

Building Inclusive Curriculum and Instruction: The Role of Professional Development

April 8, 2026

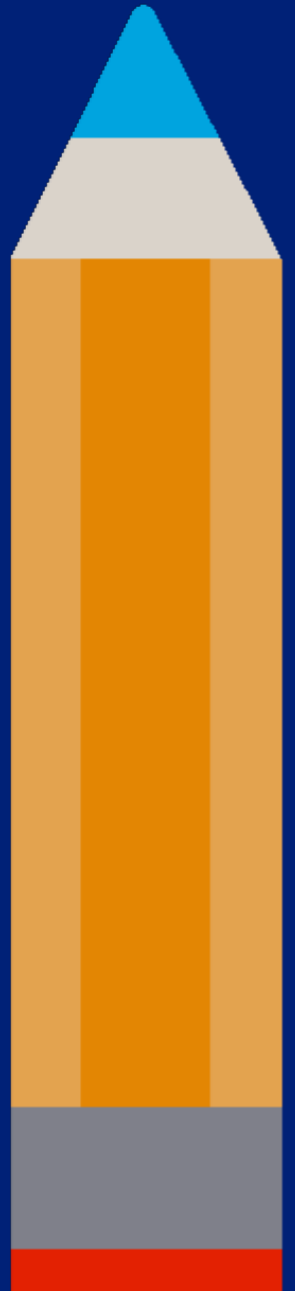
Introduction: Board Member Griego

**Meaningful Teaching and
Learning Resolution**

**Professional Development
Autonomies**



In this moment of heightened insecurity and repression, how can professional development build school and classroom climates that honor students' whole selves?





Lucille Roybal-Allard Elementary School

Principal

Ms. Hang Nguyen

Community Schools Coordinator

Ms. Martha Gonzales



About Roybal-Allard Elementary



2012
Lucille Roybal-
Allard ES opened
in August with a
Dual Language
Program



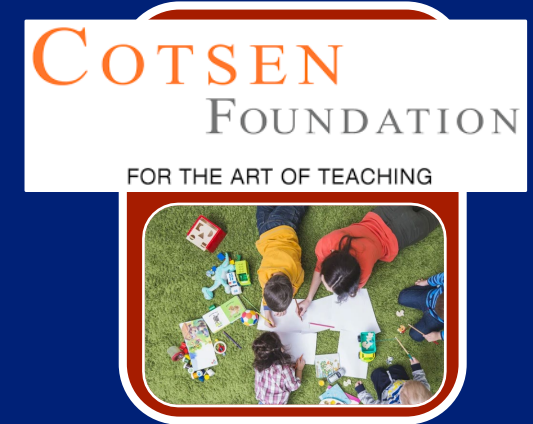
2014
Became a
Pilot School



2019
Opened 1st
DREAMS
Elementary
Magnet in the
East



2021
Became a
Community
School



2025
Received
MTL Pilot Grant
and
Cotsen Art of
Teaching
Grant

About Roybal–Allard ES

- About 470 students
- School-wide Title 1
- 25% English Learners
- 17% Special Ed
 - PALS, K–2 SLD, ALT/ AUT, TK/CC, RSP
- 27 teachers
- Coordinators/ Coaches
- 2 Community Reps
- PSA and Resource Navigator





More About Us

Built on
on **RELATIONSHIPS**
and **TRUST** amongst all
Interest Holders



Lucille Roybal-Allard Elementary: Personalized Pathways to Your Future

Designated Community School and LAUSD Pilot School guiding students toward future success in higher education and the workforce through three distinct educational Pathways.

Spanish Dual Language Program

Community Leadership Academy (CLA)

DREAMS Magnet Center

Developing student agency and leadership skills within the local community context.

Creating outstanding world leaders through design thinking and research.

**The Final Destination:
College and Career
Readiness.**

Every pathway is designed to culminate in student preparedness for university and future careers.

**A Community
& Pilot School**

Leveraging unique local partnerships and innovative teaching models for student success.



A bilingual journey celebrating Spanish language and Central American cultural heritage.





Community School Professional Development



Building knowledge. Inspiring practice. Strengthening our community.



Meaningful Teaching and Learning

Defined Learning and Community-Based Learning Lesson Design

- Clarify meaningful, standards-aligned learning
- Design engaging lessons that connect to the community
- Empower students to make a difference



Equitable Grading and Instruction

Ensuring every student has a fair chance to succeed.

- Use grading practices that reflect true learning
- Provide constructive, timely feedback
- Remove barriers and promote equity



Leader in Me

Building leadership and life skills for a better tomorrow.

- Develop leadership in students and staff
- Foster trust, respect, and responsibility
- Create a culture where everyone can lead



Joyful Disruption

Challenging the status quo to create innovative, equitable schools.

- Question outdated systems and mindsets
- Encourage bold ideas and creative solutions
- Build a culture of curiosity and courage



Start with Hello-Sandy Hook

Building a culture of inclusion, connectedness, and belonging.

