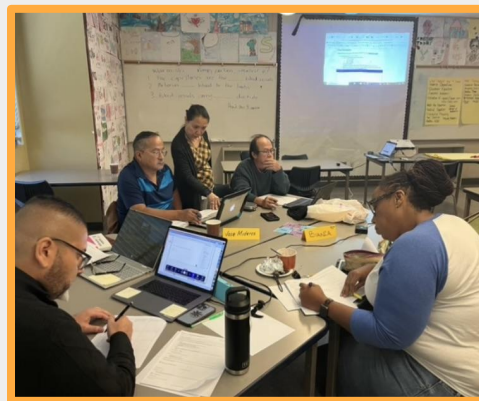
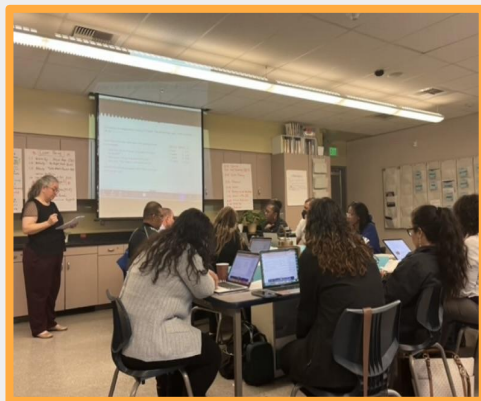
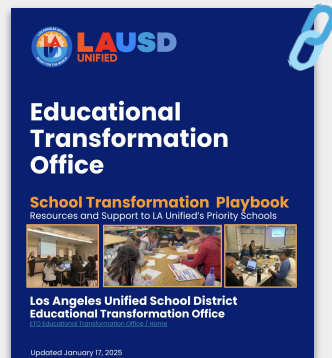




**LAUSD**  
UNIFIED

# Educational Transformation Office

Resources and Support to LA Unified's Priority Schools



[ETO Educational Transformation Office / Home](#)



# Ready for the World

LOS ANGELES UNIFIED SCHOOL DISTRICT

2022–26 Strategic Plan



## CORE BELIEFS

We also believe it is not just enough for our students to be **ready for the world** – we, as a district and representatives of a larger global community, must also ensure that we are ready for our students. Each student arrives with a unique and diverse range of strengths, skills, and perspectives that we must honor and uplift. We must guarantee that our systems – not just within Los Angeles Unified, but beyond – evolve and adapt to create the conditions for our exceptional students to thrive, and we are ready to lead that change by example.

**Each student arrives with a unique and diverse range of strengths, skills, and perspectives that we must honor and uplift.**

When our students ask, “Are you ready for me?” we all must be able to answer, “Yes we are” – not just to some students, but to every single one of our incredible young scholars. This commitment is embodied in our **Core Beliefs**, which serve as the foundation for everything we do and represent the things we hold true so that we may be a model of what an exemplary education institution looks like.

### EQUITY

We believe we must unapologetically call out and close the persistent opportunity gaps that disproportionately impact Black, Latinx, foster, unhoused, LGBTQIA+, immigrant, and other historically underserved communities. We must disrupt the generational, systemic manifestations of discrimination, racism, and bigotry affecting our schools.

We will actively identify and amplify the successes of our schools that eliminate inequities. We will strategically allocate resources to our students and families to ensure that students are celebrated and supported.

### COLLABORATION

We believe we exist to serve the students and families of Los Angeles Unified, and we acknowledge the many voices who have a vested interest in the success of Los Angeles Unified. Our decisions, policies, and programs are designed with learners at the center.

All actions are informed by listening and learning from the community through open dialogue to create authentic partnership opportunities so that our entire extended community may contribute toward student success.

### EXCELLENCE

We believe the communities served by Los Angeles Unified deserve the most exemplary education that prepares all students to achieve postsecondary excellence. For our community, we must deliver schools and an entire system that meets the promise of all of our unique students.





# The Students in Our Priority Schools

Group	Count	Priority Pct	District Pct
Students w/Disabilities	11625	17.13	15.7
Black Students	7880	11.61	6.7
English Learners	17426	25.68	16.75
Foster Students	960	1.41	0.9
Homeless Students	148	0.22	0.14

## Educational Transformation Office (ETO) Support Model

### Strategy & Action Plan for Priority Schools





# ETO Mission

*“ETO works in concert with Central and Region Office leaders to support the District’s Priority Schools **close implementation gaps** through collaboration, responsive support, and equitable resources.”*



