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

NUMBER: MEM-5788.10

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

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

DATE: May 17, 2019

PURPOSE: The purpose of this Memorandum is to provide schools with the updated Banked Time Tuesday dates and information to enable schools to align school-based professional development content and time with District instructional priorities for ensuring each student is college- and career-ready and meeting graduation requirements.

School-site professional development should be aligned with the District outcomes identified in:

- 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.
- Implementation of high-quality and rigorous instruction across the curriculum designed to engage all students in the content and skills needed to be literate in each of the disciplines (Disciplinary Literacy);
- California English Language Development Standards implementation with all California content standards, through Designated and Integrated ELD
- 2018 Master Plan for English Learners and Standard English Learners.
- Equitable access to all areas of the curricula provided for all students, including diverse 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 multi-tiered system of supports (MTSS), including Culturally and Linguistically Responsive Pedagogy (CLRP), Response to Instruction and Intervention (RtI²)
and Universal Design for Learning (UDL) for academics and behavior.
- Integration of Social/Emotional Learning into all content areas.

**MAJOR CHANGES:**
This Memorandum replaces MEM-5788.8 of the same subject issued on March 9, 2018. Major changes include updated contact information and required courses; see sections IV, V, VI, and VII. The topics are:
1. Integrated English Language Development – Instructional planning strategies
2. Supporting students with Dyslexia through a Multi-Tiered System of Supports
3. Implementing Culturally and Linguistically Responsive Pedagogy
4. Creating Trauma-Informed, Resilient School Communities

**BACKGROUND:**
The primary expected outcome for professional development is 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 English proficiency.

In accordance with Article IX-B, Section 2.0 of the LAUSD/UTLA Collective Bargaining Agreement, principals are to work with their Local School Leadership Council and instructional team 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 on the professional development Banked Time Tuesday afternoons must be used to improve instruction to ensure student achievement of the standards. Therefore, schools must not schedule or approve extracurricular or athletic activities that occur during the 14 required 90-minute Professional Development Banked Time Tuesdays. However, activities or practices can take place after the 90-minute professional development activities have been completed. This applies, but is not limited to, the following: cheer practice, band practice, academic decathlon, student clubs, student body activities, and athletic practice or contests. For any additional questions, contact Trenton Cornelius in the Athletics Office at (213) 241-5847 or trenton.cornelius@lausd.net.

The Teaching and Learning Framework details the pedagogy needed to effectively teach the California 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: 1. SCHEDULING AND IMPLEMENTATION OF BANKED TIME TUESDAYS

A. Banked Time Tuesday Allotments

Per the District-UTLA contract, fifty percent (50%) of allocated Banked Time Tuesdays (listed in Attachment A) must be devoted to professional development aligned with District instructional priorities. The number of days allocated to District-determined professional development for secondary schools is as follows:

<table>
<thead>
<tr>
<th>Secondary School Banked Time Tuesday Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of Banked Time Tuesdays allocated to schools</td>
</tr>
<tr>
<td>District-determined PD topics for Banked Time Tuesdays</td>
</tr>
<tr>
<td>Local School Leadership Council determined PD topics for Banked Time Tuesdays</td>
</tr>
</tbody>
</table>

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 (247 minutes) and annually (65,300 minutes; 62,160 for middle schools with Common Planning Time) 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, and
- REF-068500.0, Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2019-2020
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

Secondary schools are expected to frame their professional development plans around these priorities, and to organize professional development content and time to support improved student achievement. The following guidelines for scheduling and implementing Banked Time Tuesdays must be adhered to:

1. If professional development banked time falls on the same days as State and District testing programs, schools must administer the mandated test. A special testing schedule will be necessary to complete testing on a shortened day 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.
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 if additional days other than those listed on the approved calendar schedule are 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 Curriculum Frameworks for all content areas, in tandem with the California content standards and ELA/ELD Framework, are the guiding documents for effective instruction in all secondary classrooms. All teachers will utilize the frameworks and standards as the foundation for their
Professional development topics and activities should support and enhance teachers’ practice, including examining student work and instructional practices, in a reflective cycle of inquiry. The California Curricular Frameworks are available online at http://www.cde.ca.gov/ci/cr/cf/allfwks.asp.