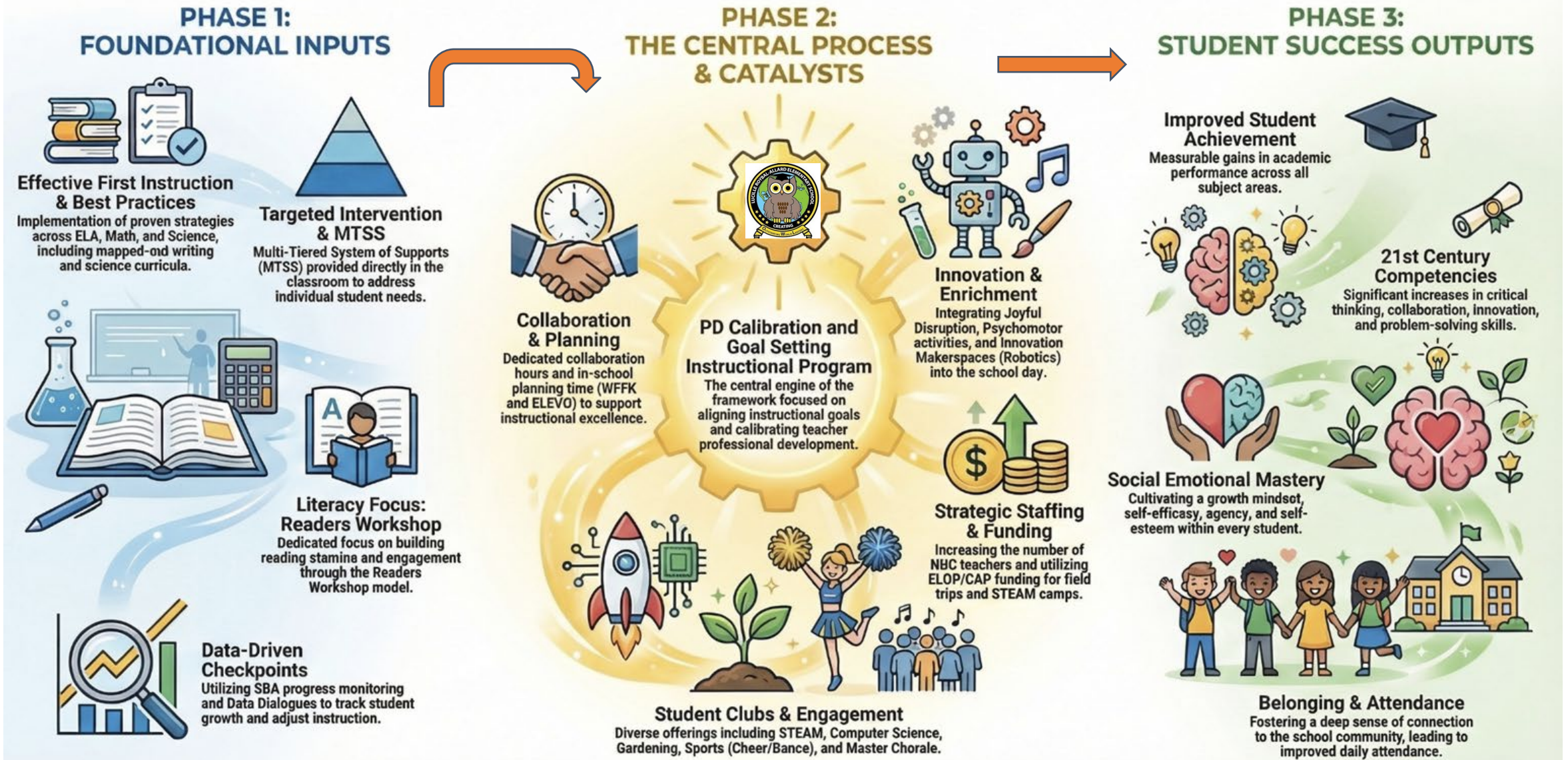
- Teach students to reach out and be welcoming
- Prevent social isolation and build empathy
- Create safe, supportive communities



Together, we grow as educators, empower students, and build stronger communities.



A Frame for Success: Inputs and Outputs



As a Pilot and Community School:

