



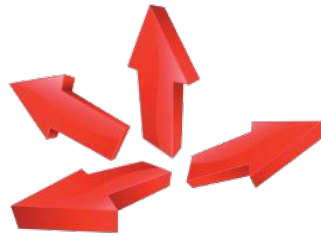
Curriculum and Instruction

Professional Development

April 8, 2026

Objectives

| LAUSD | | LOS ANGELES UNIFIED SCHOOL DISTRICT | |
|--|---|-------------------------------------|--|
| UNIFIED | | MEMORANDUM | |
| TITLE: | School Site Professional Development Flexible and Banked Time Toolkits for Schools 2024-25 | ISSUE: | Region Superintendents Administrators of Operations |
| NUMBER: | MEM-6015.15 | REQUESTER: | Regional Directors Principal Regional Principals |
| ISSUER: | Dr. April T. Garcia, Deputy Superintendent, Instruction | DATE: | May 23, 2025 |
| ADDRESSEE: | Principals Deputy Superintendent, Business Services & Operations | PURPOSE: | The purpose of this memorandum is to provide schools with Banked Time Toolkits, dates and other relevant information to ensure alignment of schoolwide professional development content with the Los Angeles Unified School District (LAUSD) instructional priorities. |
| DATE: | May 23, 2025 | MAJOR CHANGES: | The memorandum includes MEM-6015.14 – School Site Professional Development Flexible and Banked Time Toolkits for Schools 2024-25, dated March 20, 2025. Key updates include: <ul style="list-style-type: none">Alignment with 21C of L.A.C. – School Site Strategic Requirements and Instructional Change Systems for Learning, Alignment, Assessment, and Instruction (21C) dated June 14, 2024.Alignment with SEL 280000.1 – SEL and Area of Individual Competency Development (AICD) for Schools for School Year 2024-25, dated June 2, 2024.Attachment D, which includes the updated Banked Time Professional Development Schedule for elementary, secondary, and AIE schools. |
| BACKGROUND: | Schoolwide professional development should be aligned with the District Systems identified in Strategic Plan: <ul style="list-style-type: none">LAUSD 21C Strategic PlanCustomer Accountability and Continuous Improvement System – 2024/2025 (CACIS) | MEM-6015.15 | Page 1 of 11 |
| Office of the Deputy Superintendent, Instruction | | May 23, 2025 | |
| Office of the Deputy Superintendent, Business Services & Operations | | | |



Provide an overview
of MEM-6015.15

Identify flexibility and
differentiation
opportunities in the policy



Discuss planning time
during Banked Time



Review SEL
Integration PD

Banked Time Module Policy



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

| | | |
|-----------------------|---|---|
| TITLE: | School-Site Professional Development Priorities and Banked Time Tuesdays for Schools 2025-26 | ROUTING Region Superintendents Administrators of Instruction Administrators of Operations Regional Directors Principals Assistant Principals UTLA Chapter Chairpersons School Administrative Assistants |
| 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 – <i>School-Site Professional Development Priorities and Banked Time Tuesdays for Schools 2024-25</i> , dated March 24, 2025. Key updates include: <ul style="list-style-type: none">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, 2025Alignment with REF-068500.6 – Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2025-26, dated June 2, 2025Attachment 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: <ul style="list-style-type: none">LAUSD 2022-26 Strategic PlanCalifornia's Accountability and Continuous Improvement System - https://www.cde.ca.gov/ta/ac/cim/ | |

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. (p.1)

This memorandum is updated annually and includes:

- Banked Time Day Allotments (LAUSD/UTLA CBA)
- District Required Module and Choice Board Descriptions
- District Instructional Priorities
- Considerations for Implementation
 - Scheduling
 - Flexibilities and Differentiation

The guidelines outlined in this policy apply to all schools, including Priority, Pilot, and Community Schools. For any special provisions contact the appropriate overseeing department.

