LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

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

NUMBER: MEM-6015.6

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

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

DATE: April 23, 2018

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

- California's Accountability and Continuous Improvement System
  http://www.cde.ca.gov/ta/ac/cm/
- Local Control Accountability Plan (LCAP)
  http://achieve.lausd.net/lcap
- District strategic plan and performance goals
  http://achieve.lausd.net/Page/477
- California frameworks and content standards implementation for all students http://www.cde.ca.gov/ci/cr/cf/allfwks.asp, encompassing English Language Arts (ELA), English Language Development (ELD), Mathematics, History/Social Science, Science, Visual and Performing Arts, Physical Education, and Health Education
- California English Language Development standards implementation in tandem with all California content standards, through designated and integrated ELD
- Literacy and language instruction that ensures all students read, write, speak, and listen effectively, accurately, and fluently by the end of 2nd grade http://achieve.lausd.net/page/6545
- New English Learner and Standard English Learner Master Plan 2018, see section V.
- Equitable access to all areas of the curricula provided for *all* our students, including a diverse range of learners, see section VI.
  - □ Culturally and linguistically responsive instructional strategies integrated in all content areas as outlined in the California frameworks

           ▫   Providing access and equity with a Multi-Tiered System of Supports (MTSS), including Culturally and Linguistically Responsive Pedagogy (CLRP), Response to Instruction and Intervention (RtI^2) and Universal Design for Learning (UDL) for academics and behavior

           ▫   Integration of Social/Emotional Learning (SEL) into content areas

MAJOR CHANGES:

This memorandum replaces memorandum MEM-6015.5 *School-site Professional Development Priorities and Banked Time Tuesdays for Elementary Schools 2018-2019,* issued on March 9, 2018. It includes clarification regarding the annual Culturally and Linguistically Responsive PD for 2018 – 2019 and information on recommended supplemental Dyslexia General Awareness module. Additional information was included in the Related Resources and Assistance section. Availability of the complete Schoology Gradebook module was updated.

There are required courses, see sections IV, V, VI, and VII. The topics:

1. Schoology Gradebook
2. English Learner and Standard English Learner Master Plan 2018
3. Implementing a Culturally Proficient Multi-Tiered System of Supports (MTSS) Framework (Culturally and Linguistically Responsive PD embedded)
4. Supporting Foster Youth Success: Laws, Policies and Best Practices

BACKGROUND:

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

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

Pursuant to Article IX-B of the agreement between the District and UTLA, the time that is provided for Banked Time Tuesday meetings must be used to improve instruction to ensure student achievement of the standards. The *Teaching and Learning Framework* details the pedagogy needed to effectively teach the California content standards, the acquisition of 21st

century skills, and provide access to content for the diverse needs of our student population. It honors the complex nature of teaching and provides a common language to support professional growth for both novice and veteran teachers in discrete elements through the use of descriptors and varying performance levels.

INSTRUCTIONS:

I. IMPLEMENTATION OF BANKED TIME TUESDAYS

A. Banked Time Tuesday Allotments

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

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

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

1. If a school wishes to use alternate Tuesday(s) that differ from those listed on Attachment A (that neither increases or decreases the number of banked time days), please complete and submit Attachment D to the school director.
2. If a school wishes to increase or decrease the number of banked time days, please see MEM-6680.2, *School Waivers for Alternative Configurations,* dated March 12, 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** (249 minutes) and **annually** (55,100 minutes) as indicated in the following documents:

- BUL-6144.1, *School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time and Pupil-Free Days*, dated July 27, 2017 and
- REF-683.17, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Elementary Schools*, dated March 9, 2018

The bell schedule must be certified and submitted with the waiver request. Schools may use the single-track instructional calendar provided in Attachment B, to plan their additional or alternate Banked Time days and to complete their online bell schedule.

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

C. Additional Considerations for Banked Time Tuesdays

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

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

II. INSTRUCTIONAL PRACTICES

The California frameworks for all content areas, in tandem with the California content standards, are the guiding documents for effective instruction in all elementary classrooms. Professional development topics and activities should support and enhance teachers' practice, including examining student work and instructional practices, in a reflective cycle of inquiry. The California frameworks are available online at http://www.cde.ca.gov/ci/cr/cf/allfwks.asp.