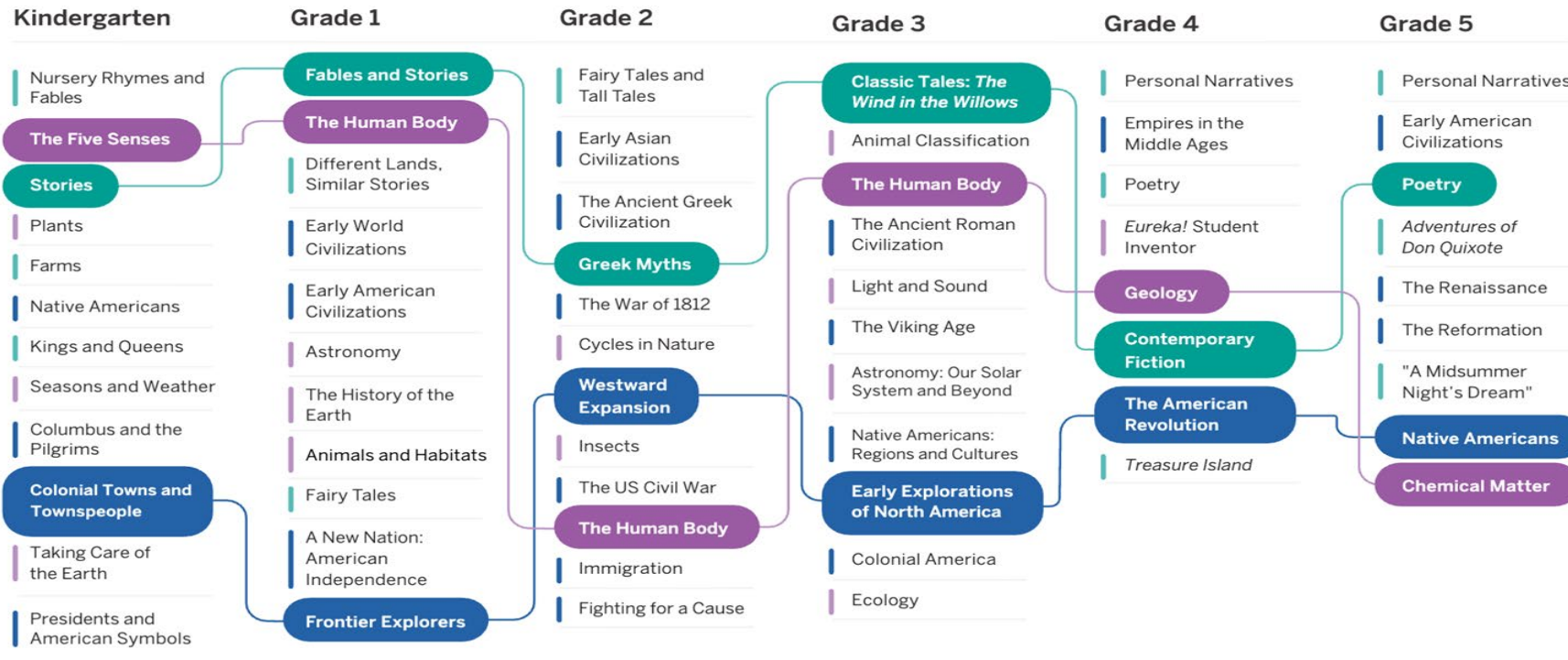


What Does This Look Like in Practice

Connections within and across grades

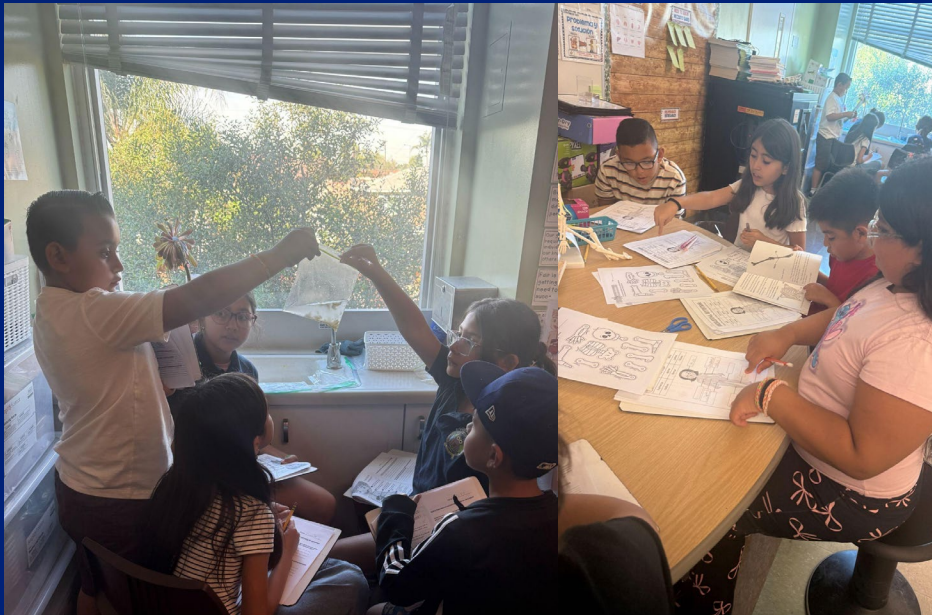
Instruction is sequenced to provide deep understanding over time.

