

South Gate Community of Schools **-** Legacy Visual and Performing Arts High School



Professional Development Plan (2025-26)

Website: https://vapalegacyhs.lausd.org/ Calendar Bell Schedule

Division of Instruction
Los Angeles Unified School District

2022-2026 Strategic Plan - Pillars and Priorities

Pillar	Priority	Priority	Priority	Priority
1. Academic Excellence	1A. High-Quality Instruction	1B. Enriching Experiences	1C. Eliminating Opportunity Gaps	1D. College and Career Readiness
2. Joy and Wellness	2A. Welcoming Learning Environments	2B. Whole-Child Well-Being	2C. Strong Social-Emotional Skills	2D. Outstanding Attendance
3. Engagement and Collaboration	3A. Strong Relationships	3B. Accessible Information	3C. Leading for Impact	3D. Honoring Perspectives
4. Operational Effectiveness	4A. Data-Driven Decision-Making	4B. Modernizing Infrastructure	4C. Sustainable Budgeting	4D. District of Choice
5. Investing in Staff	5A. Diverse Workforce	5B. Professional Learning	5C. Staff Wellness	5D. High Performance Standards

WASC Schoolwide Growth Areas for Continuous Improvement

1. Goal 1: VAPA will increase Math proficiency for all students in order to prepare them for post-secondary studies.
    a. SMART Goal: Focus on mathematical discourse. Students can talk about math and their rationale.
        i. MP 2 and 4: Using math protocols to discuss
            1. Model in PD (Academic language) - continuous for at least 50 minutes
            2. Admin/Coordinator Facilitation with teachers:
        ii. NGSS 3 Dimensional
            1. Model in PD
            2. Admin/Coordinator Facilitation with teachers:
2. Goal 2: VAPA will increase English language arts proficiency for all students in order to prepare them for post-secondary studies.
    a. SMART Goal: students will use the four domains in every lesson: reading (multiple rich texts), writing, speaking (structured academic discourse) and listening.
3. Goal 3: VAPA will increase rigor in all academic subject areas to maximize learning and prepare students for post-secondary studies.

    a. SMART Goal
4. Goal 4: Design Arts Integration projects that clearly include the elements of VAPA, and are aligned with VAPA standards; and design Arts Integration rubrics that combine standards from VAPA and other subject areas.
5. Goal 5: To ensure happy, safe, well-adjusted students who are ready to learn, we will continue to keep up our work with the Wellness team, community circles and social emotional learning.

2024-2025 Goals:

Plan - data Analysis
Do - instructions
Check - Assess
Act - reteaching

School Calendar

(Insert Calendar that Principal Makes)

📚 2025–2026 Professional Development Calendar 📚

Required (already put into timeline below):

- #1: Using Data to Guide Plan-Do-Study-Act Cycles of Improvement
    - This module provides a protocol for analyzing data (Whole Child, SBA, iReady, etc.) to inform next steps and situates data use within the Plan-DoStudy-Act cycle to support decision-making and continuous improvement within a school's Problem of Practice.

Optional (already put into timeline below):

- CB #1: Small Group Instruction for Targeted Student Success
    - Review assessment data to identify student needs and form purposeful small groups.

    - Explore effective strategies for using assessment data to form purposeful student groups, differentiate instruction, and provide targeted support.
    - Engage in hands-on planning, learn promising practices for managing small groups, and discover techniques for fostering student independence.
    - Identify and practice using quick, effective formative assessments to track student growth in small groups.
- CB #2: Collaborative Planning to Align Instruction
    - Engage in a data dive to identify trends, strengths, and areas for growth within a specific grade level, across multiple grade levels, or within departments.
    - Use structured planning protocols to streamline collaboration, ensure equitable participation, and maximize productivity.
    - Collaborate with colleagues to develop cohesive lesson plans that support student mastery and engagement.
    - Create an actionable plan for bringing aligned instructional practices into the classroom, including checkpoints for progress monitoring.
- CB #4: Analyzing Student Work to Drive Instructional Decisions
    - Learn and apply protocols to examine student assignments, assessments, and responses with a focus on identifying strengths and areas for growth.
    - Practice analyzing student work samples to pinpoint common errors, misunderstandings, and skill gaps.
    - Explore quick, low-lift strategies for collecting and analyzing student work on an ongoing basis.
    - Create targeted re-teaching or scaffolding strategies to address specific student needs.
- CB #5: Backwards Planning for Meaningful and Effective Instruction
    - Explore the three stages of backwards planning—identifying standards-based desired outcomes, determining assessment evidence, and planning instruction.
    - Break down standards into clear, student-friendly learning objectives.
    - Develop clear expectations and exemplars for what mastery looks like.
    - Identify differentiation strategies to ensure all students can access and achieve mastery of the content.
- CB #6: Engage Every Learner: Strategies to Increase Active Student Involvement
    - Identify differentiation techniques to ensure all students, including multilingual learners and students with disabilities, can engage fully.
    - Engage in and analyze strategies such as think-pair-share, academic discourse, and inquiry-based learning.
    - Refine lessons that incorporate movement, collaboration, and real-world connections to make learning dynamic.
    - Create structures that encourage discussion, questioning, and critical thinking as part of everyday instruction.
- CB #7: Using a Problem of Practice to Drive Instructional Improvement
    - Learn what constitutes a meaningful instructional challenge and how to frame it for analysis and action.
    - Craft a precise Problem of Practice (PoP) statement that guides instructional adjustments and intervention planning.
    - Work in teams to discuss, refine, and provide feedback on each other's PoPs.
    - Examine student work, assessments, and classroom observations to identify key learning gaps and instructional needs.
    - Establish a PDSA cycle for testing, reflecting, and refining instructional practices over time.

