

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Educational Transformation Office

TO: Priority School Principals **DATE:** May 5, 2023

FROM: Robert Whitman, Ed.D.
Educational Transformation Officer

**SUBJECT: EDUCATIONAL TRANSFORMATION OFFICE FUNCTIONS,
SUPPORT AND STRUCTURE FOR PRIORITY SCHOOLS, 2023-2024**

This correspondence provides an overview of the Educational Transformation Office, its essential functions, and the support and structure it will provide to the District’s Priority Schools to guide school improvement efforts for the 2023-24 school year.

OVERVIEW

For 2023-24, the Educational Transformation Office (ETO) will provide support, structure, and resources to the District’s Priority Schools through a consolidated effort by the ETO, Central Office, Region Offices, and school leadership teams. ETO will serve only Priority Schools and collaborate with these offices and school-based teams to provide Priority Schools with the appropriate support and attention necessary to guide school improvement efforts and address students' academic and social-emotional needs. Although Priority Schools will receive direct support from ETO, they will remain under the purview of the Region Superintendents. In collaboration with the Regions, ETO will work with Priority Schools to evaluate existing school systems and programs, identify and enact corrective courses of action, and ensure the equitable delivery of high-quality instruction.

School improvement research points to sustainable practices for implementing a solid curriculum through responsive pedagogy, enrichment and intervention, master scheduling, educator growth and development, and progress monitoring guided by instructional data cycles of improvement (i.e., Plan, Do, Study, Act cycles). Thus, the support provided to Priority Schools will be centered around implementing sustainable practices and continuous improvement cycles.

SUPPORT AND STRUCTURE FOR PRIORITY SCHOOLS, 2023-2024

For 2023-24, through the aforementioned consolidated effort, ETO will work with Priority Schools to implement, allocate, and support the following:

- Strategic and Priority Staffing
- Instructional Interventionists and Coaches
- Ongoing Professional Development
- Systems that Support Instructional Progress
- Enrichment Programs and Resources (STEAM Labs, Dual Enrollment Courses, Cultural

- Arts Passport)
- Frequent Progress Monitoring

STRATEGIC AND PRIORITY STAFFING

ETO will collaborate with the District's Human Resources Division (HR) throughout the school year to fill all certificated and classified vacancies at Priority Schools. Human Resources will continue conducting staffing visits to all Priority Schools with anticipated vacancies. Hiring Fairs for Priority Schools will continue through June 2023. In addition, the District will continue to offer a \$5,000 stipend to new fully-credentialed (i.e., preliminary or clear credential) teachers who agree to work in Priority Schools designated as "Highest" or "High" on the SENI index.

INSTRUCTIONAL INTERVENTIONISTS AND COACHES

For 2023-24, Priority Schools received allocations for centrally-funded interventionists and coaches. Priority Elementary Schools received English Language Arts (ELA) and Math Instructional Support Interventionist allocations; Priority Middle Schools received an ELA Interventionist assignment; and all will receive a Multilingual Multicultural Academic Language Coach. Throughout the year, ETO will assign additional Interventionists (i.e., ELA, math, science, and language) and support to schools requiring more intensive support.

ONGOING PROFESSIONAL DEVELOPMENT

Region Offices and ETO will collaborate to provide Priority Schools with ongoing professional development (PD). PD provided to principals will consist of morning and afternoon PD sessions held on the same day once a month. For teachers, Differentiated targeted PD will be provided, also every month. PD for each group will be structured as indicated below, and a PD calendar will be provided to Priority Schools in the Fall of 2023.

Monthly Principal PD

Morning Principal PLC Sessions

On the first Wednesday morning of every month, Priority School principals will engage in instructional rounds within their Regions in Professional Learning Community (PLC) settings to identify common data-based challenges and reflect and refine leadership practices. Region Directors will facilitate the morning PLC sessions.

Afternoon ETO-Led PD Sessions

Also, on the first Wednesday of every month, during the afternoon, all Priority School principals will report to a central location for PD sessions centered on sustainable instructional strategies that support school improvement. The ETO will lead these afternoon PD sessions.

Summary of Monthly Principal PD Sessions and Structure

<i>Day/Time</i>	Purpose/Objective	Location
<i>First Wednesday of the Month 8:00 AM -12:00 PM Principal PLC Session</i>	Principals engage in instructional rounds within their Regions in PLC settings.	Region Locations TBD
<i>First Wednesday of the Month 1:00 PM -4:30 PM ETO-Led Principal PD Session</i>	Principals receive PD centered on sustainable instructional strategies that support school improvement.	TBD

Differentiated Targeted Teacher PD

To deepen teachers’ capacity around the District’s instructional priorities, the ETO will collaborate with school teams to provide teacher PD within PLC settings built into the school day and during *Banked Time Tuesdays*.

