



# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

## ROUTING

Local District Superintendents  
Administrators of Instruction  
Administrators of Operations  
Directors  
Principals  
Assistant Principals

**TITLE:** School-site Professional Development Priorities  
and Banked Time Tuesdays for Elementary Schools  
2017-2018

**NUMBER:** MEM-6015.4

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

**DATE:** May 10, 2017

**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 2<sup>nd</sup> grade  
<http://achieve.lausd.net/page/6545>
- New elementary ELA/ELD instructional materials, see section III. A.
- New *Elementary California Content Standards Progress Report*, see section IV.
- New *English Language Proficiency Assessments for California* (ELPAC), 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<sup>2</sup>) and Universal Design for Learning (UDL) for academics and behavior
  - Integration of Social/Emotional Learning (SEL) into content areas



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## MEMORANDUM

### MAJOR CHANGES:

This memorandum replaces memorandum MEM-6015.3 School-site Professional Development Priorities and Banked Time Tuesdays for Elementary Schools 2016-2017 issued on May 12, 2016. There are three required courses, see sections IV, V, and VI. The topics:

- 1) The new *Elementary California Content Standards Progress Report* in MiSiS
- 2) The new *English Language Proficiency Assessments for California* (ELPAC)
- 3) *Culturally and Linguistically Responsive Pedagogy* (CLRP)

### 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 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 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



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### B. Scheduling of Professional Development Banked Time Tuesdays

Schools must adhere to the established Banked Time Tuesdays schedule as outlined in Attachment A, unless they have applied and been approved for a waiver to increase or decrease banked time minutes (MEM-6680.1, *School Waivers for Alternative Configurations*) or requested a change of date on the schedule of Banked Time Tuesdays that neither increases nor decreases the banked time minutes, Attachment D.

If a school wishes to use an alternate Tuesday(s) for Banked Time, or wishes to add additional Banked Time days to the school professional development schedule, the school must reflect these changes on the 2017-2018 online bell schedule. The bell schedule, which must meet the minimum required instructional minutes daily (249 minutes) and annually (55,100 minutes) as indicated in BUL-6144.0 and REF-683.15, 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. To request approval from the local district to change Banked Time Tuesday dates, that neither increase nor decrease the required minutes, schools may submit Attachment D.

### C. Guidelines 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. The required number of yearly instructional minutes remains the same.
3. There are no changes in the length of the teachers' contractual workday.
4. Minimum and/or shortened days may not be combined with the professional development banked time on Banked Time Tuesdays.
5. REF-683.15, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Elementary Schools*, issued by Budget Services and Financial Planning, provides the instruction for the completion of the online bell schedule for the 2017-2018 school year, as well as the due date for their certification.



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6. 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.
7. Affiliated charter school principals may submit a waiver to request an alternate Banked Time date; the waiver must be approved by the Local District Superintendent or his or her designee. See Attachment D.
8. Affiliated charter schools that have Banked Time written into their charters will continue to implement Banked Time as designated in the charter. A new waiver request must be submitted on a yearly basis. See MEM-6680.1, *School Waivers for Alternative Configurations*.
9. 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 California English Language Development Test (CELDT) and/or 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



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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 RESOURCES

#### A. New ELA/ELD Instructional Materials PD Support

For the 2017-18 school year, schools will implement the new ELA/ELD instructional materials. There is a repository of related professional development materials that schools may utilize for Banked Time PD at <http://achieve.lausd.net/Page/5223>

#### B. Resources by Content Area and Department Specific

There are links to content specific resources in Attachment C.

