

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

NUMBER: MEM-5788.14

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DATE: June 26, 2023

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 the 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
- Implementation of high-quality and rigorous instruction across the curriculum designed to engage all students in the content and skills needed to be literate in each of the disciplines (Disciplinary Literacy)
- California English Language Development Standards

ROUTING

Deputy Superintendent of Instruction
Region Superintendents
Administrators of Instruction
Administrators of Operations
Principal Supervisors
Principals
Assistant Principals
Counselors
UTLA Chapter Chairperson
School Administrative Assistants

implementation with all California content standards, through Designated and Integrated ELD

- Multilingual Multicultural 2023 Instructional Master Plan
- Equitable access to all areas of the curricula provided for *all* students, including diverse learners, see California Framework Chapter 9.
 - Embed culturally and linguistically responsive instructional strategies integrated in all content areas as outlined in the California frameworks.
 - Provide access and equity with Multi-Tiered System of Supports (MTSS), including Culturally and Linguistically Responsive Pedagogy (CLRP) and Universal Design for Learning (UDL) for academics and behavior.
 - Integrate four Social Emotional Learning competencies of growth mindset, self-efficacy, self-management, and social awareness into all content areas.

**MAJOR
CHANGES:**

This memorandum replaces MEM-5788.13, School-site Professional Development Priorities and Banked Time Tuesday for secondary 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 and Language, 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, EGI, CLRP, SEL will be integrated throughout the sessions.

Flexibility is provided to school principals to schedule these courses during the year to complement 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 outcome for professional development is 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 Local School Leadership Council and instructional team to develop a year-long professional development plan. This 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 on the professional development Banked Time Tuesday afternoons must be used to improve instruction to ensure student achievement of the standards. Therefore, schools must not schedule or approve extracurricular or athletic activities that occur during the 39 required 60-minute Professional Development Banked Time Tuesdays. However, activities or practices can take place after the 60-minute professional development activities have been completed. This applies but is not limited to, the following: cheer practice, band practice, academic decathlon, student clubs, student body activities, and athletic practice or contests. For additional questions, contact Trenton Cornelius in the Athletics Office at (213) 241-5847 or trenton.cornelius@lausd.net.

INSTRUCTIONS: I. IMPLEMENTATION OF BANKED TIME TUESDAYS

A. Banked Time Tuesday Allotments

Per the District-UTLA contract, fifty percent (50%) of allocated Banked Time Tuesdays (listed in Attachment A, 2023-2024 *Banked Time Professional Development Schedule Secondary Single Track Calendar Semester Schedule* and Attachment B, 2023-2024 *Banked Time Professional Development Schedule Secondary Single-Track Calendar 4x4 Schedule*) must be devoted to professional development aligned with District instructional priorities. The number of days allocated for

Banked Time Tuesday professional development for secondary schools:

Secondary Banked Time Tuesday Allocations	
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	20

B. Scheduling of Professional Development Banked Time Tuesdays

Schools must adhere to the established Banked Time Tuesday schedule as outlined in Attachment A, 2023-2024 *Banked Time Professional Development Schedule Secondary Single Track Calendar Semester Schedule* and Attachment B, 2023-2024 *Banked Time Professional Development Schedule Secondary Single-Track Calendar 4x4 Schedule*.

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 daily instructional minutes and annual 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

Secondary schools are expected to frame their professional development plans around these priorities and to organize professional development content and time to support improved student achievement. The following guidelines for scheduling and implementing Banked Time Tuesdays must be adhered to:

1. If professional development banked time falls on the same days as California and District testing programs, schools must administer the mandated test. A special testing schedule will be necessary to complete testing on a shortened day 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 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 Curriculum Frameworks for all content areas, in tandem with the California Content standards, CA ELD standards, and ELA/ELD Framework, are the guiding documents for effective instruction in all secondary classrooms. All teachers will utilize the frameworks and standards as the foundation for their instructional program. 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 Curricular Frameworks are available online at: <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.

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 all graduate Ready for the World. It serves as the roadmap for the coherent implementation of districtwide instructional strategies that will enable and elevate student achievement and eliminate opportunity.

Effective instruction that utilizes the California content standards and the CA ELD standards requires that teachers come together to construct or deconstruct standards, lessons, units, and assessments, including English Language Proficiency Assessment for (ELPAC), iReady, etc. Regular planning time should be scheduled for the review student results from formative assessments to plan 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 California Content Standards to guide instruction. There are links to content specific resources in Attachment C. California content frameworks can be found here: <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 Fritzgerald, nationally known and recognized author of Antiracism and UDL, the LAUSD has developed sessions 5-7 of the Implicit Bias professional development series. This work is designed to help provide school personnel with the knowledge, skills, strategies, resources, and dispositions to support all learners; to create inclusive schools and classrooms, with the 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.