Explore all Amplify CKLA units and follow sample K–5 connections across **literature**, **science**, and **history** domains:



Planning and Collaboration

<p>Kinder: -Health Showcase in MPR or like the career day outside -Need: Yoga mats, magazines -Guest speaker: Nutritionist, Chef, and/or fitness trainer -Not for this year since we started already, but maybe for culmination.</p>	<p>1st The body systems posters can be displayed on our first grade hall walls. Support can be helpful in cutting the body outlines for each child (60 bodies 2-3 feet tall) Guest Speaker: Invite the school nurse or a doctor for the PBL unit culmination.</p>	<p>2nd - Host a Healthy Habits Fair or presentation day: - Display Posters and Germ Books - Show Commercials to other classes or families Guest Speakers: Nurse (Speak to Grade Level)</p>
<p>3rd -Students will have choice to showcase their learning by creating/explaining a 3D model, Canva presentation w/recorded audio, or write a book -Needs: clay, tri-folds -guest speaker (medical provider)</p>	<p>4th Global warming / effects on our food How crops are affected by environmental changes? Soil / seeds Study of bees</p>	<p>5th What guest speakers fit with our PBL topic? (for example, Laura's son who is a Strength and Conditioning coach) Tri-folds Help with mile run data collection</p>
<p>6th -Power Bars / Snacks (to look at ingredients) -Drinks (analyze ingredients) -History of Chocolate</p>	<p>TK/CC -Yoga mats -Exercise / zumba videos</p>	<p>-How do we want to present? -What do you need for the PBL? -What guest speaker can we invite to speak to your class? School? -Will the speakers open the unit?</p>



<p><u>Kinder PBL/CBL</u> Theme: Our Bodies are Amazing Focus Question: How do our bodies help us explore and take care of the world around us?</p>	<p><u>1st Grade PBL/CBL</u> Theme: The Human Body Focus Question: Why is the human body important?</p>	<p><u>2nd Grade PBL/CBL</u> Theme: GERMS! Focus Question: How can we teach each other to stay healthy by stopping the spread of germs?</p>	<p><u>3rd Grade PBL/CBL</u> Theme:The Human Body Focus Question: How do the systems of the human body work together to keep us alive and healthy?</p>
<p><u>4th Grade PBL/CBL</u> Theme: Geology & surface changes Focus Question: How do changes in the earth's surface impact humans?</p>	<p><u>5th Grade PBL/CBL</u> Theme:Fueling Our Bodies: The Chemistry of Running Focus Question: How does understanding chemical matter help us improve our energy and performance during a mile run?</p>	<p><u>6th Grade PBL/CBL</u> Theme: The Human Body/Metabolism Focus Question: How can we design health bars that meet the metabolic needs of patients or rescue workers?</p>	<p>Keep in Mind: -Launching Unit -End Results (How will students display their learning?) -Wrap Up the Unit -Schoolwide Fair?</p>

Integration of CKLA/ CBL Walls in Action

PROJECT BASED LEARNING

THEME: HUMAN BODY

How do our bodies help us explore and take care of the world around us?

VOCABULARY:

- human body
- breathing
- energy
- external parts
- protect
- sensory
- internal parts

DELIVERABLES:

- What is a body?
- What can our bodies do?
- How can we keep our body healthy?

Project Based Learning

THEME: HUMAN BODY

How do our bodies help us explore and take care of the world around us?

DRIVING QUESTIONS:

- What is a body?
- What can our bodies do?
- How can we keep our body healthy?

VOCABULARY:

- human body
- breathing
- energy
- protect
- sensory
- external parts
- internal parts

DELIVERABLES: Healthy family recipe

NEED TO KNOW:

- What is a body?
- What can our bodies do?
- How can we keep our body healthy?

What was your favorite veggie?

THEME: The Human Body

How does my body keep me alive and healthy?

What is the function of your body system?

How does it work with the other systems?

PREVIOUS KNOWLEDGE:

- Eye
- Heart
- Lungs
- Muscles
- Nerves
- Stomach
- Teeth
- Urine
- Voice

VOCABULARY:

- Eye
- Heart
- Lungs
- Muscles
- Nerves
- Stomach
- Teeth
- Urine
- Voice

NEED TO KNOW:

- How does your body system function?
- How does it work with the other systems?

DELIVERABLES:

- Create a model of your system
- Create a Camera Presentation with Audio
- Create a Book Presentation Using a Trifold

Aprendizaje BASADO EN PROYECTOS (PBL)

PREGUNTA GUÍA: ¿Cómo podemos enseñar a otros a mantenerse saludables deteniendo la propagación de gérmenes?

NECESITO SABER:

K W L

ER **PREGUNTARSE** **APRENDER**

¿QUE TE PREGUNTAS? **¿QUE APRENDISTE?**

¿No me pregunto de dónde vienen los gérmenes? ¿Cómo mutamos gérmenes? ¿Que tiene el jabón que mata a los gérmenes? ¿Que me pregunto cual es más peligroso? El virus, la bacteria, o los hongos?

¿Aprendimos que los gérmenes se propagan rapido. Aprendimos que los gérmenes se propagaron porque se lavaron las manos. Aprendimos que los gérmenes se propagaron porque se lavaron las manos.

gérmenes
Los gérmenes son pequeños organismos (seres vivos) que pueden enfermarnos a los humanos. Son tan pequeños que se necesitan un microscopio para verlos.

bacterias
Las bacterias son organismos unicelulares. Las bacterias dañinas pueden causar infecciones como la faringitis estreptocócica para también pueden causar enfermedades que nos ayudan a crecer como los nutrientes de los alimentos.

Virus
Los virus viven dentro de las células vivas y transmiten enfermedades como la varicela y la gripe. No sobreviven mucho tiempo si no están en un ser vivo.

