LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE:	School-Site Professional Development Priorities and Banked Time Tuesdays for Schools 2025-26	
NUMBER:	MEM-6015.15	
ISSUER:	Dr. Karla V. Estrada Deputy Superintendent, Instruction Pedro Salcido Deputy Superintendent, Business Services & Operations	
DATE:	May 23, 2025	

PURPOSE: The purpose of this memorandum is to provide schools with Banked Time Tuesday dates and other relevant information to ensure alignment of school-based professional development content and time with Los Angeles Unified School District (LAUSD) instructional priorities.

MAJOR CHANGES: This memorandum replaces MEM-6015.14 – *School-Site Professional Development Priorities and Banked Time Tuesdays for Schools 2024-25*, dated March 24, 2025. Key updates include:

- Alignment with *BUL-6144.4 – School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time and Pupil-Free Days*, dated May 16,2025
- Alignment with *REF-068500.6 – Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2025-26*, dated June 2, 2025
- Attachment D which includes the updated Banked Time Professional Development Calendar for elementary, secondary, and 4x4 schools

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

- LAUSD 2022-26 Strategic Plan
- California's Accountability and Continuous Improvement System - https://www.cde.ca.gov/ta/ac/cm/

Office of the Deputy Superintendent, Instruction
Office of the Deputy Superintendent, Business Services & Operations

- Local Control Accountability Plan (LCAP) - https://www.lausd.org/lcap
- California frameworks and content standards implementation for all students - https://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
- 2025 Multilingual Multicultural Instructional Master Plan

Additionally, school-site professional development should address the following:
- Literacy and language instruction that ensures all students read, write, speak, and listen effectively, accurately, and fluently at grade level - https://www.lausd.org/Page/17824
- Equitable access to all areas of the curricula provided for all students, including a diverse range of learners (see California framework, Chapter 9)
- Culturally and linguistically responsive instructional strategies in all content areas as outlined in the California frameworks
- 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
- The integration of Social/Emotional Learning (SEL) into content areas

The primary goal of professional development is the continuous growth and improvement of teacher practice through a cycle of inquiry that leads to student progress toward mastery of content standards and academic language proficiency.

School-site professional development should be flexible and responsive to the unique needs of each school community because every school serves a distinct student population with diverse strengths, challenges, and instructional priorities. Principals may tailor sessions based on student

Office of the Deputy Superintendent, Instruction
Office of the Deputy Superintendent, Business Services & Operations

achievement data, teacher experience levels, and school priorities while ensuring alignment with District goals. To maximize relevance and impact, principals are encouraged to adjust the format, pacing, and focus of professional development sessions. Presentation materials and facilitator guides can be modified to better address school-specific needs, ensuring that content is meaningful, engaging, and directly connected to instructional improvement. Whether through subject-specific tracks or differentiated supports for new and veteran educators, professional development should provide opportunities for teachers to actively engage with strategies rather than passively receive information, fostering deeper learning and more effective implementation.

Professional development should be inclusive and relevant to all staff members, including those assigned to multiple sites and those serving in non-classroom capacities. These professionals play a critical role in student success, and their professional learning opportunities should be tailored to their unique responsibilities and the diverse needs of the school communities they serve.

Principals have the flexibility to sequence and schedule professional development in ways that best support teacher growth and student success. Regional Directors can serve as valuable resources, offering guidance and support on professional development plans and any necessary timeline adjustments. Additionally, schools must retain copies of Banked Time Tuesday meeting agendas and sign-in sheets as documentation of completion.

In accordance with Article IX-B, Section 2.0 of the LAUSD / United Teachers Los Angeles (UTLA) Collective Bargaining Agreement (CBA), principals are to work with their leadership councils and instructional teams to develop a year-long professional development plan. The plan will focus on the District's instructional priorities and teacher effectiveness as determined by the TLF and student achievement data. The TLF details the pedagogy needed to effectively teach the California content standards, the acquisition of 21st century skills, and provides 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 using descriptors and varying performance levels.

MEM-6015.15   Page 3 of 11   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

In alignment with the current collective bargaining agreement, this document lists Banked Time Tuesday on every Tuesday of the school year for a total of 36 of these professional development days. Each Banked Time Tuesday session will be for a total of 60 minutes. Pursuant to Article IX-B of the LAUSD / UTLA CBA, 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.

Secondary schools must not schedule or approve extracurricular or athletic activities that occur during the 36 required 60-minute Professional Development Banked Time Tuesdays. However, activities or practices can take place after the 60-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.

