



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: School-Site Professional Development Priorities and Banked Time Tuesdays for Middle and High Schools (2018-2019)

NUMBER: MEM-5788.8

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

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

DATE: March 9, 2018

ROUTING

- Local District Superintendents
- Administrators of Instruction
- Administrators of Operations
- Directors
- 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/cm/>
- 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
- English Learner and Standard English Learner Master Plan 2018.
- 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



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

- 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-5788.7 of the same subject issued on May 23, 2017. Major changes include updated required courses; see sections IV, V, VI, and VII. The topics are:

1. Supporting Foster Youth Success: Laws, Policy and Best Practices
2. English Learner and Standard English Learner Master Plan 2018
3. Implementing a Multi-Tiered System of Supports (MTSS) Framework
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 (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



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

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 school director.
2. If a school wishes to increase or decrease the number of banked time days, please see MEM-6680.2, *School Waivers for Alternative Configurations*, dated March 9, 2018, for the procedures to request a waiver.

The Banked Time Tuesday schedule must match what is submitted in the 2018-2019 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 either
- REF-684.17, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Middle Schools* or,



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

- REF-685.17, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for High Schools*

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.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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 (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.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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. ENGLISH LEARNER AND STANDARD ENGLISH LEARNER MASTER PLAN 2018

The Master Plan will provide guidance and directions to administrators, teachers, paraprofessionals, students and parents regarding program options, instructional implications, and student pathways to ensure graduation and beyond. The revision of the master plan ensures alignment with L.A. Unified Strategic Plan, New State Law (Prop. 58) and Federal Proposition (ESSA), ELA/ELD Framework, Common Core Standards, SBAC, ELPAC, and SBE EL Roadmap.

During the 60-minute professional development participants will engage in activities supporting assets based teaching/learning, program options, and connecting chapters to school site implications.

School Principals must certify that the module has been completed prior to September 28, 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 module will be available for download on the MMED webpage in July 2018: <https://achieve.lausd.net/mmed#spn-content>

V. IMPLEMENTING A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) FRAMEWORK

The Los Angeles Unified School District embraces a Multi-Tiered System of Supports (MTSS) framework as part of a strategic effort to meet the academic, behavioral, and social-emotional needs of the District's diverse student population (see Reference Guide 043782.0). The District is focused on transformation to support all students, i.e., high achieving, underachieving and struggling students, through access to a coherent system of supports, using a "whole child" approach.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

MTSS is a continuous framework predicated on high-quality first instruction, data-based decision making, evidence-based interventions, and assessment practices that are implemented to support each student's academic, behavioral, and social success. Essential Elements of an MTSS include:

- Strong and Engaged Leadership
- Evidence-Based Practices
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports
- Student, Family, School and Community Engagement

This module will provide PreK-12 educators a common understanding of MTSS and how essential components of the framework are applied across all areas of a school's community. During the module, teachers and school administrators will engage in a reflective process to identify classroom and school-wide practices and layered supports in place that respond to the academic, behavioral and social-emotional needs of all students with attention to underserved and protected student groups.

School principals must certify that the course has been completed prior to November 2, 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 module in the District's MTSS Toolkit will be available in May 2018 on the MTSS website: <https://achieve.lausd.net/MTSS>.

VI. REQUIRED CULTURALLY AND LINGUISTICALLY RELEVANT PEDAGOGY (CLRP)

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



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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 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 8, 2019, by submitting their professional development plans to their directors. Schools must retain a copy of the Banked Time Tuesday meeting agendas, sign-in sheets and copies of teachers’ individual certificates of completion.

The module will be available in May 2018 on the Access, Equity, and Acceleration website: <https://achieve.lausd.net/page/12050>

Course Name: “Culturally and Linguistically Responsive Pedagogy: Skillset”

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

VII. SUPPORTING FOSTER YOUTH SUCCESS: LAWS, POLICY AND BEST PRACTICES

Data shows that foster youth are graduating at a significantly lower rate than non-foster peers. Only 3% of foster youth graduate from college. Foster youth have higher rates of chronic absenteeism, lower test scores and higher rates of school mobility than their non-foster peers. Additionally, foster youth experience Post Traumatic Stress Disorder (PTSD) at a rate 2x that of veterans returning from war. It is imperative that all school personnel understand the special needs of foster youth, in order to implement evidence based supports and interventions to mitigate the negative effects that being involved in the foster care system has on these young people.

Participants of this training will learn how to identify foster youth using the MiSiS system. Participants will learn about the District’s supports and policies relating to foster youth. Participants will have the opportunity to engage in an experiential activity to increase sensitivity toward children involved in the foster care system. Participants will receive information on the barriers to academic success and the effects trauma has on a student’s ability to reach their academic potential. Furthermore, this training will highlight specific trauma-informed



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

practices that can be implemented in the classroom to help reduce undesirable behaviors and increase academic and social-emotional growth. Additional resources will also be shared for further strategies and supports.

School principals must certify that the course has been completed prior to May 31, 2019, 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.

RELATED RESOURCES:

REF-6848.1 *State and National Mandated Testing Calendars 2017-2018*, dated April 17, 2017

MEM-6680.2 *School Waivers for Alternative Configurations*, dated March 9, 2018

REF-684.17 *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Middle Schools*, dated March 9, 2108

REF-685.17 *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for High Schools*, dated March 9, 2108

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 Director in the Local District Office or

- Patricia Heideman, Administrator, High School Instruction, Division of Instruction at (213) 241-5333 or pheidema@lausd.net.
- Eduardo Solórzano, Administrator, Middle School Instruction, Division of Instruction at (213) 241-5333 or eduardo.solorzano@lausd.net.

