



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: School-Site Professional Development Priorities and Banked Time Tuesdays for Elementary Schools (2019-2020)

NUMBER: MEM-6015.7

ISSUER: Frances Gipson, Ph.D., Chief Academic Officer
Division of Instruction

Derrick Chau, Ph.D., Senior Executive Director
P-12 Instruction

ROUTING

Local District Superintendents
Administrators of Instruction
Administrators of Operations
Directors
Principals
Assistant Principals
UTLA Chapter Chairperson
School Administrative Assistants

DATE: April 4, 2019

PURPOSE: The purpose of this memorandum is to provide schools with Banked Time Tuesday dates and information to enable alignment of school-based professional development content and time with District instructional outcomes and priorities:

- California's Accountability and Continuous Improvement System <http://www.cde.ca.gov/ta/ac/cm/>
- Local Control Accountability Plan (LCAP) <http://achieve.lausd.net/lcap>
- California frameworks and content standards implementation for all students <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>, encompassing English Language Arts (ELA), English Language Development (ELD), Mathematics, History/Social Science, Science, Visual and Performing Arts, Physical Education, and Health Education
- California English Language Development standards implementation in tandem with all California content standards, through designated and integrated ELD
- Literacy and language instruction that ensures all students read, write, speak, and listen effectively, accurately, and fluently by the end of 2nd grade <https://achieve.lausd.net/page/6545>
- 2018 Master Plan for English Learners and Standard English Learners, see section V.
- Equitable access to all areas of the curricula provided for *all* our students, including a diverse range of learners, see section VI.
 - Culturally and linguistically responsive instructional strategies integrated in all content areas as outlined in the California frameworks
 - Providing access and equity with a Multi-Tiered System of Supports (MTSS), including Culturally and Linguistically Responsive Pedagogy (CLRP), Response to Instruction and Intervention (RtI²) and Universal



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

- Instruction and Intervention (RtI²) and Universal Design for Learning (UDL) for academics and behavior
- Integration of Social/Emotional Learning (SEL) into content areas

MAJOR CHANGES:

This memorandum replaces memorandum MEM-6015.6 *School-site Professional Development Priorities and Banked Time Tuesdays for Elementary Schools 2018-2019*, issued on April 23, 2018. There are required courses, see sections IV, V, VI, and VII. The topics:

1. History-Social Science Framework for California Public Schools and Newly Adopted Instructional Materials 2019
2. Supporting Students with Dyslexia Through a Multi-Tiered System of Supports
3. Culturally and Linguistically Responsive Pedagogy (CLRP): Deeping and Applying Content Knowledge in Integrated ELD (iELD) for English Learners (ELs) and Academic Language Development (ALD) for Standard English Learners (SELS)
4. Creating Trauma-Informed, Resilient School Communities

BACKGROUND: The primary expected outcomes for professional development are continuous growth and improvement of teacher practice through a cycle of inquiry that results in improved student progress toward mastery of the content standards and academic language proficiency.

In accordance with Article IX-B, Section 2.0 of the LAUSD/UTLA Collective Bargaining Agreement, principals are to work with their leadership councils and instructional teams to develop a year-long professional development plan that focuses on the District instructional priorities and teacher effectiveness as determined by the *Teaching and Learning Framework* (TLF) and student achievement data.

Pursuant to Article IX-B of the agreement between the District and UTLA, the time that is provided for Banked Time Tuesday meetings must be used to improve instruction to ensure student achievement of the standards. The *Teaching and Learning Framework* details the pedagogy needed to effectively teach the California content standards, the acquisition of 21st century skills, and provide access to content for the diverse needs of our student population. It honors the complex nature of teaching and provides a common language to support professional growth for both novice and veteran teachers in discrete elements through the use of descriptors and varying performance levels.