#### C. California Content Frameworks for Public Schools

The California content frameworks can be found at this webpage: <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

### IV. NEW PROGRESS REPORT REQUIRED COURSE

The elementary progress report has been updated to align with the California content standards and frameworks: *Elementary California Content Standards Progress Report*. It is digital in MiSiS and will be implemented at all school sites. The implementation of the new *Elementary California Content Standards Progress Report* represents a major change in our progress reporting for students, thus additional learning for teachers, parents, and administrators is necessary to support them in managing this transition. The Division of Instruction has created an e-learning course online with three sections that may be completed as a group or independently on a device during Banked Time Tuesday meetings. **School principals must certify that the course has been completed prior to October 19, 2017 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.**



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*Unfolding the New Progress Report* educational course for teachers is three sections of content that may be adapted for compacting for accelerated learning, or extended for additional learning. Each section is designed for 45 minutes of viewing, but may be viewed at various paces depending on the needs of the viewer(s). These sections are as follows:

- 1) *History and Purpose*
- 2) *Standards-based Marking Practices*
- 3) *Technology MiSiS Screens and Job Aids*

### **Online E-learning Course for Teachers and Administrators**

The course is available for download or web-based viewing on MyPLN:

<https://signon.lausd.net/adfs/ls/>

MyPLN course name: *Unfolding the New Progress Report*

MiSiS resources and job aids for the online progress report card:

<http://achieve.lausd.net/Page/6215>

Teacher and parent resources, including an e-learning course for parents:

<http://achieve.lausd.net/Page/11770>

### **Online E-learning Course for Parents**

This e-learning course is designed for parents as the audience to assist schools with the task of informing and supporting parents in understanding the new progress report, the reason for this change, and the history of its development.

The parent version course is available for download on the internet at these links.

English language version:

<http://www.lausd.net/cdg/DOI/ProgressReporting/M4/story.html>

Spanish language version:

<http://www.lausd.net/cdg/NuevoInforme/>

## **V. ELPAC REQUIRED COURSE**

The California Department of Education is transitioning from the *California English Language Development Test* (CELDT) to the *English Language Proficiency Assessments for California* (ELPAC) as the state English language proficiency assessment in 2018. The implementation of the new ELPAC represents a major change in language proficiency assessments for English Learners, therefore understanding the structure of the ELPAC tasks, along with the alignment to SBAC, is an essential component for guiding instruction for English learners. Additional learning for teachers, support staff and administrators is necessary to support them in managing this transition. The Multilingual and Multicultural Education Department has created a course that





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will be completed as a group during Banked Time Tuesday meetings.  
**School principals must certify that the course has been completed prior to September 22, 2017 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.**

### **Unpacking the ELPAC Course for Teachers and Administrators**

The course is available for download on the MMED webpage:

<http://achieve.lausd.net/mmmed#spn-content>

Course Name: *Unpacking the ELPAC Course for Teachers and Administrators*

### **VI. NEW CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY (CLRP) REQUIRED COURSE**

*"Culturally and Linguistically Responsive Pedagogy: Mindset and Skillset"*

Board Resolution 097-13/14, adopted June 11, 2014 highlights "the need to ensure every student has equitable opportunities to learn as both a human right and a civil right, and seeks to ensure access to linguistically and culturally responsive instruction for equitable access to curriculum." Additionally, African American, Mexican American, Hawaiian American, Native American and Pacific Islander students face barriers to learning when their language varies from the Academic Standard English used in classroom discourse and in textbooks. These students are commonly referred to as Standard English Learners who demonstrate limited Standard English vocabulary and syntactical, grammatical and phonological differences indicative of a district language group. Culturally responsive teaching is "A pedagogy that empowers students intellectually, socially and emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills and to change attitudes." (Ladson-Billings 1994, 13)

During this professional development, participants will engage in activities, and be provided with resources designed to assist all grade level and content area teachers with embedding Culturally and Linguistically Responsive Pedagogical strategies into classroom instruction. **School principals must certify that the course has been completed prior to March 6, 2018 by submitting their professional development plans to their directors. Schools must retain a copy of the Banked Time Tuesday meeting agendas and sign-in sheets.**

The course is available on My Professional Learning Network (MyPLN):

<http://achieve.lausd.net/mypln>

MyPLN Course Name: *Culturally and Linguistically Responsive Pedagogy: Mindset and Skillset*

Additional instructional materials and model lessons:

<http://achieve.lausd.net/aemp>



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**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)*

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

- Katie McGrath, Administrator, Elementary Instruction, at (213) 241-5333 or [katie.mcgrath@lausd.net](mailto:katie.mcgrath@lausd.net)

For assistance with English Learners, please contact the Director in the Local District office or