For assistance with the foster youth, please contact the Local District Office or La Shona Jenkins, Coordinator, Foster Youth Achievement Program, Student Health & Human Services at (213) 241-3552 or lashona.jenkins@lausd.net.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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.

For assistance with Multi-Tiered Systems of Support please contact the Director in the Local District Office or Robert Whitman, Director, Access, Equity and Acceleration Department, Division of Instruction at (213) 241-1751 or rdw5302@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 the Discipline Foundation Policy, please contact the Administrator of Operations or Operations Coordinator in the Local District or Deborah Brandy, Director, Restorative Justice, Student Health and Human Services at (213) 241-0394 or deborah.brandy@lausd.net.

Local District	Phone	Administrator of Operations	Email
Central	(213) 241-0167	Eugene Hernandez	eugene.hernandez@lausd.net
East	(323) 224-3177	Dr. Alfonzo Webb, II	awebb01@lausd.net
Northeast	(818) 252-5400	Andres Chait	andres.chait@lausd.net
Northwest	(818) 654-3670	Debra Bryant	ddb0437@lausd.net
South	(310) 354-3515	Myrna Brutti	myrna.brutti@lausd.net
West	(310) 914-2102	Ra'Daniel McCoy	radaniel.mccoy@lausd.net



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

ATTACHMENT A

**2018-2019 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 21, 2018 September 4, 2018 September 18, 2018 October 2, 2018 October 16, 2018 October 30, 2018 November 27, 2018 December 11, 2018 <i>(Winter Break, Dec. 17-Jan. 4)</i>	<p style="text-align: center;"><u>Fall Semester</u></p> 5 Week: September 7, 2018 10 Week: October 12, 2018 15 Week: November 16, 2018 20 Week: December 14, 2018
January 8, 2019 January 22, 2019 February 5, 2019 February 19, 2019 March 5, 2019 March 19, 2019 <i>(Spring Break, April 15-19)</i>	<p style="text-align: center;"><u>Spring Semester</u></p> 5 Week: February 8, 2019 10 Week: March 15, 2019 15 Week: April 30, 2019 20 Week: June 7, 2019

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.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

ATTACHMENT B

SINGLE TRACK INSTRUCTIONAL CALENDAR

SCHOOL YEAR 2018-19																			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 13	14	15	16	17	20	21	22	23	24	27	28	29	30	(31)	SEP 3	4	5	6	7	17			
2	SEP 10	11	12	13	14	17	18	(19)	20	21	24	25	26	27	28	OCT 1	2	3	4	5	18			
3	OCT 8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31	NOV 1	2	20			
4	NOV 5	6	7	8	9	(12)	13	14	15	16	19	20	21	22	23	26	27	28	29	30	14			
											Thanksgiving Break													
5	DEC 3	4	5	6	7	10	11	12	13	14	JAN 7	8	9	10	11	14	15	16	17	18	20			
6	JAN 21	22	23	24	25	28	29	30	31	FEB 1	4	5	6	7	8	11	12	13	14	15	19			
7	FEB 18	19	20	21	22	25	26	27	28	MAR 1	4	5	6	7	8	11	12	13	14	15	19			
8	MAR 18	19	20	21	22	25	26	27	28	29	APR 1	2	3	4	5	8	9	10	11	12	19			
9	APR 16	17	18	19	22	23	24	25	26	29	30	MAY 1	2	3	6	7	8	9	10	15				
											Spring Break													
10	MAY 13	14	15	16	17	20	21	22	23	24	(27)	28	29	30	31	JUN 3	4	5	6	7	19			
	JUN 10																				180			

◀ Returning from Winter Break

○ Holiday

◻ Unassigned Day

◊ Pupil-Free Day

Distribution of instructional days:

- 30 instructional Mondays
- 38 instructional Tuesdays
- 37 instructional Wednesday
- 38 instructional Thursday
- 37 instructional Fridays



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

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/vpafamework.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 and 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 http://achieve.lausd.net/df



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

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 http://www.cde.ca.gov/ci/rl/cf/documents/chapter9sbeadopted.pdf Universal Access at http://www.cde.ca.gov/ci/ma/cf/documents/aug2013univeresaccess.pdf
Integration of Strategies for Students with Disabilities	CA ELA/ELD framework in Chapter 9: Equity and Access at http://www.cde.ca.gov/ci/rl/cf/documents/chapter9sbeadopted.pdf Universal Access at http://www.cde.ca.gov/ci/ma/cf/documents/aug2013univeresaccess.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/finalelaccsstandards.pdf
English Language Development	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
English Language Proficiency Assessments for California (ELPAC)	State resources for the ELPAC http://www.cde.ca.gov/ta/tg/ep/
Integration of Culturally and Linguistically Responsive Pedagogy in All Content Areas	The module is available on My Professional Learning Network (MyPLN) http://achieve.lausd.net/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:



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

Department	Resources
	ELA/ELD Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment Chapter 9: Access and Equity History/Social Science Chapter 20: Access and Equity Mathematics Universal Access Science Chapter 10: Access and Equity
Educator Development and Support: Teaching and Learning Framework	Teaching and Learning Framework https://achieve.lausd.net/Page/11782#spn-content My Professional Learning Network (MyPLN) http://achieve.lausd.net/mypln My Professional Growth System (MyPGS) https://lausd.truenorthlogic.com
Foster Youth Support	Student Health and Human Services Foster Youth Achievement Program https://achieve.lausd.net/Page/12905#spn-content
Mastery Learning and Grading	Mastery Learning and Grading https://gradingforlearning.wordpress.com/



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ATTACHMENT D

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-6680.2 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.