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Access Presentation



Educational Transformation Office

A Rising Tide Lifts All Boats: Rallying Supports Around Los Angeles's Most Fragile Schools

Council of Great City Schools
October 17, 2025

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Overview

This presentation will outline how Los Angeles Unified identified its Priority Schools (schools with the lowest performance and growth) and how the District's structure of coherence among central and Region Offices provides responsive support to address their unique needs. The presentation will entail an overview of the Educational Transformation Office (ETO), created to provide intensive support to Priority Schools, and how ETO's work aligns with larger district efforts. It will also detail the role that summative and formative data plays in supporting the schools and directing the work of ETO and the District at large.

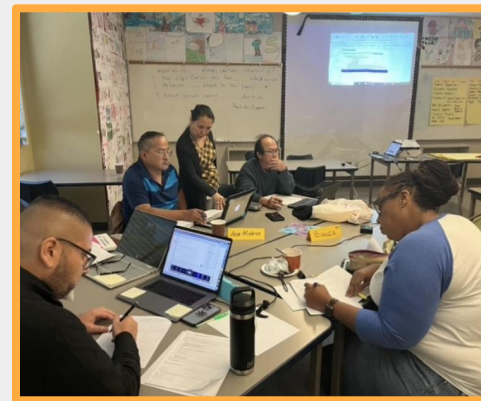
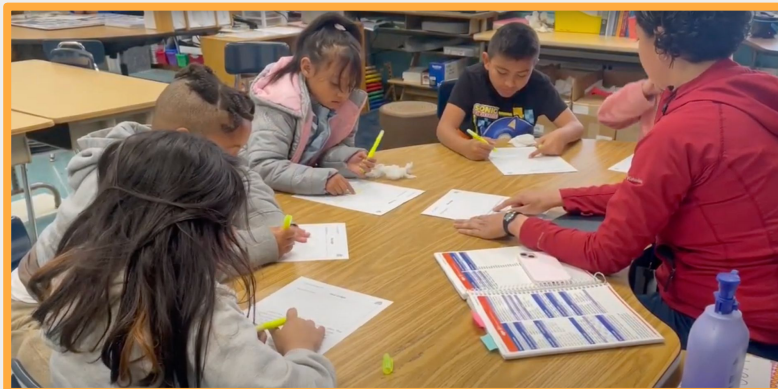
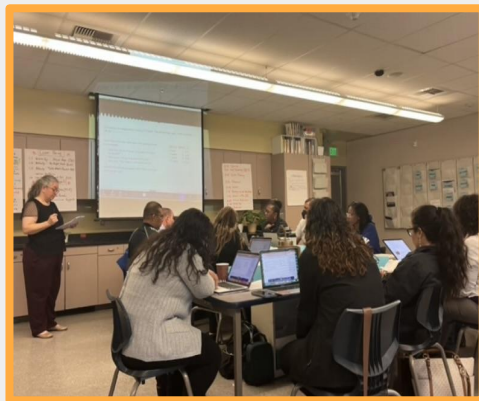
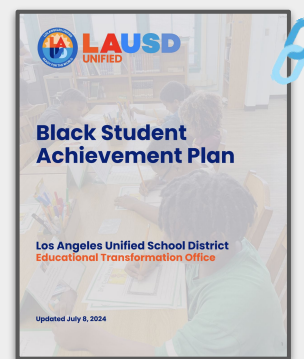
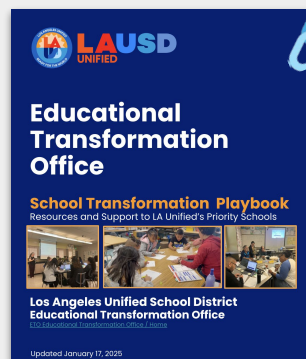




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Resources and Support to LA Unified's Priority Schools