Fall 2025

✅ **Visual Keys**:

🛠️ District Modules 🤝 PLC Meetings 🧩 Department Meetings 📚 PDSA Cycles 🎯 Choice Boards 🇺🇸 Holidays ❄️/🌸 Breaks

PDSA Cycle	Date	Focus Area	Summary
1 - 8/14 to 9/26	**Aug 13, 2025 - 3 hours** 🏫 **8/13/25 Pupil…** **Location: Soto**	TLF 1e4	Agenda ● Welcome and New Members **(2-5 minutes)** ○ *Sunshine Committee Questionnaire Announcement: https://forms.gle/VqZCBLpeS2w6tebL7* ● SAA - Procedures **(5-10 minutes)** ○ Sign-in/out ○ Coverage ● District Mandated Part 1: Admin Certification **(30 minutes)** ● District Mandated Part 2: Rotation Stations **(20 min per rotations/1 hour total)** ○ Integrated Safe School Plan (ISSP) ○ Admin Certification PPT ○ Injury Illness Prevention Plan -Video - Website ○ Heat Illness Prevention Plan - PPT - Website ○ Fire Drill Protocols - Emergency Drill Year Plan - Emergency Quickguide ○ Supervision Plan

			○ Metro Pass ○ Child Abuse Training (on you own) ROTATION STATION 1: Barragan ● Integrated Safe School Plan (ISSP) ■ Fire Drill Protocols + Emergency Drill Year Plan ● Emergency Protocols + Quickguide (10 min) ■ Show the Emergency Quickguide (1 slide per category: lockdown, shelter-in-place, earthquake, etc.) ■ Walk through key scenarios, especially Lockdown vs. Shelter-in-Place. ■ Encourage staff to keep printed copy visible. ■ Supervision Plan ■ Metro Pass ■ PARKING LOT for additional questions ROTATION STATION 2: Holland - ● Follow directions here: https://forms.gle/qQenZE3YPgw2bd7b6 ○ PARKING LOT for additional questions ROTATION STATION 3: Spencer ● Restroom/Hall Passes ■ *Each teacher will be given a laminated hall pass (one per classroom)* ● Each student gets 4 passes per class (total of 32 passes per semester) ● No passes the first and last 15 minutes of class ● Students sign in the VAPA office and submits restroom pass ● Discuss possible incentives ■ PARKING LOT for additional questions ● District Mandated Part 3: Health Illness Prevention Plan **(20 min)** ● Wrap-Up & Access to Full Materials (5 min) ● Share folder/link with full documents, checklists, and required tasks. ● Highlight anything requiring a signature or certification.

			● Invite questions after meeting or in follow-up. ■ Schoology Group Code ● VAPA Course Code ● Upload to VAPA Course (5 min) ○ Syllabus ○ 5 week progress grades/teacher verification of grades ○ 10 week progress grades/teacher verification of grades ○ 15 week progress grades/teacher verification of grades ○ Final grades/teacher verification of grades ○ Certificate of Completion for Child Abuse Prevention ○ Rollbox ■ Attachment A and B ● Scope and Sequence (2-5 minutes) ○ Google Folder by Department: Department Scope & Sequence ● Announcement: Child Abuse Training Reminder (5 min)
	Aug 19, 2025 - **Whole Group** **8/19/25 PD …**	PD #1 🛠️ District Module 1	Everyone looks at the example of finished PDSA using mentor text: **HERE** Whole Group: Koch's Room ● **Step 1: IOC overview** - Using Data to Guide Plan-Do-Study-Act (PDSA) Cycles of Improvement - This module provides a protocol for analyzing data (Whole Child, SBA, i-Ready, etc.) to inform next steps and situates data use within the Plan-Do-Study-Act cycle to support decision-making and continuous improvement within a school's Problem of Practice. IOC - 2025- 26 PDSA Structure, Cycles, and Forms - August 18, 2025… Copy of PDSA Playbook.pptx Individual Goal Sheet: Legacy VAPA - PDSA - August 1, 2025.docx ● **Step 2: Jigsaw Common definitions** in groups Plan Do Study Act ■ Groups present common definition (provide feedback as necessary) ● GROUPS: What support is needed to reach this goal? ○ Math - ***Plan***

			○ English/LOTE - ***Do*** ○ History/Arts Department - ***Study*** ○ Science/PE - ***Act*** ○ Possible PDSA Cycle Goals ■ Goal 1: VAPA will increase rigor in all academic subject areas to maximize learning and prepare students for post-secondary studies. If the school increases rigor, ELA, and math proficiency on SBA will increase. ■ Goal 2: Design Arts Integration projects that clearly include the elements of VAPA and are aligned with VAPA standards; and design Arts Integration rubrics that combine standards from VAPA and other subject areas. ■ Goal 3: To ensure happy, safe, well-adjusted students who are ready to learn, we will continue to keep up our work with the Wellness team, community circles and social emotional learning.
	Aug 19, 2025 **8/19/25 PD …** **Location: Koch**	Faculty Meeting #1 - 🛠️ District Module 3	*Room:* *Creating Welcoming Environments - Ms. Paz, America & Spencer* ● All students need to feel included and connected to their school community. The Start With Hello program empowers students in grades K-12 to recognize loneliness and social isolation in their peers, offers effective strategies to get help and help others, and outlines ways they can grow an empathetic and inclusive community. ● Use?: ○ Video ○ School's PBIS/RP Plan ○ Safety Flyers ○ TFI – Tier 1 ● Announcements: Annual Suicide Prevention - MYPLN