District Instructional Priorities

| Literacy | Numeracy | Science | History Social Science |
|--|---|---|---------------------------------|
| Reading, Writing, Learning, & Speaking Across All Subjects | Real World Application of Math Concepts | Integrating Next Generation Science Standards | Read and Write like a Historian |
| <p>Instructional Core (focus on rigorous tasks)</p> | | | |
| <p>Ensure every classroom is using standards-aligned curriculum:</p> <ul style="list-style-type: none"> Academic Rigor and Language empowers students to think critically, collaborate effectively, and demonstrate understanding through standards-aligned tasks such as writing, designing solutions and creating real-world products. Culturally and Linguistically Responsive Pedagogy (CLRP) integrates students' cultures, lived experiences, and cognitive routines into the curriculum, enhancing learning and fostering a sense of belonging, agency, and academic identity. Differentiation and a Multi-Tiered System of Supports (MTSS) ensures personalized instruction tailored to individual student needs and learning paths by leveraging small group instruction, tutoring, and intervention. Social-Emotional Learning (SEL) shapes well-rounded students. By incorporating SEL, including executive functioning skills into our routines, we help students build planning and problem solving skills and the attitudes needed to be ready for the world. | | | |
| Professional & Leadership Development | Invest in our educators to promote ongoing learning and excellence, with Instructional Leadership Teams (ILTs) at school sites focusing on curriculum design, data-informed instruction, and professional development. | | |
| Assessments Informing Instruction | Use formative and summative assessments to provide essential data, guiding teachers in tailoring their instructional strategies to meet the diverse needs and abilities of students while also empowering families and supporting students in setting and monitoring goals to take ownership of their learning. | | |
| Plan-Do-Study-Act Cycles | The Plan-Do-Study-Act (PDSA) cycle is a research-based model for continuous improvement. This approach helps educators make informed decisions based on data and feedback, ensuring our instructional practices remain relevant and impactful. | | |

Summer Teacher Professional Development

Banked Time
Required PD
Modules &
Choice Boards

Banked Time
LSLC
Determined
Topics



Supplemental
District or
Region PD

School Site
PD

Professional Development

Evolution

Banked Time Modules

| | 2024-2025 | 2025-2026 | 2026-2027 <i>Draft</i> |
|--|--|--|--|
| District Determined Modules and Topics | 19 <i>12 Required 7 Choice Board</i> | 18 <i>12 Required 6 Choice Board</i> | 18 <i>7 Required 11 Choice Board</i> |
| Local School Leadership Council Determined Topics | 20 | 18 | 19 |
| Total Banked Time Tuesdays | 39 | 36 | 37 |

District Determined Modules

18 Topics
7 Required
11 Choice Boards

A 1 Math Module

B 1 Literacy Module

C 1 MTSS Module

D 2 English Learners Modules

E 1 Universal Design Module

F 1 Engaging in NGSS Module

2026–2027 Required PD Modules

Draft

Math

Elevating Math Instruction Through Evidence-Based Instruction

Literacy

Strengthening Literacy Through Evidence-Based Instruction

Science

Engaging Students in NGSS-Aligned Scientific Discourse



UDL

From Good Teaching to Inclusive Teaching: UDL and Differentiation in Action

ELD

Go Blue! Academic Language Proficiency

ELD

Comprehensive ELD Program for Emergent Bilinguals and Neurodiverse Emergent Bilinguals

MTSS

Coherent Supports for Student Success

Banked Time Choice Board Topics

2024–2025

- Literacy
- Numeracy
- Assessments
- ILTs
- PDSA Cycles
- Science

2025–2026

- Small Group Instruction
- Collaborative Planning
- Effective Feedback
- Analyzing Student Work
- Backwards Planning
- Engaging Every Learner
- Using a Problem of Practice
- Building Stronger Partnerships
- Progress Monitoring
- Integrating Social-Emotional Learning

2026–2027

Draft

- Small Group Instruction
- Collaborative Planning
- Effective Feedback
- Analyzing Student Work
- Backwards Planning
- Engaging Every Learner
- Problem of Practice
- Building Partnerships
- Progress Monitoring
- Social-Emotional Learning
- Designing Rigorous Learning Through Complex Tasks



School Flexibility & Differentiation

Flexibility Embedded in Policy



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

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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 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.