Effective instruction that utilizes the California content standards and the CA ELD standards requires that teachers come together to construct or deconstruct standards, lessons, units, and assessments, including ELPAC and Basic Skills Assessment (e.g., Reading Inventory) results, 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 differentiated strategies and 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’ve 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. It requires deep knowledge and understanding of English Learner proficiency levels and Standard English Learner linguistic features, Universal Design for Learning (UDL) and MTSS, and the selection of curriculum materials that are culturally and linguistically relevant.

**III. PROFESSIONAL DEVELOPMENT RESOURCES**

All teachers are to utilize the California Curriculum Frameworks to instruct in content areas and implement the appropriate Content Literacy Standards for their subject area. Content specific resources can be found in Attachment C.

The frameworks can be found at http://www.cde.ca.gov/ci/cr/cf/allfwks.asp
IV. INTEGRATED ENGLISH LANGUAGE DEVELOPMENT-INSTRUCTIONAL PLANNING STRATEGIES

The California ELA/ELD Framework describes a comprehensive English Language Development (ELD) program as including designated and integrated ELD instruction. Over the past few years, the Multilingual and Multicultural Education Department (MMED) has been working to build teachers’ instructional capacity for the Designated ELD courses (ELD 1-4 and the Long-Term English Language courses in secondary schools). Beginning in 2018, the content teams (ELA, math, science, and social science) have partnered with MMED to develop and deliver professional development for all subject/discipline teachers on Integrated ELD. Per the California ELA/ELD Framework, “Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in the classroom.” This directive is echoed in the LA Unified 2018 Master Plan for English Learners and Standard English Learners.

“Introduction to Integrated ELD for Secondary Schools,” an interactive online module, will provide educators the opportunity to learn, read, and discuss the instructional expectations and implications of Integrated ELD. In addition, participants will see and hear how LA Unified’s middle school and high school teachers incorporate Integrated ELD instruction in their content lessons. With this foundation, participants will be able to pursue the next levels of integrated ELD training subsequently offered during the school year.

It is recommended that the school principal ensure that this professional development course has been completed prior to October 15, 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.

The module is available in the Secondary iELD website: [https://achieve.lausd.net/Page/9397](https://achieve.lausd.net/Page/9397)

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

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). 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 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 (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. IMPLEMENTING CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY

Culturally and Linguistically Responsive Pedagogy (CLRP) is embedded in state frameworks (i.e., California Content Standards, the ELA/ELD Framework, and the California Preschool Learning Foundations) and District policies (i.e., Strengthening Support for Standard English Learners Resolution, English Learner/Standard English Learner Master Plan, and LAUSD Teaching and Learning and Leadership Frameworks). These policies recognize that students within L.A. Unified come from diverse cultural, linguistic, and ethnic backgrounds and possess a range of skills, abilities, interests, and levels of language proficiency that must be met through responsive, high-quality instruction in order to maximize student engagement and outcomes. Accordingly, CLRP practices encompass the social-emotional, relational, and cognitive aspects of teaching culturally and linguistically diverse students.
During this interactive hybrid (online/collaborative) professional development module, participants will further their understanding of Culturally and Linguistically Responsive Pedagogy and identify resources designed to assist all grade level and content area teachers with embedding culturally and linguistically responsive pedagogical strategies into classroom instruction.

It is recommended that the school principal ensure that this professional development course has been completed prior to January 21, 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.

The module will be available on the Access, Equity, and Acceleration website (https://achieve.lausd.net/aea) on July 1, 2019.

VII. CREATING TRAUMA-INFORMED, RESILIENT COMMUNITIES

The Los Angeles 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.