Hongos
Los hongos tienen muchas células y son organismos similares a las plantas. Prefieren los lugares húmedos y cálidos y pueden causar infecciones cutáneas como la micosis, como el pie de atleta.

Protozoos
Los protozoos son organismos unicelulares y transmiten enfermedades a través del agua. Pueden causar infecciones en humanos que pueden ser mortales como la malaria.

METAS DE APRENDIZAJE

PRODUCTOS FINALES

Student Voice and Choice



Tiny Homes Minecraft Challenge



Student-Led Conferences and Digital Portfolios

LAUSD
UNIFIED



Roybal-Allard ES
Digital Portfolio
Luci the Owl



UTK

KINDERGARTEN

1ST GRADE

2ND GRADE

3RD GRADE

4TH GRADE

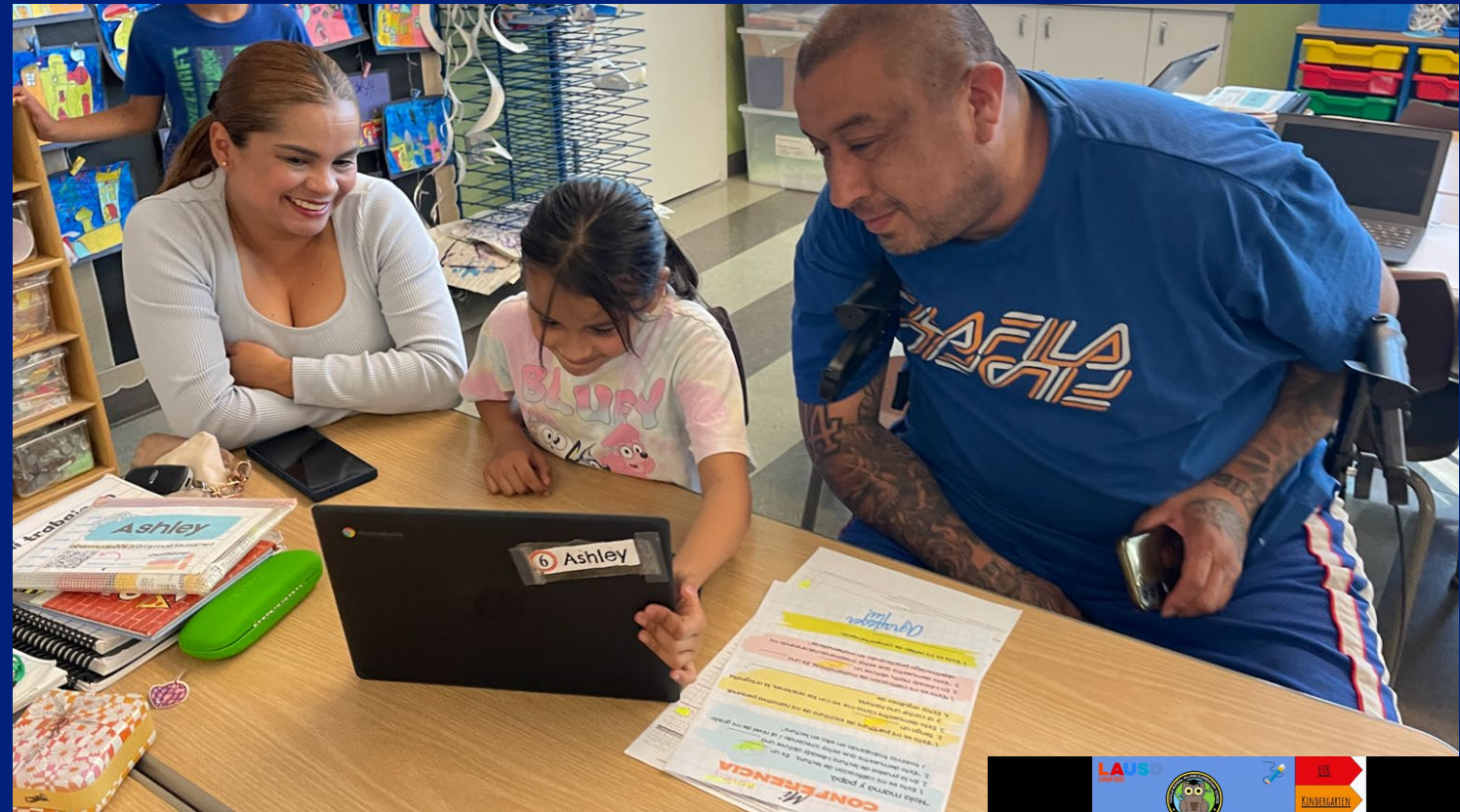
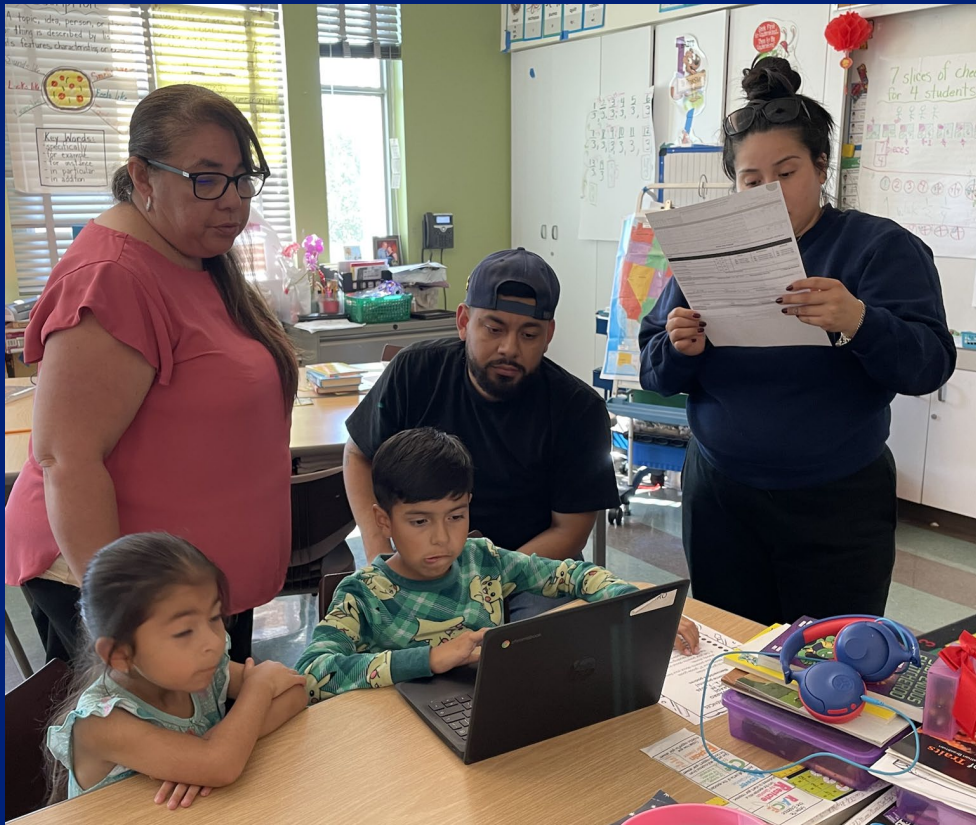
5TH GRADE