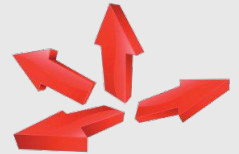
Professional development should be inclusive and relevant to all staff members, including those assigned to multiple sites and those serving in non-classroom capacities. These professionals play a critical role in student success, and their professional learning opportunities should be tailored to their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

Differentiation Note for Facilitator

Given the diversity of our school communities, we recognize the importance of differentiation. The following are strategies you can use to differentiate for grade level spans or student groups.

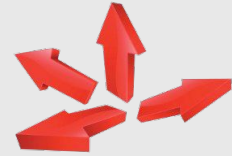
- ❑ Highlight/reference [strategies/resources](#) provided by MMED and SPED partners
- ❑ Make connections to school prior work/focus
- ❑ Change task based on grade level/content
- ❑ Change the work product to incorporate different representations/department expertise
- ❑ Participant grouping: grade level, content, years experience

Differentiation opportunities specific to the module topic are included in the presentation. These opportunities for differentiation are marked by the red multi-directional arrow icon.



Differentiation Note for Facilitator

Opportunities for differentiation are included in the slides listed below. Additional guidance is provided in the notes section of each slide to support your decision-making, and each slide has the red multi-directional arrow icon.

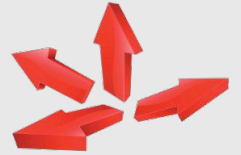


In collaboration with your leadership team or administration, you can determine which opportunities best fit your context.

| Slide | Overview of opportunity for differentiation |
|-------|---|
| 11 | Schools may choose to provide an example that connects to their adopted curriculum or change the example to match different content areas. Additional examples can be found in module 5 and may be used to differentiate for teacher groups of different content areas. |
| 12 | Schools may opt to group content teams by content area within one room or separate spaces; schools may opt to analyze a different PT. |
| 14 | Facilitators may opt for a Gallery Walk instead of or in addition to a share out with the whole group. |
| 23 | Facilitators may opt to continue analyzing performance task provided or use a curriculum task; choose to use the backward planning map linked to the slide, or opt to use a school-adopted backward planning template. |

Differentiation Note for Facilitator

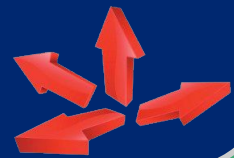
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In collaboration with your leadership team or administration, you can determine which opportunities best fit your context.

| Slide | Overview of opportunity for differentiation |
|--------------|---|
| 6 | May substitute inclusion activity for a school selected one. |
| 15-16, 19 | School site can use a different protocol for analyzing student work, instead of the ATLAS Protocol. |
| 18 | Schools can use their own student work samples by grade level instead of provided ones. |
| 20 | Can use a different debrief protocol instead of a Gallery Walk. |


Task: Modified Atlas Protocol



Modified ATLAS Protocol

| | |
|--|---------|
| Group/Team: | |
| Individually review the student work sample (5 minutes) and then, as a group, answer the following questions. | |
| What do you see? <ul style="list-style-type: none">• What is the work sample showing us?• State only what you see. Avoid inferences or conclusions. (5 minutes total) | Record: |
| What does the work sample suggest? (5 minutes) | Record: |
| What are some implications or next steps for my instruction? (5 minutes) | Record: |

Based on the School Reform Initiative ATLAS Protocol.



Learning from Student Work:

1. Select one of the writing samples
2. With your grade level group use the “Modified Atlas Protocol to discuss the writing sample
3. Repeat, as time allows



Planning Time Embedded

Lesson planning using your curriculum

(Secondary Example)

In departments or content partners:

1. Open your curriculum guide or pacing plan.
2. Locate the upcoming **performance task** in your unit or curriculum.
3. Using the planning sheet provided (or your own), engage in the backward planning process:
 - a. **Identify the Desired Result**
 - b. **Determine Acceptable Evidence**
 - c. **Plan the Learning Experience**