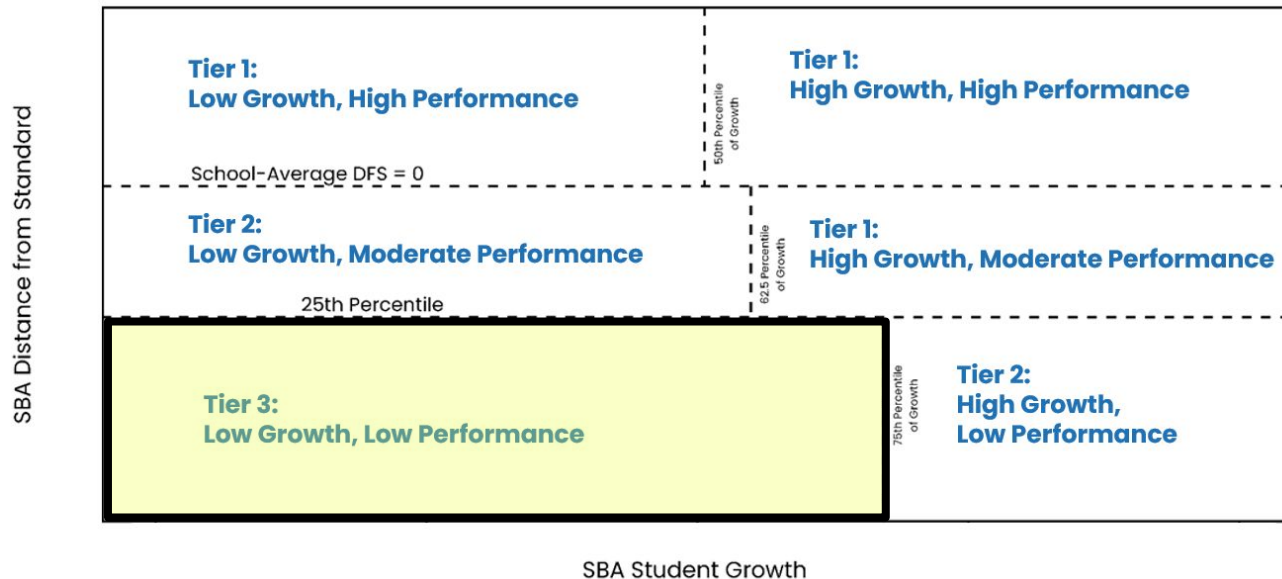
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Identification of Priority Schools

SBA Performance vs. Growth



The measures used in the School Identification Model are as follows:

1. SBA ELA: Growth
2. SBA ELA: Performance
3. SBA Math: Growth
4. SBA Math: Performance

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 |



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.

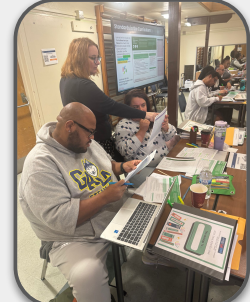
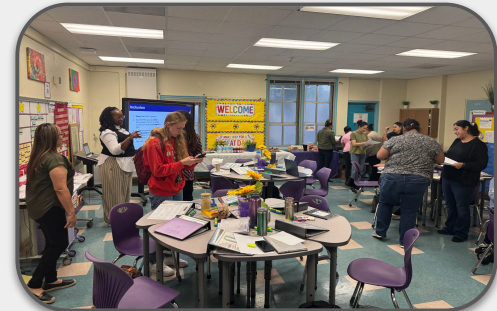
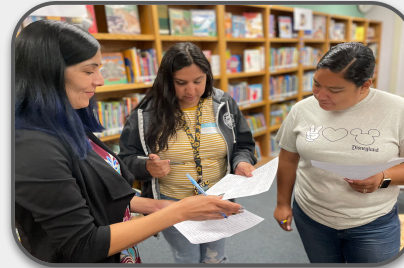
EXCELLENCE

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.