INSTRUCTIONS: I. IMPLEMENTATION OF BANKED TIME TUESDAYS

A. Banked Time Tuesday Allotments

Per the LAUSD/UTLA agreement, fifty percent of allocated Banked Time Tuesdays (listed in Attachment A) must be devoted to professional development aligned with the District instructional priorities. The number of days allocated for Banked Time Tuesday professional development for elementary schools:

Elementary School Banked Time Tuesday Allocations	
Total number of Banked Time Tuesdays allocated to schools	26
District determined topics for Banked Time Tuesdays	13
Local School Leadership Council (LSLC) determined topics for Banked Time Tuesdays	13

B. Scheduling of Professional Development Banked Time Tuesdays Schools must adhere to the established Banked Time Tuesday schedule as outlined in Attachment A. The exceptions are as follows:

1. If a school wishes to use alternate Tuesday(s) that differ from those listed on Attachment A (that neither increases or decreases the number of banked time days), please complete and submit Attachment D to the school director.
2. If a school wishes to increase or decrease the number of banked time days, please see MEM-6680.3, *School Waivers for Alternative Configurations*, dated March 19, 2019, for the procedures to request a waiver.

The Banked time Tuesday schedule must match what is submitted in the 2019-2020 online bell schedule. The bell schedule must meet the minimum required instructional minutes **daily** (249 minutes) and **annually** (55,100 minutes) as indicated in the following documents:

- BUL-6144.1, *School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time and Pupil-Free Days*, dated July 27, 2017 and
- REF-068500.0, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2019-20*, dated March 19, 2019



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

The bell schedule must be certified and submitted with the waiver request. Schools may use the single-track instructional calendar provided in Attachment B, to plan their additional or alternate Banked Time days and to complete their online bell schedule. Schools may also use shortened days, minimum days, school-determined staff development meetings and grade-level meetings for professional development opportunities.

C. Additional Considerations for Banked Time Tuesdays

The following guidelines for the scheduling and implementing of Banked Time Tuesdays must be adhered to:

1. If Banked Time Tuesday date(s) fall on the same date(s) as California and District testing programs, schools must administer the mandated test. A special testing schedule will be necessary to complete testing on a Banked Time Tuesday schedule.
2. There are no changes in the length of the teachers' contractual workday.
3. Minimum and/or shortened days may not be combined with the professional development banked time on Banked Time Tuesdays.
4. Schools will not be required to pay transportation costs for Banked Time Tuesdays listed on the approved calendar schedule. Schools may be required to pay transportation costs for dates other than those listed on the approved schedule of dates when requested by the school.
5. Affiliated charter schools that have Banked Time written into their charters will continue to implement Banked Time as designated in the charter.
6. Banked Time Tuesday professional development shall not be extended in length with additional meetings on Back-to-School, Open House, or parent conference days.

II. INSTRUCTIONAL PRACTICES

The California frameworks for all content areas, in tandem with the California content standards, are the guiding documents for effective instruction in all elementary classrooms. Professional development topics and activities should support and enhance teachers' practice, including examining student work and instructional practices, in a



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

reflective cycle of inquiry. The California frameworks are available online at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.

Effective instruction that utilizes the California content standards requires that teachers come together to construct or deconstruct standards, lessons, units, and assessments, including English Language Proficiency Assessments for California (ELPAC), LAS Links, and basic skills assessment results (i.e., DIBELS, Reading Inventory, etc.), as well as to review student results from formative assessments for the purpose of planning instructional delivery (plan, deliver, reflect, and refine/revise).

- **Plan:** Teachers work collaboratively to plan units, lessons, and instructional strategies, including integrated ELD and CLR strategies, designed to meet the needs of *all* students.
- **Deliver:** Teachers implement the planned unit and/or lesson. Peer observations are encouraged for the purpose of providing feedback and support.
- **Reflect:** Teachers work collaboratively to examine the implementation of the units and/or lesson. This reflection includes analysis of student work and learning results in relation to the standards, as well as the degree to which the strategies were implemented as planned.
- **Refine/Revise:** Teachers use what they have learned during delivery and reflection to inform their practice, curricular design, and planning.

This process promotes the development of teacher capacity in rigorous instructional design to meet the needs of all learners. Evaluation results of adult and student learning are maintained at the school site, available for review.

III. PROFESSIONAL DEVELOPMENT RESOURCES

All teachers will utilize the California Content Frameworks and the California Content Standards to guide instruction. There are links to content specific resources in Attachment C. The California content frameworks can be found at this webpage: <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.