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

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

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

III.   PROFESSIONAL DEVELOPMENT RESOURCES

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

IV.   SCHOOLOGY GRADEBOOK-REQUIRED COURSE

Beginning with the start of the 2018-2019 school year, the use of the Schoology gradebook will be implemented at all elementary schools as required by the Modified Consent Decree. The Personalized Learning Systems ITD/Division of Instruction Collaborative Team will provide a 60-minute learning module on the Schoology platform to provide staff professional development (PD) on the use of the Schoology gradebook. Within the first month of school, during Banked Time Tuesday PD, schools are required to provide the Schoology gradebook learning module to all elementary teachers, counselors and other certificated staff who will need to use the gradebook.

A preview of the Schoology gradebook course will be available in May 2018 under the **PLS-Principals' Toolkit: Online Gradebook Readiness & Implementation (Elementary)** group in Schoology: http://lms.lausd.net. The complete module will be available in July 2018 under the Principal's course listing in Schoology.

Course Name: *LAUSD Schoology Gradebook: Elementary Training.* Instructions will be available in the **PLS-Principals' Toolkit: Online Gradebook Readiness & Implementation (Elementary)** group in Schoology.

School principals must certify that the course has been completed prior to September 7, 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.

V. **ENGLISH LEARNER AND STANDARD ENGLISH LEARNER MASTER PLAN 2018-REQUIRED-COURSE**

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's 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 English Learner Master Plan chapters to school site implications.

The course will be available on the MMED Website:
https://achieve.lausd.net/mmed#spn-content

School principals must certify that the course 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.

VI. **IMPLEMENTING A CULTURALLY PROFICIENT MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) FRAMEWORK-REQUIRED COURSE**

In an effort to ensure we maintain a focus on cultural proficiency and align efforts to implement initiatives, the annual Culturally and Linguistically Responsive PD for 2018 – 2019 will be embedded in the MTSS PD "Implementing a Culturally Proficient 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 culturally responsive supports, using a "whole child" approach. MTSS is a continuous framework predicated on the implementation of high-quality first instruction that addresses students' cultural and

linguistic needs through evidence-based interventions and ongoing data-based decision making. Essential elements of an MTSS also include:

- Highly Effective Tier 1 Instruction
- Strong and Engaged Leadership
- Layered Continuum of Supports
- Student, Family, School and Community Engagement

This professional development 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, school teams, i.e., teachers, support staff and administrators, will identify current schoolwide practices and systems of support to respond to the academic, behavioral and social-emotional needs of all students. The 90-minute module will include examples of Culturally and Linguistically Responsive Pedagogy to address the instructional needs of diverse learners. Additionally, school teams will be made aware of and have continuous access to the District's MTSS toolkit of resources designed to assist all grade level and content area teachers in meeting the academic and social-emotional needs of their students.

The link to the module is accessible from the Access, Equity and Acceleration and Special Education websites:
https://achieve.lausd.net/Page/9473#spn-content
https://achieve.lausd.net/Page/14124

School principals must certify that the course has been completed prior to December 7, 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.

DYSLEXIA GENERAL AWARENESS-RECOMMENDED SUPPLEMENTAL COURSE

In order to supplement and extend learning about high quality Tier 1 instruction in early literacy, schools may choose to use the optional interactive "Dyslexia General Awareness" module. This 45-minute module describes state legislation and district initiatives, early at-risk indicators, and effective, evidence-based strategies aligned to a structured literacy approach in addressing the needs of students with dyslexia, the majority of whom are general education students. It is imperative that all school personnel gain an understanding of

Dyslexia and learn about the distinct needs students have when learning to read.

The module is now available in MyPLN:
https://achieve.lausd.net/mypln

Course Name: Dyslexia General Awareness

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

Data shows that foster youth are graduating at a significantly lower rate than their 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 unique 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 have on these young people.

Participants of this training will learn how to identify foster youth using the LAUSD MiSiS system. Participants will learn about the LAUSD supports and policies relating to foster youth. Participants will have the opportunity to engage in an experiential activity to increase sensitivity toward youth 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 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. The 60-minute course will be available on MyPLN in May 2018.

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.

