

**TITLE:** School-Site Professional Development  
Priorities and Banked Time Tuesdays  
for Elementary Schools 2023-2024

**NUMBER:** MEM-6015.11

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Chief Academic Officer  
Division of Instruction

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Senior Executive Director  
P-12 Instruction

**DATE:** June 26, 2023

**PURPOSE:**

**ROUTING**  
Deputy Superintendent of  
Instruction  
Region Superintendents  
Administrators of  
Instruction  
Administrators of  
Operations  
Region Director  
Principals  
Assistant Principals  
UTLA Chapter  
Chairperson  
School Administrative  
Assistants

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 Los Angeles Unified School District (LAUSD) instructional outcomes and priorities.

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 <http://www.cde.ca.gov/ta/ac/cm/>
- Local Control Accountability Plan (LCAP) <http://achieve.lausd.net/lcap>
- California frameworks and content standards implementation for all students <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>, encompassing English Language Arts (ELA), English Language Development (ELD), Mathematics, History/Social Science, Science, Visual and Performing Arts, Physical Education, and Health Education
- 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 3<sup>rd</sup> grade <https://achieve.lausd.net/Page/17824>
- 2023 Multilingual Multicultural Instructional Master Plan
- Equitable access to all areas of the curricula provided for *all* students, including a diverse range of learners, see California framework, Chapter 9

- Embed culturally and linguistically responsive instructional strategies in all content areas as outlined in the California frameworks
- Provide access and equity with a Multi-Tiered System of Supports (MTSS), including Culturally and Linguistically Responsive Pedagogy (CLRP), Response to Instruction and Intervention (RtI<sup>2</sup>) and Universal Design for Learning (UDL) for academics and behavior
- Integrate Social/Emotional Learning (SEL) into content areas

**MAJOR  
CHANGES:**

This memorandum replaces MEM-6015.10, *School-site Professional Development Priorities and Banked Time Tuesdays for Elementary Schools 2022-2023*, dated May 13, 2022.

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 39 of these professional development days. Each banked time Tuesday session will be for a total of 60 minutes.

The required courses for 2023-2024 are session 5 of the Unconscious/Implicit training, *Who Belongs? The Role of Bias in the Classroom*, and a series of 3 sessions designed to build upon the summer learning series to support implementation of key strategies and practices across Literacy, Numeracy and the core content areas.

These sessions will afford time for discussion, dialogue, reflection, as well as the planning of next steps and practical application of learning. The principles of UDL, Equitable Grading and Instruction (EGI), CLRP and SEL will be integrated throughout the sessions.

Flexibility is provided to school principals to schedule these courses during the year to compliment school site professional development priorities. Professional development plans and flexibilities in timeline should be discussed with the Regional Director - Principal Supervisor. Schools are to retain copies of the Banked Time Tuesday meeting agendas and sign-in sheets as evidence of completion.

**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 (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 *Teaching and Learning Framework* (TLF) and student achievement data.

The TLF standards describes clear expectations for effective teaching to ensure all students may graduate *ready for the world*. The focus standards are in alignment with grade-level instructional standards and robust school supports, as below:

1b1: Awareness of Students' Skills, Knowledge, and Language Proficiency

- *Uses information about students' academic strengths and needs, language proficiency and social emotional wellness in planning.*

2a3: Academic Climate

- *The academic environment is safe and supportive; risk-taking is encouraged, students freely share their culture, language, and ideas, and student mistakes are treated as learning opportunities, never with ridicule.*

3a4: Use of Academic Language

- *Academic language is used to communicate and deepen understanding of the content and is inclusive of the culture and language of students.*

3b2: Discussion Techniques and Student Participation

- *Techniques are used to ensure that all students share their thinking around challenging questions including strategies that affirm students' culture and language.*

3c1: Standards-Based Projects, Activities and Assignments

- *Standards-aligned learning activities cognitively engage students in the lesson.*