Lesson Planning Template

| 1-Page Planning Template with Design Questions | |
|---|--|
| Stage 1- Identify Desired Results | |
| Established Goals <ul style="list-style-type: none">What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address? | |
| Understandings Students will understand that ... <ul style="list-style-type: none">What are the big ideas?What specific understandings about them are desired?What misunderstandings are predictable? | Essential Questions <ul style="list-style-type: none">What provocative questions will foster inquiry, understanding, and transfer? |
| Students will know... <ul style="list-style-type: none">What key knowledge and skills will students acquire as a result of this unit?What should they eventually be able to do as a result of such knowledge and skills? | Students will be able to ... |
| Stage 2- Assessment Evidence | |
| Performance Task <ul style="list-style-type: none">Through what authentic performance tasks will students demonstrate the desired understandings?By what criteria will performances of understanding be judged? | Other Evidence <ul style="list-style-type: none">Through what other evidence (e.g. quizzes, tests academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?How will students reflect upon and self-assess their learning? |
| Stage 3- Learning Plan | |
| Learning Activities <ul style="list-style-type: none">What learning experience and instruction will enable students to achieve the desired results? | |



Planning

(Elementary Example)

| Grade: | Unit: | Genre: | Text Type: |
|--|-------|---|------------|
| CKLA Writing Prompt | | | |
| | | | |
| CKLA Performance Task | | | |
| | | | |
| Student Skills/Strategies | | | |
| <input type="checkbox"/> Brainstorming (Brain-Dump) <input type="checkbox"/> Lists <input type="checkbox"/> Taking notes <input type="checkbox"/> Annotation <input type="checkbox"/> 2-Column Notes <input type="checkbox"/> Color-Coding <input type="checkbox"/> Top-Down Webs <input type="checkbox"/> Teacher/student feedback <input type="checkbox"/> Writing Templates <input type="checkbox"/> Checklists <input type="checkbox"/> Genre/task-specific rubrics | | <input type="checkbox"/> Using evidence from text <input type="checkbox"/> Use Text Sets/ Multiple Sources <input type="checkbox"/> Use Mentor texts for emulation and reference <input type="checkbox"/> Use code knowledge & punctuation for the grade level <input type="checkbox"/> Use Writing tools (writing materials, folders/journals) <input type="checkbox"/> Teacher circulating & conferencing <input type="checkbox"/> Other..... | |
| Additional Resources | | | |
| <input type="checkbox"/> Trade books _____ <input type="checkbox"/> Trade books _____ <input type="checkbox"/> DiscoveryEd _____ <input type="checkbox"/> Newsela _____ | | | |
| Scaffolds | | | |
| <input type="checkbox"/> Visuals/Infographics <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Sentence frames <input type="checkbox"/> Paragraph frames <input type="checkbox"/> Word banks <input type="checkbox"/> Discussions <input type="checkbox"/> Planning tools <input type="checkbox"/> Anchor charts <input type="checkbox"/> Rubrics & checklists <input type="checkbox"/> Tools to gather & categorize information <input type="checkbox"/> Other..... | | | |

Identify the writing task for the upcoming unit and start **backwards mapping**.



1. Identify the task.
2. What do students need to be able to do?
Make a list.
3. Explore the provided guidance documents.
4. Identify the writing opportunities that support the task in the teacher guide.



Textbook Task Dive

(Secondary Example)

Open your **adopted curriculum or textbook** to a writing task they've assigned or will assign.

Take the next 15 minutes to plan for your next CER writing assignment.