IV. HISTORY-SOCIAL SCIENCE FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS AND NEWLY ADOPTED INSTRUCTIONAL MATERIALS 2019 - REQUIRED COURSE

This professional development module will support adoption of publisher materials and implementation of the recently released history



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

framework. The module will include an overview of the instructional materials, a section on the new HSS framework, language development support, and use of online digital content. Teachers will also receive support on integrating the newly adopted instructional materials with Benchmark Advance. Participants will also engage with primary sources, preview connections to the FAIR Education Act, and learn how to manage instructional materials in Schoology.

The 90-minute course will be available in MyPLN.

It is recommended that the school principal ensure that this professional development course has been completed prior to September 24, 2019. Professional development plans and flexibilities in timeline should be discussed with the Local District Director. Schools are to retain copies of the Banked Time Tuesday meeting agendas and sign-in sheets as evidence of completion.

V. SUPPORTING STUDENTS WITH DYSLEXIA THROUGH A MULTI-TIERED SYSTEM OF SUPPORTS – REQUIRED COURSE

Dyslexia is a language-based disability that exists on a continuum and is characterized by difficulties in learning how to read fluently. Students with dyslexia can also experience difficulties with oral language, spelling and writing skills. Addressing the needs of struggling readers requires a wide range of supports (including but not limited to appropriate identification and tailored instruction for students who are on the continuum of learning academic English, i.e. English Learners and Standard English Learners). Instructional support for students with dyslexia commonly occurs in the general education setting by grade-level and content-area teachers who are equipped with resources and strategies.

This interactive, hybrid (online/collaborative) professional development module will provide educators with an understanding of the common characteristics of students with dyslexia. Additionally, teachers and administrators will identify existing classroom and school-wide practices and supports in place to support students with dyslexia and explore new resources designed to assist all grade level and content area teachers with supporting struggling readers.

It is recommended that the school principal ensure that this professional development course has been completed prior to October 29, 2019. Professional development plans and flexibilities in timeline should be discussed with the Local District Director. Schools



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

are to retain copies of the Banked Time Tuesday meeting agendas and sign-in sheets as evidence of completion.

The module will be available on the Dyslexia website at <https://achieve.lausd.net/dyslexia> on July 1, 2019.

Certificates of Completion can be printed on My Professional Learning Network (MyPLN) at <http://achieve.lausd.net/mypln>.

VI. CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY (CLRP): DEEPENING AND APPLYING CONTENT KNOWLEDGE IN INTEGRATED ELD (IELD) FOR ENGLISH LEARNERS (ELs) AND ACADEMIC LANGUAGE DEVELOPMENT (ALD) FOR STANDARD ENGLISH LEARNERS (SELs) – REQUIRED COURSE

This module is designed to deepen teachers' and administrators' understanding of how Culturally and Linguistically Responsive Pedagogy (CLRP) addresses equitable access to content standards for English Learners (ELs) and Standard English Learners (SELs) during Integrated ELD (iELD) for ELs and Academic Language Development (ALD) for SELs.

Culturally and Linguistically Responsive Pedagogy (CLRP) is embedded in state content frameworks (i.e., California Content Standards, the ELA/ELD Framework for California Public Schools, and the California Preschool Learning Foundations) and District policies (i.e., Strengthening Support for Standard English Learners Resolution, 2018 Master Plan for English Learners and Standard English Learners, and LAUSD Teaching and Learning and Leadership Frameworks).

The module can be found on the following links:

<http://mmed.lausd.net>

<https://achieve.lausd.net/aea>

It is recommended that the school principal ensure that this professional development course has been completed prior to December 17, 2019. Professional development plans and flexibilities in timeline should be discussed with the Local District Director. Schools are to retain copies of the Banked Time Tuesday meeting agendas and sign-in sheets as evidence of completion.



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

VII. CREATING TRAUMA-INFORMED, RESILIENT COMMUNITIES – REQUIRED COURSE

L.A. Unified embraces a trauma-resilient informed framework as part of a strategic effort to meet the academic, behavioral, and social-emotional needs of the District's diverse student population. Many students have experienced significant stressors and adversities in their lives. School Mental Health, has recently screened close to 3000 students. Almost half (48%) of the students were found to be at-risk for traumatic stress, which manifests in behaviors that impede learning. Educating school staff and administrators regarding trauma-resilience informed practices is essential to ensure the success of all students.