	August 26
	8/26/25 PD …
		PD #2 🧩
		Grade-Level PLCs
		Department Meetings
		📊 PDSA Cycle (Plan)
			• Whole Group Whole Child
			• In individual rooms GROUPS:
			  ○ Math: Room: Urueta D202
			  ○ English/Prado: Room Zazueta D104
			  ○ History/Arts Department: Room: Lizarraga D114
			  ○ Science/PE: Room: Soto D213
			• DATA Presentation
			  ○ ELD data and instructional support
			  ○ SPED data and instructional support
			• Pick a standard you will be working on and create a pre-assessment
			• PLC Meeting Agenda: PDSA- PLC Meeting Agenda.docx

	Aug 26, 2025 **8/26/25 PD …** **Location: Salazar-Salazar**	Faculty Meeting #2	Room: Salazar-Salazar • ILT - Collective Mission & Vision – VAPA ILT - Slide 20
	September 2 **Whole Group** **9/2/25 PD -** **Location: Ms. Ly D201**	PD#3 VAPA Strategic …	• Inclusion Kagan Activity • Standards Overview • Unit Planning • Lesson Planning • Reflection • Closure
	September 2	**Local School Leadership Council /2nd ILT Meeting - Zoom/In-Person -** https://lausd.zoom.us/j/3276633723 **-** 3:35 - 4:35	
	September 4	**Shortened Day** ***(Back to School Night)***	

	September 5	🎯 Choice Board Topic #5 **Shortened Day** ***(Back to School Night)***	PD #3 Teams finalize PDSA cycles based on data ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213 ● (Optional - Choice Board) Backwards Planning for Meaningful and Effective Instruction ○ Explore the three stages of backwards planning—identifying standards-based desired outcomes, determining assessment evidence, and planning instruction. ○ Break down standards into clear, student-friendly learning objectives. ○ Develop clear expectations and exemplars for what mastery looks like. ○ Identify differentiation strategies to ensure all students can access and achieve mastery of the content.
	September 9 - 9/9/25 PD M… **Link to Agenda (CLICK HERE)**	PD #4 🤝 Grade-Level PLCs	PDSA Planning 5 minutes - Quick refresher of PDSA purpose: continuous improvement, short cycles, data-driven reflection. ● State today's goal: *"Learn from each other's PDSA progress and make sure everyone leaves with either a documented Plan/Do or next steps ready."* 20 minutes - Teachers who completed their **P & D** share key takeaways (max 5 minutes each). ○ Guiding prompts: ■ What was your '**Plan'**? ■ What did you '**Do' (instructional strategies, etc)**? ■ Any surprises in implementation?

			○ Peers jot two glows and one grow in the comment under the PDSA cycle submitted by their peer HERE: https://lms.lausd.net/course/6033941274/materials/discussion/view/7966612378 ● For those who haven't reached the "Do" yet, please share your **data that you have** so far. ○ "What does your data tell you about student needs? How might it shape your **Plan**?" ○ What instructional strategies will I try? ○ Timeline? ○ How will I measure impact? ● Others can briefly suggest patterns or possible interventions (2–3 minutes per share). 20 minutes - Plan your next step in the PDSA cycle based on where you currently are. ○ If you are at the '**Do**' stage, plan how you will carry it out. ○ If you are at the '**Study**' stage, plan how you will analyze and reflect on your results. ○ If you are at the '**Act**' stage, plan how you will adjust, adopt, or abandon your approach based on what you've learned. 10 minutes - **Closing Reflection & Next Steps (10 min)** ● Popcorn share: *One idea you gained today/ one action you'll take next.* ● Reminder September 26th the PDSA cycle ends. **Department Meeting Room #s:** ● ELA and LOTE in Room **D104 (Zazueta) - Zazueta, Ramiro, Prieto, Sillas, Prado, Ruiz, Garcia** ● Math in Room **D202 (Urueta) - Urueta, Molina, Salazar, Sun, Rios**

			• Science and PE in Room in **D213 (Soto) - Soto, Koch, Cheng, Orozco** • History and VAPA Electives in Room **D114 (Lizarraga) - Lizarraga, Campos, Ortiz, Giron, Ly, Bishoppetty, Zarate**

	September 9 - Location: Molina	Faculty Meeting #3 - Operations	• Annual Bloodborne Pathogens - MYPLN
			• PBIS/RP and Safety Findings
			• De-escalation and Restorative Practices
			  ◦ Staff: Participants receive strategies to respond and connect with students.
			  ◦ Parents: Participants receive strategies to help with behavior at home.
			  ◦ Students: Students receive strategies to help with regulating their behavior.
			  ◦ Intended audience: All school employees, parents, and students
			  ◦ Department-specific instructional focus based on school-wide common instructional strategies:
			  ◦ *(Not Done) Whole School Strategies -*
			  ▪ *CER - Zazueta*
			  ▪ *Speaking - Orozco & Lizarraga*
			  ▪ *Holland*
			  ▪ *Syllabus Review -*
			  Syllabus Diversity Review Assignment