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

A. Banked Time Tuesday Allotments
Per the LAUSD / UTLA CBA, fifty percent (50%) of allocated Banked Time Tuesdays must be devoted to professional development aligned with the District's instructional priorities. The number of days allocated for Banked Time Tuesday professional development for all schools breaks down as follows:

Banked Time Tuesday Allocations	
District-determined modules and topics	18
Local School Leadership Council (LSLC) determined topics	18
Total number of Banked Time Tuesdays allocated to schools	**36**

B. Scheduling of Professional Development Banked Time Tuesdays
Schools must adhere to the established 2025-26 Banked Time Tuesday schedules, which are set to be published in late spring of 2025. An updated version of this MEM, including those new attachments, will be posted on the Principals Portal in the late spring of 2025. Please check again at that time for the most current version of this MEM.

Office of the Deputy Superintendent, Instruction
Office of the Deputy Superintendent, Business Services & Operations

The Banked Time Tuesday schedule must align with the 2025-26 online bell schedule submission. The bell schedule must meet the minimum required instructional minutes outlined in the following documents, which will be updated in late spring of 2025. An updated version of this MEM, including links to the revised documents, will be posted on the Principals Portal in the late spring of 2025. Please check again at that time for the most current version of these documents

- *BUL-6144.4 – School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time and Pupil-Free Days*, dated May 16,2025
- REF-068500.6 – *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2025-26*, dated June 2, 2025

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:

- 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.
- There are no changes in the length of the teachers' contractual workday.
- Minimum and/or shortened days may not be combined with the professional development banked time on Banked Time Tuesdays.
- Schools will not be required to pay transportation costs for Banked Time Tuesdays listed on the approved calendar schedule.
- Affiliated charter schools that have Banked Time written into their charters will continue to implement Banked Time as designated in the charter.

Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

- 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

Professional development topics and activities should support and enhance teachers' practice, including collaborative planning, examining student work, and use of evidence-based instructional practices, in a reflective cycle of inquiry. Professional development structures that promote a cycle of inquiry, such as Lesson Study, Workshop Model, Lab Days, etc., are proven to lead to immediate transfer of learning and deeper implementation of strategies. Elements from the TLF should be leveraged to deepen pedagogical practices.

The California frameworks for all content areas, in tandem with the California content standards, are the guiding documents for effective instruction in all classrooms. The California frameworks are available on this webpage - https://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, such as English Language Proficiency Assessments for California (ELPAC), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), i-Ready, etc.

The LAUSD 2022-26 Strategic Plan outlines a vision for Academic Excellence that supports all students in meeting rigorous learning goals and ensures they graduate Ready for the World. It serves as the roadmap for the coherent implementation of Districtwide instructional strategies that will elevate student achievement and eliminate opportunity gaps.

III. INSTRUCTIONAL PRIORITIES

For the 2025-26 academic year, the District's structured professional development approach will focus on promoting coherence and supporting the instructional priorities outlined below. This comprehensive approach will empower educators to deliver high-

Office of the Deputy Superintendent, Instruction
Office of the Deputy Superintendent, Business Services & Operations

quality instruction and support the diverse learning needs of all students.

- **Literacy, Numeracy, Science, and History/Social Science**: Ensure every classroom uses standards-aligned curriculum that leverages small-group instruction, tiered intervention programs, and the TLF. Emphasize academic language and critical thinking skills and incorporate Culturally and Linguistically Responsive Pedagogy (CLRP) to reflect students' cultures and experiences.
- **Assessments Informing Instruction**: Use both formative and summative assessments to provide essential data that guides teachers in tailoring their instructional strategies to meet diverse student needs.
- **Professional & Leadership Development**: Cultivate a culture of continued learning and excellence. Develop Instructional Leadership Teams (ILTs) at school sites to foster collaboration and school improvement.
- **Continuous Improvement**: Implement the Plan-Do-Study-Act (PDSA) model to engage in continuous improvement practices, ensuring instructional strategies remain relevant and impactful. The following Plan-Do-Study-Act (PDSA) Cycles Playbook can be utilized to guide school teams through developing and implementing PDSA Cycles.

IV. REQUIRED INSTRUCTIONAL MODULES

The table below provides a breakdown of the 18 District-Determined Modules and Topics for Banked Time, categorizing them into required instructional modules and District-determined instructional choice board topics.

18 District-Determined Modules and Topics for Banked Time	
Required instructional modules	12
District-determined instructional choice board topics	6
Total number	**18**

Each of the 12 required instructional modules will come packaged with presentation materials, a facilitator guide, and a link for evaluation/feedback, ensuring that facilitators are well-equipped to

MEM-6015.15   Page 7 of 11   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

deliver content effectively and efficiently. Recognizing that every school serves a unique student population with distinct needs, the District has designed these modules with multiple entry points and off-ramps to provide school leaders with the flexibility to tailor professional learning to their educators' varying levels of experience, readiness, and instructional focus.

To ensure that school-site leaders are fully prepared and have ample time to plan, the District is providing the following guidance:

- All required instructional modules will be published on the Principal's Portal (https://principalportal.lausd.net) by the first day of instruction.
- All schools will deliver the "Using Data to Guide Plan-Do-Study-Act Cycles of Improvement" module on the first Banked Time Tuesday in August 2025. School principals will receive training for this module during the Principals' Leadership Institute in late July 2025.
- The sequence of the 11 remaining required instructional modules is left to the determination of the school principal.