This professional development will provide PreK-12 educators a common understanding of trauma-resilience informed practices for schools. This training will help participants:

- Understand the definition of trauma-resilience informed practices;
- Understand the impact of trauma on learning and classroom behavior;
- Learn instructional strategies that foster resilient learners; and
- Understand the importance of self-care for educators.

The 60-minute course will be available on MyPLN in August 2019.

It is recommended that the school principal ensure that this professional development course has been completed prior to March 31, 2020. Professional development plans and flexibilities in timeline should be discussed with the Local District Director. Schools are to retain copies of the Banked Time Tuesday meeting agendas and sign-in sheets as evidence of completion.

ATTACHMENTS: Attachment A: *Banked Time Professional Development Schedule*
Attachment B: *Regular Single Track Instructional Calendar*
Attachment C: *Instructional Resources*
Attachment D: *Request for Alternate Banked Time Tuesday Date(s)*
Attachment E: *Elementary Professional Development Modules At-A-Glance*

RELATED RESOURCES: BUL-2332.7 *Elementary School Progress Report Marking Practices and Procedures*, dated August 3, 2018

MEM-5787.7 *Back-to-School and Open House Activities for 2019-2020*, dated March 19, 2019
MEM-5127.8 *Dates for Required Progress Reports in Elementary*



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

Schools 2018-2019, dated June 1, 2018 MEM-6680.3 School Waivers for Alternative Configurations, dated March 19, 2019

REF-068500.0 Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2019-20, dated March 19, 2019

*REF-050096.1 State and National Mandated Testing Calendars for the 2017- 2018 School Year, dated October 29, 2018**

**PLEASE NOTE: As of the date of this memo, the aforementioned reference guides and memorandums are being updated. This may result in a change of number.*

ASSISTANCE: For assistance or further information, please contact the Director in the Local District office or

- Carlen Powell, Administrator, Elementary Instruction, at (213) 241-5333 or carlen.powell@lausd.net

For assistance with the Schoology gradebook, please contact

- Paulina Rock, Interim Director, Personalized Learning Systems at 241-3017 or paulina.rock@lausd.net

For assistance with English Learners, please contact

- Lydia Acosta-Stephens, Executive Director, Multilingual and Multicultural Education Department at (213) 241-5582 or lstephen@lausd.net

For assistance with Culturally and Linguistically Responsive Pedagogy and Standard English Learner (SEL) Instruction, please contact the Local District SEL Coordinator or

- Kandice McLurkin, Administrative Coordinator, Access, Equity and Acceleration Department, Division of Instruction at (213) 241-1750 or kandice.mclurkin@lausd.net

For assistance with Multi-Tiered Systems of Support, please contact

- Andre Spicer, Director, Access, Equity and Acceleration Department, Division of Instruction at (213) 241-1750 or andre.spicer@lausd.net or

- Annmarie Serrano, Intervention Coordinator, Psychological Services, Division of Special Education at (310) 965-7920 or annmarie.serrano@lausd.net



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

For assistance with Dyslexia General Awareness, please contact

- Mary Ann Sullivan, Coordinator, K-12 Instruction, Division of Special Education at (213) 241-8175 or maryann.sullivan@lausd.net

For assistance with Supporting Foster Youth, please contact the Local District Pupil Services and Attendance (PSA) Field Office or

- Pia Escudero, Executive Director, Student Health and Human Services at (213) 241-3840 or pia.escudero@lausd.net.

For assistance with the Discipline Foundation Policy, please contact the Administrators of Operations and Operations Coordinators in the Local District or

- Pia Escudero, Executive Director, Student Health and Human Services at (213) 241-3840 or pia.escudero@lausd.net.