Educational Transformation Office (ETO) Support Model

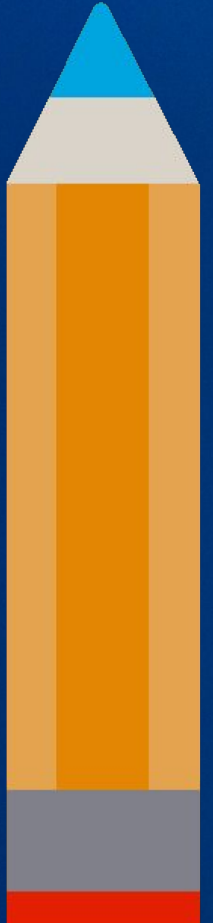
Strategy & Action Plan for Priority Schools













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

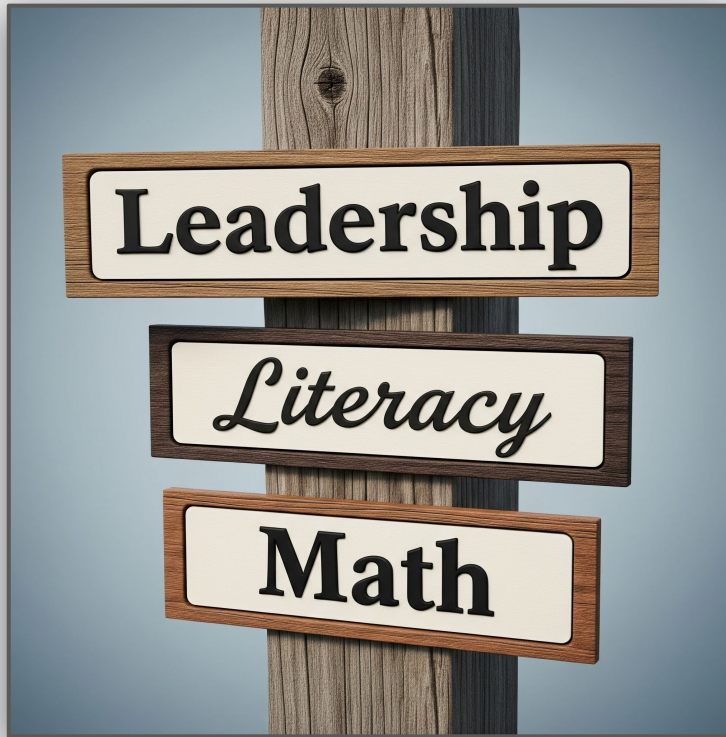
Strategic Support to Priority Schools



Instructional Priorities

| | | |
|--|--|---|
| Literacy |  <p>Reading, Writing, Listening, and Speaking Across all Subjects</p> | <p>Ensure every classroom is using standards-aligned curriculum:</p> <div>    </div> |
| Numeracy |  <p>Real World Application of Math Concepts</p> | <ul style="list-style-type: none"> • Academic Rigor and Language empowers students to think critically, collaborate effectively, and demonstrate understanding through standards-aligned tasks such as writing, designing solutions and creating real-world products. • Differentiation and a Multi-Tiered System of Supports (MTSS) ensures personalized instruction tailored to individual student needs and learning paths. |
| Science |  <p>Integrating Next Generation Science Standards</p> | <ul style="list-style-type: none"> • Culturally and Linguistically Responsive Pedagogy (CLRP) integrates students' cultures, lived experiences, and cognitive routines into the curriculum, enhancing learning and fostering a sense of belonging, agency, and academic identity. |
| History/Social Science |  <p>Read and Write like a Historian</p> | <ul style="list-style-type: none"> • Social-Emotional Learning (SEL) shapes well-rounded students. By incorporating SEL, including executive functioning skills into our routines, we help students build planning and problem solving skills and the attitudes needed to be <i>ready for the world</i>. |
| Assessments Informing Instruction |  <p>i-Ready</p> | <p>Use formative and summative assessments to provide essential data, guiding teachers in tailoring their instructional strategies to meet the diverse needs and abilities of students-while also empowering families and supporting students in setting and monitoring goals to take ownership of their learning.</p> |
| Professional & Leadership Development |  | <p>Invest in our educators to promote ongoing learning and excellence, with Instructional Leadership Teams (ILTs) at school sites focusing on curriculum design, data-driven instruction, and professional development.</p> |
| Plan-Do-Study-Act Cycles |  | <p>The Plan-Do-Study-Act (PDSA) cycle is a research-based model for continuous improvement. This approach helps educators make informed decisions based on data and feedback, ensuring our instructional practices remain relevant and impactful.</p> |

ETO Guideposts



- **Clarity of Vision and Priorities**
- **Coherence Across the System**
- **Focus on Student Outcomes**
- **Shared Language and Expectations**
- **Monitoring and Improvement**