| Claim, Evidence, and Reasoning (CER) Outline | |
|---|--|
| What is the question you are answering? | |
| CLAIM — Answer the question in a complete sentence using words from the writing prompt. | |
| EVIDENCE — Cite evidence to support your answer. Use a sentence starter: <ul style="list-style-type: none">• According to the article/ podcast/story "..."• For example "..."• The author states,• "The article indicates"• "An example from the lab..."• "The data collected indicate..." | |
| REASONING — Explain or elaborate on your evidence Use a sentence starter: <ul style="list-style-type: none">• This is significant (important) because...• This evidence shows...• This matters because...• This teaches us that...• The example shows... | |

| CER CHECKLIST | |
|---------------|--|
| C | CLAIM <ul style="list-style-type: none"><input type="checkbox"/> Does the claim answer the question?<input type="checkbox"/> The claim should only answer the question. Does the claim lack an explanation or reasoning?<input type="checkbox"/> Is the claim more than a "yes" or "no" answer?<input type="checkbox"/> Is the claim a complete sentence? |
| | EVIDENCE <ul style="list-style-type: none"><input type="checkbox"/> Is each piece of evidence relevant to the claim?<input type="checkbox"/> Is there enough evidence listed to support the claim?<input type="checkbox"/> The evidence should lack an explanation or reasoning. Is each piece of evidence strictly an observation or data from the lab?<input type="checkbox"/> Is the evidence listed specific and not vague or a generalization? |
| | REASONING <ul style="list-style-type: none"><input type="checkbox"/> Is there a justification how each piece of evidence supports the claim?<input type="checkbox"/> The reasoning should not simply repeat the evidence. Is there a link between the evidence and claim provided?<input type="checkbox"/> Is the science principle explained why the evidence supports the claim?<input type="checkbox"/> Is the reasoning written in complete sentences? |
| | |

Planning to Implement CER

(Elementary Example)

| Stage | Description |
|---------|---|
| Launch | <ul style="list-style-type: none">• Decide when you'll first introduce CER—starting with a non-mathematical context can help students become familiar with the structure.• Plan to use in class discussions before asking students to write. <p>→ I can use this during Community Circle/SEL. → I will spend some time with the oral rehearsal of the CER structure.</p> |
| Plan | <ul style="list-style-type: none">• Look ahead in your Math Teacher Edition for lessons where students can engage in argumentative discussion and/or writing. If needed, create your own prompts using tasks from upcoming lessons.<ul style="list-style-type: none">○ Think about how you'll include CER in the lesson(s)○ Plan what supports your students might need—including sentence starters, graphic organizers, and/or language scaffolds. Review the provided resources to see which you may include. <p>→ I will identify places to use CER in the curriculum, both in oral discussions and in written work. → I know my students might need the language of argument so I will look at the lessons to see which sentence frames they might need.</p> |
| Prepare | <ul style="list-style-type: none">• Create an anchor chart or rubric to help students remember what to include in their CER responses. <p>→ I will provide supports for oral discussion using an anchor chart and sentence frames and a rubric for written work.</p> |
| Extend | <ul style="list-style-type: none">• Continue to look through your current module or unit for other opportunities to engage students in argumentative discussions and writing.• If needed, make your own argumentative prompts for tasks found throughout the module or unit. <p>→ I will develop a plan for incorporating CER so students will grow in their knowledge of math concepts and develop their argumentative skills in math.</p> |

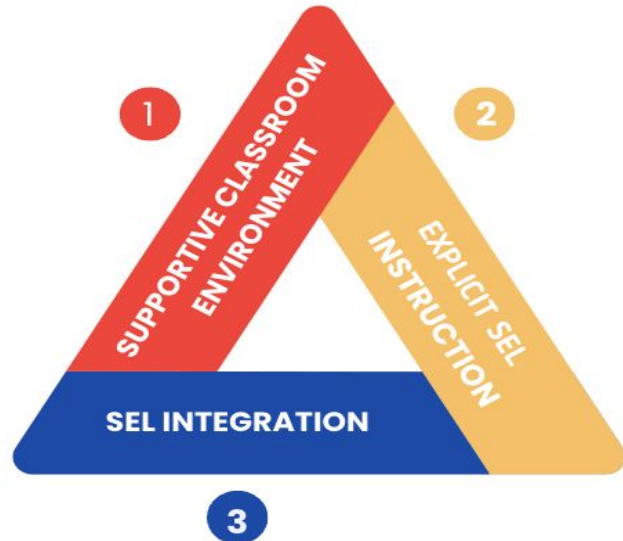


PD Supporting SEL Integration and District Goal 4

Districtwide PD Supporting Social-Emotional Learning Growth

The Three Components of SEL Implementation - *The Approach*

SEL integration is the intentional embedding of social-emotional competencies into daily instruction to strengthen classroom culture, curriculum, and practice.