1. **Strategic and Priority Staffing:** Identify, develop, and retain effective transformational leaders, teachers, and support staff
2. **Instructional Support:** Provide schools an instructional foci supported through ongoing Culturally and Linguistically Responsive professional development, cycles of improvement, classroom observations, and ensuring equity and access to advanced learning options (e.g., CTE, AP, Honors, Dual/Concurrent Enrollment)
3. **Progress Monitoring:** Provide frequent and consistent monitoring of Priority Schools, using the identification criteria and school reviews
4. **District Coherence:** Collaborate with the Region Offices and Central Office Teams to provide immediate instructional, staffing, operational, and technical support
5. **Strategic Instructional Partnerships:** Identify proven organizations to provide academic enrichment, intervention, and wrap-around services to students and families at Priority Schools

rm. 1204

# What problem are we trying to solve for Priority Schools?

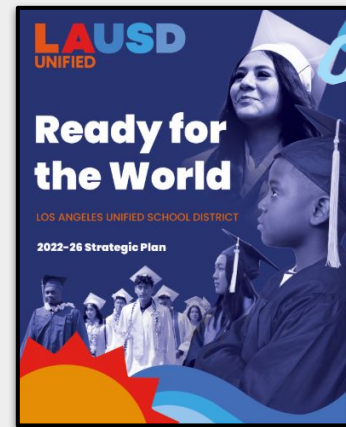
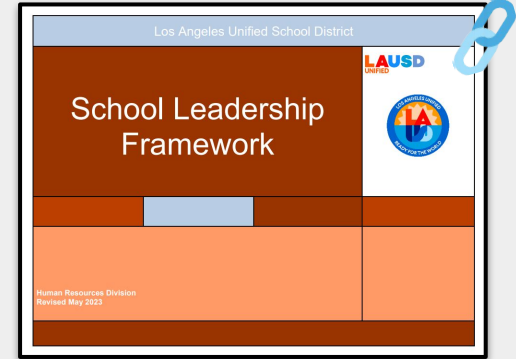
**LAUSD**  
UNIFIED

- Nearly half of the 121 Priority Schools have experienced persistently low performance over the past decade, underscoring the need for sustained school improvement efforts.
- Priority Schools have had higher principal and teacher turnover rates than the District average, impacting leadership stability and instructional consistency.
- Prior to the District's focused support and the creation of the Educational Transformation Office (ETO), many schools lacked:
  - Cohesive staff cultures centered on shared goals for student success.
  - Systems and structures that effectively leveraged teacher collective efficacy to improve student outcomes.



# District Programs

- APP and AAPP focus on developing school leaders who are well-versed in both **instructional and operational** school leadership.
- All sessions are grounded in the School Leadership Framework and Strategic Plan



# Identifying School Leaders with Upside Potential

## ETO Bench of School Leaders

- Instructional Coaches
- Coordinators
- Assistant Principals
- Sitting Principals



# Developing Trajectory Changing Leaders

01	<b>Targeted Leadership Development</b>	<ul style="list-style-type: none"><li>• Provide coaching and mentorship focused on transformational leadership (vision-setting, relational trust, data-driven decision-making, and instructional leadership)</li></ul>
02	<b>Strengthening Instructional Leadership</b>	<ul style="list-style-type: none"><li>• Support leaders to build teacher collective efficacy</li><li>• Embed standards-based instruction, data analysis, and continuous improvement into school leadership practices</li></ul>
03	<b>Cultivating Equity-Driven Leadership</b>	<ul style="list-style-type: none"><li>• Guide leaders to address systemic inequities</li><li>• Promote inclusive school cultures</li></ul>
04	<b>Measuring and Sustaining Growth</b>	<ul style="list-style-type: none"><li>• Impact Reviews, school walkthroughs, and reflective feedback loops measure leadership growth and impact.</li></ul>



# ETO Guidepost for School Leaders

Guidepost	Leadership Practices	School Systems
<b>Equity and Inclusion</b>	<b>Collaborate with the Instructional Leadership Team to:</b> <ul style="list-style-type: none"> <li>Use data to identify and address inequities.</li> <li>Create systems that make sure every student feels seen, valued, and heard.</li> <li>Ensure interventions and supports are targeted based on student needs.</li> <li>Support teachers in reflecting on their own and their collective impact on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Leadership Teams</li> <li>Effective Professional Learning Communities</li> <li>Multi-Tiered System of Supports (MTSS)</li> <li>Instructional Coaching and Feedback Cycles</li> <li>Cycle of Continuous Improvement (e.g., PDSA)</li> <li>Strategic Use of Formative Assessments</li> <li>Instructional Rounds and Peer Observation</li> </ul>
<b>Rigorous Teaching and Learning</b>	<b>Support teachers with:</b> <ul style="list-style-type: none"> <li>Using high-quality instructional materials (HQIM) aligned with state standards</li> <li>Integrating culturally and linguistically responsive practices that meet the needs of diverse learners without lowering standards</li> <li>Ensuring language development is integrated across content areas</li> </ul>	
<b>Coherence</b>	<b>Communicate a clear and consistent message about instructional priorities by:</b> <ul style="list-style-type: none"> <li>Identifying common or signature school-wide instructional practices.</li> <li>Ensuring time is protected during the school day for ongoing learning, collaboration, and practical application for teachers.</li> <li>Aligning feedback and professional development efforts with shared goals.</li> </ul>	

# Trajectory Changing Leaders in LAUSD

**Focus + Momentum = Automaticity**

## Focus

Involves intentional attention to a specific goal, practice, or area of improvement.

## Momentum

Positive results compound as focus turns into consistent action, creating energy and forward motion.

## Automaticity

Desired behaviors, systems, and mindsets become habits—embedded into the culture and daily routines.