6TH GRADE

CELEBRATIONS

LAUSD
UNIFIED

Student-Led Conferences and Digital Portfolios



Calm Corners at Roybal-Allard

The Six LAUSD SEL Competencies

Self Awareness	Self Management	Growth Mindset	Self Efficacy	Social Awareness	Responsible Decision Making
The ability to recognize one's strengths and limitations with a self-grounded sense of confidence and purpose.	The ability to regulate emotions, thoughts, and behaviors effectively in different situations.	The belief that one's abilities can grow with effort.	The belief in one's own ability to succeed in achieving an outcome or reaching a goal.	The ability to empathize, understand needs and interests, and acquire available resources.	The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.



100% of Teachers participated in Joyful Disruptions PD after hours

Build Staff Capacity and Collective Efficacy

Foster Teacher Leadership through Teacher Led PD and Collaboration

- **Leverage teacher talent , curiosity, experiences, and relationships**
- **Create structures where teachers can share effective practices**
- **APPY Hours**
 - **Content specific**
 - **Based on teacher need and voice**

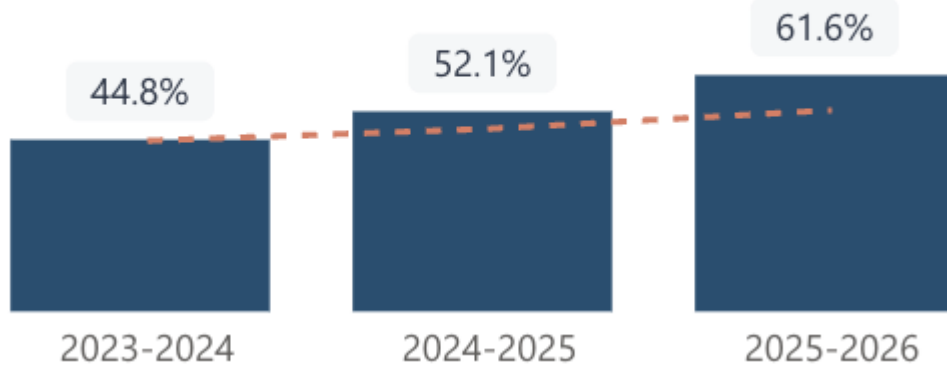
Build Staff Capacity and Collective Efficacy