Local District	Phone	Administrator of Operations	Email
Central	(213) 241-0167	Eugene Hernandez	eugene.hernandez@lausd.net
East	(323) 224-3177	Miguel Saenz	mxs4965@lausd.net
Northeast	(818) 252-5400	Andres Chait	andres.chait@lausd.net
Northwest	(818) 654-3670	Debra Bryant	ddeb0437@lausd.net
South	(310) 354-3417	Peter Hastings	pmh5997@lausd.net
West	(310) 914-2102	Ra'Daniel McCoy	radaniel.mccoy@lausd.net



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ATTACHMENT A

Banked Time Professional Development Schedule 2019 – 2020

ELEMENTARY SINGLE TRACK

The dates below represent the District allocated banked time Tuesdays only. At a minimum, thirteen of the twenty-six banked time Tuesdays are to be dedicated to the District’s priorities.

District Allocated Banked Time Tuesdays	Progress Report Periods, Grade Entry, Parent Conferencing	Back-to-School and Open House	Non-Banked Time Tuesdays
August 27, 2019 September 3, 2019 September 10, 2019 September 17, 2019 September 24, 2019 October 1, 2019 October 8, 2019 October 15, 2019 October 22, 2019 October 29, 2019 November 5, 2019 November 12, 2019 <i>(Parent Conferences Nov. 18-22)</i> <i>(Thanksgiving Break Nov. 25-29)</i> December 3, 2019 December 10, 2019 December 17, 2019 <i>(Winter Break Dec. 23-Jan.10)</i> January 14, 2020 January 21, 2020 January 28, 2020 February 4, 2020 February 11, 2020 February 18, 2020 February 25, 2020 <i>(Parent Conferences Mar. 2-Mar. 6)</i> March 10, 2020 March 17, 2020 March 24, 2020 March 31, 2020 <i>(Spring Break, April 6-10)</i> <i>(Parent Conferences Optional June 8-June 12)</i>	<u>Progress Report 1</u> Reporting Period 8/20/2019 to 11/15/2019 Grade Entry 10/21/2019 to 11/15/2019 <u>Parent Conferences</u> 11/18/19 to 11/22/19	<u>Back-to-School Window</u> Start Date September 3, 2019 End Date September 13, 2019 <u>Open House Window</u> Start Date March 9, 2020 End Date March 27, 2020	8/20/19 11/19/19 3/3/20 4/14/20 4/21/20 4/28/20 5/5/20 5/12/20 5/19/20 5/26/20 6/2/20 6/9/20
	<u>Progress Report 2</u> Reporting Period 11/18/2019 to 3/6/2020 Grade Entry 2/13/2020 to 3/6/2020 <u>Parent Conferences</u> 3/2/20 to 3/6/20		
	<u>Progress Report 3</u> Reporting Period 3/9/2020 to 6/12/2020 Grade Entry 5/21/2020 to 6/12/2020		
	<u>Parent Conferences</u> 6/8/2020 to 6/12/2020 (Optional)		



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ATTACHMENT B

Single Track Instructional School Calendar 2019-2020

<http://achieve.lausd.net/domain/36>

Single Track Instructional Calendar

SCHOOL YEAR 2019-20															Single Track					Days of Inst.	
School Month	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T		F
1	AUG 19	20	21	22	23	26	27	28	29	(30)	SEP (2)	3	4	5	6	9	10	11	12	13	17
2	SEP 16	17	18	19	20	23	24	25	26	27	(30)	OCT 1	2	3	4	7	8	(9)	10	11	18
3	OCT 14	15	16	17	18	21	22	23	24	25	28	29	30	31	NOV 1	4	5	6	7	8	20
4	NOV (11)	12	13	14	15	18	19	20	21	22	25	26	27	28	29	DEC 2	3	4	5	6	14
											Thanksgiving Break										
5	DEC 9	10	11	12	13	16	17	18	19	20	JAN 13	14	15	16	17	(20)	21	22	23	24	19
6	JAN 27	28	29	30	31	FEB 3	4	5	6	7	10	11	12	13	14	(17)	18	19	20	21	19
7	FEB 24	25	26	27	28	MAR 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	20
8	MAR 23	24	25	26	27	30	31	APR 1	2	(3)	6	7	8	9	10	13	14	15	16	17	14
											Spring Break										
9	APR 20	21	22	23	24	27	28	29	30	MAY 1	4	5	6	7	8	11	12	13	14	15	20
10	MAY 18	19	20	21	22	(25)	26	27	28	29	JUN 1	2	3	4	5	8	9	10	11	12	19
	JUN 15	#	#	#	#																
																					180