SYSTEMS THAT SUPPORT INSTRUCTIONAL PROGRESS

The overarching goal of ETO is to assist school teams with implementing sustainable school-level practices that will enable them to demonstrate multi-year growth in student achievement that include but are not limited to the following:

- District Adopted Formative Assessments
- Instructional Data Cycles of Improvement
- Functional Instructional Leadership Team
- Weekly Professional Learning Community Settings:
 - Elementary School: Psychomotor Time at Elementary School and Banked Time Tuesdays
 - Middle School: Common Conference Period for Middle School Math Teachers and Banked Time Tuesdays
 - High School: Common Planning Time and Banked Time Tuesdays
- Common Curriculum and Pacing Plans for Literacy, Numeracy, and Science
- Systems for Observations and Feedback (i.e., MyPGS Informal Observation Tool)

ENRICHMENT PROGRAMS AND RESOURCES

ETO will support Priority Schools to ensure they offer students Enrichment programs, resources, and opportunities, including STEAM-related labs, dual-enrollment courses, and the Cultural Arts Passport (CAP).

STEAM-Related Labs

In addition to the intense focus on instruction and intervention, every Priority School will have a lab (or multiple labs) that allows students equitable opportunities to develop 21st-century skills. The vision for STEAM labs in Priority Schools is to empower school communities to integrate

science, technology, engineering, arts, and mathematics through critical thinking, communication, creativity, and collaboration. In addition, through the support of ETO, schools will have access to STEAM Coordinators and Science Instructional Support Interventionists to model STEAM lessons to build the capacity of teachers in Next Generation Science Standards.

Dual-Enrollment Courses

The Division of Instruction and ETO are collaborating with the Los Angeles Community College District (LACCD) to ensure that dual-enrollment courses are accessible to all students in Priority Schools through several instructional formats, including in-person, virtual, and/or hybrid configurations. Additional strategies and support are forthcoming.

Cultural Arts Passport

Through the [Cultural Arts Passport \(CAP\)](#) initiative, Priority Schools received funding to support the implementation of activities that provide students in grades K-12 with various arts and cultural experiences. In addition, all schools received an allocation for the 2023-24 school year for full CAP implementation.

FREQUENT PROGRESS MONITORING

Formative Assessments, Instructional Data Cycles of Improvement, School Impact Reviews, and Region and District level progress monitoring will guide continuous improvement cycles for Priority Schools and coordinate support provided by the Region and ETO.

Formative Assessments

Priority Schools will follow all District guidelines for formative assessments at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). Using formative assessment data will allow school teams to monitor students' progress and the effectiveness of their instructional program (i.e., Tier 1 good first instruction and Tier 2 and 3 interventions). In addition, formative assessments will inform instructional planning, PD, and personalized student support.

Instructional Data Cycles of Improvement

Using principles of Improvement Science, ETO will support Priority Schools by adopting and implementing cycles of improvement (i.e., Plan, Do, Study, Act Cycle) to accelerate student achievement and reduce the unpredictability of student success. In addition, ETO will facilitate improvement cycles between BOY, MOY, and EOY assessments to support school teams in utilizing student-level data from formative assessments to identify growth areas and students who require targeted support.

Impact Reviews

Twice a year, following BOY and MOY assessment windows, each Priority School will engage in a School Impact Review (IR), a collaborative process between the ETO, Region Office, and the school's Instructional Leadership Team. The [IR process](#) aims to support schools in identifying strengths and areas for growth in their instructional programs. In addition, this process will allow principals to present their school's data and share their school's actions to ensure a high-quality instructional program focused on the District's instructional priorities and targeted support for students below benchmark or proficient. Most importantly, the IR process and team will guide the identification of the next steps for improvement and follow-up.

Region-Level Progress Monitoring

Priority Schools will remain under the purview of the Region Superintendents. Appropriately, Region Superintendents and Directors will continue supporting, monitoring, and supervising Priority Schools and working collaboratively with ETO to filter additional resources to implement the District's instructional priorities.

District-Level Progress Monitoring

Data to Inform Growth (Data DIG) conversations will continue to drive continuous school and system improvement. These conversations aim to sustain District coherence in supporting Priority Schools and allow principals to effectively monitor their school's instructional program and its impact on student learning. Furthermore, Data DIG conversations will continue to inform Central and Region Office practices and the support provided to Priority Schools.

INCLUSIVE SCHOOLS FOR ALL LEARNERS

The ETO will work with Central and Region Offices to support Priority Schools in achieving the following student outcomes:

- Increase the number of referrals for potentially gifted and talented students.
- Increase the rate of reclassification of Emergent Bilinguals.
- Increase the number of Black Students graduating “C” or better in A-G and accessing Honors, Advanced Placement courses.
- Decrease the percentage of time students with Individualized Education plans spend outside the General Education program.

Supporting Priority Schools must involve Central, Region, and school teams' collective knowledge, wisdom, and intentionality. It will only be through collective efficacy that we accelerate growth for students and maximize their unbounded potential. The leadership and commitment among principals of Priority Schools are apparent, and the ETO looks forward to working alongside you.

If you have any questions, please contact Dr. Robert Whitman at (213) 241-1750 or robert.whitman@lausd.net.

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