ETO Guidepost for School Leaders






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

Strengthening Tier I Instruction: Elementary

English

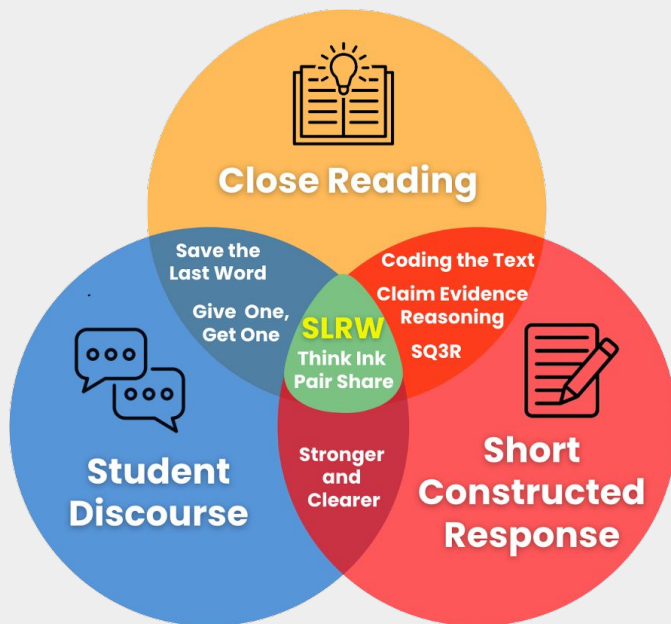
| ETO Guidepost | Student Behaviors |
|--|---|
|  Proficient Reading | <ul style="list-style-type: none"> Read grade level texts with fluency and accuracy Monitor own comprehension, using context clues and re-reading as necessary Actively engage with the text, annotating and/or note taking as necessary Visualize, summarize, and ask and answer questions to deepen understanding |
|  Range of Writing | <ul style="list-style-type: none"> Record important ideas and concepts Write clear, organized responses to text Convey a cohesive and well-developed understanding of a topic/idea Select most relevant supporting evidence Consider multiple texts about one idea/topic |
|  Meaningful Text-Based discourse | <ul style="list-style-type: none"> Review key ideas and explain own ideas and understanding Cite specific words, phrases, or passages to support answers or opinions. Listen with care and build on/ respond to the comments of peers Ask and answer questions to clarify or follow-up on information from the text Continue a conversation through multiple exchanges |

Math

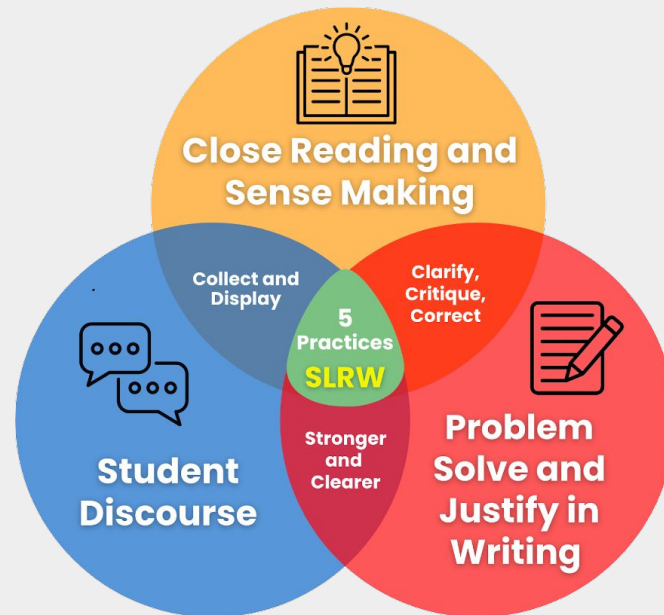
| ETO Guidepost | Student Behaviors | Routines/ Teacher Moves |
|---|---|--|
| | | Partner Reading |
| | | Close Reading |
| | | Independent Reading |
| ETO Guidepost | Student Behaviors | Routines/ Teacher Moves |
|  Connect Mathematical Representations | <ul style="list-style-type: none"> Describe and justify their mathematical understanding and reasoning with drawings, diagrams, and other representations. <i>MP 2, 3, 4</i> Make choices about which forms of representations to use as tools for solving problems. <i>MP5</i> Contextualize mathematical ideas by connecting to real-world situations. <i>MP7, MP8</i> | Five Framing Questions |
|  Reasoning And Problem Solving | <ul style="list-style-type: none"> Persevere in exploring and reasoning through tasks. <i>MP1</i> Make sense of tasks by drawing on, making connections with their prior understanding and ideas. <i>MP1, MP2</i> | Compare & Connect |
|  Meaningful Mathematical Discourse | <ul style="list-style-type: none"> Present and explain ideas, reasoning, and representations in pairs, small-group, and whole-class discourse. <i>MP3</i> Listen carefully to and critique the reasoning of peers, using examples to support or counterexamples to refute arguments. <i>MP3</i> Ask clarifying questions to understand peers' approaches, try out others' strategies, and describe the approaches used by others. <i>MP3</i> | Critique a Flawed Response Numbered Heads Together 14 Think, Ink, Pair, Share Stronger and Clearer |