3c2: Purposeful and Productive Instructional Groups

- *Students are grouped in order to promote productive cognitive engagement in the lesson.*

3d3: Feedback to Students

- *Students receive specific, culturally sensitive and timely feedback that will move their learning forward*

Pursuant to Article IX-B of the LAUSD/UTLA CBA, 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 21<sup>st</sup> century skills, and provide access to content for the diverse needs of our student population. It honors the complex nature of teaching and provides a common language to support professional 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 (50%) of allocated Banked Time Tuesdays (listed on 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:

<b>Elementary School Banked Time Tuesday Allocations</b>	
Total number of Banked Time Tuesdays allocated to schools	39
District-determined topics for Banked Time	19
Local School Leadership Council (LSLC) determined topics for Banked Time Tuesdays	20

B. Scheduling of Professional Development Banked Time Tuesdays

Schools must adhere to the established Banked Time Tuesday schedule as outlined in Attachment A.

The Banked Time Tuesday schedule must match what is submitted in the 2023-2024 online bell schedule. The bell schedule must meet the minimum required instructional minutes as indicated in the following documents:

- BUL-6144.2, *School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time and Pupil-Free Days*, dated June 26, 2023
- REF-068500.4, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2023-24*, dated June 26, 2023

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.
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 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 Teaching and Learning Framework will be leveraged to deepen pedagogical practices.

The 2022-26 Los Angeles Unified 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.

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, such as English Language Proficiency Assessments for California (ELPAC), DIBELS, iReady, etc.

Regular planning time should be scheduled for the review of student results from formative and summative assessments for the purpose of planning instructional delivery (plan, deliver, reflect, and refine/revise).

- **Plan:** Teachers work collaboratively to plan curricular units, lessons, and instructional strategies, including integrated ELD and CLR strategies, designed to meet the needs of *all* students. Deliberate planning during regularly scheduled teacher collaboration meetings is essential to ensuring positive academic outcomes for all students.
- **Do:** Teachers implement the planned curricular unit and/or lesson. During lesson delivery, a cycle of constant refinement should be employed to provide entry points for all learners. As educators engage in the Teaching and Learning Process, peer observations are encouraged for the purpose of providing feedback, support and to inform future practice.
- **Study:** 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. Teachers use formal and informal data to assess what they have learned during lesson delivery, and reflection to inform their practice, curricular design, and the tools utilized for planning. The following [Protocol for Examining Data](#) can be utilized to guide school teams through data discussions.
- **Act:** Teachers adjust lessons to meet student needs.

### 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>.

My Professional Learning Network (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.



**IV. UNCONSCIOUS/IMPLICIT BIAS REQUIRED COURSE (1 SESSION)**

In collaboration with Andratesha Fitzgerald, nationally known and recognized author of Antiracism and UDL, LAUSD has developed Session 5 of the Implicit Bias professional development series. This work is designed to help provide school personnel the knowledge, skills, strategies, resources and dispositions to support all learners; to create inclusive schools and classrooms, with a goal of eliminating bias in learning opportunities. This work is anchored around helping school personnel engage in courageous conversations tied to race, equity, and access among other issues.

Unconscious/Implicit Bias Session Title		Due Date
Session #5	Who Belongs? The Role of Implicit Bias in Classroom	Fall 2023

Since this learning is required of all LAUSD employees, supervisors are to ensure that new staff complete all of the previous Implicit Bias sessions. The [Implicit Bias Toolkit](#) contains session materials and as a live document continues to be updated. The course will be available on MyPLN, keywords Implicit Bias.

**V. IMAGINE BELIEVE ACHIEVE: BUILDING UPON SUMMER LEARNING 2023 REQUIRED COURSE (3 SESSIONS)**

The Imagine, Believe, Achieve Course is designed to extend learning that begin during summer professional development on key priorities and strategies in literacy, numeracy and across content areas.