	September 16 Location: Urueta	PD #5 🤝 Grade-Level PLCs	• Mandatory Training #2: Supporting Struggling Readers in All Content Areas (Multi-Tiered System of Support) - This module provides evidence-based strategies to help struggling readers meet grade-level standards and offers an overview of the District's Multi-Tiered System of Support to identify and address learning loss through effective

			instruction, available district programs, and structured progress monitoring.
	September 23	No meeting	
	September 26	In lieu of a faculty meeting	Internal Instructional Walk (ILW) - teachers visiting classroom

2 - 9/29 to 11/07	**September 30**
	
	Location: Cheng D205
		PD #6 🤝
		Grade-Level PLCs
			Department Meetings Finalize & Beginning PDSA Cycle
			- Agenda:
			  - Implementing CERs in every classroom
			  - Did not do -
			  ■ In individual rooms GROUPS:
			  ○ Math: Room: Urueta D202
			  ○ English/Prado: Room Zazueta D104
			  ○ History/Arts Department: Room: Lizarraga D114
			  ○ Science/PE: Room: Soto D213

	September 30 **Location: Cheng D205**	Faculty Meeting #4	● ILT - What is our SMARTE goal based on the Mission & Vision developed on 8/26/25 and data from the first month of school? ○ **Objective: ELA, Math & Science Performance Task/Scoring Alignment**
	October 7 **Whole Group** **Location: Ly D201**	📚 District Module 6 PDSA Cycle (Do) 10/7/25 VAPA … Module 6: Argu…	- Backwards Planning for Student Success: Starting with the End in Mind: This module will use an SBA/CAST/Curriculum Performance Task to unpack standards, determine success criteria and plan the learning experiences and instruction in the curriculum in Math, HSS/ELA, Science, or electives. - Module 6: Argumentative Writing Writing Strategy - CER -

			Reading Strategy -
			Listening Strategy -
			Speaking Strategy - Socratic Seminar with CER-
			Module 6: Argumentative Writing
			Module 7: Uncovering Student Understanding: Analyzing Work to Info…
			
			Speaking Strategy and connection with classroom environment that has academic language and visual strategy
			
			Poster to each class
			Testing schedule
			- Interim ELPAC - Due by Oct 30, 2025
			- ELA Assessments:
			  - Weekly Assessments
			  - IAB

	October 7 - Location: Ly D201	**Local School Leadership Council /ILT Meeting - Zoom/In-Person - https://lausd.zoom.us/j/3276633723 -** 3:35 - 4:35	If data not ready on September 30 or possible SEL or Local School Leadership Meeting

	October 14 Location: Sillas D101	PD #8 🧩
		Department Meetings
			PDSA - CER in the classroom - Bring Student Work
			● In individual rooms GROUPS:
			  ○ Math: Room: Urueta D202
			  ○ English/Prado: Room Zazueta D104
			  ○ History/Arts Department: Room: Lizarraga D114
			  ○ Science/PE: Room: Soto D213

	October 14
	Location: Sillas D101
		Faculty Meeting #5
		Operations
			• Every Safe School Plan - Suicide Awareness and Prevention Attachment C
			• Remind Staff: Share Walk and Roll to School
			• **PBIS/RP Team**
			  ○ Plan Halloween Activities
			  ○ Accessing TFI Scores and Goals
			  ○ TFI – Tier 2
			  ○ Big Shake Protocols (Due 10/16) - ISSP - Emergency Quickguide
			  ○ Remind Staff of National Safe Week Activities
			  ○ Halloween Guidelines
			  ○ Emergency Drill - Big Shake – Evaluation
			  ○ PBIS/RP and Safety/Crisis Findings
			  ○ Employee Seal Program
			  ○ Debrief Drill Big Shake
			•
			  ○ Every Safe School Plan - Suicide Awareness and Prevention Attachment C
			  ○ Securing Campus During Non-School Hours
			  ○ Shelter-in-Place Protocols - Emergency Quickguide
			  ○ Emergency Bin and Supplies Inventory
			  ○ Emergency Drill – Shelter-in-Place - Evaluation

	October 17	**Minimum Day** **Teacher depart**	
	October 21 **Whole Group** **Location: Prado D102**	PD #9 🛠️ District Module 4 Required ELD PD	Module #7 - Module 7: Uncovering Student Understanding: Analyzing Work to Inform In… Uncovering Student Understanding: Analyzing Work to Inform Instruction: This module will introduce a common protocol to analyze student work. Participants will also engage in a review of authentic student work to identify misconceptions or misunderstandings and plan targeted instruction to increase student proficiency.

	October 28 **Location: D104 Zazueta**	PD #10 📚 Department Meetings PDSA Cycle (Study)	Final PDSA - ○ 10/28/25 VAPA PD Meeting Agenda
	Oct 28, 2025 **Location: Zazueta D104**	Faculty Meeting #6 ILT	10/28/25 VAPA Faculty Meeting Agenda ● ILT - 30 minutes ● 3 Reads - 30 minutes ○ Pair - of Discussion Guide_ (2)
	November 3 **Monday**	**Local School Leadership Council /2nd ILT Meeting - Zoom/In-Person - https://lausd.zoom.us/j/3276633723 -** 3:35 - 4:35	
	November 4 **Whole Group** **Location: Bishopetty**	PD #11 🛠️	Module #3 - Did not do 9/30/25 Speaking, Listening: EL Strategies: Elegance of 12: Strategies for English Learners - This module provides an overview of culturally and linguistically responsive spaces for multilingual multicultural learners as envisioned in the 2025 Multilingual Multicultural Master Plan. The module provides educators skills in delivering data driven instruction for ELs with an emphasis on receptive and expressive skills within the curriculum. To fulfill a state mandate, the MMED-provided modules must be completed by the end of the fall semester. The introduction to this module is required and should last about 5-10 minutes, while the rest of the content can be customized to fit the needs of your staff.. **CLICK HERE FOR POWERPOINT** - Notes: Did Writing CER on 9/30/25 and Three Reads on 10/28/25 to address student need based on PDSA Cycle 2