- Hilda Maldonado, Executive Director, Multilingual and Multicultural Education Department at (213) 241-5582 or [hilda.maldonado@lausd.net](mailto:hilda.maldonado@lausd.net)

For assistance with Culturally and Linguistically Responsive Pedagogy and Standard English Learner Instruction, please contact the Director in the Local District office or

- Angela Hewlett-Bloch, Administrator, Access, Equity and Acceleration Department, Division of Instruction at (213) 241-3340 or [angela.hewlett@lausd.net](mailto:angela.hewlett@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, Office of School Operations at (213) 241-4131 or [deborah.brandy@lausd.net](mailto:deborah.brandy@lausd.net)

### RELATED

**RESOURCES:** BUL-2332.5 *Elementary School Progress Report Marking Practices and Procedures* dated July 11, 2016\*  
MEM-5787.5 *Back-to-School and Open House Activities for 2017-2018* dated April 30, 2017  
MEM-5127.7 *Dates for Required Progress Reports in Elementary Schools 2017-2018* dated May 2, 2017  
MEM-6680.1 *School Waivers for Alternative Configurations* dated March 2, 2017  
REF-683.15 *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Elementary Schools* dated April 18, 2016\*

*\*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.*





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ATTACHMENT A

### Banked Time Professional Development Schedule 2017-2018

#### 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 priorities.

District Allocated Banked Time Tuesdays	Progress Report Periods, Grade Entry, Parent Conferencing	Back-to-School and Open House	Non-banked Time Tuesdays
August 22, 2017 August 29, 2017 September 5, 2017 September 12, 2017 September 19, 2017 September 26, 2017 October 3, 2017 October 10, 2017 October 17, 2017 October 24, 2017 October 31, 2017 (Parent Conferences Nov. 6-9) November 14, 2017 (Thanksgiving Break Nov. 20-24) November 28, 2017 December 5, 2017 December 12, 2017 (Winter Break Dec. 18-Jan. 5) January 9, 2018 January 16, 2018 January 23, 2018 January 30, 2018 February 6, 2018 February 13, 2018 February 20, 2018 (Parent Conferences Feb. 26-Mar. 2) March 6, 2018 March 13, 2018 March 20, 2018 (Spring Break, Mar. 26-30) April 3, 2018 (Parent Conferences Optional June 4-June 8)	<b><u>Progress Report 1</u></b> Reporting Period 8/15/2017 to 11/3/2017  Grade Entry 10/19/2017 to 11/9/2017  <b><u>Parent Conferences</u></b> November 6-9, 2017  <b><u>Progress Report 2</u></b> Reporting Period 11/6/2017 to 2/23/2018  Grade Entry 2/9/2018 to 3/2/2018  <b><u>Parent Conferences</u></b> February 26-March 2, 2018  <b><u>Progress Report 3</u></b> Reporting Period 2/26/2018 to 6/7/2018  Grade Entry 5/18/2018 to 6/8/2018  <b><u>Parent Conferences</u></b> June 4-June 8, 2018 (Optional)	<b><u>Back-to-School Window</u></b>  Start Date August 28, 2017  End Date September 15, 2017  <b><u>Open House Window</u></b>  Start Date March 6, 2018  End Date March 23, 2018	8/15/17  11/07/17  2/27/18  4/10/18 4/17/18  4/24/18 5/1/18 5/8/18 5/15/18 5/22/18 5/29/18 6/5/18



