

Los Angeles Unified School District
Local Options Oversight Committee

REVISED LIS PLAN SUBMISSION TEMPLATE				
Name of School:	Primary Contact Person:	Phone Number:	Email Address:	Date:
Christopher Dena ES	Roberto Salazar	323-269-9222	Rsalaz1@lausd.net	September 16, 2020
<p><u>Local School Stabilization and Empowerment Initiative</u></p> <p>The PSC Program and the District’s ongoing structural and organizational reform efforts will in all other respects continue, including ongoing discretionary identification of Focus and at-risk Watch schools, [the processing of in-district operation applications], the requirement for rigorous high-quality local school Instructional Plans, discretionary reviews and monitoring by the Superintendent of school performance under such instructional plans, and the continuation of District-determined implementation of school intervention measures pursuant to applicable law and policy including No Child Left Behind Act (NCLB) and its State counterpart, subject to the limitations of Section III-G. (II. Amendments to PSC Program C. Continuing District School Reform Initiatives)</p> <p>Please administer the LIS Self-Reflection Rubric to your school’s stakeholders (teachers, parents, administrators, and student members of councils/student government (for secondary schools). Your school’s Local School Leadership Council (sometimes called Shared Decision-Making or Governance Council) will then analyze the data collected from the rubrics to determine 3 goals for your school moving forward and write them in the spaces provided.</p>				
GOALS				
<p>1. All stakeholders will continue to participate in the school-wide decision making process as established by the Single Plan for Student Achievement to work collaboratively and set policy, scheduling, and activities for the school.</p>				
<p>2. The school will continue to have the authority to exercise a modified instructional schedule to accommodate for professional development and/or teacher collaboration/articulation time focused on improving instructional practices and student learning. Student learning achievement will be measured through formative and summative assessments of DIBELS for Kindergarten through grade 2 and SBAC achievement results for grades 3 through 6.</p>				
<p>3. The school will continue to employ the practice of “mutual consent” in the hiring of certificated staff (teachers and principal) for school-site openings. A school-site staff selection team will work collaboratively to interview and select candidates and submit to the local superintendent for final consent and approval.</p>				

Waiver 1 - Re-adoption into the Local Initiative School Program autonomy

Continuation of any current special conditions/waivers already applicable to the school pursuant to SBM, ESBMM, Pilot or other arrangements.

Describe how your school used Waiver #1 to guide, measure and monitor your progress towards continuous improvement since becoming a LIS school.

How does your school plan to continue to use the **Re-adoption into the Local Initiative School Program** autonomy for continuous school improvement?

The staff of Christopher Dena Elementary School plan to utilize the Re-adoption of Local Initiative School Program to continue to focus on school improvement efforts. These efforts will include staff collaboration, articulation, planning, data analysis, goal setting, and leadership in a continuous improvement cycle of data-driven student achievement. Student data to be used will include DIBELS literacy results for assessments in the beginning of the year (BOY), middle of the year (MOY), and end of year (EOY). SBAC IABs will also be utilized as a formative assessment to gauge students' ongoing progress on the learning of grade level standards. Instructional modifications and corrections will be made by teachers from the feedback and data analysis attained from the formative assessments.

The SBAC summative assessments will be utilized to measure the attainment of learning goals and targets as well as to establish new student achievement goals for the school year.

Waiver 5 - Local Schedule and Strategies autonomy

The authority and option to set their own school schedule for both staff and students, including modified daily instructional days/minutes, the school schedule of activities and events and special schedules such as those designed to accommodate additional prep time for elementary teachers. All of the above are subject to District-mandated annual number of school days and minimum annual instructional minutes, calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction. *(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)*

Describe how your school used Waiver #5 to guide, measure and monitor your progress towards continuous improvement since becoming a LIS school.

How does your school plan to continue to use the **Local Schedule and Strategies** autonomy for continuous school improvement?

The staff of Christopher Dena Elementary utilized Waiver #5 to guide the work of our entire school staff through collaboration, articulation, and professional development by the ongoing yearlong common planning time. Continuous improvement was measured as well as monitored by staff participation in common grade level planning, professional development, and implementation observations in classroom instructional practices.

Our school will continue to utilize the local schedule and strategies autonomy to work together as a cohesive collaborative team both in a horizontal structure (grade level alike) and vertical structure (across grade levels) for targeted articulation, planning, student data analysis, instructional planning, goal setting, and professional development.

Waiver 9 - Requirement for “mutual consent” autonomy

May have a requirement for “mutual consent” by school and applying employees with respect to filling of UTLA-represented and AALA-represented site-based openings at the school. This means no District-mandated priority placements but the school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement. Local Initiative Schools utilize a Personnel Team designated to participate in staff and principal selection, subject to the independent consent of the Superintendent or designee. All State and Federal mandates remain applicable, as well as court orders and consent decrees. (Review Section I-G in the LSSEI agreement which gives detail regarding the local selection process)

Describe how your school used Waiver #9 to guide, measure and monitor your progress towards continuous improvement since becoming a LIS school.

How does your school plan to continue to use the **Requirement for “mutual consent”** autonomy for continuous school improvement?

The staff at Christopher Dena Elementary School used Waiver #9 as a guide to establish a core leadership group comprised of representatives from both certificated and classified staff as well as parents to screen, interview, and select teacher and principal candidates to join the staff.

The school plans to continue to utilize the “mutual consent” autonomy to seek, interview, and select staff members to join the Dena family who are aligned to the core values and systemic work structures incorporated into Dena’s mission/vision of teaching and learning in which Dena will continue to be a GREAT SCHOOL in which ALL students learn every day and do their best. These collaborative structures will facilitate staff to continuously work together as a team focused collectively on school improvement and student achievement through support, guidance, and accountability for one another and ultimately to the organization/school.