Since this learning is required of all Los Angeles Unified employees, supervisors are to ensure that new staff completes 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 and numeracy across content areas.

Session Title		Due Date
Session #1	Small Group Instruction and Critical Media Literacy	Fall 2023
Session #2	Building Math Identities and Finding the Joy in Mathematics	Fall 2023
Session #3	Data Driven Teaching and Learning: Assessments	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](#) 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 Educational Department (MMED) will provide modules by July 25, 2023 on EBs and Dual Language Education for schools to use as needed:

1. Understanding a Comprehensive ELD Program
2. Understanding the Essential Instructional Approaches for Emergent Bilinguals
3. Emergent Bilingual Progress Monitoring Assessments

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

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 SELs. 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
 - Secondary: Master Plan Programs, Instructional Scheduling

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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-1st Grade Promise to Bilingualism Awards Criteria
 - 5th/6th Grade Pathway to Biliteracy Awards Criteria
 - 8th Grade Pathway to Biliteracy Awards Criteria
 - 12th Grade LAUSD and CDE Seal of Biliteracy Awards Criteria
 - Assessments for Language Other Than English (LOTE)

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

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- 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 Tuesdays. These are optional opt-in sessions that principals may choose to include in their professional development plan. School leaders must enroll their schools in these additional offerings. Sessions are hosted virtually via Zoom and may be leveraged to engage the entire school teaching staff in learning together as a team. Facilitation is conducted by the central office and regional staff, as well as by experts and vendor partners. Detailed information on these offerings and the registration/opt-in process can be found in this link: <https://bit.ly/SecondaryBankedTime>

**RELATED
RESOURCES:**

Attachment A: 2023-2024 *Banked Time Professional Development Schedule Secondary Single Track Calendar Semester Schedule*
Attachment B: 2023-2024 *Banked Time Professional Development Schedule Secondary Single-Track Calendar 4x4 Schedule*
Attachment C: *Instructional Practices and Resources*

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

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

ASSISTANCE: For assistance or further information, contact the Region Director – Principal Supervisor or the following:

- Division of Instruction at (213) 241-5333 or instruction@lausd.net

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

For assistance with Dual Language Education Programs, contact: Roxanna Sosa, Coordinator, Dual Language Education, MMED at (213) 241-5582 or roxanna.k.sosa@lausd.net.

For assistance with Culturally and Linguistically Responsive Pedagogy and Standard English Learner (SEL) Instruction, contact: Region SEL Coordinator or Kimberly Dismukes, Administrative Coordinator, Access, Equity and Acceleration Department, MMED at (213) 241-1750 or kmitc1@lausd.net.

- For assistance with Dyslexia General Awareness, contact: Ryan Hyatt, TK-12 Instructional Coordinator, Secondary Literacy Focus at (213) 241-5333 or rxh5697@lausd.net
- For assistance with Supporting Foster Youth, contact: 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.
- For assistance with Behavior Interventions and Supports/Restorative Practices (PBIS/RP), contact: Laura Zeff, Administrative Coordinator, Schoolwide Positive Behavior Interventions and Supports/Restorative Practices at (213) 241-3840 or laura.zeff@lausd.net.
- For assistance with supporting Students with Disabilities, contact: Lela Rondeau, Administrative Coordinator, TK-12 Instruction, Division of Special Education at (213) 241-8133 or lela.rondeau@lausd.net

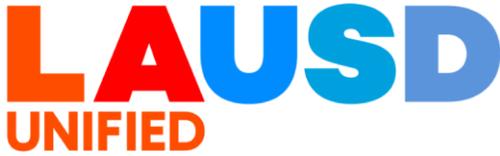


LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

**2023-2024 BANKED TIME PROFESSIONAL DEVELOPMENT SCHEDULE
SECONDARY SINGLE-TRACK CALENDAR
SEMESTER SCHEDULE**

The dates below represent District-allocated Banked Time Tuesdays only. At a minimum, 19 of the 20 Banked Time Tuesdays are to be dedicated to District priorities.