It is recommended that the school principal ensure that this professional development course has been completed prior to March 20, 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.
The 60-minute course will be available on MyPLN in August 2019.

For additional information and resources on trauma and resilience-informed practices, visit https://achieve.lausd.net/Page/15499 does that work.

**RELATED RESOURCES:**
- 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 2019-2020*

**ATTACHMENTS:**
- Attachment A: *Professional Development Schedule*
- Attachment B: *Single Track Instructional Calendar*
- Attachment C: *Instructional Practices and Resources*
- Attachment D: *Request for Alternate Banked Time Tuesday Date(s)*

For assistance or further information, please contact the Director in the Local District Office or
- Eduardo Solórzano, Administrator, Middle School Instruction, Division of Instruction at (213) 241-5333 or eduardo.solorzano@lausd.net.
- Patricia Heideman, Administrator, High School Instruction, Division of Instruction at (213) 241-5333 or pheidema@lausd.net.

**ASSISTANCE:**
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 English Learners, please contact the Director in the Local District Office or Lydia Acosta Stephens, Executive Director, Multilingual and Multicultural Education Department at (213) 241-5582 or lstephen@lausd.net.

For assistance with Multi-Tiered Systems of Support please contact the Director in the Local District Office or 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.

For assistance with Culturally and Linguistically Responsive Pedagogy and Standard English Learner Instruction please contact the Director in the Local
District Office 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 supporting foster youth, please contact the Local District Office Pupil Services and Attendance (PSA) Field Office or Pia Escudero Executive Director, Division of Student Health & Human Services at (213) 241-3840 or pia.escudero@lausd.net.

For assistance with the Discipline Foundation Policy, please contact the Administrator of Operations or Pia Escudero Executive Director, Division of Student Health & Human Services at (213) 241-3840 or pia.escudero@lausd.net.

<table>
<thead>
<tr>
<th>Local District</th>
<th>Phone</th>
<th>Administrator of Operations</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>(213) 241-0167</td>
<td>Eugene Hernandez</td>
<td><a href="mailto:eugene.hernandez@lausd.net">eugene.hernandez@lausd.net</a></td>
</tr>
<tr>
<td>East</td>
<td>(323) 224-3177</td>
<td>Miguel Saenz</td>
<td><a href="mailto:mxs4965@lausd.net">mxs4965@lausd.net</a></td>
</tr>
<tr>
<td>Northeast</td>
<td>(818) 252-5400</td>
<td>Andres Chait</td>
<td><a href="mailto:andres.chait@lausd.net">andres.chait@lausd.net</a></td>
</tr>
<tr>
<td>Northwest</td>
<td>(818) 654-3670</td>
<td>Debra Bryant</td>
<td><a href="mailto:ddb0437@lausd.net">ddb0437@lausd.net</a></td>
</tr>
<tr>
<td>South</td>
<td>(310) 354-3515</td>
<td>Peter Hastings</td>
<td><a href="mailto:pmh5997@lausd.net">pmh5997@lausd.net</a></td>
</tr>
<tr>
<td>West</td>
<td>(310) 914-2102</td>
<td>Ra’Daniel McCoy</td>
<td><a href="mailto:radaniel.mccoy@lausd.net">radaniel.mccoy@lausd.net</a></td>
</tr>
</tbody>
</table>
2019-2020 PROFESSIONAL DEVELOPMENT DAYS
SECONDARY SINGLE-TRACK CALENDAR

The dates below represent District-allocated Banked Time Tuesdays only. At a minimum, 7 of the 14 Banked Time Tuesdays are to be dedicated to District priorities.