Impact of the Approaches: Attendance

3-Year Trend

Excellent Attendance



Campus vs District

61.6%

vs

52.4%

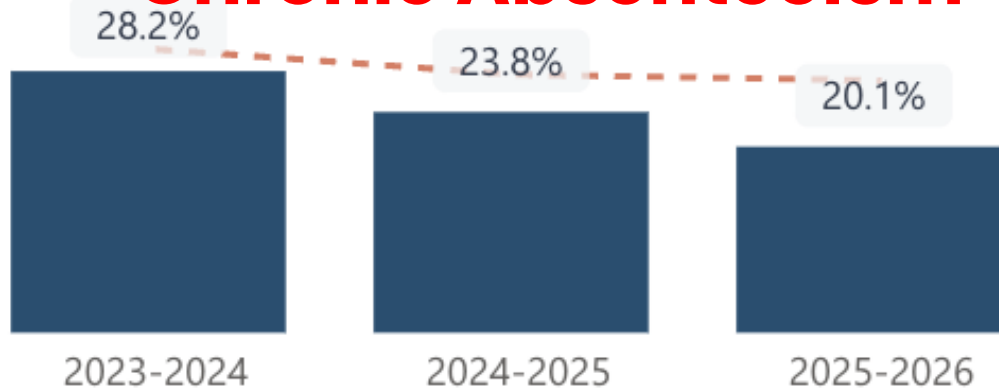
Your Campus

District Avg

9.1 percentage points above district average

3-Year Trend

Chronic Absenteeism



Campus vs District

20.1%

vs

27.2%

Your Campus

District Avg

7.2 percentage points below district average

Impact: School Experience Survey- Students

Opportunities for Participation and Leadership

A. Students have a voice in decision making at this school



171

84%

53%

77%

B. Teachers encourage students to make decisions



171

87%

72%

87%

C. There are lots of chances for students at my school to get involved in school activities outside of class



170

97%

72%

82%

D. I participate in extra-curricular activities offered through my school



171

81%

55%

67%

Overall Opportunities for Participation and Leadership



171

87%

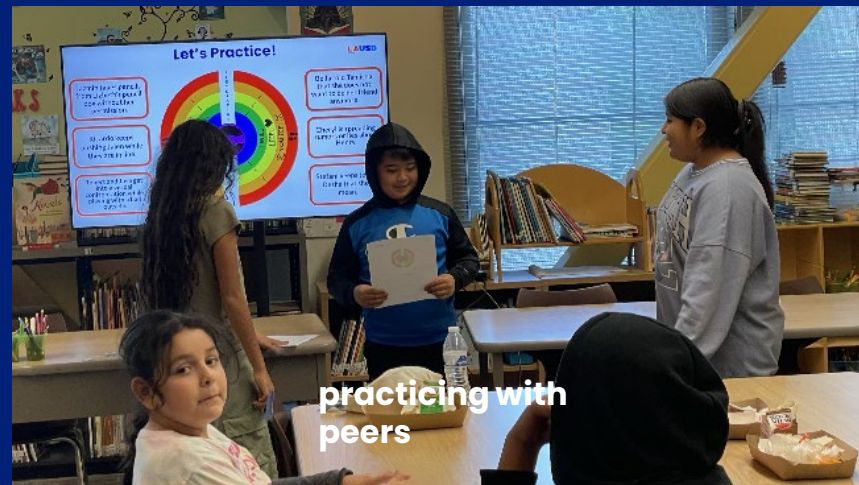
63%

78%

Total Number of Responses	SCHOOL % Agree or Strongly Agree	LAUSD % Agree or Strongly Agree	Previous Year Agree or Strongly Agree
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presenting at HP City Hall



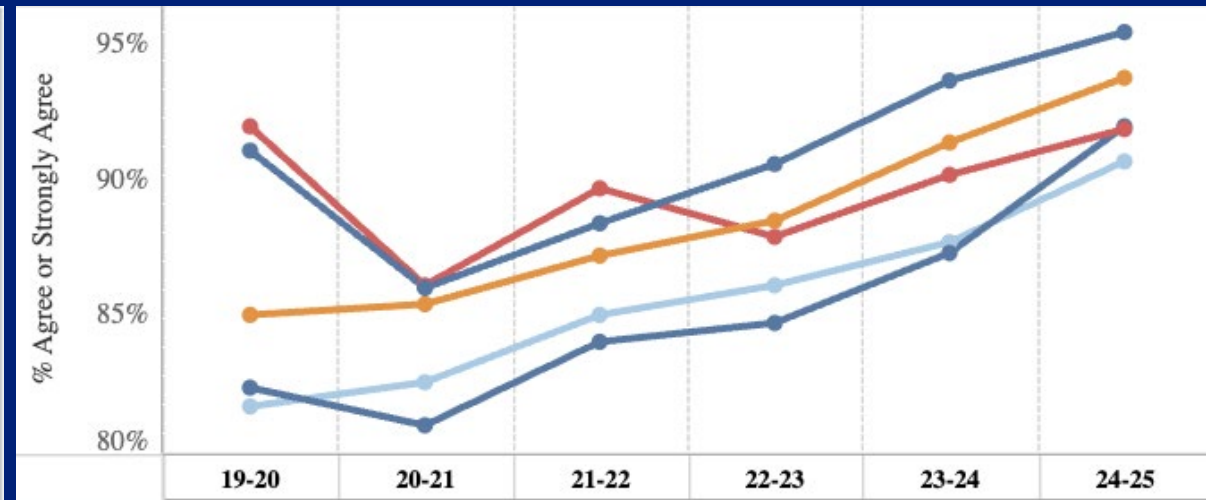
practicing with peers



leading parent workshop

Impact: School Experience Survey- Parents

Overalls	19-20	20-21	21-22	22-23	23-24	24-25
Customer Service	91%	86%	88%	91%	94%	95%
Parent Engagement	85%	85%	87%	88%	91%	94%
Parent Involvement	92%	86%	90%	88%	90%	92%
Resource Availability	82%	81%	84%	85%	87%	92%
Safety	82%	82%	85%	86%	88%	91%