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ATTACHMENT B

## Single Track Instructional School Calendar 2017-2018

<http://achieve.lausd.net/domain/36>

### Single Track Instructional Calendar

SCHOOL YEAR 2017-18															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 14	15	16	17	18	21	22	23	24	25	28	29	30	31	SEP 1	4	5	6	7	8	17			
2	SEP 11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	OCT 2	3	4	5	6	19			
3	OCT 9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31	NOV 1	2	3	20			
4	NOV 6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	Thanksgiving Break			27	28	29	30	DEC 1	14
5	DEC 4	5	6	7	8	11	12	13	14	15	JAN 8	9	10	11	12	15	16	17	18	19	19			
6	JAN 22	23	24	25	26	29	30	31	FEB 1	2	5	6	7	8	9	12	13	14	15	16	20			
7	FEB 19	20	21	22	23	26	27	28	MAR 1	2	5	6	7	8	9	12	13	14	15	16	19			
8	MAR 19	20	21	22	23	26	27	28	29	30	APR 2	3	4	5	6	9	10	11	12	13	14			
9	APR 16	17	18	19	20	23	24	25	26	27	30	MAY 1	2	3	4	7	8	9	10	11	20			
10	MAY 14	15	16	17	18	21	22	23	24	25	28	29	30	31	JUN 1	4	5	6	7	8	18			
▽ Norm Classification																					180			

◀ Returning from Winter Break

○ Legal Holiday

□ School Holiday

◡ Unassigned Day

◊ Pupil-Free Day

#### Distribution of Instructional Days

- 32 instructional Mondays
- 38 instructional Tuesdays
- 38 instructional Wednesdays
- 37 instructional Thursdays
- 35 instructional Fridays



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ATTACHMENT C

### INSTRUCTIONAL RESOURCES BY DEPARTMENT

#### I. Resources At-A-Glance

Department	Resources
<b>State Accountability System</b> <b>Local Control Accountability Plan</b> <b>District Strategic Plan</b>	California's Accountability and Continuous Improvement System <a href="http://www.cde.ca.gov/ta/ac/cm/">http://www.cde.ca.gov/ta/ac/cm/</a> Local Control Accountability Plan (LCAP) <a href="http://achieve.lausd.net/lcap">http://achieve.lausd.net/lcap</a> District strategic plan and performance goals <a href="http://achieve.lausd.net/Page/477">http://achieve.lausd.net/Page/477</a>
<b>Gifted and Talented Programs</b>	Professional development menus <a href="http://achieve.lausd.net/gate">http://achieve.lausd.net/gate</a> <a href="http://achieve.lausd.net/Page/2169">http://achieve.lausd.net/Page/2169</a> <a href="http://achieve.lausd.net/Page/3387">http://achieve.lausd.net/Page/3387</a>
<b>Arts</b>	Sample arts performance tasks Dance <a href="http://achieve.lausd.net/Page/9095">http://achieve.lausd.net/Page/9095</a> Music <a href="http://achieve.lausd.net/Page/9273">http://achieve.lausd.net/Page/9273</a> Theatre <a href="http://achieve.lausd.net/Page/9279">http://achieve.lausd.net/Page/9279</a> Visual Arts <a href="http://achieve.lausd.net/Page/9284">http://achieve.lausd.net/Page/9284</a> Standards <a href="http://achieve.lausd.net/Page/9289">http://achieve.lausd.net/Page/9289</a>
<b>Discipline Foundation Policy</b>	Discipline Foundation Policy <a href="http://achieve.lausd.net/Page/1512">http://achieve.lausd.net/Page/1512</a>
<b>Literacy and Language Arts</b>	Curriculum maps <a href="http://achieve.lausd.net/Page/6112">http://achieve.lausd.net/Page/6112</a> New ELA/ELD Instructional Materials PD Support <a href="http://achieve.lausd.net/Page/5223">http://achieve.lausd.net/Page/5223</a> Early Language and Literacy Plan <a href="http://bit.ly/ELLPcohort1">http://bit.ly/ELLPcohort1</a> <a href="http://achieve.lausd.net/Page/6545">http://achieve.lausd.net/Page/6545</a> Transitional Kindergarten <a href="http://achieve.lausd.net/Page/6503">http://achieve.lausd.net/Page/6503</a> Read Aloud <a href="http://achieve.lausd.net/Page/6603">http://achieve.lausd.net/Page/6603</a> Assessments <a href="http://achieve.lausd.net/Page/6428">http://achieve.lausd.net/Page/6428</a> <a href="http://achieve.lausd.net/Page/6564">http://achieve.lausd.net/Page/6564</a>
<b>Mathematics</b>	E-learning course <i>Building a Common Core Math Classroom</i> <a href="http://achieve.lausd.net/mypln">http://achieve.lausd.net/mypln</a> Professional development courses, problem solving and number talks <a href="http://achieve.lausd.net/Page/7028">http://achieve.lausd.net/Page/7028</a>
<b>Science</b>	4 <sup>th</sup> /5 <sup>th</sup> Integrated units <a href="http://achieve.lausd.net/ccssci">http://achieve.lausd.net/ccssci</a> FOSS digital resources <a href="http://www.FOSSweb.com/registration">http://www.FOSSweb.com/registration</a> NGSS implementation resources <a href="http://science.lausd.net">http://science.lausd.net</a>
<b>History Social Science</b>	Inquiry process and the integration of the literacy standards are found at <a href="http://achieve.lausd.net/hss">http://achieve.lausd.net/hss</a>