For a complete list of modules along with brief descriptions, please refer to Attachment A – *2025-26 Required Instructional Professional Development Modules*. These tables outline the professional development modules available for each school level, assisting principals in planning and prioritizing their professional learning schedule.

V. DISTRICT-DETERMINED INSTRUCTIONAL CHOICE BOARD TOPICS

To support school leaders and educators in strengthening instructional practices, the Division of Instruction (DOI), Equitable School Performance Office (ESPO), Educational Transformation Office (ETO), Office of Special Education, Equity and Specialized Programs, and additional district partners have collaboratively designed choice board topics that can be used as part of the six (6) "District-determined instructional choice board topics" that align with District instructional priorities.

Office of the Deputy Superintendent, Instruction
Office of the Deputy Superintendent, Business Services & Operations

The choice board format provides a flexible and responsive approach to professional learning, empowering school principals to curate and implement professional development experiences that align with their school's unique contexts. These topics reinforce high-impact success strategies, promote collaborative lesson study, and refine pedagogical approaches to accelerate student achievement.

School leaders and educators are encouraged to use these materials as a springboard for innovation, collaboration, and continuous improvement—ensuring that every student receives the high-quality instruction they deserve. To allow for thoughtful planning and effective execution, all choice board materials will be available on the Principal's Portal by the first day of instruction. This ensures school leaders have access to ready-to-implement professional learning opportunities that can be integrated into their instructional priorities.

The choice board topics are designed for collaborative participation. Educators are encouraged to engage with members of their grade-level teams, interdisciplinary teams, departments, Small Learning Communities (SLCs), and/or Professional Learning Communities (PLCs) to foster shared learning, alignment, and implementation. Engaging in these topics as a team will enhance collective instructional practices, support meaningful collaboration, and drive student success through a coherent approach.

For a complete list of topics along with suggested activities, please refer to Attachment B – *2025-26 District-Determined Instructional Choice Board Topics*. The attachment outlines the professional development choice board topics available to schools, assisting principals in planning and prioritizing their professional learning schedule.

VI. REQUIRED SAFETY MODULES (DURING FACULTY MEETINGS)

The Every School Safe safety training modules will continue to be provided to school-site administrators and Division Leads with information regarding the mandated safety training modules to be delivered to all District employees (during faculty meetings), students, and/or parents throughout the 2025-26 school year.

Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

School administrators, staff and non-school site employees will be trained beginning in August 2025 using a Train-the-Trainer (TTT) model for each training module. The Division of School Operations (DSO) will facilitate training for Region Operations Coordinators, Division Leads, and supervisors. Region Operations will train school administrators, who will in turn train their school staff. Division Leads and supervisors will access all administrator-led training on My Professional Learning Network (MyPLN) to train their staff.

As we further refine the Every School Safe training modules for this third year of implementation, resources and guidance around the development of the Integrated Safe School Plan (ISSP) have been incorporated into the training materials. Site administrators will be provided with training and development materials to share with staff, parents, and students, as the ISSP is updated for this school year. The timeline for implementation of these materials will mirror the current schedule, with the due date being October 3, 2025.

For a complete list of modules with brief descriptions, refer to Attachment C – *2025-26 Every School Safe Mandatory Safety Training Modules*.

VII. PROFESSIONAL DEVELOPMENT RESOURCES

All teachers will utilize the California Content Frameworks and the California Content Standards to guide instruction. The California content frameworks can be found on this webpage - https://www.cde.ca.gov/ci/cr/cf/allfwks.asp.

MyPLN houses a variety of professional development opportunities for educators across content areas and grade spans. These District-recommended sessions address high-level instructional strategies and core curriculum support.

RELATED RESOURCES:
BUL-6144.4 – School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time and Pupil-Free Days, dated May 16,2025

REF-068500.6 – Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2025-26, dated June 2, 2025

Office of the Deputy Superintendent, Instruction

Office of the Deputy Superintendent, Business Services & Operations

School-Site Professional Development Priorities and Banked Time Tuesdays for Schools 2025-26 FAQs

ATTACHMENTS: Attachment A – 2025-26 Required Instructional Professional Development Modules

Attachment B – 2025-26 District-Determined Instructional Choice Board Topics

Attachment C – 2025-26 Every School Safe Required Safety Modules

Attachment D – 2025-26 Banked Time Professional Development Calendar for elementary, secondary, and 4x4 schools

ASSISTANCE: For additional information about the required instructional modules, please contact the Office of the Deputy Superintendent of Instruction at (213) 241-7000.

For additional information about the required safety modules, please contact the Office of the Deputy Superintendent of Business Services and Operations at (213) 241-7000.