1

Targeted PD for administrators, teachers, and support staff focused on creating **welcoming learning environments**.

2

Targeted PD for teachers and support staff on delivering lessons that **build student understanding of the six SEL competencies**.

3

Targeted PD for administrators, teachers, and support staff on **modeling and applying the six SEL competencies to real-life situations to strengthen student executive functioning skills**.

Districtwide PD Supporting Social-Emotional Learning Growth

SEL Integration is at the heart of District Goal 4

SEL integration PD is provided to schools as a Bank-Time Tuesday Choice Board topic. Schools are also provided a variety of PD opportunities in support of the goal.

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LOS ANGELES UNIFIED SCHOOL DISTRICT

ATTACHMENT B
MEMORANDUM

| Topic and Suggested Activities |
|---|
| Building Stronger Partnerships: Effective Family Engagement <ul style="list-style-type: none">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 <ul style="list-style-type: none">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 <ul style="list-style-type: none">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 Page 3 of 3 May 23, 2025

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

District Goal 4: Social-Emotional/Wellness

Through the integration of evidence based SEL instruction, elementary, middle and high school teachers and support staff will provide students access to SEL lessons, activities, and strategies. By 2026, 50% of teachers of grades 2, 5/6, 8, 10 and 12 will support students in the creation and uploading of artifacts using the SEL portfolio in order to deepen our understanding of student development in the SEL competencies and provide recommendations for multi-tiered systems of support. As a result, by 2026, a minimum of 40% of students using a portfolio will attain a "Meets Proficiency" as measured by a district wide rubric score average in the Social Emotional Learning competencies.

Districtwide PD Supporting Welcoming Environments

1

Targeted PD offered for administrators, teachers and support staff focused on **creating welcoming learning environments.**



2025 SUMMER BRIDGE READINESS PROGRAMS
for Incoming Middle School & High School Students

PROGRAMS OFFERED BETWEEN MAY 3 - JUNE 7 & JULY 28 - AUGUST 8

Academic Readiness • Social Belonging • Building Relationships • Intervention Resources • Inclusive Environments • Family Partnerships

Middle School Bridge Program Modules High School

Instructional Interventions & Tutoring • Organization Skills & Habits for Success
Literacy & Numeracy Readiness • College and Career Planning • Student Assessment Data Chats
Responsible Use of Social Media • Bullying Awareness and Prevention • Digital Citizenship and AI
Healthy Peer Relationships • Arts and Enrichment Opportunities • Importance of A-G

All Middle and High Schools may apply. For more information, bit.ly/summerbridge2025 or scan QR code

Applications Due by Friday, **MARCH 7, 2025**

Schools determine dates and times of program within provided guidelines. Instructional modules, funding and training provided for all participating middle and high schools.

Professional Development sessions include:

- Making Connections: SEL in Our Schools and Communities
- School Climate Advocates SEL Trainings
- Counselor ACSA SEL Series Training
- Newcomer Aide Belongingness PDs
- Summer Bridge Readiness Programs Training
- Using SEL to Promote Agency, Identity, and Belonging
- Peer to Peer Mentoring Training


Division of Instruction | **LAUSD**
UNIFIED

Peer to Peer Mentoring Program

PILLAR 2B: Whole-Child Well-Being
PILLAR 2C: Strong Social Emotional Skills
PILLAR 3A: Strong Relationships

The Need for Peer Support Interventions

In light of the increasing opioid crisis, rising rates of teenage suicide, and growing social-emotional deficits, LAUSD has taken proactive measures to prioritize the overall well-being of students. Selected schools will be given the chance to enhance student support by implementing peer-to-peer mentoring programs, aimed at addressing the significant challenges adolescents encounter.