District Allocated Banked Time Tuesdays		Marks Reporting End Dates
<p>FALL 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</p> <p>Thanksgiving Break November 20-24</p> <p>November 28, 2023 December 5, 2023 December 12, 2023</p> <p>Winter Break December 18-January 5</p>	<p>SPRING 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 March 12, 2024 March 19, 2024</p> <p>Spring Break March 25-29</p> <p>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</p>	<p style="text-align: center;"><u>Fall Semester</u></p> <p>5 Week: September 15, 2023 10 Week: October 13, 2023 15 Week: November 17, 2023 Final Mark: December 15, 2023</p> <p style="text-align: center;"><u>Spring Semester</u></p> <p>5 Week: February 16, 2024 10 Week: March 22, 2024 15 Week: May 3, 2024 Final Mark: June 11, 2024</p> <hr/> <p>Back to School Window Start Date: August 28, 2023 End Date: September 15, 2023</p> <p>Parent Conferences Window Start Date: October 16, 2023 End Date: October 27, 2023</p> <p>Open House Window Start Date: March 11, 2024 End Date: May 24, 2024</p> <p>Parent Conferences Window Start Date: February 20, 2024 End Date: March 1, 2024</p>



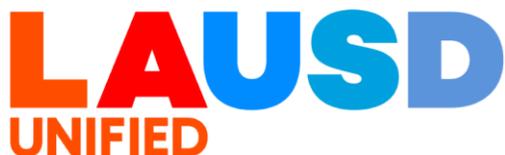
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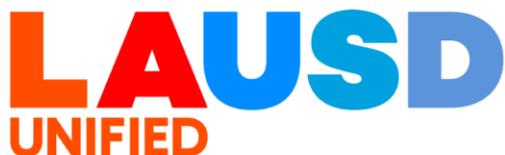
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INSTRUCTIONAL RESOURCES BY DEPARTMENT

Department	Resources
Arts Education	Arts Education Branch website: http://achieve.lausd.net/Page/8931 Visual and Performing Arts Framework
English Language Arts	LAUSD literacy website: http://achieve.lausd.net/ela CA ELA/ELD Framework CA CCSS for ELA
Health Education Programs	LAUSD Health education and prevention-education programs: http://www.heplausd.com HIV/AIDS Prevention information can be found at http://www.AIDSpreventionLAUSD.net
History/Social Sciences	Information on Reading Like A Historian in LAUSD and other H/SS resources can be found at http://achieve.lausd.net/hss
Mathematics	LAUSD math website: http://achieve.lausd.net/math CA Math Framework Guidance for Math Instruction (Grades 4-Algebra 1) Performance tasks aligned to the Smarter Balanced Claims and Targets are available on the LAUSD Mathematics website , These resources were developed by LAUSD teacher-leader teams, in conjunction with Los Angeles County Office of Education and Stanford Center for Assessment, Learning and Equity (SCALE).
Multi-Tiered Systems of Support	REF Guide 43782 Implementing MTSS


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Physical Education	LAUSD Physical Education Programs: http://achieve.lausd.net/pe Physical Education Content Standards CA Physical Education Framework
Science	NGSS Implementation Resources Science Schoology Groups: <ul style="list-style-type: none"> • Middle School Science, Access Code: SPG7G-KYBT9 • High School Science, Access Code: SFFG5-BXF29
Integration of Social Emotional Learning	SEL Model Program and Competencies Social Emotional Learning (SEL) LAUSD website http://achieve.lausd.net/Page/10277
California ELA/ELD Framework: Comprehensive ELD Program	ELA/ELD Framework is available online at http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp Examples are available at http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp Chapter 9: Equity and Access at https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf
Inclusion of Strategies for Students with Disabilities	Universal Design for Learning (UDL) Adaptions, Accommodations, Modifications, and Instructional Supports
Integration of Literacy and Language in All Content Areas	CA standards for English Language Development can be found online at http://www.cde.ca.gov/sp/el/er/eldstandards.asp CA standards for Literacy in the Content Areas can be found online at http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf


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English Language Development	Designated ELD lessons utilizing the High Impact Essential Practices as outlined in the http://achieve.lausd.net/page/8773#spn-content
Foster Youth Support	Student Health and Human Services Foster Youth Achievement Program https://achieve.lausd.net/Page/12905#spn-content
Integration of Culturally and Linguistically Responsive Pedagogy in All Content Areas	<p>Instructional materials and model lessons are available here: http://achieve.lausd.net/aemp</p> <p>CA Framework for the Core Content Areas:</p> <p>ELA/ELD Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment Chapter 9: Access and Equity</p> <p>History/Social Science https://www.cde.ca.gov/ci/hs/cf/documents/hssfchapter20.pdf</p> <p>Mathematics https://www.cde.ca.gov/ci/ma/cf/documents/mathfwuniversalacces.pdf</p> <p>Science https://www.cde.ca.gov/ci/sc/cf/documents/scifwchapter10.pdf</p>
State Accountability System Local Control Accountability Plan District Strategic Plan	California's Accountability and Continuous Improvement System Local Control Accountability Plan (LCAP) Learning Continuity and Attendance Plan
Trauma and Resilience-Informed Approach	Student Health and Human Services Trauma and Resilience-Informed Approach