# School Leader Selection

## 1 Priority School Principal Bench

ETO has a bench of school leaders—coordinators, coaches, assistant principals, and principals—showing potential to lead in Priority Schools.

## 2 School-level Committee Interview

School committees interview assistant principals and principals.

## 3 Region/ETO Collaboration

Region Superintendents collaborate with the Educational Transformation Officer to evaluate candidates proposed by school committees.

## 4 Superintendent Vetting

All principal candidates are presented to the superintendent for a final decision.



# Impact on Student Level Data

# Priority Schools: Outpacing the District's in Growth

## 2024–2025 SBA Growth

	DFS Change from 22–23 to 24–25	
	ELA	Math
<b>District</b>	<b>14.23</b>	<b>18.90</b>
Priority Schools	<b>19.13</b>	<b>25.09</b>
District – Black Students	<b>17.38</b>	<b>19.29</b>
Priority Schools – Black Students	<b>26.94</b>	<b>27.55</b>
District – English Learners	<b>12.26</b>	<b>17.12</b>
Priority Schools – English Learners	<b>13.16</b>	<b>19.92</b>

# Priority Schools: Outpacing the District's in Growth

## 21-22 to 24-25 SBA Growth

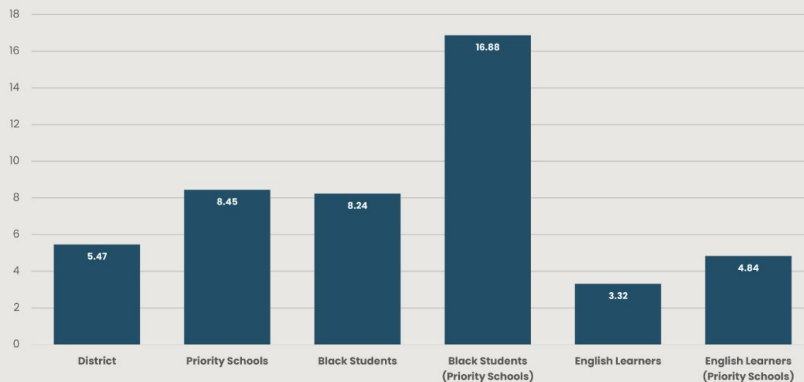
	DFS Change from 21-22 to 24-25	
	ELA	Math
<b>District</b>	<b>12.60</b>	<b>22.81</b>
Priority Schools	<b>14.79</b>	<b>25.18</b>
Priority Schools - Black Students	<b>17.70</b>	<b>25.30</b>
Priority Schools - English Learners	<b>8.30</b>	<b>22.88</b>
	Met/Exceeds Change from 21-22 to 24-25	
	ELA	Math
<b>District</b>	<b>4.75%</b>	<b>8.27%</b>
Priority Schools	<b>5.71%</b>	<b>8.54%</b>
Priority Schools - Black Students	<b>5.64%</b>	<b>6.65%</b>
Priority Schools - English Learners	<b>1.51%</b>	<b>3.77%</b>



# Priority Schools: College Readiness

## Priority Schools: Outpacing the District's Growth with Room for Improvement

Percentage Point Increase in A-G On Track from 2022-23 to  
2024-25

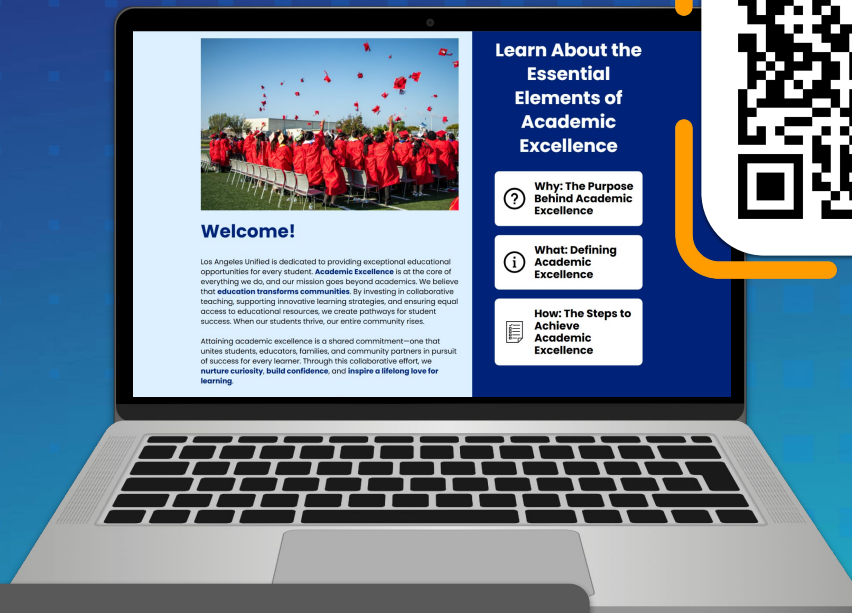




**LAUSD**  
UNIFIED

# Explore LAUSD's Academic Excellence Website

SCAN ME



[academicexcellence.lausd.org](https://academicexcellence.lausd.org)