MEM-6015.15   Page 11 of 11   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

2025-26 Required Instructional
Professional Development Modules

Elementary Schools Table

#	TLF Focus Element	Title and Description
1	TLF 1e4	**Using Data to Guide Plan-Do-Study-Act Cycles of Improvement** This module provides a protocol for analyzing data (Whole Child, SBA, i-Ready, etc.) to inform next steps and situates data use within the Plan-Do-Study-Act cycle to support decision-making and continuous improvement within a school's Problem of Practice.
2	TLF 1b1	**Supporting Struggling Readers in All Content Areas (Multi-Tiered System of Support)** This module provides evidence-based strategies to help struggling readers meet grade-level standards and offers an overview of the District's Multi-Tiered System of Support to identify and address learning loss through effective instruction, available district programs, and structured progress monitoring.
3	TLF 1b1	**Elegance of 12 Suite of Strategies for English Learners** This module provides an overview of culturally and linguistically responsive spaces for multilingual multicultural learners as envisioned in the 2025 Multilingual Multicultural Master Plan. The module provides educators skills in delivering data driven instruction for ELs with an emphasis on receptive and expressive skills within the curriculum. To fulfill a state mandate, the MMED-provided modules must be completed by the end of the fall semester. The introduction to this module is required and should last about 5-10 minutes, while the rest of the content can be customized to fit the needs of your staff.

MEM-6015.15   Page 1 of 8   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

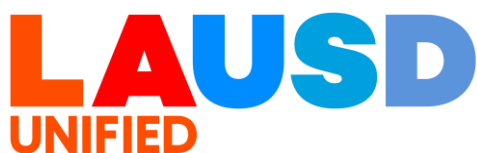| #	TLF Focus Element	Title and Description
4	TLF 1b1	**Culturally and Linguistically Responsive Spaces for Multilingual Learners** This module provides an overview of the fundamentals of translanguaging and the Five Pedagogical Areas of CLR for multilingual multicultural learners as envisioned in the 2025 Multilingual Multicultural Master Plan. The assets-based methodologies defined in this module will strengthen in-classroom practices that honor the fluid linguistic identities of multilingual communities. Students will culturally thrive as their dynamic, multilingual ways of communicating, learning and expressing themselves wholly are leveraged to boost their academic excellence and sociocultural competence across the instructional day. To fulfill a state mandate, the MMED-provided modules must be completed by the end of the fall semester. The introduction to this module is required and should last about 5-10 minutes, while the rest of the content can be customized to fit the needs of your staff.
5	TLF 1d1	**Backwards Planning for Student Success: Starting with the End In Mind** This module will use an SBA/CAST/Curriculum Performance Task to unpack standards, determine success criteria, and analyze the learning experiences and instruction in the curriculum.
6	TLF 3c1	**High Leverage Strategies for Persuasive/Argumentative Writing** This module will equip educators with a high-leverage strategy that can be easily applied to help students write a persuasive/argumentative piece. Teachers will learn how to apply the strategy with flexibility, fostering an environment where students can thrive and confidently achieve the intended learning objectives.

MEM-6015.15   Page 2 of 8   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

#	TLF Focus Element	Title and Description
7	TLF 1e4	**Uncovering Student Understanding: Analyzing Work to Inform Instruction** This module will introduce a common protocol to analyze student work. Participants will also engage in a review of authentic student work to identify misconceptions or misunderstandings and plan targeted instruction to increase student proficiency.
8	TLF 1d1	**Math	Backwards Planning for Student Success in Math: Starting with the End in Mind** This module will use an SBA/CAST/Curriculum Performance Task to unpack standards, determine success criteria, and analyze the learning experiences and instruction in the curriculum.
9	TLF 3c1	**Math	High Leverage Strategies for Mastering Learning Targets in Mathematics** This module will equip educators with a high-leverage strategy that can be easily applied to help students master mathematics standards-based learning targets. Teachers will learn how to apply the strategy with flexibility, fostering an environment where students can thrive and confidently achieve the intended learning objectives.
10	TLF 1e4	**Math	Uncovering Student Mathematics Understanding: Analyzing Work to Inform Instruction** In this module participants will use a protocol to analyze authentic student work to identify misconceptions or misunderstandings and plan targeted instruction to increase student proficiency.
11	TLF 1d1	**Science	Backwards Planning for Student Success in Science: Starting with the End in Mind** This module will use an SBA/CAST/Curriculum Performance Task to unpack standards, determine success criteria and analyze the learning experiences and instruction in the curriculum.

