



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

**TITLE:** School-Site Professional Development  
Priorities-Banked Time Tuesdays for Middle  
and High Schools (2017-2018)

**NUMBER:** MEM-5788.6

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

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

**DATE:** May 26, 2017

**ROUTING**

Local District Superintendents  
Administrators of Instruction  
Administrators of Operations  
School Support Services  
Principals  
Assistant Principals  
Counselors  
UTLA Chapter Chairperson  
School Administrative  
Assistants

**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/am>
- Local Control Accountability Plan (LCAP) <http://achieve.lausd.net/lcap>
- District Performance Goals <http://bit.ly/DistrictPerformance>
- 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
- New English Language Proficiency Assessments for California (ELPAC), see section V
- Equitable access to all areas of the curricula provided for all students, including diverse learners, see section VII
  - 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



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- (CLRP), Response to Instruction and Intervention (RtI<sup>2</sup>) 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-5788.5 of the same subject issued on May 12, 2016. Major changes include updated resources for content area teachers. In addition, there are four required courses; see sections IV, V, VI, and VII. The topics are:

1. LAUSD Schoology Gradebook
2. The new English Language Proficiency Assessments for California (ELPAC)
3. LAUSD Graduation Requirements for Classes of 2018-2019
4. Culturally and Linguistically Responsive Pedagogy (CLRP)

**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 (TFL) 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](mailto:trenton.cornelius@lausd.net).

The *Teaching and Learning Framework* details the pedagogy needed to effectively teach the California Standards, the acquisition of 21<sup>st</sup> 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



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growth for both novice and veteran teachers in discrete elements through the use of descriptors and varying performance levels.

**INSTRUCTIONS: I. SCHEDULING AND IMPLEMENTATION OF BANKED TIME TUESDAYS**

**A. Banked Time Tuesday Allotments**

Per 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:

<b>Secondary School Banked Time Tuesday Allocations</b>	
Total number of banked time Tuesdays allocated to schools	14
District determined PD topics for banked time Tuesdays	7
Local School Leadership Council determined PD topics for banked time Tuesdays	7

**B. Scheduling of Professional Development Banked Time Tuesdays**

Schools must adhere to the established banked time schedule as outlined in Attachment A unless they have applied and been approved for a waiver to alter the banked time minutes or requested a change of dates (MEM-6680.1, *School Waivers for Alternative Configurations*, dated May 5, 2017) or requested a change of date on the schedule of Banked Time Tuesdays that neither increases nor decreases the banked time minutes, Attachment D.

If a school wishes to use alternate Tuesdays for banked time, or wishes to add additional banked time to the school professional development schedule, school must reflect these changes on the 2017-2018 online bell schedule program. The bell schedule, which must meet the minimum required instructional minutes daily (249 minutes) and annually (55,100 minutes), must be certified and submitted with the waiver request. Schools may use the single track calendar provided in Attachment B, to plan their additional or alternate banked time days and to complete their online bell schedule.

To request approval from the local district to change Banked Time Tuesday dates that neither increase nor decrease the required minutes, schools may submit Attachment D.



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Schools may also use shortened days, minimum days, school-determined staff development meetings and grade-level meetings for professional development opportunities.

### C. Implementation of Banked Time Tuesdays

Secondary schools are expected to frame their professional development plans around these priorities and 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. The required number of yearly instructional minutes for students remains the same.
3. There are no changes in the length of the teachers' contractual workday.
4. Minimum and/or shortened days may not be combined with the professional development Banked time.
5. Budget Services and Financial Planning provides guidance for the completion of the online bell schedule for the 2017-2018 school year, as well as the due date for their certification. Please see "Related References" for the exact title and date of the publication.
6. 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.
7. Affiliated charter school principals are reminded that a waiver to alter any banked time Tuesday must receive prior approval by the school's Local District Superintendent or his/her designee.
8. Affiliated charter schools that have banked time written into their charters will continue to implement banked time as designated in the charter. A new waiver request must be submitted on a yearly basis.
9. Banked time professional development shall not be extended in length with additional meetings on Back-To-School, Open House, or Parent Conference days.