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<b>Physical Education</b>	Information <a href="http://achieve.lausd.net/Page/1240">http://achieve.lausd.net/Page/1240</a>
<b>English Language Development</b>	Designated and Integrated ELD model lessons <a href="http://achieve.lausd.net/mmed - spn-content">http://achieve.lausd.net/mmed - spn-content</a> Designated ELD lessons utilizing the High Impact Essential Practices as outlined in the <a href="http://achieve.lausd.net/Page/8773#spn-content">http://achieve.lausd.net/Page/8773#spn-content</a>
<b>Special Education</b>	Universal Design for Learning (UDL) <a href="http://www.cast.org/our-work/about-udl.html#.Vs-QztjSmpo">http://www.cast.org/our-work/about-udl.html#.Vs-QztjSmpo</a> Multi-tiered System of Support (MTSS) <a href="http://achieve.lausd.net/Page/4137">http://achieve.lausd.net/Page/4137</a> Accommodations and instructional strategies for student with disabilities (SWD) <a href="http://achieve.lausd.net/Page/4135">http://achieve.lausd.net/Page/4135</a>
<b>Social Emotional Learning</b>	SEL model program and competencies <a href="http://achieve.lausd.net/Page/10277">http://achieve.lausd.net/Page/10277</a>
<b>Educator Development and Support</b>	My Professional Learning Network (MyPLN) <a href="http://achieve.lausd.net/mypln">http://achieve.lausd.net/mypln</a> My Professional Growth System (MyPGS) <a href="https://lausd.truenorthlogic.com">https://lausd.truenorthlogic.com</a>
<b>Integration of Culturally and Linguistically Responsive Pedagogy (all content areas)</b>	The course is available on My Professional Learning Network (MyPLN) <a href="http://achieve.lausd.net/mypln">http://achieve.lausd.net/mypln</a> Additional instructional materials and model lessons <a href="http://achieve.lausd.net/aemp">http://achieve.lausd.net/aemp</a> Course Name: "Culturally and Linguistically Responsive Pedagogy: Mindset and Skillset" CA Framework for the Core Content Areas: <b>ELA/ELD</b> Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment <a href="http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf">http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf</a> Chapter 9: Access and Equity <a href="http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf">http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf</a> <b>History/Social Science</b> Chapter 20: Access and Equity <a href="http://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter20july2016.doc">http://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter20july2016.doc</a> <b>Mathematics Universal Access</b> <a href="http://www.cde.ca.gov/ci/ma/cf/documents/mathfwuniversalaccess.pdf">http://www.cde.ca.gov/ci/ma/cf/documents/mathfwuniversalaccess.pdf</a> <b>Science</b> Chapter 10: Access and Equity <a href="http://www.cde.ca.gov/ci/sc/cf/documents/scifwch10prepub.doc">http://www.cde.ca.gov/ci/sc/cf/documents/scifwch10prepub.doc</a>



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MEMORANDUM

ATTACHMENT D

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 required instructional minutes per day. 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 minutes for banked time professional development, please reference MEM-6680.1 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 afterschool programs
- ☐ Neighboring schools
- ☐ Parents and guardians of enrolled students

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Local District Response: ☐ Approved ☐ Denied

Signature of Superintendent or designee: \_\_\_\_\_ Date: \_\_\_\_\_

Print name: \_\_\_\_\_

*Return the original interoffice correspondence to the school; file a copy*