MEM-6015.15   Page 3 of 8   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

#	TLF Focus Element	Title and Description
12	TLF 3c1	**Science	High Leverage Strategies for Mastering Learning Targets in Science** This module will equip educators with a high-leverage strategy that can be easily applied to help students master science standards-based learning targets. Teachers will learn how to apply the strategy with flexibility, fostering an environment where students can thrive and confidently achieve the intended learning objectives. (Strategy could be related to SEP 6: Constructing Explanations and Designing Solutions or SEP 3, Planning and Carrying out Investigations)

Note: Per state guidelines, professional development specific to English Learners (ELs) must be provided in all schools to understand and implement curricula, assessment practices and measures, and instructional strategies for EL students. The professional development is intended to support effective teacher practice.

MEM-6015.15   Page 4 of 8   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

2025-26 Required Instructional
Professional Development Modules

Secondary Schools Table

#	TLF Focus Element	Title and Description
1	TLF 1e4	**Using Data to Guide Plan-Do-Study-Act Cycles of Improvement** This module provides a protocol for analyzing data (Whole Child, SBA, i-Ready, etc.) to inform next steps and situates data use within the Plan-Do-Study-Act cycle to support decision-making and continuous improvement within a school's Problem of Practice.
2	TLF 1b1	**Supporting Struggling Readers in All Content Areas (Multi-Tiered System of Support)** This module provides evidence-based strategies to help struggling readers meet grade-level standards and offers an overview of the District's Multi-Tiered System of Support to identify and address learning loss through effective instruction, available district programs, and structured progress monitoring.
3	TLF 1b1	**Elegance of 12 Suite of Strategies for English Learners** This module provides an overview of culturally and linguistically responsive spaces for multilingual multicultural learners as envisioned in the 2025 Multilingual Multicultural Master Plan. The module provides educators skills in delivering data driven instruction for ELs with an emphasis on receptive and expressive skills within the curriculum. To fulfill a state mandate, the MMED-provided modules must be completed by the end of the fall semester. The introduction to this module is required and should last about 5-10 minutes, while the rest of the content can be customized to fit the needs of your staff.

MEM-6015.15   Page 5 of 8   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

#	TLF Focus Element	Title and Description
4	TLF 1b1	**Culturally and Linguistically Responsive Spaces for Multilingual Learners** This module provides an overview of the fundamentals of translanguaging and the Five Pedagogical Areas of CLR for multilingual multicultural learners as envisioned in the 2025 Multilingual Multicultural Master Plan. The assets-based methodologies defined in this module will strengthen in-classroom practices that honor the fluid linguistic identities of multilingual communities. Students will culturally thrive as their dynamic, multilingual ways of communicating, learning and expressing themselves wholly are leveraged to boost their academic excellence and sociocultural competence across the instructional day. To fulfill a state mandate, the MMED-provided modules must be completed by the end of the fall semester. The introduction to this module is required and should last about 5-10 minutes, while the rest of the content can be customized to fit the needs of your staff.
5	TLF 1d1	**Backwards Planning for Student Success: Starting with the End In Mind** This module will use an SBA/CAST/Curriculum Performance Task to unpack standards, determine success criteria, and analyze the learning experiences and instruction in the curriculum.
6	TLF 3c1	**High Leverage Strategies for Persuasive/Argumentative Writing** This module will equip educators with a high-leverage strategy that can be easily applied to help students write a persuasive/argumentative piece. Teachers will learn how to apply the strategy with flexibility, fostering an environment where students can thrive and confidently achieve the intended learning objectives.

MEM-6015.15   Page 6 of 8   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

#	TLF Focus Element	Title and Description
7	TLF 1e4	**Uncovering Student Understanding: Analyzing Work to Inform Instruction** This module will introduce a common protocol to analyze student work. Participants will also engage in a review of authentic student work to identify misconceptions or misunderstandings and plan targeted instruction to increase student proficiency.
8	TLF 1b1	**High-Leverage Strategies & MTSS for Secondary Reading Intervention** This professional development module equips secondary educators to use effective strategies within an MTSS framework to support secondary students struggling with reading. It focuses on research-based approaches that boost literacy skills across disciplines and help students recover from learning loss.
9	TLF 1b1 TLF 3c1	**High-Leverage Strategies & MTSS for Secondary Numeracy Intervention** This professional development model equips secondary educators with high-impact strategies within an MTSS framework to boost numeracy and real-world math application across disciplines, helping students overcome learning loss.
10A	TLF 1d1	**Backwards Planning for Student Success: Starting with the End in Mind** This module will use an SBA/CAST/Curriculum Performance Task to unpack standards, determine success criteria and plan the learning experiences and instruction in the curriculum in Math, HSS/ELA, Science, or electives.
10B	TLF 3c1	**High Leverage Strategies for Mastering Learning Targets in Content Areas (ELA/HSS or Mathematics or Science or Other)** This module will equip educators with a high-leverage strategy that can be applied to SBA/CAST/Curriculum Performance Task to help students master standards-based learning targets. Teachers will learn how to apply the strategy with flexibility, fostering an environment where students can thrive and confidently achieve the intended learning objectives.