<table>
<thead>
<tr>
<th>District Allocated Banked Time Tuesdays</th>
<th>Marks Reporting End Dates</th>
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</thead>
<tbody>
<tr>
<td>August 27, 2019</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>September 17, 2019</td>
<td>5 Week: September 13, 2019</td>
</tr>
<tr>
<td>September 24, 2019</td>
<td>10 Week: October 11, 2019</td>
</tr>
<tr>
<td>October 8, 2019</td>
<td>15 Week: November 8, 2019</td>
</tr>
<tr>
<td>October 15, 2019</td>
<td>20 Week: December 20, 2019</td>
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<tr>
<td>October 29, 2019</td>
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<tr>
<td>November 19, 2019</td>
<td></td>
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<tr>
<td>December 10, 2019</td>
<td></td>
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<tr>
<td>(Winter Break, Dec. 23-Jan. 10)</td>
<td></td>
</tr>
<tr>
<td>January 14, 2020</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>January 21, 2020</td>
<td>5 Week: February 14, 2020</td>
</tr>
<tr>
<td>February 4, 2020</td>
<td>10 Week: March 20, 2020</td>
</tr>
<tr>
<td>February 18, 2020</td>
<td>15 Week: May 1, 2020</td>
</tr>
<tr>
<td>March 3, 2020</td>
<td>20 Week: June 12, 2020</td>
</tr>
<tr>
<td>March 17, 2020</td>
<td></td>
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<tr>
<td>(Spring Break, April 6-10)</td>
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</tbody>
</table>

The Banked Time Tuesday dates were determined to not conflict with the distribution of report cards, scheduling of parent conferencing, or back-to-school events as many schools use shortened or minimum days for these activities.
## SINGLE TRACK INSTRUCTIONAL CALENDAR

### Distribution of instructional days:
- 31 instructional Mondays
- 38 instructional Tuesdays
- 37 instructional Wednesday
- 38 instructional Thursday
- 36 instructional Fridays

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<table>
<thead>
<tr>
<th>Month</th>
<th>Instructional Days</th>
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</thead>
<tbody>
<tr>
<td>AUG  1</td>
<td>20, 21, 22, 23, 28, 27, 29, 30</td>
</tr>
<tr>
<td>SEP  2</td>
<td>17, 18, 20, 23, 24, 25, 27, 30</td>
</tr>
<tr>
<td>OCT  3</td>
<td>15, 18, 21, 22, 23, 24, 25, 29, 30, 31</td>
</tr>
<tr>
<td>NOV  4</td>
<td>12, 13, 14, 15, 18, 19, 20, 21, 22, 25, 26, 27, 29, 30</td>
</tr>
<tr>
<td>DEC  5</td>
<td>10, 11, 12, 13, 16, 17, 18, 19, 20</td>
</tr>
<tr>
<td>JAN  6</td>
<td>28, 29, 30, 31, 4, 5, 6, 7, 10, 11, 12, 13, 14, 17</td>
</tr>
<tr>
<td>FEB  7</td>
<td>24, 25, 28, 29, 30, 31, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 18, 17</td>
</tr>
<tr>
<td>MAR  8</td>
<td>23, 24, 25, 26, 27, 30, 31, 2, 3, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17</td>
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<tr>
<td>APR  9</td>
<td>1, 21, 22, 23, 24, 27, 28, 29, 30, 31, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15</td>
</tr>
<tr>
<td>MAY 10</td>
<td>18, 19, 20, 21, 22, 25, 28, 27, 28, 29, 30, 1, 2, 3, 4, 5, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>JUN 11</td>
<td>#, #, #, #, #, #, #, 1, 2, 3, 4, 5, 8, 9, 10, 11, 12</td>
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</tbody>
</table>