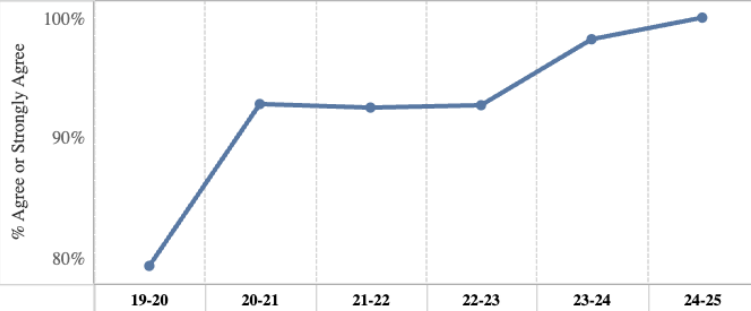


Impact: Staff

Content Area Historical Trends

Multi-year summary of survey content area average percentages of agreement (overalls)

Teaching Satisfaction



Overalls	19-20	20-21	21-22	22-23	23-24	24-25
Teaching Satisfaction	79%	93%	93%	93%	98%	100%

2024-2025 Content Item Details

Strongly Disagree



Strongly Agree

Content Area	Survey Item		Total Number of Responses	SCHOOL % Agree or Strongly Agree	LAUSD % Agree or Strongly Agree	Previous Year Agree or Strongly Agree
Teaching Satisfaction	A. I enjoy teaching at this school	15%	27	100%	87%	100%
	Overall Teaching Satisfaction	15%	27	100%	87%	98%



Total Number of Responses	SCHOOL % Agree or Strongly Agree	LAUSD % Agree or Strongly Agree	Previous Year Agree or Strongly Agree
56	100%	77%	93%

H. Many adults at this school feel a responsibility to improve this school



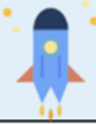
56

100%

77%

93%

Impact: Data



Growth Metrics (Smarter Balanced Assessment)

SBA Math Spring 2025

STUDENTS MEETING STANDARDS



22%

▲ 3.0% vs last year

STUDENTS EXCEEDING STANDARDS



16%

▲ 2.2% vs last year

DISTANCE FROM STANDARD



-32.6

▲ +16.3 pts vs last year



Growth Metrics (Smarter Balanced Assessment)

SBA ELA Spring 2025

STUDENTS MEETING STANDARDS



23%

▲ 2.3% vs last year

STUDENTS EXCEEDING STANDARDS



17%

▲ 1.4% vs last year

DISTANCE FROM STANDARD



-20.2

▲ +16.9 pts vs last year

Other Measures...



Challenges: What makes this hard?

- **Discrepancy in alignment along District, Region, CoS, and School-based understanding of PD flexibilities and Initiatives**
 - **Disparity in the interpretation of how flexibilities can be implemented**
 - **Despite flexibilities, measures of student achievement are limited to a one-size fits all**

Challenges: What makes this hard?

- **Tiered Status and Flexibilities**
 - **Being an MTL, Community, and Pilot School with 3 pathways, how do we honor whole child instruction and PD when student learning accountabilities narrow us to specific measures?**
 - **Will we lose our momentum? Sense of teacher efficacy?**

Challenges: What makes this hard?

- **Fragmented PD**
 - **Too many competing priorities with limited time to go deep**
 - **To do the PDSA cycle well, we need time for whole group, grade level, coaching, peer collaboration and planning and observation feedback**

What can LAUSD do to support these practices to scale up and spread?

- **Sustainability**
 - **Build in sustained, job-embedded time for collaboration, lesson design, and reflection during the school day**
 - **Provide funding to match that protected time**

What can LAUSD do to support these practices to scale up and spread?

- **Support integrated, student-centered initiatives**
 - **Fund and prioritize community-based learning and partnerships that connect classrooms to real-world contexts**
- **Better alignment between District, Region, CoS, and School Leadership**
 - **More flexibilities and multiple measures that match school initiatives and varying approaches**

What can LAUSD do to support these practices to scale up and spread?

Realize that this work takes time

- **There will be growth.**
- **Research shows addressing the whole child will yield long-term, sustainable results.**

“SEL programs appear to have as great a long-term impact on academic growth as has been found for programs designed specifically to support academic learning.”

-Mahoney, Durlak, and Weissberg, 2018

TEACHING PRACTICES

CONNECTED COMMUNITY

The shift isn't just

INSTRUCTIONAL,

it's

CULTURAL.

CULTURAL RELEVANCE

STUDENT VOICE & IDENTITY

WHOLE CHILD FOCUS



LAUSD
UNIFIED