			Did not do - Culturally and Linguistically Responsive Spaces for Multilingual Learners: This module provides an overview of the fundamentals of translanguaging and the Five Pedagogical Areas of CLR for multilingual multicultural learners as envisioned in the 2025 Multilingual Multicultural Master Plan. The assets-based methodologies defined in this module will strengthen in-classroom practices that honor the fluid linguistic identities of multilingual communities. Students will culturally thrive as their dynamic, multilingual ways of communicating, learning and expressing themselves wholly are leveraged to boost their academic excellence and sociocultural competence across the instructional day. To fulfill a state mandate, the MMED-provided modules must be completed by the end of the fall semester. The introduction to this module is required and should last about 5-10 minutes, while the rest of the content can be customized to fit the needs of your staff..
3 - 11/10 to 12/16	**November 11**	🇺🇸 **Holiday**	No School (Veterans Day)

	November 18
	
	@ VAPA Library
		PD #12
		Department Meetings
		🤝 Grade-Level PLCs
			• PDSA Cycle #3
			• In individual rooms GROUPS:
			  ◦ Math: Room: Urueta D202
			  ◦ English/Prado: Room Zazueta D104
			  ◦ History Department: Lizarraga D114
			  ◦ Arts Department: Room: Bishopetty (M107)
			  ◦ Science/PE: Room: Soto D213

	November 18 **Location: Lizarraga (D114)**	Faculty Meeting #7	ILT
	November 21 **Ramiro (D116)**	**1:30pm to 2:30 pm**	• Every Safe School Plan - De-escalation and Restorative Practices Attachment C • Results Completed Fall LAUSD Site Inspection Checklist pg. 35 Attachment D

			• Securing Campus During Non-School Hours • Rapid Relocation Protocols (As faculty, visit the site) - Emergency Quickguide • Emergency Drill – Rapid Relocation – Evaluation
	November 21	Friendsgiving 2:30 to 3:30	
	November 25	🦃 Thanksgiving Week	No School

	December 2
	Whole Group
		PD #13 🛠️ District Module 10b	High Leverage Strategies for Mastering Learning Targets in Content Areas (ELA/HSS or Mathematics or Science or Other) This module will equip educators with a high-leverage strategy that can be applied to SBA/CAST/Curriculum Performance Task to help students master standards-based learning targets. Teachers will learn how to apply the strategy with flexibility, fostering an environment where students can thrive and confidently achieve the intended learning objectives.
			• In individual rooms GROUPS:
			  ○ Math: Room: Urueta D202
			  ○ English/Prado: Room Zazueta D104
			  ○ History/Arts Department: Room: Lizarraga D114
			  ○ Science/PE: Room: Soto D213
			• https://sites.google.com/lausd.net/banked-pd/secondary/mshs-required-modules?authuser=0#h.zi7vhhlifixs

	December 2 **Location: Prado D118**	Faculty Meeting #8 - Operations	SEL #1 presentation

	December 9	PD #14 📚 PDSA Cycle (Act)	Refining instructional practices
			• In individual rooms GROUPS:
			  ○ Math: Room: Urueta D202
			  ○ English/Prado: Room Zazueta D104
			  ○ History/Arts Department: Room: Lizarraga D114
			  ○ Science/PE: Room: Soto D213

	Dec 9, 2025	**Local School Leadership Council /2nd ILT Meeting - Zoom/In-Person - https://lausd.zoom.us/j/3276633723 -** 3:35 - 4:35	
	December 16 **Whole Group** **Location: Library**	PD #15 🛠️ District Module 10c	• Uncovering Student Understanding: Analyzing Student Work to Inform Instruction: In this module, participants will use a protocol to analyze authentic student work (SBA/CAST/Curriculum Performance Task) to identify misconceptions or misunderstandings and plan targeted instruction to increase student proficiency. Module 10C- 2025-2026 PD Module
	December 16 **Location: Sun**	~~Faculty Meeting #9~~ Rescheduled 1/20	ILT
	December 17	**Shortened Day** ***(Finals)***	Cancelled - ~~2:30 to 3:20 SEL #2 - Dance & Dialogue~~
	December 18	**Shortened Day** ***(Finals)***	
	December 19	**Shortened Day** ***(Finals)***	
	December 23–January 6	❄️ Winter Break	No School

Spring 2026

✅ **Visual Keys**:

🛠️ District Modules 🤝 PLC Meetings 🧩 Department Meetings 📚 PDSA Cycles 🎯 Choice Boards 🇺🇸 Holidays ❄️/🌸 Breaks

PDSA Cycle	Date	Focus Area	Summary
4 - 1/12 to 2/14	**January 13**	PD #16 🛠️ District Module 5	Backwards Planning for Student Success: Starting with the End In Mind: This module will use an SBA/CAST/Curriculum Performance Task to unpack standards, determine success criteria, and analyze the learning experiences and instruction in the curriculum. ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	January 13 Location: Rodriguez	Faculty Meeting #10	**De-escalation and Restorative Practices - Due 1/16/2026** (Student presentations during Advisory – 9th 1/13; 10th 1/14; 11th 1/15, 12th 1/16) ● Fire Drill Protocols - Emergency Quickguide ● Hazard Communications (IIPP) - PPT ● Emergency Drill – Fire Drill – Evaluation ● Share PBIS/RP and Safety Findings ● Pest Management Plan & Integrated Pest Management Basic - PPT ● iAttend - Student Outreach Days - **Friday, Jan. 23, 2026**
	January 20	PD #17 📚PDSA	PDSA ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	January 20	Faculty Meeting #11	ILT