MEM-6015.15   Page 7 of 8   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

#	TLF Focus Element	Title and Description
10C	TLF 1e4	**Uncovering Student Understanding: Analyzing Student Work to Inform Instruction** In this module, participants will use a protocol to analyze authentic student work (SBA/CAST/Curriculum Performance Task) to identify misconceptions or misunderstandings and plan targeted instruction to increase student proficiency.

Note: Per state guidelines, professional development specific to English Learners (ELs) must be provided in all schools to understand and implement curricula, assessment practices and measures, and instructional strategies for EL students. The professional development is intended to support effective teacher practice.

MEM-6015.15   Page 8 of 8   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

2025-26 District-Determined Instructional Choice Board Topics

The choice board topics are designed for collaborative participation. Educators are encouraged to engage with members of their grade-level teams, interdisciplinary teams, departments, Small Learning Communities (SLCs), and/or Professional Learning Communities (PLCs) to foster shared learning, alignment, and implementation. Engaging in these topics as a team will enhance collective instructional practices, support meaningful collaboration, and drive student success through a coherent approach.

Topic and Suggested Activities
Small Group Instruction for Targeted Student Success • Review assessment data to identify student needs and form purposeful small groups. • Explore effective strategies for using assessment data to form purposeful student groups, differentiate instruction, and provide targeted support. • Engage in hands-on planning, learn promising practices for managing small groups, and discover techniques for fostering student independence. • Identify and practice using quick, effective formative assessments to track student growth in small groups.
Collaborative Planning to Align Instruction • Engage in a data dive to identify trends, strengths, and areas for growth within a specific grade level, across multiple grade levels, or within departments. • Use structured planning protocols to streamline collaboration, ensure equitable participation, and maximize productivity. • Collaborate with colleagues to develop cohesive lesson plans that support student mastery and engagement. • Create an actionable plan for bringing aligned instructional practices into the classroom, including checkpoints for progress monitoring.
Effective Feedback for Student Growth • Identify what makes feedback clear, specific, actionable, and student-centered. • Create rubrics, checklists, and sentence stems to help students understand and act on feedback. • Design activities that empower students to reflect on their own work and provide feedback to peers. • Participate in discussions to exchange insights, troubleshoot common challenges, and refine feedback techniques.

MEM-6015.15
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

Page 1 of 3

May 23, 2025

Topic and Suggested Activities
Analyzing Student Work to Drive Instructional Decisions • Learn and apply protocols to examine student assignments, assessments, and responses with a focus on identifying strengths and areas for growth. • Practice analyzing student work samples to pinpoint common errors, misunderstandings, and skill gaps. • Explore quick, low-lift strategies for collecting and analyzing student work on an ongoing basis. • Create targeted re-teaching or scaffolding strategies to address specific student needs.
Backwards Planning for Meaningful and Effective Instruction • Explore the three stages of backwards planning—identifying standards-based desired outcomes, determining assessment evidence, and planning instruction. • Break down standards into clear, student-friendly learning objectives. • Develop clear expectations and exemplars for what mastery looks like. • Identify differentiation strategies to ensure all students can access and achieve mastery of the content.
Engaging Every Learner: Strategies to Increase Active Student Involvement • Identify differentiation techniques to ensure all students, including multilingual learners and students with disabilities, can engage fully. • Engage in and analyze strategies such as think-pair-share, academic discourse, and inquiry-based learning. • Refine lessons that incorporate movement, collaboration, and real-world connections to make learning dynamic. • Create structures that encourage discussion, questioning, and critical thinking as part of everyday instruction.
Using a Problem of Practice to Drive Instructional Improvement • Learn what constitutes a meaningful instructional challenge and how to frame it for analysis and action. • Craft a precise Problem of Practice (PoP) statement that guides instructional adjustments and intervention planning. • Work in teams to discuss, refine, and provide feedback on each other's PoPs. • Examine student work, assessments, and classroom observations to identify key learning gaps and instructional needs. • Establish a PDSA cycle for testing, reflecting, and refining instructional practices over time.

MEM-6015.15

Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

Page 2 of 3

May 23, 2025

Topic and Suggested Activities
Building Stronger Partnerships: Effective Family Engagement • Examine common challenges families face in engaging with schools and develop strategies to address them. • Develop ways to honor diverse family backgrounds, languages, and experiences to foster trust and inclusivity. • Develop content-aligned strategies for equipping families with resources and guidance to support student learning at home. • Draft an actionable plan to strengthen ongoing communication, involvement, and shared decision-making with families.
Integrating Social-Emotional Learning Support Student Well-Being and Academic Success • Participate in hands-on strategies that model mindfulness, emotional regulation, and relationship-building techniques. • Design activities that help students manage emotions, set goals, and develop resilience. • Outline concrete steps for implementing SEL strategies in daily practice and measuring their impact. • Develop ideas for partnering with caregivers to support students' emotional growth beyond the classroom.
Progress Monitoring to Track Growth and Inform Instruction • Review assessment data to identify patterns in student progress and areas requiring targeted support. • Establish measurable, student-centered objectives to guide instruction and intervention. • Practice using quick, low-stakes assessments such as exit tickets, student self-assessments, and observational checklists. • Design strategies to help students track their own learning, set goals, and take ownership of their growth.