▶ Returning from Winter Break # Not in Session ○ Holiday ◡ Unassigned Day ◊ Pupil-Free Day

Distribution of Instructional Days	
• 31 instructional Mondays	• 38 instructional Thursdays
• 38 instructional Tuesdays	• 36 instructional Fridays
• 37 instructional Wednesdays	



Instructional Resources by Department

Department	Resources
State Accountability System Local Control Accountability Plan District Strategic Plan	California's Accountability and Continuous Improvement System http://www.cde.ca.gov/ta/ac/cm/ Local Control Accountability Plan (LCAP) http://achieve.lausd.net/lcap
Gifted and Talented Programs	Professional development menus http://achieve.lausd.net/gate http://achieve.lausd.net/Page/2169 http://achieve.lausd.net/Page/3387
Arts	Visual and Performing Arts Framework https://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf Elementary VAPA resources Dance https://achieve.lausd.net/Page/13334 Music https://achieve.lausd.net/Page/13384 Theatre https://achieve.lausd.net/Page/13388 Visual Arts https://achieve.lausd.net/Page/13415
Discipline Foundation Policy	Discipline Foundation Policy http://achieve.lausd.net/Page/1512
Literacy and Language Arts	Curriculum maps http://achieve.lausd.net/Page/6112 New ELA/ELD Instructional Materials PD Support http://achieve.lausd.net/Page/5223 Early Language and Literacy Plan http://bit.ly/ELLPcohort1 http://achieve.lausd.net/Page/6545 Transitional Kindergarten http://achieve.lausd.net/Page/6503 Read Aloud http://achieve.lausd.net/Page/6603 Assessments http://achieve.lausd.net/Page/6428 http://achieve.lausd.net/Page/6564



Instructional Resources by Department

Department	Resources
Mathematics	<p>E-learning course <i>Building a Common Core Math Classroom</i> http://achieve.lausd.net/mypln Professional development courses, problem solving and number talks http://achieve.lausd.net/Page/7028</p> <p>Performance tasks aligned to the Smarter Balanced Claims and Targets are available on the L.A. Unified Mathematics website, https://achieve.lausd.net/Page/1237. These resources were developed by L.A. Unified teacher-leader teams, in conjunction with Los Angeles County Office of Education and Stanford Center for Assessment, Learning and Equity (SCALE).</p>
Science	<p>4th/5th Integrated units http://achieve.lausd.net/ccssciu FOSS digital resources http://www.FOSSweb.com/registration NGSS implementation resources http://science.lausd.net</p>
History Social Science	<p>Inquiry process and the integration of the literacy standards are found at http://achieve.lausd.net/hss New History/Social-Science Framework: https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf</p>
Physical Education	<p>Information http://achieve.lausd.net/Page/1240</p>
English Language Development	<p>Designated and Integrated ELD model lessons http://achieve.lausd.net/mmed - spn-content Designated ELD lessons utilizing the High Impact Essential Practices as outlined in the http://achieve.lausd.net/Page/8773#spn-content</p>
Special Education	<p>Universal Design for Learning (UDL) http://www.cast.org/our-work/about-udl.html#.Vs-QztjSmpo Multi-Tiered System of Support (MTSS) https://achieve.lausd.net/Page/4134 Adaptions, Accommodations, Modifications, and Instructional Supports https://achieve.lausd.net/site/Default.aspx?PageID=4273</p>
Social Emotional Learning	<p>SEL model program and competencies http://achieve.lausd.net/Page/10277</p>