	January 27	PD #18 🎯 Choice Boards #2	• (Optional - Choice Board) Collaborative Planning to Align Instruction
			  ○ Engage in a data dive to identify trends, strengths, and areas for growth within a specific grade level, across multiple grade levels, or within departments.
			  ○ Use structured planning protocols to streamline collaboration, ensure equitable participation, and maximize productivity.
			  ○ Collaborate with colleagues to develop cohesive lesson plans that support student mastery and engagement.
			  ○ Create an actionable plan for bringing aligned instructional practices into the classroom, including checkpoints for progress monitoring.
			• In individual rooms GROUPS:
			  ○ Math: Room: Urueta D202
			  ○ English/Prado: Room Zazueta D104
			  ○ History/Arts Department: Room: Lizarraga D114
			  ○ Science/PE: Room: Soto D213

	January 27 **Location: Koch**	**Local School Leadership Council /2nd ILT Meeting - Zoom/In-Person -** https://lausd.zoom.us/j/3276633723 **-** 3:35 - 4:35	ILT

	February 3	PD #19 🧩 Department Meetings
		📊 PDSA Cycle (Plan)
			PDSA
			• In individual rooms GROUPS:
			  ○ Math: Room: Urueta D202
			  ○ English/Prado: Room Zazueta D104
			  ○ History/Arts Department: Room: Lizarraga D114
			  ○ Science/PE: Room: Soto D213

	February 3	Faculty Meeting	SEL #3 - Leader In Me
	February 10 **Location: Soto**	PD #20 🎯Choice Boards #1	(Optional) Small Group Instruction for Targeted Student Success

			• Review assessment data to identify student needs and form purposeful small groups.
			• Explore effective strategies for using assessment data to form purposeful student groups, differentiate instruction, and provide targeted support.
			• Engage in hands-on planning, learn promising practices for managing small groups and discover techniques for fostering student independence.
			• Identify and practice using quick, effective formative assessments to track student growth in small groups.
			• In individual rooms GROUPS:
			  ○ Math: Room: Urueta D202
			  ○ English/Prado: Room Zazueta D104
			  ○ History/Arts Department: Room: Lizarraga D114
			  ○ Science/PE: Room: Soto D213

	February 10 **Location: Soto**	Faculty Meeting #12	• SEL #4 - Leader In Me

5 - 2/17 to 3/20	**February 17**	PD #21 🧩 Department Meetings
		📊 PDSA Cycle (Plan)
			PDSA Cycle
			• In individual rooms GROUPS:
			  ○ Math: Room: Urueta D202
			  ○ English/Prado: Room Zazueta D104
			  ○ History/Arts Department: Room: Lizarraga D114
			  ○ Science/PE: Room: Soto D213

	February 17	**Local School Leadership Council /2nd ILT Meeting - Zoom/In-Person - https://lausd.zoom.us/j/3276633723 -** 3:35 - 4:35	

	February 24	PD #22 🛠️ District Module 9 Required ELD PD	High-Leverage Strategies & MTSS for Secondary Reading Intervention - This professional development module equips secondary educators to use effective strategies within an MTSS framework to support secondary students struggling with reading. It focuses on research-based approaches that boost literacy skills across disciplines and help students recover from learning loss. ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	February 24 **Location: Salazar-Salazar**	Faculty Meeting #13	ILT & Operations Operations ● Asbestos ● Lockdown Drill Protocols -Emergency Quickguide ● PBIS/RP and Safety/Crisis Findings
	February 27 **Location: Molina**	**Minimum Day**	Operational Meeting
	March 3	PD #23 📚 PDSA Cycle (Do)	PDSA In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	March 10	PD #24 🛠️ District Module 6	High Leverage Strategies for Persuasive/Argumentative Writing: This module will equip educators with a high-leverage strategy that can be easily applied to help students write a persuasive/argumentative piece. Teachers will learn how to apply the strategy with flexibility, fostering an environment where students can thrive and confidently achieve the intended learning objectives. ● In individual rooms GROUPS: ○ Math: Room: Urueta D202

			○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	March 10 **Location: Urueta**	Faculty Meeting #14	SEL #5 - Leader In Me
	March 17 **Location: Cheng**	PD #25 🛠️	PDSA
	March 17	**Local School Leadership Council /2nd ILT Meeting - Zoom/In-Person - https://lausd.zoom.us/j/3276633723 -** 3:35 - 4:35	
6 - 3/23 to 5/01	**March 24**	PD #26 🛠️ District Module 9	High-Leverage Strategies & MTSS for Secondary Numeracy Intervention: This professional development model equips secondary educators with high-impact strategies within an MTSS framework to boost numeracy and real-world math application across disciplines, helping students overcome learning loss. ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	March 24th	**Faculty Meeting**	ILT #15

