



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: School-Site Professional Development
Priorities and Banked Time Tuesdays for
Middle and High Schools (2020-2021)

NUMBER: MEM-5788.11

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Chief Academic Officer
Division of Instruction

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Division of Instruction

DATE: March 2, 2020

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

ROUTING
Local District Superintendents
Administrators of Instruction
Administrators of Operations
Principal Supervisors
Principals
Assistant Principals
Counselors
UTLA Chapter Chairperson
School Administrative Assistants



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- Providing access and equity with multi-tiered system of supports (MTSS), including Culturally and Linguistically Responsive Pedagogy (CLRP) 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-5788.10 of the same subject issued on May 17, 2019. Four professional learning modules connected to Multi-Tiered Systems of Support and equity-based practices are required to be completed in 2020-2021. Additional information on the modules will be available on the Division of Instruction website at <https://achieve.lausd.net/instruction#spn-content> by May, 2020.

Flexibility is provided to school principals to schedule these courses during the year so as to compliment school site professional development priorities. Professional development plans and flexibility in timeline should be discussed with the Local District Principal Supervisor.

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 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 provides



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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. 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:

Secondary School Banked Time Tuesday Allocations	
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 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 Local District Principal Supervisor.
2. If a school wishes to increase or decrease the number of banked time days, please see MEM-6680.4, *School Waivers for Alternative Configurations*, dated March 2, 2020, for the procedures to request a waiver.

The Banked Time Tuesday schedule must match what is submitted in the 2020-2021 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:



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- 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-068500.1, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2020-2021*, dated March 2, 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.



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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 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 (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.



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RELATED RESOURCES: MEM-6680.5 *School Waivers for Alternative Configurations*, dated March 2, 2020

REF-068500.1, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2020-2021*, dated March 2, 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)*

ASSISTANCE: For assistance or further information, please contact the Principal Supervisor in the Local District Office or Patricia Heideman, Administrator, High School Instruction, Division of Instruction at (213) 241-5333 or pheidema@lausd.net.



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ATTACHMENT A

**2020-2021 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.

District Allocated Banked Time Tuesdays	Marks Reporting End Dates
August 25, 2020 September 15, 2020 September 22, 2020 October 6, 2020 October 20, 2020 November 3, 2020 November 17, 2020 December 8, 2020 <i>(Winter Break, Dec. 21-Jan. 8)</i>	<p style="text-align: center;"><u>Fall Semester</u></p> 5 Week: September 11, 2020 10 Week: October 9, 2020 15 Week: November 13, 2020 20 Week: December 18, 2020
January 12, 2021 January 26, 2021 February 2, 2021 February 16, 2021 March 2, 2021 March 16, 2021 <i>(Spring Break, March 29-April 2)</i>	<p style="text-align: center;"><u>Spring Semester</u></p> 5 Week: February 12, 2021 10 Week: March 19, 2021 15 Week: April 30, 2021 20 Week: June 10, 2021

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.



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ATTACHMENT B



LOS ANGELES UNIFIED SCHOOL DISTRICT SINGLE-TRACK INSTRUCTIONAL SCHOOL CALENDAR 2020-2021

JULY					AUGUST					SEPTEMBER				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
		1	2	3	3	4	5	6	7		1	2	3	4
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18
20	21	22	23	24	24	25	26	27	28	21	22	23	24	25
27	28	29	30	31	31					28	29	30		

OCTOBER					NOVEMBER					DECEMBER				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	28	29	30	30					28	29	30	31	

JANUARY					FEBRUARY					MARCH				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
				1	1	2	3	4	5	1	2	3	4	5
4	5	6	7	8	8	9	10	11	12	8	9	10	11	12
11	12	13	14	15	15	16	17	18	19	15	16	17	18	19
18	19	20	21	22	22	23	24	25	26	22	23	24	25	26
25	26	27	28	29						29	30	31		

APRIL					MAY					JUNE				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
			1	2	3	4	5	6	7	7	8	9	10	11
5	6	7	8	9	10	11	12	13	14	14	15	16	17	18
12	13	14	15	16	17	18	19	20	21	21	22	23	24	25
19	20	21	22	23	24	25	26	27	28	28	29	30		
26	27	28	29	30	31									

07/03/20	Independence Day Observed	01/11/21	Second Semester Begins
08/18/20	First Day of Instruction	01/18/21	Dr. Martin L. King Birthday
09/04/20	Admission Day	02/15/21	Presidents' Day
09/07/20	Labor Day	03/26/21	Cesar E. Chavez Birthday Observed
11/11/20	Veterans Day	03/29 - 04/02/21	Spring Recess
11/26 - 11/27/20	Thanksgiving Holiday	05/31/21	Memorial Day
12/21/20 - 01/08/21	Winter Recess	06/10/21	Last Day of Instruction

LEGEND:	
	First Day/Last Day of Instruction
	Legal/Local Holidays
	School Recess
	Unassigned Day (schools not in session)
	Pupil Free Days *
	Second Semester Begins

Instructional Days	
Fall Semester	80
Spring Semester	100
Total	180

* Scheduled pupil free days are Monday, August 17, 2020 and Friday, June 11, 2021.
If a school selects Monday, January 11, 2021 as a pupil free day, then Friday, June 11, 2021 becomes an instructional day.



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ATTACHMENT C

INSTRUCTIONAL RESOURCES BY DEPARTMENT

Department	Resources
Arts Education	California State Framework for the Visual and Performing Arts http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf Arts Education Branch website at http://achieve.lausd.net/Page/8931
English Language Arts	LAUSD literacy website http://achieve.lausd.net/ela CA ELA/ELD Framework http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp CA CCSS for ELA http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf
Health Education Programs	Health education and prevention-education programs in LAUSD can be found at http://www.heplausd.com HIV/AIDS Prevention information can be found at 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
Mathematics	LAUSD math website http://achieve.lausd.net/math CA Math Framework http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp
Physical Education	LAUSD Physical Education Programs http://achieve.lausd.net/pe Physical Education Content Standards http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf CA Physical Education Framework http://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf
Science	LAUSD science website http://science.lausd.net For more information about the NGSS, visit http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp or http://nextgenscience.org/
Integration of Social Emotional Learning	Social Emotional Learning (SEL) LAUSD website 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



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Department	Resources
California ELA/ELD Framework: Comprehensive ELD Program	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 Chapter 9: Equity and Access at https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf
Integration of Strategies for Students with Disabilities	CA ELA/ELD framework in Chapter 9: Equity and Access at https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf
Integration of Literacy and Language in All Content Areas	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/finaelaccsstandards.pdf
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/15337
Integration of Culturally and Linguistically Responsive Pedagogy in All Content Areas	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 https://www.cde.ca.gov/ci/hs/cf/documents/hssfchapter20.pdf Mathematics https://www.cde.ca.gov/ci/ma/cf/documents/mathfwuniversalaccess.pdf Science https://www.cde.ca.gov/ci/sc/cf/documents/scifwchapter10.pdf