Session Titles		Due Date
Session #1	Who Belongs? The Role of Implicit Bias in Classroom	Fall 2023
Session #2	The Science of Reading and Writing: Building Language and Literacy for all Learners	Fall 2023
Session #3	Building Math Identities and Finding the Joy in Mathematics	Fall 2023

These sessions will provide additional learning, support and collaborative planning to deepen the implementation of the following instructional priorities in order for students to succeed in college and career standards:

- tools and strategies to support students in developing viable arguments backed by evidence and cited by multiple sources in each discipline

- strategies to engage students in real-world application and reasoning
- application of frameworks, standards, and curriculum to plan engaging lessons

The sessions will be available on MyPLN, keywords **Banked-Time 2023-24**.

School principals must certify that all required courses have been completed, 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. Enhancing Math Instruction MyPLN Professional Learning Series**

These optional sessions may be included in the school Banked Time PD plan to reinforce the math learning from the August 2023 Summer PD. Use this link, <https://bit.ly/EnhancingMathSeries>, for suggestions on how to leverage these wonderful E-learning sessions to deepen learning on building math identities and sparking joy in mathematics, reviewing the math teaching practices toward effective teaching and learning, revisiting the Math Framework and common core shifts, and connecting the universal design of learning framework to mathematics instruction at the school site.

#### **VII. Emergent Bilingual (formerly known as ELs) Professional Development:**

Per state guidelines, professional development specific to Emergent Bilinguals (EBs) must be provided in all schools. The professional development is intended to support effective teacher practice. Multilingual Multicultural Education Department (MMED) will provide modules by July 25, 2023 on EBs and Dual Language Education for schools to use as needed:

- Understanding a Comprehensive ELD Program
- Understanding the Essential Instructional Approaches for Emergent Bilinguals
- Emergent Bilingual Progress Monitoring Assessments

All professional development sessions need to discuss the instructional needs and assets of student groups such as EBs and Standard English Learners (SEs).

#### **VIII. Culturally and Linguistically Responsive Education**

There are culturally and linguistically responsive instructional strategies that are efficacious for advancing language acquisition and learning for all students, especially SEs. These CLRE strategies include:



- Cooperative and Communal Learning
- Instructional Conversations
- Academic Language Development
- Advanced Graphic Organizers
- Making Cultural Connections

## **IX. Dual Language Education**

Schools that offer Dual Language Education (DLE) Programs will have the opportunity to facilitate professional learning on the following topics:

1. Foundational Dual Language Education Implementation Structures
  - Elementary: Master Plan Programs, Instructional Models
2. A UTK-12 Toolkit for Cultivating Responsive Dual Language Education Classrooms
  - Funds of Knowledge: Getting to Know Your Students
  - Classroom Environment
  - Scheduling
  - Curriculum and Instruction
  - Translanguaging
3. Strengthening Target Language Development and Sociocultural Competency
  - Standards-based instruction differentiation, proficiency, elementary progress reports
  - Project-Based Learning
4. Telling your School Story: Engaging the Community
  - School climate and culture
  - Promoting school vision, mission, and program family engagement
5. UTK-12 Multilingualism Awards
  - UTK-1<sup>st</sup> Grade Promise to Bilingualism Awards Criteria
  - 5<sup>th</sup>/6<sup>th</sup> Grade Pathway to Biliteracy Awards Criteria
  - 8<sup>th</sup> Grade Pathway to Biliteracy Awards Criteria
  - 12<sup>th</sup> Grade LAUSD and CDE Seal of Biliteracy Awards Criteria
  - Assessments for Language Other Than English (LOTE)
  - Family Engagement

**X. Increasing Inclusive Practices**

In alignment with California's State Performance Plan Indicator 5 and the LAUSD Strategic Plan, Pillar 1C *Academic Excellence: Eliminating Opportunity Gaps*, all schools are expected to work towards increasing inclusive practices. In an effort to support school teams with this work, the Division of Special Education has prepared a professional development session to be presented to staff at all sites by the Assistant Principal over special education (secondary) or Assistant Principal, Elementary Instructional Specialist (APEIS, elementary) or their designee.

