

PANORAMA CITY ELEMENTARY SCHOOL
LOCAL INITIATIVE SCHOOL PLAN
2014-2015

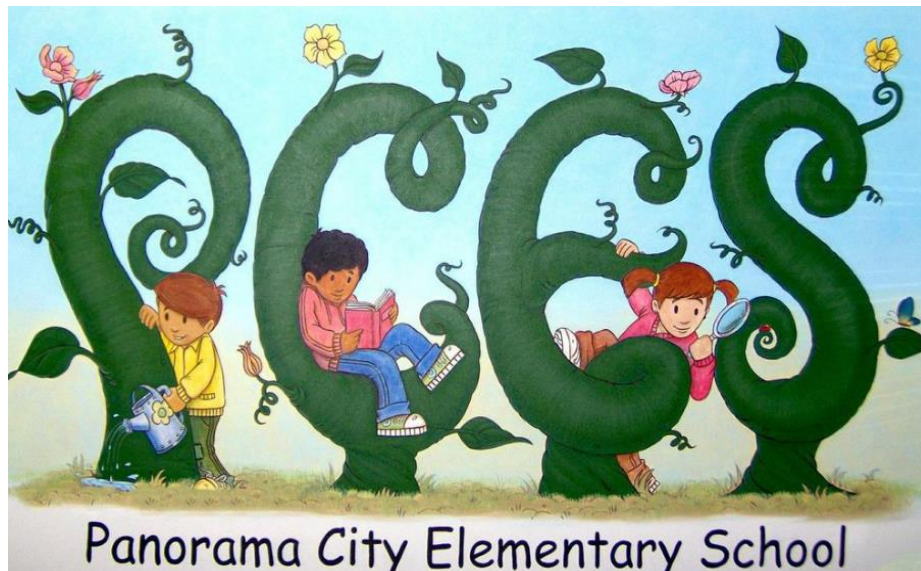


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I. General Questions

1. Mission Statement

Panorama City Elementary School (PCES) is a dynamic learning community, where all stakeholders work collaboratively to achieve academic excellence and social responsibility. Our goal is to promote a safe and nurturing learning environment which enables our students to be successful college, career, and technology ready citizens to promote lifelong learning.

Vision Statement

Panorama City Elementary School's vision is to promote a dynamic learning community where all stakeholders play an active role in helping students achieve their greatest potential. Our goal is to enhance learning through data analysis, peer coaching, Teaching and Learning Frameworks, and the use of Common Core Standards to plan effective instruction.

PCES stakeholders create an academic, physical, emotional, social, and safe environment where everyone can learn and respect one another. As part of our school-wide behavior support system, we enforce an anti-bullying policy and the "Be Safe, Be Respectful, and Be Responsible" Program. In addition, teachers implement Second Step Violence Prevention Program in the classroom to provide students with the necessary tools to develop appropriate social interaction. Students are responsible for learning and following all classroom rules. Quarterly Awards Assemblies are held to recognize students' academic achievement, citizenship, attendance, and positive behavior. All stakeholders hold students accountable for their conduct through the use of "Caught Being Good Coupons" and "Yellow Citation slips." A committee of stakeholders will review current systems in place and make recommendations on other effective behavior management programs.

Panorama City Elementary School strives to continually build a collaborative and trusting relationship among all stakeholders. On a monthly basis, administrative team members, teachers, staff, parents, and community members meet at English Learner Advisory Committee, School Site Council, and Coffee with the Principal meetings to discuss pertinent issues. Through the parent center, PCES continually provides support and resources to families in need. We are committed to maintaining communication with our school community by offering additional trainings for parents, parent-teacher workshops, and literacy & math family events. These collaborations will promote on-going engagement and communication among all stakeholders for continued student academic achievement.