	March 24	Faculty Meeting #15	ILT ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	March 26 **Location: Ly**	**Minimum Day**	p ● Operations ○ Remind Staff: March Events - Coming Soon ○ Emergency Bin and Supplies Checklist ○ See Something Say Something LAUSD Safety, LASAR ○ Shelter-in-Place Protocols - Emergency Quickguide ○ Districtwide Spring Radio Test - Radio Test ○ Emergency Drill – Shelter-in-Place - Evaluation ○ PBIS/RP and Safety/Crisis Findings ○ School Vulnerability Assessment Findings ○ Securing Campus During Non-School Hours
			○
	March 27- April 3	🌸 Spring Break	No School
	April 7	PD #27 📚 PDSA Cycle (Study)	PDSA Cycle ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	April 14	PD #28 🛠️ District Module 3	EL Strategies: Elegance of 12: Strategies for English Learners - This module provides an overview of culturally and linguistically responsive spaces for multilingual multicultural

		Required ELD PD	learners as envisioned in the 2025 Multilingual Multicultural Master Plan. The module provides educators skills in delivering data driven instruction for ELs with an emphasis on receptive and expressive skills within the curriculum. To fulfill a state mandate, the MMED-provided modules must be completed by the end of the fall semester. The introduction to this module is required and should last about 5-10 minutes, while the rest of the content can be customized to fit the needs of your staff.. CLICK HERE FOR POWERPOINT ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	April 14 **Location: Sillas**	Faculty Meeting #16	*SEL #6 - Leader In Me*
	April 16	**Shortened Day** ***(Open House)***	
	April 17	**Shortened Day** ***(Open House)***	2:30 to 3:30 ● Evac-Chair ● STEPS 210 - MyPLN - Assisting Students with Special Needs during an Emergency ● Every Safe School Plan - Breaking the Silence Child Abuse Attachment C ● PBIS/RP and Safety/Crisis Findings Revisit - Reflect and Review the School's PBIS/RP Plan
	April 21	PD #29 🛠️ District Module 10b	PDSA ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213

	April 21	**Local School Leadership Council /2nd ILT Meeting - Zoom/In-Person - https://lausd.zoom.us/j/3276633723 -** 3:35 - 4:35	
	April 28: Prieto	PD #30 🎯Choice Boards #6	Engaging Every Learner: Strategies to Increase Active Student Involvement ● Identify differentiation techniques to ensure all students, including multilingual learners and students with disabilities, can engage fully. ● Engage in and analyze strategies such as think-pair-share, academic discourse, and inquiry-based learning. ● Refine lessons that incorporate movement, collaboration, and real-world connections to make learning dynamic. ● Create structures that encourage discussion, questioning, and critical thinking as part of everyday instruction.
	April 28 Location: Prieto	Faculty Meeting #17	ILT
	May 1	**Minimum Day**	Senior Portfolio Panel
NO PDSA - TESTING	**May 5**	PD #31 📚 PDSA Cycle (Act)	● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213

	May 12	PD #32 🎯Choice Boards #4	Analyzing Student Work to Drive Instructional Decisions ● Learn and apply protocols to examine student assignments, assessments, and responses with a focus on identifying strengths and areas for growth. ● Practice analyzing student work samples to pinpoint common errors, misunderstandings, and skill gaps. ● Explore quick, low-lift strategies for collecting and analyzing student work on an ongoing basis. ● Create targeted re-teaching or scaffolding strategies to address specific student needs. ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	May 12 **Location: Ramiro**	Faculty Meeting #18	Operations ● Wear Orange Day & IOC ● Graduation/Culmination Ceremony Protocols ● PBIS/RP and Safety/Crisis Findings ● Rapid Relocation Protocols ● As a faculty visit/walk to the Relocation Site ● Emergency Drill – Rapid Relocation – Evaluation
	May 19 **Location: Zazueta**	PD #33 🧩 Department Meetings	End-of-year departmental review
		Local School Leadership Council /2nd ILT Meeting - Zoom/In-Person - https://lausd.zo	

		om.us/j/3276633723 - 3:35 - 4:35	
	May 26	PD #34 🎯 Choice Board Topic #7	*Using a Problem of Practice to Drive Instructional Improvement* ● *Learn what constitutes a meaningful instructional challenge and how to frame it for analysis and action.* ● *Craft a precise Problem of Practice (PoP) statement that guides instructional adjustments and intervention planning.* ● *Work in teams to discuss, refine, and provide feedback on each other's PoPs.* ● *Examine student work, assessments, and classroom observations to identify key learning gaps and instructional needs.* ● *Establish a PDSA cycle for testing, reflecting, and refining instructional practices overtime.* ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	May 26	Faculty Meeting #19	ILT ● End of year reflection ● In individual rooms GROUPS: ○ Math: Room: Urueta D202 ○ English/Prado: Room Zazueta D104 ○ History/Arts Department: Room: Lizarraga D114 ○ Science/PE: Room: Soto D213
	June 2 **Location: Lizarraga**	PD #35 📝 Staff Reflection	End-of-year data analysis and reflections School Site Computer Phone Product Inventory Closing Bulletin
	June 5	**Shortened Day** ***(Finals)***	

	June 8	**Shortened Day** ***(Finals)***	
	June 9 **Location: Prado**	PD #36 🎉 Celebration & Planning	Recognize achievements and plan for 2026–27
	June 9	Faculty Meeting #20	ILT
	June 10	**Shortened Day** ***(Finals)***	

Visual PD Checklist and Rubric
Goal: To ensure comprehensive and effective professional development aligned with VAPA's strategic plan and continuous improvement goals.
Instructions: Use this checklist and rubric to guide the planning, implementation, and evaluation of professional development sessions.
Professional Development Checklist

Planning Phase:

- ☐ PD topic aligns with VAPA's 2022-2026 Strategic Plan Pillars and Priorities.
- ☐ PD topic addresses at least one WASC Schoolwide Growth Area for Continuous Improvement.
- ☐ PD incorporates the Plan-Do-Check-Act (PDCA) cycle where applicable.
- ☐ Clear learning objectives are defined for the PD session.
- ☐ Relevant data (Whole Child, SBA, i-Ready, ELD, SPED, etc.) is identified for analysis.
- ☐ Agenda with time allocations is developed.
- ☐ Necessary resources and materials are prepared (links, documents, presentations).
- ☐ Facilitators are identified and prepared.
- ☐ Logistics (room, technology, sign-in/out procedures) are arranged.
- ☐ Follow-up actions and progress monitoring checkpoints are planned.