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### II. INSTRUCTIONAL PRACTICES

The California Curricular 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 instructional program. 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 (i.e., RI) 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.



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### III. PROFESSIONAL DEVELOPMENT RESOURCES

All teachers will utilize the California Content Frameworks to instruct in content areas. Teachers will also 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. NEW LAUSD SCHOOLGY GRADEBOOK REQUIRED MODULES

Beginning with the start of the 2017-2018 school year, the use of the Schoology gradebook will be implemented at all secondary schools as required by the Modified Consent Decree. The Personalized Learning Systems ITD/Division of Instruction Collaborative Team will provide e-learning modules to provide staff professional development on the use of the Schoology gradebook. Within the first month of school, during Banked Time PD Tuesday, schools are required to provide the Schoology gradebook e-learning modules to all secondary teachers, counselors and other certificated staff who will need to use the gradebook. **School principals must certify that the course has been completed prior to September 15, 2017, by submitting their professional development plans to their directors. Schools must retain a copy of the Banked Time Tuesday meeting agendas and sign-in sheets.**

### V. REQUIRED ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC) COURSE

The California Department of Education is transitioning from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) as the state English language proficiency assessment in 2018. The implementation of the new ELPAC represents a major change in language proficiency assessments for English Learners, therefore understanding the structure of the ELPAC tasks, along with the alignment to SBAC, is an essential component for guiding instruction for English learners. Additional learning for teachers, support staff and administrators is necessary to support them in managing this transition. The Multilingual and Multicultural Education Department has created a module to be completed as a group during Banked Time Tuesday meetings. **Schools must certify that the module has been completed prior to October 6, 2017 by submitting their professional development plans to their directors. Schools must retain a copy of the Banked Time Tuesday meeting agendas and sign-in sheets.**



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### **Unpacking the ELPAC Course for Teachers and Administrators**

The module is available for download on the MMED webpage:

<http://achieve.lausd.net/mmed#spn-content>

Course Name: Unpacking the ELPAC Module for Teachers and Administrators

## **VI. GRADUATION REQUIREMENTS**

Online Professional Development on LAUSD Graduation Requirements course is required for all high school teachers, counselors and other certificated staff. To ensure a common understanding of A-G requirements, the online 2017-2019 Graduation Requirements module is required in 2017-18. To access this 30-minute course, please go to <https://achieve.lausd.net/mypln> and in the search bar type “2016-2019 Graduation Requirements” and then select the **Search** button. It is recommended that all secondary teachers, counselors and other certificated staff who have not yet certified complete this PD within the first two months of school during one of the Banked Tuesday PD dates. **School principals must certify that the course has been completed prior to November 3, 2017, by submitting their professional development plans to their directors. Schools must retain a copy of the Banked Time Tuesday meeting agendas and sign-in sheets.**

## **VII. REQUIRED CULTURALLY AND LINGUISTICALLY RELEVANT PEDAGOGY (CLRP) MODULE**

Board Resolution 097-13/14, Adopted June 11, 2014 highlights “the need to ensure every student has equitable opportunities to learn as both a human right and a civil right, and seeks to ensure access to linguistically and culturally responsive instruction for equitable access to curriculum.” Additionally, African American, Mexican American, Hawaiian American, Native American and Pacific Islander students face barriers to learning when their language varies from the Academic Standard English used in classroom discourse and in textbooks. These students are commonly referred to as Standard English Learners who demonstrate limited standard English vocabulary and syntactical, grammatical and phonological differences indicative of a district language group. Culturally responsive teaching is “A pedagogy that empowers students intellectually, socially and emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills and to change attitudes.” (Ladson-Billings 1994, 13)

During this professional development, participants will engage in activities, and be provided with resources designed to assist all grade level and content





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area teachers with embedding culturally and linguistically responsive pedagogical strategies into classroom instruction. **School principals must certify that the course has been completed prior to March 6, 2018 by submitting their professional development plans to their directors. Schools must retain a copy of the Banked Time Tuesday meeting agendas and sign-in sheets.**