PCES aims to establish a highly effective learning environment. Our goal is to equip our students with the necessary skills to become higher level critical thinkers and independent problem solvers. Panorama City Elementary will implement the Common Core State Standards and Teaching and Learning Framework as a driving force to guide effective

teaching practices that will facilitate student achievement. Teachers will utilize diverse research based strategies and differentiate instruction to meet the needs of various learners including English Learners, GATE Students, Students with Special Needs, and Students with Disabilities. Evidence of student progress will be collected through classroom observations, portfolios, artifacts, teacher created assessments, and district performance measures. On a bi-weekly basis, teachers will meet to discuss and review student data, plan lessons, share best teaching practices, and set grade level goals, in order to continuously monitor progress and improve instruction. All teaching staff will implement classroom based intervention by scheduling Universal Access Time, small group instruction, and pull out intervention such as the Learning Center.

PCES vision is to instill in each student the desire to learn and become socially responsible adults. We are committed to making our students’ college and career ready by providing a risk free and academically rich environment. We value the pursuit of lifelong learning and are dedicated to nurturing high self esteem and respect for others. Our ultimate goal is to empower each student to achieve their greatest potential.

2. School Data Profile/Analysis

a. What is the current state of our school?

Panorama City Elementary School opened its doors on September 28, 2005 on a modified traditional calendar. The following year, the school adopted a 4-Track Year Round Calendar and remained on such schedule until 2011. Panorama City Elementary School switched to a traditional school calendar for the 2012-2013 school year. The following data was collected from the DATA Summary Sheet which includes student enrollment, California English Language Development Test (CELDT) and California Standardized Test (CST) Annual Yearly Progress (AYP), Academic Performance Index (API), and the School Experience Survey (SES) in order to determine the current state of our school.

Panorama City Elementary School currently serves 651 Pre-K through 5th grade students. In Kindergarten through 5th the following subgroups constitute the total of our student population: Socially Economically Disadvantaged Students-86%; English Learners (ELs)-63%. Reclassified as Fluent English Proficient (RFEP)-8%; Students with Disabilities (SWD)-3%, and Identified Gifted -5%.

Student demographics:

Groups	2012	2013
African-American	1%	1%
American Indian	1%	0%
Asian	2%	0%
Filipino	1%	1%
Latino	93%	96%
Pacific Islander	1%	0%
White (Not Latino)	1%	1%

Groups	2012	2013
English Learners	57%	63%
RFEP	12%	8%
SWD	11%	3%
Soc. Econ. Disadvantage	100%	86%
Identified GATE	2%	5%

Based on the 2013 CST results, Panorama City Elementary School did not meet the Annual Yearly Progress (AYP) criteria (8 out of the 17 were met). API was not met either. Not all subgroups met AYP targets in **Language Arts**:

Groups	2011	2012	2013
All students	33.3%	31.5%	26.8%
Latinos	32.2%	30.5%	26.1%
Socioeconomic Disadvantaged	33.4%	31.6%	27.3%
English Learners	16.2%	15.9%	21.3%
SWD	10.8%	6.7%	14%

The significant changes in student performance showed a decrease in all subgroups in California Standardized Test (CST) English Language Arts (ELA). Our Latino students decreased by less than 4.4% scoring in Proficient and Advanced although our English Learners who are part of this subgroup demonstrated an increase of 5.4%. As the charts demonstrate, most of the subgroups had a decrease of approximately 4%. Students With Disabilities (SWD) increased by 7.3% in students scoring Proficient and Advanced. As noted above our data shows inconsistencies in ELA over time.

Based on the 2013 CST results, not all subgroups met AYP targets in **Math**:

Although all subgroups did not meet Annual Year Progress (AYP), nonetheless, all subgroups increased by less than 1% in students scoring proficient and advanced on the CST Math with the exception of English Learners who demonstrated an increase of 15.1% and Students with Disabilities (SWD) who demonstrated an increase of 16.4%. As noted below, our data shows inconsistencies in Math over time.

Groups	2011	2012	2013
All Students	50.1%	39.2%	40.6%
Latinos	49.7%	39%	40.1%
Socioeconomic Disadvantaged	50.2%	39.3%	40.8%
English Learners	37.6%	23.1%	38.2%
SWD	33.3%	15.6%	32%

Annually there has been a reclassification rate increased of 1%.

Reclassification Rates:

	2011	2012	2013
Trends	12.8%	13.5%	12.4%

Based on the California English Language Development Test (CELDT) and California Standardized Test (CST) results, the school did not meet the AMAOs. However, the students with less than 5 years did meet English Proficiency in AMAO 2. We are working with our staff to follow the Master Plan guidelines so that we can demonstrate increases thus meeting the goals we have set for ourselves over the next few years.