Program Overview

- Teachers train students with basic mentoring skills
 - substance abuse awareness and prevention;
 - suicide prevention;
 - and other critical needs subjects.
- Trained students provide mentorship to peers seeking help
- Up to 2,500 students serve as peer mentors across 28 priority MS and SH

Additional Program Information

- Trained teachers provide instruction during the school day
- Teachers receive ongoing support and professional development
- Pre and post surveys measure program effectiveness

Planned Program Goals

- Increase positive SES Safety and SEL response data
- Decrease MISIS referrals and iStars
- Increase student capacity to provide resources to peers

Principal Informational Launch Zoom Meeting
February 15 - 3:45 p.m. to 4:15 p.m.
28 Priority Middle and High Schools

Approved by Dr. John Vashon, Executive Director of Secondary Instruction

Districtwide PD Supporting Explicit SEL Instruction

2

Targeted PD offered for teachers and support staff focused on **providing lessons and activities that support student understanding of the 6 SEL Competencies.**

LAUSD UNIFIED
2025-2026 Social Emotional Learning Banked-Time PDs

Register for your virtual Banked-Time Professional Development through your designated SEL program partner. School leaders should communicate directly with the representative. Click the hyperlinked logo to email your representative and sign up for a banked-time PD.

Banked Time PD
Elementary 1:45 - 2:45 PM
Secondary 2:15 - 3:15 PM

Partners: National HARMONY ACADEMY, EVERFI, Second Step, innerExplorer, Character Strong, Leader in Me, RethinkEd, Quarter Ready, rippleeffects, 7 MINDSETS, EduCare, Navigate360, Reading with Relevance.

APPROVED BY DR. JUSTIN LAUER
Director of Middle School Instruction & Programs

Additional information, please contact Karla Lopez at kal909@lausd.net

Professional Development sessions include:

- Foundations and Components of SEL
- Micro-Credential SEL Foundations PD Series
- Increasing Rigor with SEL Problem Solving Tasks
- SEL Leadership Team Cadre PD
- Understanding Trauma: Using SEL to Build Resilience
- SEL Banked-Time Supplemental Curriculum PDs (additional to MEM-6015 Choice Board offerings)

Los Angeles Unified Social Emotional Learning (SEL) Micro-Credential

Program at a Glance

- A three salary point class consisting of three courses of two modules each completed over the span of one academic year
- Course content is delivered using a blended learning approach that includes both instructor-led, face-to-face (synchronous) and high quality e-learning content (asynchronous)
- Educators engage as part of a community of practice and produce Evidence of Learning Artifacts to be delivered and reflected upon.

Application Information:
Application window opens: May 28, 2025. Application window closes: August 27, 2025, at 5:00 PM

Questions? Contact
Karla Lopez, SEL Adviser
kal909@lausd.net

To learn more and apply, visit
<https://lausd.org/microcred>

Instructor-Led, Synchronous, Face-to-Face Meeting Dates (8:00 AM - 3:00 PM). Dates listed:

- Saturday, September 6, 2025
- Saturday, October 25, 2025
- December 6, 2025
- February 7, 2026
- April 11, 2026

Deeply understand the neuroscience and research that supports building resilience have an in-depth understanding of the CORE competencies, and Transformative Social Emotional Learning (T-SEL) guiding principles, plus the implications of these documents on teaching and learning in a 21st-century classroom.

Develop an in-depth knowledge of the connection between access, equity, and Social Emotional Learning.

Demonstrate an understanding of how to use SEL assessment to improve instruction and ensure equitable student outcomes.

Engage in the continuous cycle of learning that includes ongoing self-reflection, receiving feedback, and engaging in professional learning to improve one's practice and that of their colleagues to design and deliver direct and integrated T-SEL instruction to enhance learning while supporting the needs of all learners.

Collaborate and lead educators in transforming learning environments and instructional practices to embed T-SEL so all students can succeed.