The course is available on My Professional Learning Network (MyPLN):

<http://achieve.lausd.net/mypln>

Course Name:

“Culturally and Linguistically Responsive Pedagogy: Mindset and Skillset”

Additional instructional materials and model lessons

<http://achieve.lausd.net/aemp>

Attachment A: Professional Development Schedule

Attachment B: Regular Single Track Instructional Calendar

Attachment C: Instructional Practices and Resources

Attachment D: Request for alternate banked Time Tuesdays Dates(s)

**ASSISTANCE:** For assistance or further information, please contact the Director in the Local District Office or Eduardo Solorzano, Administrator, Middle School Instruction at (213) 241-5333 or [eduardo.solorzano@lausd.net](mailto:eduardo.solorzano@lausd.net).

For assistance with English Learners, please contact the Director in the Local District Office or Hilda Maldonado, Executive Director, Multilingual and Multicultural Education Department at (213) 241-5582 or [hilda.maldonado@lausd.net](mailto:hilda.maldonado@lausd.net) for English Learner Instruction.

For assistance with the Schoology Gradebook, please contact the Local District Office or Paulina Rock, Interim Director, Personalized Learning Systems, ITD/Division of Instruction Collaborative Team at (213) 241- 3017 or [pxr2844@lausd.net](mailto:pxr2844@lausd.net).

For assistance with the 2017-2019 graduation requirements, please contact the Local District Office or Jesus Angulo, Director of Academic and Counseling Services, Division of Instruction at (213) 241-7510 or [jangulo@lausd.net](mailto:jangulo@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 Angela Hewlett-Bloch, Administrator, Access, Equity and Acceleration Department, Division of Instruction at (213) 241-3340 or [angela.hewlett@lausd.net](mailto:angela.hewlett@lausd.net).





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For assistance with the Discipline Foundation Policy, please contact the Administrator of Operations or Operations Coordinator in the Local District or Deborah Brandy, Director, Office of School Operations at (213) 241-4131, or [deborah.brandy@lausd.net](mailto:deborah.brandy@lausd.net).

**RELATED  
RESOURCES:**

REF-6656, *State and National Mandated Testing Calendars for the 2016-2017 School Year*, dated April 4, 2016

MEM-6680.1. *School Waivers for Alternative Configurations* dated May 5, 2017

REF-684.16, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Middle Schools – School Year 2017-18*, dated May 22, 2017

REF-685.16, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for High Schools – School Year 2017-18*, dated May 22, 2017

REF-1467.15, *Instructional Minutes Requirements and Certification of Bell Schedules for Options Schools (Continuation, Opportunity, and Community Day Schools) – School Year 2017-18*, dated May 22, 2017



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ATTACHMENT A

**2017-2018 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.

<b>District Allocated Banked Time Tuesdays</b>	<b>Marks Reporting End Dates</b>
August 22, 2017 September 5, 2017 September 19, 2017 October 3, 2017 October 17, 2017 October 31, 2017 November 28, 2017 December 12, 2017	<p style="text-align: center;"><b><u>Fall Semester</u></b></p> 5 Week: September 8, 2017 10 Week: October 13, 2017 15 Week: November 10, 2017 20 Week: December 15, 2017
<p style="text-align: center;"><i>(Winter Break, Dec. 19-Jan. 6)</i></p> January 9, 2018 January 23, 2018 February 6, 2018 February 20, 2018 March 6, 2018 March 20, 2018 <p style="text-align: center;"><i>(Spring Break, March 26-30)</i></p>	<p style="text-align: center;"><b><u>Spring Semester</u></b></p> 5 Week: February 9, 2018 10 Week: March 16, 2018 15 Week: April 27, 2018 20 Week: June 7, 2018

The banked time Tuesdays were determined to not conflict with the distribution of report cards, scheduling of parent conferencing, or back-to-school events. Many schools use shortened or minimum days for these activities.