Strengthening Tier I Instruction: Secondary

English



Math



Cycle of Support for Priority Schools

Additional School-Based Support

- Reading Specialist (Elementary & Middle Schools)
- Math Specialist (Elementary Schools)

Progress Monitoring

- Instructional Rounds
- Data Dialogues
- Bi-weekly Principal Check-ins

Capacity Building

- Job-embedded PD
- Lesson Labs
- Educator Coaching
- Leadership Development

Impact Review

- Monitor progress toward goals and priorities
- Inform next steps for continuous improvement

School Systems

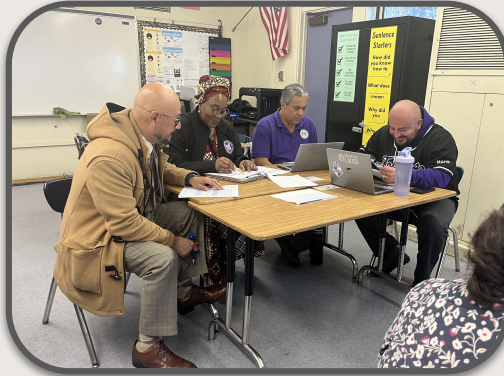
- Instructional Leadership Teams
- Professional Learning Communities
- Plan-Do-Study-Act Cycles

Focused & Differentiated Professional Development

Transformational Coaching



Standards Task Alignment



Strategic Strategies



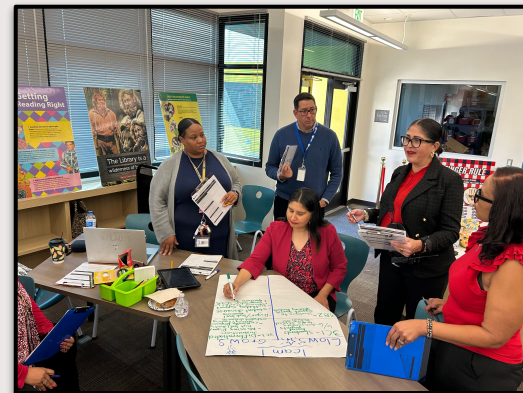
Lesson Studies



Impact Reviews

IR Agenda

- Welcome
- School Presentation
- Informal Classroom Observations
- Debrief
- Conclusion



Math Tutors



Small Group Literacy Resident Substitutes



Data Informing Growth Sessions



Sample Essential Question

1. Based on the BOY data, what are the areas of focus for your school and what practices/structures are you implementing to address these focal areas?
2. How will you quickly know the impact of your efforts so that you can either refine them or pivot?

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.