The objectives for this 60-minute session will include:

- Contributing to a sense of belonging at the school site
- Increasing awareness of the disability rights movement
- Deepening the participants' understanding of what inclusion is and is not
- Practical strategies that can be implemented in every classroom

Materials will be available to school site presenters August 1, 2023.

**XI. Additional District Facilitated Professional Development Opportunities**

The Division of Instruction sponsors a variety of professional development opportunities to support Banked-Time Tuesdays. These are optional opt-in sessions that principals may choose to include in their professional development plan. School leaders must enroll their school in these additional offerings. Sessions are hosted virtually via Zoom and may be leveraged to engage the entire school teaching staff in the learning together as a team. Facilitation is conducted by central office and regional staff, as well as by experts and vendor partners.

Use the link, <https://bit.ly/BankedTimePDs-ELEM>, for detailed information on these offerings and the registration/opt-in process.

**RELATED  
RESOURCES:**

Attachment A: *Professional Development Schedule 2023-2024*

Attachment B: *Single-Track Instructional School Calendar 2023-2024*

Attachment C: *Instructional Resources by Department*

BUL-2332.7 *Elementary School Progress Report Marking Practices and Procedures dated August 3, 2018*

MEM-5787.11 *Back-to-School and Open House Activities for 2023-2024*  
dated June 5, 2023

REF-096109.3 *Required Reports of Marks in Elementary Schools*  
2023-2024 dated June 26, 2023

REF-068500.4 *Daily and Annual Instructional Minutes Requirements*  
*and Certification of Bell Schedules for School Year 2023-24*, dated June  
26, 2023

**ASSISTANCE:** For assistance or further information, please contact the Regional  
Director – Principal Supervisor or the following:

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

For assistance with Emergent Bilinguals, please contact: Carla Gutierrez,  
Administrative Coordinator, TK-12 English Learner Instruction, Multilingual and  
Multicultural Education Department at (213) 241-5582 or  
[carla.gutierrez@lausd.net](mailto:carla.gutierrez@lausd.net)

For assistance with Dual Language Education Programs, please contact: Roxanna  
Sosa, Coordinator, Dual Language Education Multilingual and Multicultural  
Education Department at (213) 241-5582 or [roxanna.k.sosa@lausd.net](mailto:roxanna.k.sosa@lausd.net)

For assistance with Culturally and Linguistically Responsive  
Pedagogy and Standard English Learner (SEL) Instruction, please  
contact: Kimberly Dismukes, Administrative Coordinator, Multilingual  
and Multicultural Education Department at (213) 241-1750 or  
[kmitch1@lausd.net](mailto:kmitch1@lausd.net)

For assistance with Dyslexia General Awareness, please contact: Susan Spillane,  
English Language Arts Coordinator at (213) 241-5333 or [sspillan@lausd.net](mailto:sspillan@lausd.net) or  
Lela Rondeau, Administrative Coordinator, TK-12 Instruction, Division of Special  
Education at (213) 241-8133 or [lela.rondeau@lausd.net](mailto:lela.rondeau@lausd.net)

For assistance with supporting Foster Youth, please contact: the Central Office or  
Region Student Support Programs staff or Denise Miranda, District Homeless and  
Foster Youth Liaison at (213) 241-0761 or [denise.miranda@lausd.net](mailto:denise.miranda@lausd.net)

For assistance with Behavior Interventions and  
Supports/Restorative Practices (PBIS/RP), please contact: Laura  
Zeff, Administrative Coordinator, Schoolwide Positive Behavior  
Interventions and Supports/Restorative Practices at (213) 241-  
3840 or [laura.zeff@lausd.net](mailto:laura.zeff@lausd.net)



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For assistance with supporting Students with Disabilities,  
please contact: Lela Rondeau, Administrative Coordinator, TK-  
12 Instruction, Division of Special Education at (213) 241-8133  
or [lela.rondeau@lausd.net](mailto:lela.rondeau@lausd.net)