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ATTACHMENT B

**REGULAR SINGLE TRACK INSTRUCTIONAL CALENDAR**

SCHOOL YEAR 2017-18															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	<b>AUG</b> 14	15	16	17	18	21	22	23	24	25	28	29	30	31	<b>SEP</b> 1	4	5	6	7	8	17													
2	<b>SEP</b> 11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	<b>OCT</b> 2	3	4	5	6	19													
3	<b>OCT</b> 9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31	<b>NOV</b> 1	2	3	20													
4	<b>NOV</b> 6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	<b>DEC</b> 1	14													
Thanksgiving Break																																		
5	<b>DEC</b> 4	5	6	7	8	11	12	13	14	15	<b>JAN</b> 8	9	10	11	12	15	16	17	18	19	19													
6	<b>JAN</b> 22	23	24	25	26	29	30	31	<b>FEB</b> 1	2	5	6	7	8	9	12	13	14	15	16	20													
7	<b>FEB</b> 19	20	21	22	23	26	27	28	<b>MAR</b> 1	2	5	6	7	8	9	12	13	14	15	16	19													
8	<b>MAR</b> 19	20	21	22	23	26	27	28	29	30	<b>APR</b> 2	3	4	5	6	9	10	11	12	13	14													
Spring Break																																		
9	<b>APR</b> 16	17	18	19	20	23	24	25	26	27	30	<b>MAY</b> 1	2	3	4	7	8	9	10	11	20													
10	<b>MAY</b> 14	15	16	17	18	21	22	23	24	25	28	29	30	31	<b>JUN</b> 1	4	5	6	7	8	18													
▽ Norm Classification																				180														

◀ Returning from Winter Break      ○ Legal Holiday      □ School Holiday      ⬡ Unassigned Day      ◇ Pupil-Free Day

- Distribution of instructional days:
- 32 instructional Mondays
  - 38 instructional Tuesdays
  - 38 instructional Wednesdays
  - 37 instructional Thursdays
  - 35 instructional Fridays



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ATTACHMENT C

**INSTRUCTIONAL RESOURCES BY DEPARTMENT**

<b>Department</b>	<b>Resources</b>
<b>Arts Education</b>	California State Framework for the Visual and Performing Arts <a href="http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf</a> Arts Education Branch website at <a href="http://achieve.lausd.net/Page/8931">http://achieve.lausd.net/Page/8931</a>
<b>English Language Arts</b>	LAUSD literacy website <a href="http://achieve.lausd.net/ela">http://achieve.lausd.net/ela</a> CA ELA/ELD Framework <a href="http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp">http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp</a> CA CCSS for ELA <a href="http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf">http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf</a>
<b>Health Education Programs</b>	Health education and prevention-education programs in LAUSD can be found at <a href="http://www.heplausd.com">http://www.heplausd.com</a> HIV/AIDS Prevention information can be found at <a href="http://www.AIDSpreventionLAUSD.net">http://www.AIDSpreventionLAUSD.net</a> Nutrition Education Obesity Prevention information can be found at <a href="http://www.healthylausd.net/index.htm">http://www.healthylausd.net/index.htm</a>
<b>History/Social Sciences</b>	Information on Reading Like A Historian in LAUSD and other HSS resources can be found at <a href="http://achieve.lausd.net/hss">http://achieve.lausd.net/hss</a>
<b>Mathematics</b>	LAUSD math website <a href="http://achieve.lausd.net/math">http://achieve.lausd.net/math</a> CA Math Framework <a href="http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp">http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp</a>
<b>Physical Education</b>	LAUSD Physical Education Programs <a href="http://achieve.lausd.net/pe">http://achieve.lausd.net/pe</a> Physical Education Content Standards <a href="http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf">http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf</a> CA Physical Education Framework <a href="http://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf">http://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf</a>
<b>Science</b>	LAUSD science website <a href="http://science.lausd.net">http://science.lausd.net</a> For more information about the NGSS, visit <a href="http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp">http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp</a> or <a href="http://nextgenscience.org/">http://nextgenscience.org/</a>
<b>Integration of Social/Emotional Learning</b>	Social and Emotional Learning (SEL) LAUSD website <a href="http://achieve.lausd.net/Page/10277">http://achieve.lausd.net/Page/10277</a> Discipline Foundation Policy: School-wide Positive Behavior and Intervention Support policy and the school's Discipline Plan and resources may be found online at <a href="http://achieve.lausd.net/df">http://achieve.lausd.net/df</a>