Approved by Dr. Justin Lauer, Director of Middle School Instruction

Districtwide PD Supporting Integration of Social-Emotional Learning

3

Targeted PD offered for administrators, teachers and support staff focused on **modeling and application of 6 SEL Competencies to real-life situations to strengthen student executive functioning skills.**

Secondary SEL Restorative Activity Plan



Background

Secondary students navigate critical developmental years, making Social Emotional Learning a cornerstone of their personal and academic success. According to the School Experience Survey, secondary students, especially middle school students, report growing challenges in understanding and applying the Social Emotional Learning (SEL) competencies, with notable gaps in self-management and social awareness skills.

Plan Objectives

To advance the **Board-approved District Goal 4's** focus on integrating Social Emotional Learning (SEL), the Division of Instruction (DOI) will implement an SEL Restorative Activity Plan. This plan supports secondary schools with prescriptive restorative activities to equip support staff with access to RethinkEd SEL activities to assist students referred by teachers through MISIS.

Plan Details:

- **Program Availability:** The program is open to all secondary schools as an opt-in option for any secondary school that wishes to participate.
- **Training Opportunity:** Site support staff will be offered training to provide **SEL restorative activities** for students referred to support staff through MISIS discipline and counseling referrals.
- **Licensing Support:** The SEL Unit will secure RethinkEd platform licenses for school support staff that do not currently have access, including counselors, deans, PSAs, PSWs, intervention/support coordinators, school psychologists and administrators.
- **Platform Training:** Participating site support staff will be provided a 3 hour Zoom training to utilize the RethinkEd platform, already accessible to all students via the ITI Digital Bench.
- **Activity Assignment:** Staff will assign RethinkEd **SEL Restorative Activities** to students referred by teachers through the MISIS discipline and counseling referral process.
- **Parent Collaboration:** Students will complete RethinkEd activities in partnership with their parents/guardians, fostering SEL learning at home and strengthening school-family relationships.
- **Skill Development:** Staff will use the completed activities and reflections to take an assets-based approach to help students build capacity with the **SEL competencies** such as Responsible Decision-Making, Self-Management, and Social Awareness.

An informational meeting for interested principals and/or designees will be held via Zoom (<https://lousd.zoom.us/j/3932192349>) on **Wednesday, January 23, 2025, from 3:45 p.m. - 4:15 p.m.**

Professional Development sessions include:

- SEL Integration Into ELA
- School Support PD Series
- Integrating Components of SEL Series
- Micro-Credential SEL Foundations PD Series
- SEL Portfolio Institute PD Series
- Administrator SEL PD Series
- SEL Symposium
- SEL Restorative Activity Plan PD

LAUSD UNIFIED 2026 Social Emotional Learning Symposium

SAVE THE DATE

Date & Time
Saturday, May 9, 2026
8:30 A.M. - 3:30 P.M.

Location
East Los Angeles College
3301 Avenida Cesar Chavez,
Monterey Park, CA 91754

Inspiring Greatness through SEL!

Event Description
Join us on Saturday, May 9, 2026, for L.A. Unified's Annual SEL Symposium, a powerful day of learning, inspiration, and connection. Highlights include:

- A keynote address by Emmy, Tony, and Academy-Award nominee Mexican-American actor, director, producer, writer, and activist, Edward James Olmos
- A student panel featuring the Youth Cinema Project, hosted by Edward James Olmos
- Over 45 breakout sessions led by LAUSD educators, showcasing Transformative SEL practices
- A closing keynote by researcher and author of *So Unapologetically Imperfect*, Dr. Christina Cipriano
- A dynamic Dancing and Dialogue closing performance and student presentation

Breakfast and lunch will be provided.

Compensation: School-based, certificated staff and administrators are eligible for up to six hours of pay for this voluntary PD at training rate.

Registration opens March 1, 2026. Register via MyPLN using the keyword: **SELSYMPOSIUM2026**

For additional information:
Kara Lopez, SEL Adviser klopez@lousd.net

Approved by Dr. Justin Lauer
Director of Middle School Instruction

SEL PD Planned for 2026–27

Planned PD for SY 2026–27 will include:

- **Continue current year PD plan in support of building capacity in SEL Integration**
 - ◆ **Goal to reach 17,000 educators and support staff**

- **Implementation of PD series supporting SEL Application Diagnostic in Focus Schools**