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**Banked Time Professional Development Schedule 2023–2024**

**ELEMENTARY SINGLE TRACK**

The dates below represent the District allocated banked time Tuesdays only. At a minimum, 19 of the 39 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
<b>FALL</b> August 15, 2023 August 22, 2023 August 29, 2023 September 5, 2023 September 12, 2023 September 19, 2023 September 26, 2023 October 3, 2023 October 10, 2023 October 17, 2023 October 24, 2023 October 31, 2023 November 7, 2023 November 14, 2023  <i>(Parent Conferences Nov. 13-17)</i>  <i>(Thanksgiving Break Nov. 20-24)</i>  November 28, 2023 December 5, 2023 December 12, 2023  <i>(Winter Break Dec. 18-Jan. 5)</i>	<b>SPRING</b> January 9, 2024 January 16, 2024 January 23, 2024 January 30, 2024 February 6, 2024 February 13, 2024 February 20, 2024 February 27, 2024 March 5, 2024  <i>(Parent Conferences Mar. 4-8)</i>  March 12, 2024 March 19, 2024  <i>(Spring Break, Mar. 25-Apr. 2)</i>  April 2, 2024 April 9, 2024 April 16, 2024 April 23, 2024 April 30, 2024 May 7, 2024 May 14, 2024 May 21, 2024 May 28, 2024 June 4, 2024 June 11, 2024	<b><u>Progress Report 1</u></b> Reporting Period 8/14/23 to 11/9/23  Grade Entry 10/26/23 to 11/17/23  Midpoint Warning Notices sent by 9/29/23  <b><u>Parent Conferences</u></b> 11/13/23 to 11/17/23	<b><u>Back-to-School Window</u></b>  Start Date August 28, 2023  End Date September 15, 2023  <b><u>Open House Window</u></b>  Start Date March 11, 2024  End Date May 24, 2024
		<b><u>Progress Report 2</u></b> Reporting Period 11/13/23 to 3/1/24  Grade Entry 2/15/24 to 3/8/24  Midpoint Warning Notices sent by 1/26/24  <b><u>Parent Conferences</u></b> 3/4/24 to 3/8/24	
		<b><u>Progress Report 3</u></b> Reporting Period 3/4/24 to 6/11/24  Grade Entry 5/13/24 to 6/11/24  Midpoint Warning Notices sent by 5/3/24	



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### Instructional Resources by Department

Department	Resources
Arts	<a href="#">Visual and Performing Arts Framework</a>  Elementary VAPA resources: <a href="#">Dance</a> <a href="#">Music</a> <a href="#">Theatre</a> <a href="#">Visual Arts</a>
Curriculum maps by content area	<a href="#">Elementary Curriculum maps</a>  Curriculum Maps Schoology Group, Access Code: <b>5QCS3-XC4HP</b>
Dyslexia Awareness	<a href="#">Dyslexia Awareness</a>
Educator Development and Support	<a href="#">My Professional Learning Network (MyPLN)</a>  <a href="#">My Professional Growth System (MyPGS)</a>
English Language Development	MMED Elementary English Learner Instruction, Schoology Group, Access Code: <b>WS2X-JJ24-GPBFB</b>
Foster Youth Supports	<a href="#">Student Health and Human Services Foster Youth Achievement Program</a>
Gifted and Talented Programs	<a href="#">GATE Programs</a> <a href="#">GATE Professional Development</a> <a href="#">GATE Salary Point Classes</a>
History/Social-Science	<a href="#">History/Social-Science Framework</a>  Elementary History/Social-Studies Group, Access Code: <b>MD2GC-8F8DK</b>
Human Relations, Diversity and Equity	<a href="#">Human Relations, Diversity and Equity</a>





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**Instructional Resources by Department**