Implementation Phase:

- ☐ Welcome and introduction clearly state the session's purpose.
- ☐ Content is delivered clearly and engagingly.
- ☐ Opportunities for active participation (e.g., small group work, discussions, hands-on activities) are provided.
- ☐ Different learning styles are addressed (e.g., visual, auditory, kinesthetic).
- ☐ Connection to real-world classroom application is made explicit.
- ☐ Time is allocated for questions and discussion.
- ☐ Feedback mechanisms are in place (e.g., parking lot, end-of-session survey).
- ☐ Mandated topics (e.g., Admin Certification, Health Illness Prevention, Child Abuse Training) are covered as required.

Evaluation Phase:

- ☐ Participant feedback is collected and reviewed.
- ☐ Impact on instructional practices is observed/assessed.
- ☐ Progress towards PDSA cycle goals is monitored.
- ☐ Adjustments to future PD are planned based on evaluation results.

Professional Development Rubric

Rating Scale:

- **1 - Beginning:** Needs significant development and improvement.
- **2 - Developing:** Shows some effort but requires further refinement.
- **3 - Proficient:** Meets expectations and is well-executed.
- **4 - Exemplary:** Exceeds expectations, demonstrating outstanding quality and impact.

Criteria	1 - Beginning	2 - Developing	3 - Proficient	4 - Exemplary
Alignment to VAPA Goals	PD topic shows minimal or no connection to VAPA's Strategic Plan or WASC growth areas.	PD topic has a general connection but lacks clear integration with VAPA's Strategic Plan or WASC growth areas.	PD topic clearly aligns with specific VAPA Strategic Plan Pillars/Priorities and WASC growth areas.	PD topic deeply integrates with multiple VAPA Strategic Plan Pillars/Priorities and WASC growth areas, demonstrating a clear and purposeful connection.

Criteria	1 - Beginning	2 - Developing	3 - Proficient	4 - Exemplary
Clarity of Objectives	Learning objectives are unclear, absent, or not measurable.	Learning objectives are present but may be vague or difficult to measure.	Learning objectives are clear, specific, and measurable.	Learning objectives are exceptionally clear, specific, measurable, and inspire deeper engagement and understanding.
Relevance and Data Use	Content is not relevant to participant needs, and/or data is not utilized to inform the session.	Content has some relevance, and/or data is mentioned but not effectively used to guide the session.	Content is highly relevant, and appropriate data is actively used to inform discussions and next steps.	Content is profoundly relevant to current needs, and data is skillfully analyzed and integrated to drive actionable insights and personalized learning paths.
Engagement and Participation	Session is primarily lecture-based with limited or no opportunities for active participation.	Some opportunities for participation exist, but they are infrequent or not well-structured.	Session includes varied and effective strategies to promote active participant engagement and collaboration.	Session features innovative and highly effective strategies that maximize active engagement, foster deep collaboration, and cater to diverse learning preferences.
Practical Application	Connection to classroom practice is vague or absent, leaving participants unsure how to apply learning.	Some links to classroom practice are made, but practical application strategies are not fully explored.	Clear and practical strategies for applying learning in the classroom are provided and discussed.	Concrete, actionable strategies and resources are provided, empowering participants to immediately implement new practices and tailor them to their specific contexts.
Facilitation Effectiveness	Facilitator struggles with time management, content delivery, or	Facilitator delivers content adequately but may lack dynamism or	Facilitator effectively manages time, delivers content clearly, and	Facilitator demonstrates exceptional skill in managing all aspects of

Criteria	1 - Beginning	2 - Developing	3 - Proficient	4 - Exemplary
	managing group dynamics.	struggle with some aspects of management.	facilitates engaging discussions.	the session, inspiring and guiding participants with expertise and enthusiasm.
Follow-up and Accountability	No clear plan for follow-up or accountability is communicated.	A basic plan for follow-up is mentioned, but clear accountability measures are lacking.	A clear plan for follow-up, including specific checkpoints and accountability, is communicated to participants.	A robust and well-defined system for ongoing follow-up, support, and accountability is established, ensuring sustained implementation and continuous improvement.
Adherence to Mandates (if any)	Critical district or school mandates are overlooked or addressed inadequately.	Mandated topics are covered but may lack depth or clear instructions for completion.	All required district/school mandates are addressed thoroughly with clear instructions and resources for completion.	All required mandates are not only thoroughly covered but are integrated into the PD in a way that enhances understanding and ensures compliance with ease.
Overall Impact	The PD had minimal or no perceived impact on participant knowledge, skills, or instructional practices.	The PD had some positive impact, but its effectiveness could be significantly improved.	The PD effectively enhanced participant knowledge, skills, and/or readiness to apply new instructional practices.	The PD resulted in a transformative impact, leading to significant growth in knowledge, skills, and a demonstrable improvement in instructional practices and student outcomes.