**Total Instructional Days:** 180
## INSTRUCTIONAL RESOURCES BY DEPARTMENT

<table>
<thead>
<tr>
<th>Department</th>
<th>Resources</th>
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</thead>
</table>
  Arts Education Branch website at [http://achieve.lausd.net/Page/8931](http://achieve.lausd.net/Page/8931) |
| **English Language Arts**         | LAUSD literacy website [http://achieve.lausd.net/ela](http://achieve.lausd.net/ela)  
| **Health Education Programs**     | Health education and prevention-education programs in LAUSD can be found at [http://www.heplausd.com](http://www.heplausd.com)  
  HIV/AIDS Prevention information can be found at [http://www.AIDSpreventionLAUSD.net](http://www.AIDSpreventionLAUSD.net) |
| **History/Social Sciences**       | Information on Reading Like A Historian in LAUSD and other HSS resources can be found at [http://achieve.lausd.net/hss](http://achieve.lausd.net/hss) |
| **Mathematics**                   | LAUSD math website [http://achieve.lausd.net/math](http://achieve.lausd.net/math)  
| **Physical Education**            | LAUSD Physical Education Programs [http://achieve.lausd.net/pe](http://achieve.lausd.net/pe)  
| **Science**                       | LAUSD science website [http://science.lausd.net](http://science.lausd.net)  
  For more information about the NGSS, visit [http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp](http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp) or [http://nextgenscience.org/](http://nextgenscience.org/) |
| **Integration of Social/Emotional Learning** | Social and Emotional Learning (SEL) LAUSD website [http://achieve.lausd.net/Page/10277](http://achieve.lausd.net/Page/10277)  
  Discipline Foundation Policy: School-wide Positive Behavior and Intervention Support policy and the school’s Discipline Plan and resources may be found online at [https://achieve.lausd.net/Page/6413](https://achieve.lausd.net/Page/6413) |
<table>
<thead>
<tr>
<th>Department</th>
<th>Resources</th>
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</table>
| California ELA/ELD Framework:          | ELA/ELD Framework is available online at http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp  
Examples are available at http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp  
| Comprehensive ELD Program              |                                                                                                                                                                                                          |
| with Disabilities                      |                                                                                                                                                                                                          |
| Integration of Literacy and Language   | CA standards for English Language Development can be found online at http://www.cde.ca.gov/sp/el/er/eldstandards.asp  
CA standards for Literacy in the Content Areas can be found online at http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf                      |
| in All Content Areas                   |                                                                                                                                                                                                          |
| English Language Development           | Designated ELD lessons utilizing the High Impact Essential Practices as outlined in the http://achieve.lausd.net/page/8773#spn-content                                                                              |
| Foster Youth Support                   | Student Health and Human Services Foster Youth Achievement Program  
https://achieve.lausd.net/Page/12905#spn-content                                                                                             |
| Integration of Culturally and Linguisti-| The module is available on My Professional Learning Network (MyPLN)  
Course Name: “Culturally and Linguistically Responsive Pedagogy: Skillset”  
Additional instructional materials and model lessons http://achieve.lausd.net/aemp  
CA Framework for the Core Content Areas:  
ELA/ELD  
Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment  
Chapter 9: Access and Equity  
History/Social Science  
Science  
<p>| cally Responsive Pedagogy in All Content Areas |                                                                                                                                                                                                          |</p>
<table>
<thead>
<tr>
<th>Department</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessments for California (ELPAC)</td>
<td>State resources for the ELPAC <a href="http://www.cde.ca.gov/ta/tg/ep/">http://www.cde.ca.gov/ta/tg/ep/</a></td>
</tr>
</tbody>
</table>
| Educator Development and Support: Teaching and Learning Framework | Teaching and Learning Framework [https://achieve.lausd.net/Page/11782#spn-content](https://achieve.lausd.net/Page/11782#spn-content)  
My Professional Learning Network (MyPLN) [http://achieve.lausd.net/mypln](http://achieve.lausd.net/mypln)  
My Professional Growth System (MyPGS) [https://lausd.truenorthlogic.com](https://lausd.truenorthlogic.com) |
| Mastery Learning and Grading                        | Mastery Learning and Grading [https://gradingforlearning.wordpress.com/](https://gradingforlearning.wordpress.com/) |
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: _____________________, Local District Superintendent   DATE: ____________
FROM: ____________________, Principal Name _________ Initials
                  _____________________, Secondary 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

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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.