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

RELATED RESOURCES:

BUL-2332.6 *Elementary School Progress Report Marking Practices and Procedures* dated August 11, 2017*

MEM-5787.6 *Back-to-School and Open House Activities for 2018-2019* dated April 23, 2018

MEM-5127.8 *Dates for Required Progress Reports in Elementary Schools 2018-2019**

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

REF-683.17 *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Elementary Schools* dated March 9, 2018

REF-6848.1 *State and National Mandated Testing Calendars for the 2017-2018 School Year* dated January 19, 2018*

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

ASSISTANCE:

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

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

For assistance with the Schoology gradebook, please contact
- Paulina Rock, Interim Director, Personalized Learning Systems at (213) 241-3017 or paulina.rock@lausd.net

For assistance with English Learners, please contact
- Hilda Maldonado, Executive Director, Multilingual and Multicultural Education Department at (213) 241-5582 or hilda.maldonado@lausd.net

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

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

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

- Robert Whitman, Director, Access, Equity and Acceleration Department, Division of Instruction at (213) 241-1751 or rdw5302@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 Dyslexia General Awareness, please contact

- Lisa Kendrick, Director, P-12 Instruction, Division of Special Education at (213) 241-8086 or lisa.kendrick@lausd.net

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

- Dr. Michelle Castelo Alferes, Director, Pupil Services, Student Health and Human Services at (213) 241-3844 or mvc9944@lausd.net

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

- Deborah D. 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

Banked Time Professional Development Schedule 2018 – 2019

ELEMENTARY SINGLE TRACK

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

District Allocated Banked Time Tuesdays	Progress Report Periods, Grade Entry, Parent Conferencing	Back-to-School and Open House	Non-banked Time Tuesdays
August 21, 2018 August 28, 2018 September 4, 2018 September 11, 2018 September 18, 2018 September 25, 2018 October 2, 2018 October 9, 2018 October 16, 2018 October 23, 2018 October 30, 2018 *(Parent Conferences Nov. 5-9)* November 13, 2018 *(Thanksgiving Break Nov. 19-23)* November 27, 2018 December 4, 2018 December 11, 2018 *(Winter Break Dec. 17-Jan.4)* January 8, 2019 January 15, 2019 January 22, 2019 January 29, 2019 February 5, 2019 February 12, 2019 February 19, 2019 *(Parent Conferences Feb. 25-Mar. 1)* March 5, 2019 March 12, 2019 March 19, 2019 March 26, 2019 *(Spring Break, April 15-19)* *(Parent Conferences Optional June 3-June 7)*	**Progress Report 1** Reporting Period 8/14/2018 to 11/2/2018 Grade Entry 10/18/2018 to 11/9/2018 **Parent Conferences** 11/5/18 to 11/9/18 **Progress Report 2** Reporting Period 11/5/2018 to 2/22/2019 Grade Entry 2/7/2019 to 3/1/2019 **Parent Conferences** 2/25/19 to 3/1/19 **Progress Report 3** Reporting Period 2/25/2019 to 6/7/2019 Grade Entry 5/16/2019 to 6/7/2019 **Parent Conferences** 6/3/19 to 6/7/19 (Optional)	**Back-to-School Window** Start Date August 27, 2018 End Date September 14, 2018 **Open House Window** Start Date March 4, 2019 End Date March 22, 2019	8/14/18 11/06/18 2/26/19 4/2/19 4/9/19 4/23/19 4/30/19 5/7/19 5/14/19 5/21/19 5/28/19 6/4/19

ATTACHMENT B

Single Track Instructional School Calendar 2018-2019
http://achieve.lausd.net/domain/36

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 Thanksgiving Break	26	27	28	29	30	14
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 15	16	17	18	19 Spring Break	22	23	24	25	26	29	30	MAY 1	2	3	6	7	8	9	10	15
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 Wednesdays
- 38 instructional Thursdays
- 37 instructional Fridays

ATTACHMENT C

Instructional Resources by Department

Department	Resources
State Accountability System **Local Control Accountability Plan** **District Strategic Plan**	California's Accountability and Continuous Improvement System http://www.cde.ca.gov/ta/ac/cm/ Local Control Accountability Plan (LCAP) http://achieve.lausd.net/lcap District strategic plan and performance goals http://achieve.lausd.net/Page/477
Gifted and Talented Programs	Professional development menus http://achieve.lausd.net/gate http://achieve.lausd.net/Page/2169 http://achieve.lausd.net/Page/3387
Arts	Visual and Performing Arts Framework https://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf Elementary VAPA resources Dance https://achieve.lausd.net/Page/13334 Music https://achieve.lausd.net/Page/13384 Theatre https://achieve.lausd.net/Page/13388 Visual Arts https://achieve.lausd.net/Page/13415
Discipline Foundation Policy	Discipline Foundation Policy http://achieve.lausd.net/Page/1512
Literacy and Language Arts	Curriculum maps http://achieve.lausd.net/Page/6112 New ELA/ELD Instructional Materials PD Support http://achieve.lausd.net/Page/5223 Early Language and Literacy Plan http://bit.ly/ELLPcohort1 http://achieve.lausd.net/Page/6545 Transitional Kindergarten http://achieve.lausd.net/Page/6503 Read Aloud http://achieve.lausd.net/Page/6603 Assessments http://achieve.lausd.net/Page/6428 http://achieve.lausd.net/Page/6564