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<b>Department</b>	<b>Resources</b>
<b>California ELA/ELD Framework: Comprehensive ELD Program</b>	ELA/ELD Framework is available online at <a href="http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp">http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp</a> Examples are available at <a href="http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp">http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp</a> Chapter 9: Equity and Access at <a href="http://www.cde.ca.gov/ci/rl/cf/documents/chapter9sbeadopted.pdf">http://www.cde.ca.gov/ci/rl/cf/documents/chapter9sbeadopted.pdf</a> Universal Access at <a href="http://www.cde.ca.gov/ci/ma/cf/documents/aug2013univeresaccess.pdf">http://www.cde.ca.gov/ci/ma/cf/documents/aug2013univeresaccess.pdf</a>
<b>Integration of Strategies for Students with Disabilities</b>	CA ELA/ELD framework in Chapter 9: Equity and Access at <a href="http://www.cde.ca.gov/ci/rl/cf/documents/chapter9sbeadopted.pdf">http://www.cde.ca.gov/ci/rl/cf/documents/chapter9sbeadopted.pdf</a> Universal Access at <a href="http://www.cde.ca.gov/ci/ma/cf/documents/aug2013univeresaccess.pdf">http://www.cde.ca.gov/ci/ma/cf/documents/aug2013univeresaccess.pdf</a>
<b>Integration of Literacy and Language in All Content Areas</b>	CA standards for English Language Development can be found online at <a href="http://www.cde.ca.gov/sp/el/er/eldstandards.asp">http://www.cde.ca.gov/sp/el/er/eldstandards.asp</a> . CA standards for Literacy in the Content Areas can be found online at <a href="http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf">http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf</a>
<b>English Language Development</b>	Designated and Integrated ELD model lessons <a href="http://achieve.lausd.net/mmed-spn-content">http://achieve.lausd.net/mmed-spn-content</a> Designated ELD lessons utilizing the High Impact Essential Practices as outlined in the <a href="http://achieve.lausd.net/page/8773#spn-content">http://achieve.lausd.net/page/8773#spn-content</a>
<b>English Language Proficiency Assessments for California (ELPAC)</b>	State resources for the ELPAC <a href="http://www.cde.ca.gov/ta/tg/ep/">http://www.cde.ca.gov/ta/tg/ep/</a>
<b>Integration of Culturally and Linguistically Responsive Pedagogy in All Content Areas</b>	The module is available on My Professional Learning Network (MyPLN) <a href="http://achieve.lausd.net/mypln">http://achieve.lausd.net/mypln</a> Course Name: “Culturally and Linguistically Responsive Pedagogy: Mindset and Skillset” Additional instructional materials and model lessons <a href="http://achieve.lausd.net/aemp">http://achieve.lausd.net/aemp</a> CA Framework for the Core Content Areas: <b>ELA/ELD</b> <a href="#">Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment</a> <a href="#">Chapter 9: Access and Equity</a>



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<b>Department</b>	<b>Resources</b>
	<b>History/Social Science</b> <a href="#">Chapter 20: Access and Equity</a> <b>Mathematics</b> <a href="#">Universal Access</a> <b>Science</b> <a href="#">Chapter 10: Access and Equity</a>
<b>Educator Development and Support: Teaching and Learning Framework</b>	LAUSD Professional Learning and Leadership Development website <a href="http://achieve.lausd.net/plld">http://achieve.lausd.net/plld</a>
<b>Instructional Technology Initiative</b>	International Society for Technology in Education (ISTE) Standards <a href="http://www.iste.org/standards/standards">http://www.iste.org/standards/standards</a>



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 required instructional minutes per day. 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 minutes for banked time professional development, please reference MEM-6680.1 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 afterschool 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: \_\_\_\_\_

*Return the original interoffice correspondence to the school; file a copy.*