Instructional Resources by Department

Department	Resources
<p>Educator Development and Support</p>	<p>My Professional Learning Network (MyPLN) http://achieve.lausd.net/mypln</p> <p>My Professional Growth System (MyPGS) https://lausd.truenorthlogic.com</p>
<p>Integration of Culturally and Linguistically Responsive Pedagogy (all content areas)</p>	<p>The course is available on My Professional Learning Network (MyPLN) http://achieve.lausd.net/mypln Additional instructional materials and model lessons http://achieve.lausd.net/aemp Course Name: “Culturally and Linguistically Responsive Pedagogy: Mindset and Skillset” CA Framework for the Core Content Areas: ELA/ELD Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf Chapter 9: Access and Equity http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf History/Social Science Chapter 20: Access and Equity https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter20.pdf Mathematics Universal Access http://www.cde.ca.gov/ci/ma/cf/documents/mathfwuniversalaccess.pdf Science Chapter 10: Access and Equity https://www.cde.ca.gov/ci/sc/cf/documents/scifwchapter10.pdf</p>
<p>Marking Practices</p>	<p>Elementary Progress Reports Resources and FAQs https://achieve.lausd.net/Page/11770 Grading Guidance https://achieve.lausd.net/Page/13782 Mastery Learning and Grading https://gradingforlearning.wordpress.com/ Personalized Learning Systems/Schoology https://achieve.lausd.net/pls#spn-content</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ATTACHMENT C

Instructional Resources by Department

Department	Resources
Foster Youth Supports	Student Health and Human Services Foster Youth Achievement Program https://achieve.lausd.net/Page/12905#spn-content
Dyslexia Awareness	Access, Equity and Acceleration: Dyslexia Awareness https://achieve.lausd.net/dyslexia
Multi-Tiered Systems of Support	Access, Equity and Acceleration: Multi-Tiered Systems of Support https://achieve.lausd.net/mtss
Trauma and Resilience-Informed Approach	Student Health and Human Services Trauma and Resilience-Informed Approach https://achieve.lausd.net/Page/15499



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ATTACHMENT D

INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District

TO: _____, Local District Superintendent DATE: _____

FROM: _____, Principal Name, _____ Initials

_____, Elementary School, _____ Location Code

SUBJECT: REQUEST FOR ALTERNATE BANKED TIME TUESDAY DATE(S)

The purpose of this interoffice correspondence is to request a change of date(s) for Banked Time Tuesday(s) professional development that neither increases nor decreases the number of banked time Tuesdays. These requested changes will not change the contractual workday for teachers. Our school is aware that schools may be required to pay transportation costs for dates other than those listed on the approved schedule of dates when requested by the school.*

**For schools that either wish to increase or decrease the number of banked time professional development days, please reference MEM-6680.3 for the instructions and waiver application form.*

TUESDAY DATE(S) SUBJECT TO CHANGE (separated by commas):

ALTERNATE TUESDAY DATE(S) (separated by commas):

JUSTIFICATION FOR CHANGE OF DATES (attach additional page, if needed):

If approved, our school will notify these parties and make necessary arrangements:

- Transportation Services Division (800) 522-8737
- Food Services Division (213) 241-6419
- Beyond the Bell Branch, Youth Services (213) 241-7900
- Other after-school programs
- Neighboring schools
- Parents and guardians of enrolled students

-----Office Use Only-----

Local District Response: Approved Denied

Signature of Superintendent or designee: Date: _____ Print name: _____

After approval, return the original to the school; file a copy at the Local District.



ELEMENTARY PROFESSIONAL DEVELOPMENT MODULES AT-A-GLANCE

REQUIRED PROFESSIONAL DEVELOPMENT MODULES

Name of Module	Location	Length	Due on or Before
History-Social Science Framework for California Public Schools and Newly Adopted Instructional Materials 2019	MyPLN: https://achieve.lausd.net/mypln	90 minutes	September 24, 2019
Supporting Students with Dyslexia Through a Multi-Tiered System of Supports	Dyslexia Awareness Website: https://achieve.lausd.net/dyslexia	60 minutes	October 29, 2019
Culturally and Linguistically Responsive Pedagogy (CLRP): Deeping and Applying Content Knowledge in Integrated ELD (iELD) for English Learners (ELs) and Academic Language Development (ALD) for Standard English Learners (SEs)	Multilingual Multicultural Education Department Website: http://mmed.lausd.net Access, Equity and Acceleration Website: https://achieve.lausd.net/aea	60 minutes	December 17, 2019
Creating Trauma-Informed, Resilient Communities	MyPLN: https://achieve.lausd.net/mypln	60 minutes	March 31, 2020