Instructional Resources by Department

Department	Resources
Mathematics	E-learning course *Building a Common Core Math Classroom* http://achieve.lausd.net/mypln Professional development courses, problem solving and number talks http://achieve.lausd.net/Page/7028
Science	4th/5th Integrated units http://achieve.lausd.net/ccssciu FOSS digital resources http://www.FOSSweb.com/registration NGSS implementation resources http://science.lausd.net
History Social Science	Inquiry process and the integration of the literacy standards are found at http://achieve.lausd.net/hss
Physical Education	Information http://achieve.lausd.net/Page/1240
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
Special Education	Universal Design for Learning (UDL) http://www.cast.org/our-work/about-udl.html#.Vs-QztjSmpo Multi-Tiered System of Support (MTSS) http://achieve.lausd.net/Page/4137 Accommodations, Modifications, and Instructional Supports https://achieve.lausd.net/Page/4135
Social Emotional Learning	SEL model program and competencies http://achieve.lausd.net/Page/10277
Educator Development and Support	My Professional Learning Network (MyPLN) http://achieve.lausd.net/mypln My Professional Growth System (MyPGS) https://lausd.truenorthlogic.com

ATTACHMENT C

Instructional Resources by Department

Department	Resources
Integration of Culturally and Linguistically Responsive Pedagogy (all content areas)	The course is available on My Professional Learning Network (MyPLN) http://achieve.lausd.net/mypln Additional instructional materials and model lessons http://achieve.lausd.net/aemp Course Name: "Culturally and Linguistically Responsive Pedagogy: Mindset and Skillset" CA Framework for the Core Content Areas: **ELA/ELD** Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf Chapter 9: Access and Equity http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf **History/Social Science** Chapter 20: Access and Equity https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter20.pdf **Mathematics Universal Access** http://www.cde.ca.gov/ci/ma/cf/documents/mathfwuniversalaccess.pdf **Science** Chapter 10: Access and Equity https://www.cde.ca.gov/ci/sc/cf/documents/scifwch10prepub.doc
Marking Practices	Elementary Progress Reports Resources and FAQs https://achieve.lausd.net/Page/11770 Grading Guidance https://achieve.lausd.net/Page/13782 Mastery Learning and Grading https://gradingforlearning.wordpress.com/ Personalized Learning Systems/Schoology https://achieve.lausd.net/pls#spn-content
Foster Youth Supports	Student Health and Human Services Foster Youth Achievement Program https://achieve.lausd.net/Page/12905#spn-content

LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: _____, Local District Superintendent   **DATE:**_____

FROM: _____, Principal Name**, **_____ Initials

_____, Elementary School, _____ Location Code

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

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

For schools that either wish to increase or decrease the number of banked time professional development days, please reference MEM-6680.2 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.

LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ELEMENTARY PROFESSIONAL DEVELOPMENT MODULES AT-A-GLANCE

REQUIRED PROFESSIONAL DEVELOPMENT MODULES

Name of Module	Location	Length	Due on or Before
☐ Schoology Online Gradebook	**PLS-Principals' Toolkit: Online Gradebook Readiness & Implementation (Elementary) in Schoology**. Course Name: LAUSD Schoology Gradebook Elementary Training.	60 minutes	September 7, 2018
☐ English Learner and Standard English Learner Master Plan 2018	**MMED Website:** https://achieve.lausd.net/mmed#spn-content	60 minutes	September 28, 2018
☐ Implementing a Culturally Proficient Multi-Tiered System of Supports (MTSS) Framework (Culturally and Linguistically Responsive PD Embedded)	**Access Equity and Acceleration Website:** https://achieve.lausd.net/Page/9473#spn-content or **Special Education Website:** https://achieve.lausd.net/Page/14124	90 minutes	November 2, 1018
☐ Supporting Foster Youth Success: Laws, Policies and Best Practices	**MyPLN**: https://achieve.lausd.net/mypln	60 minutes	May 31, 2019

RECOMMENDED SUPPLEMENTAL MODULE

Name of Module	Location	Length
☐ Dyslexia General Awareness	**MyPLN**: https://achieve.lausd.net/mypln Course Name: Dyslexia General Awareness	45 minutes