MEM-6015.15
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

Page 3 of 3

May 23, 2025

2025-26 *Every School Safe* Mandatory Safety Training Modules

Topic	Month
Creating Welcoming Environments • All students need to feel included and connected to their school community. The Start With Hello program empowers students in grades K-12 to recognize loneliness and social isolation in their peers, offers effective strategies to get help and help others, and outlines ways they can grow an empathetic and inclusive community. • ***Intended audience***: All school employees, parents, and students	**August 2025** *Due: 9/26/25*
Integrated Safe School Plan (ISSP) • Overview of the elements within the ISSP. • ***Intended audience***: All school employees, parents, and students	**August 2025** *Due: 10/3/25*
Suicide Awareness and Prevention • Identify the steps for suicide prevention, warning signs, risk factors, and how to get assistance. • ***Intended audience:*** All school employees, parents, and students	**September 2025** *Due: 10/24/25*
Substance Use Awareness/Fentanyl • Help participants understand the risks of substance use, discourage its use, and help students make healthy choices. • ***Intended audience:*** All school employees, parents, and students	**October 2025** *Due: 11/21/25*
De-escalation and Restorative Practices • Staff: Participants receive strategies to respond and connect with students. • Parents: Participants receive strategies to help with behavior at home. • Students: Students receive strategies to help with regulating their behavior. • ***Intended audience:*** All school employees, parents, and students	**November 2025** *Due: 1/16/26*
No Topic	**December 2025**
No Topic	**January 2026**

Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
Business Services & Operations

Topic	Month
Administrative Investigations • Part 3: Conducting Interviews and Analyzing Findings • *Intended audience:* Administrators only	**February 2026** Due: 2/27/26
***Breaking the Silence* Child Abuse Awareness** • Staff: Annual Child Abuse Training • *Intended audience:* All school employees **Grooming and Online Grooming Awareness** • Strategies to recognize, prevent, and seek assistance. • *Intended audience:* Parents and students	**March 2026** Due: 4/30/26
Cyber Security • Awareness and strategies regarding online safety. • *Intended audience:* All school employees, parents and students	**April 2026** Due: 5/29/26
No Topic	**May 2026**
No Topic	**June 2026**

MEM-6015.15   Page 2 of 2   May 23, 2025
Office of the Deputy Superintendent,
Instruction
Office of the Deputy Superintendent,
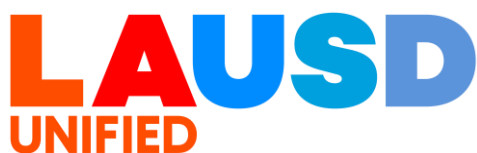Business Services & Operations

BANKED TIME PROFESSIONAL DEVELOPMENT SCHEDULE 2025–2026
ELEMENTARY SINGLE-TRACK CALENDAR

District-Allocated Banked Time Tuesdays		Progress Report Periods, Grade Entry, and Parent Conferences	Back-to-School and Open House
FALL (15 Tuesdays) August 19, 2025 August 26, 2025* September 2, 2025 September 9, 2025 September 16, 2025 September 30, 2025 October 7, 2025 October 14, 2025 October 21, 2025 October 28, 2025 November 4, 2025 November 18, 2025 ***Thanksgiving Holiday*** November 24, 2025 - November 28, 2025 December 2, 2025 December 9, 2025 December 16, 2025 ***Winter Break*** *December 22,* 2025 - *January 9, 2026*	**SPRING (21 Tuesdays)** January 13, 2026 January 20, 2026 January 27, 2026 February 3, 2026 February 10, 2026 February 17, 2026 February 24, 2026 March 3, 2026 March 10, 2026 March 17, 2026 March 24, 2026 ***Spring Break*** *March 30,* 2026 - *April 3,* 2026 April 7, 2026 April 14, 2026 April 21, 2026 April 28, 2026 May 5, 2026 May 12, 2026 May 19, 2026 May 26, 2026 June 2, 2026 June 9, 2026	**Progress Report 1** Reporting Period 8/14/25 to 11/7/25 **Grade Entry** 10/27/25 to 11/14/25 **Parent Conferences Window** Start Date: 11/10/25 End Date: 11/14/25 **Progress Report 2** Reporting Period 11/10/25 to 3/6/26 **Grade Entry** 2/23/26 to 3/13/26 **Parent Conferences Window** Start Date: 3/9/26 End Date: 3/13/26 **Progress Report 3** Reporting Period 3/9/26 to 6/10/26 **Grade Entry** 5/22/26 to 6/10/26 **Parent Conferences Window (optional)** Start Date: 6/6/26 End Date: 6/10/26	**Back-to-School Window** Start Date: 8/25/25 End Date: 9/19/25 **Open House Window** Start Date: 3/9/26 End Date: 5/22/26

LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

**BANKED TIME PROFESSIONAL DEVELOPMENT SCHEDULE 2025–2026
SECONDARY SINGLE-TRACK CALENDAR, SEMESTER SCHEDULE**

District-Allocated Banked Time Tuesdays		Marks Reporting End Dates and Parent Conferences	Back-to-School and Open House
FALL (15 Tuesdays) August 19, 2025 August 26, 2025* September 2, 2025 September 9, 2025 September 16, 2025 September 30, 2025 October 7, 2025 October 14, 2025 October 21, 2025 October 28, 2025 November 4, 2025 November 18, 2025 ***Thanksgiving Holiday** November 24, 2025 - November 28, 2025* December 2, 2025 December 9, 2025 December 16, 2025 ***Winter Break** December 22, 2025 - January 9, 2026*	**SPRING (21 Tuesdays)** January 13, 2026 January 20, 2026 January 27, 2026 February 3, 2026 February 10, 2026 February 17, 2026 February 24, 2026 March 3, 2026 March 10, 2026 March 17, 2026 March 24, 2026 ***Spring Break** March 30, 2026 - April 3, 2026* April 7, 2026 April 14, 2026 April 21, 2026 April 28, 2026 May 5, 2026 May 12, 2026 May 19, 2026 May 26, 2026 June 2, 2026 June 9, 2026	**Fall Semester** 5 Week: 9/4/25 - 9/12/25 10 Week: 10/1/25 - 10/10/25 15 Week: 10/30/25 - 11/7/25 Final Mark: 12/11/25 - 12/19/25 **Parent Conferences Window** Start Date: 10/13/25 End Date: 10/24/25 **Spring Semester** 5 Week: 2/5/26 - 2/13/26 10 Week: 3/12/26 - 3/20/26 15 Week: 4/22/26 - 5/1/26 Final Mark: 5/26/25 - 6/10/26 **Parent Conferences Window** Start Date: 2/17/26 End Date: 2/27/26	**Back-to-School Window** Start Date: 8/25/25 End Date: 9/19/25 **Open House Window** Start Date: 3/9/26 End Date: 5/22/26

MEM-6015.15
Office of the Deputy Superintendent, Instruction
Office of the Deputy Superintendent, Business Services & Operations

Page 2 of 3

May 23, 2025

BANKED TIME PROFESSIONAL DEVELOPMENT SCHEDULE 2025–2026
SECONDARY SINGLE-TRACK CALENDAR, 4X4 SCHEDULE

District-Allocated Banked Time Tuesdays		Marks Reporting End Dates and Parent Conferences	Back-to-School and Open House
FALL (15 Tuesdays) August 19, 2025 August 26, 2025* September 2, 2025 September 9, 2025 September 16, 2025 September 30, 2025 October 7, 2025 October 14,2025 October 21, 2025 October 28, 2025 November 4, 2025 November 18, 2025 **Thanksgiving Holiday** November 24, 2025 - November 28, 2025 December 2, 2025 December 9, 2025 December 16, 2025 **Winter Break** December 22, 2025 - January 9, 2026	**SPRING (21 Tuesdays)** January 13, 2026 January 20, 2026 January 27,2026 February 3, 2026 February 10, 2026 February 17, 2026 February 24, 2026 March 3, 2026 March 10,2026 March 17,2026 March 24, 2026 **Spring Break** March 30, 2026 - April 3, 2026 April 7,2026 April 14, 2026 April 21, 2026 April 28, 2026 May 5, 2026 May 12, 2026 May 19, 2026 May 26, 2026 June 2,2026 June 9, 2026	**Fall 1st Quarter** Midterm: 9/4/25 - 9/12/25 Final Mark: 10/1/25 - 10/10/25 **Parent Conferences Window** Start Date: 10/13/25 End Date: 10/24/25 **Fall 2nd Quarter** Midterm: 10/30/25 - 11/7/25 Final Mark: 12/1/25 - 12/19/25 **Spring 1st Quarter** Midterm: 2/5/26 - 2/13/26 Final Mark: 3/12/26 - 3/20/26 **Parent Conferences Window** Start Date: 2/17/26 End Date: 2/27/26 **Spring 2nd Quarter** Midterm: 4/22/26 - 5/1/26 Final Mark: 5/26/26 - 6/10/26	**Back-to-School Window** Start Date: 8/25/25 End Date: 9/19/25 **Open House Window** Start Date: 3/9/26 End Date: 5/22/26

MEM-6015.15
Office of the Deputy Superintendent, Instruction
Office of the Deputy Superintendent, Business Services & Operations

Page 3 of 3

May 23, 2025