Department	Resources
<p><b>Integration of Culturally and Linguistically Responsive Pedagogy</b> (all content areas)</p>	<p>Additional instructional materials and model lessons are available at the <a href="#">Academic English Mastery Plan website</a></p> <p>CA Framework for the Core Content Areas: <b>ELA/ELD</b> <a href="#">Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment</a></p> <p><a href="#">Chapter 9: Access and Equity</a></p> <p><b>History/Social Science</b> <a href="#">Chapter 20: Access and Equity</a></p> <p><b>Mathematics</b> <a href="#">Universal Access</a></p> <p><b>Science</b> <a href="#">Chapter 10: Access and Equity</a></p>
<p><b>Literacy and LanguageArts</b></p>	<p><a href="#">Elementary Literacy and Language Arts website</a></p> <p>Elementary Literacy/Language Arts Schoology Group, Access Code: <b>SXR6W-RVH9G</b></p> <p><a href="#">Transitional Kindergarten</a></p> <p><a href="#">K-2 Read Aloud Lessons</a></p>



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**Instructional Resources by Department**

Department	Resources
<b>Marking Practices</b>	<p><a href="#">Elementary Progress Reports Resources and FAQs</a></p> <p><a href="#">Grading Guidance</a></p> <p><a href="#">Mastery Learning and Grading</a></p> <p><a href="#">Personalized Learning Systems/Schoology</a></p>
<b>Mathematics</b>	<p><a href="#">Professional development courses, problem solving and numbertalks</a></p> <p>Performance tasks aligned to the Smarter Balanced Claims and Targets are available on the <a href="#">L.A. Unified Mathematics website</a>, These resources were developed by L.A. Unified teacher-leader teams, in conjunction with Los Angeles County Office of Education and Stanford Center for Assessment, Learning and Equity (SCALE).</p> <p>Elementary Mathematics Schoology Group, Access Code: <b>7Z37V-784N5</b></p> <p><a href="#">Guidance for Math Instruction (Grades 4-Algebra 1)</a></p> <p><a href="#">L.A. Unified CGI Instructional Resources</a></p>
<b>Multi-Tiered Systems of Support</b>	<p><a href="#">REF Guide 43782 Implementing MTSS</a></p>
<b>Physical Education</b>	<p><a href="#">Physical Education Programs</a></p> <p>Elementary Physical Education Schoology Group, Access Code: <b>BDT6M-TWDC6</b></p>
<b>Behavior Interventions and Supports/Restorative Practices (PBIS/RP)</b>	<p><a href="#">Discipline Foundation Policy</a></p> <p><a href="#">Behavior Interventions and Supports/ Restorative Practices (PBIS/RP)</a></p>



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**Instructional Resources by Department**

Department	Resources
<b>Science</b>	<a href="#">NGSS Implementation Resources</a>  Science Schoology Groups: <ul style="list-style-type: none"> <li>• Elementary Science, Access Code: <b>MBJR-GG9C-SNVJZ</b></li> <li>• Amplify Science, Access Code: <b>W4PK-W466-63F5B</b></li> <li>• FOSS Next Gen Science, Access Code: <b>MS6X-WQNT-44FBH</b></li> </ul>
<b>Social Emotional Learning (SEL)</b>	<a href="#">SEL Model Program and Competencies</a>  Social Emotional Learning (SEL) LAUSD website <a href="http://achieve.lausd.net/Page/10277">http://achieve.lausd.net/Page/10277</a>
<b>Special Education</b>	<a href="#">Universal Design for Learning (UDL)</a>  <a href="#">Adaptions, Accommodations, Modifications, and Instructional Supports</a>  <a href="#">Increasing Inclusive Opportunities</a>
<b>State Accountability System</b>  <b>Local Control Accountability Plan District Strategic Plan</b>	<a href="#">California's Accountability and Continuous Improvement System</a>  <a href="#">Local Control Accountability Plan (LCAP)</a>  <a href="#">Learning Continuity and Attendance Plan</a>
<b>Trauma and Resilience-Informed Approach</b>	<a href="#">Student Health and Human Services Trauma and Resilience-Informed Approach</a>