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 |
| District | 14.23 | 18.90 |
| Priority Schools | 19.13 | 25.09 |
| District – Black Students | 17.38 | 19.29 |
| Priority Schools – Black Students | 26.94 | 27.55 |
| District – English Learners | 12.26 | 17.12 |
| Priority Schools – English Learners | 13.16 | 19.92 |

Priority Schools: Outpacing the District's in Growth

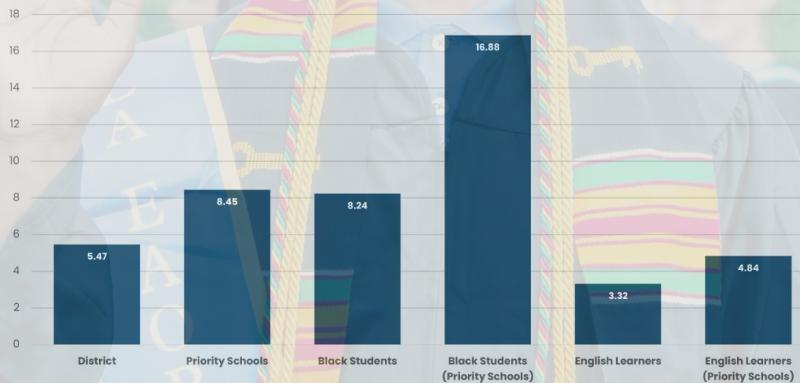
21-22 to 24-25 SBA Growth

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

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



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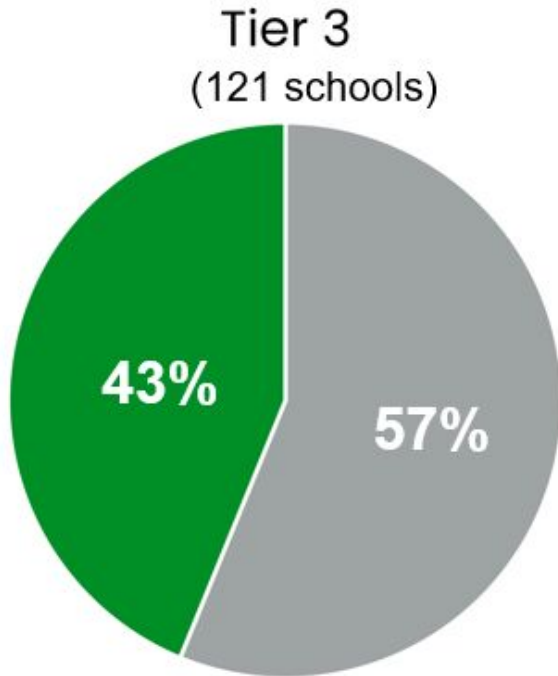


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School Movement for 2026-27



**52 Schools Exiting
(This is an estimation)**

■ Moved up at least 1 tier ■ Stayed in same tier

Thank You!



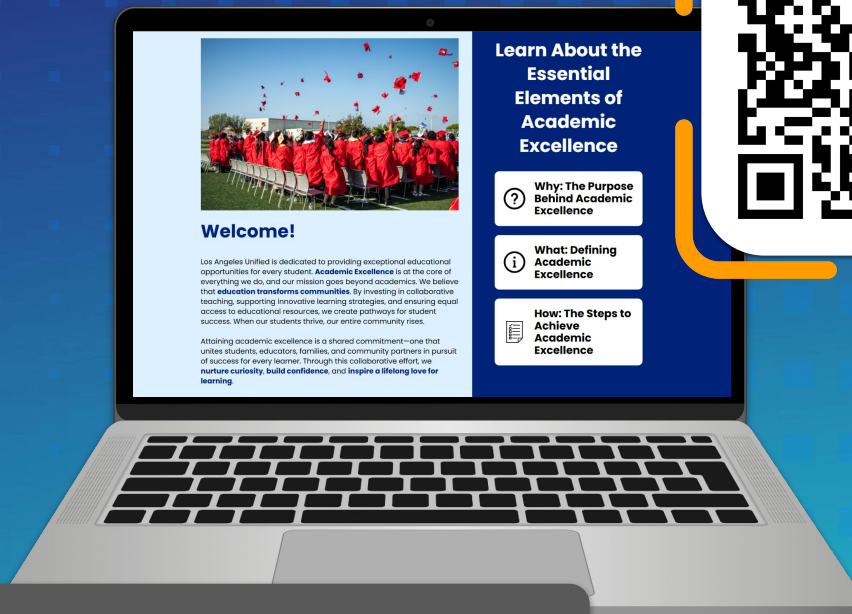


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