	2011	2012	Our Goal 2013
AMAO 1	47.5%	50.7%	53%
AMAO 2 <5yrs	21.1%	21.1%	24%
AMAO 2 >5yrs	-	37.8%	40%
AMAO 3 ELA	24.8%	25.5%	28%
AMAO 3 Math	42.4%	31%	34%

The attendance rate for staff has increased over time, but for students it has remained the same. Our student transiency rate negatively affects our annual data as we are unable to see academic progress over time. Although, we are working towards decreasing our student transiency rate it still remains high due to socio-economic needs.

Attendance Rates:

Groups	2011	2012	Our Goal 2013
Staff	94.2%	96.0%	97%
Students	95.9%	95.9%	96%
Student Transiency	34.9%	33.5%	30%

Based on the Student Experience Survey (SES) our results have been inconsistent throughout the last few years. Therefore, we will continue to provide workshops and computer access to complete the surveys on-line. We will encourage our teachers to be more accessible before or after school for parent concerns and/or questions.

Parent Survey	2011	2012	Our Goal 2013
% talking to teachers	62.4%	39.7%	42%
% participation	38.6%	82.4%	85%

Student suspensions decreased by 0.2%. However, the number of instructional days lost did increase in 2011-2012 due to various safety issues of a student. Our goal is to decrease the number of days lost to suspension to no more than three in the 2013-2014 school year and beyond.

Student Suspensions:

	2011	2012	Our Goal 2013
All	0.8%	0.6%	0.3%
Days lost	6	13	3

Students' response to feeling safe increased by 0.1% due to additional support from staff and local agencies.

School Safety:

	2011	2012	Our Goal 2013
Students	88.1%	88.2%	90%

2b. Based on your analysis, please identify the most central and/or urgent needs/challenges that the school seeks to address in order to improve the teaching and learning environment?

Panorama City Elementary School has gone through numerous changes in the last few years. The following identified factors have hindered our school from improving student learning and achievement: lack of academic readiness, decrease in parent involvement, increase in referrals to Child and Family Guidance Center, high transiency rate, year round calendar from 2006-2012. Furthermore, loss of students due to the opening of a neighboring school, loss of staff as a result of Reduction In Force (RIF) notices, and new instructional programs such as Treasures English Language Arts (ELA), Treasures English Language Development (ELD), Master Plan Program, Math, and Common Core State Standards have negatively impacted our academic growth.

One central issue affecting student achievement is the lack of academic readiness. Students entering Kindergarten are missing foundational literacy skills. According to the Beginning of the Year (BOY) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment, we found letter name fluency and first sound fluency to be areas of concern.

An additional area of concern is lack of parent involvement. In the 2012-2013 school year there was a decrease in parent participation in the Parent Center, school events, workshops, and parent meetings due to the loss of our most active parents to a new neighboring school. Although the school provides translators at Parent Conferences and the staff makes every effort to accommodate the time requested, a large number of parents do not attend. Other forms of communication are through Connect ED and monthly newsletters. This lack of participation hinders lines of communication between school and parents.

Unfortunately, because of the budgetary cuts over the last few years due to the decrease in State Budget Funding and our loss of students after the opening of a new neighborhood school, we heavily rely on our partnership with the Child & Family Guidance Center. The lack of funds did not allow the purchase of additional services, such as Psychologist and Psychiatric Social Worker Time. We are trying to close the achievement gap by addressing individual student social-emotional needs for our at-risk students through our Student Success Team (SST) process as a first step of intervention.

Panorama City ES_LIS

Therefore, we have noted an increase over time in SST referrals submitted by our teachers and also referrals to the Child & Family Guidance Center during our Student Success Team (SST) meetings.

PCES Student Success Team Referrals for 2012-2013 has been a total of 98.

<i>GRADE</i>	<i>TOTAL 2012-13</i>	<i>FOLLOW UPS</i>	<i>ASSESSMENTS</i>
K	20	15	4
1	18	15	3
2	19	9	8
3	16	9	6
4	12	6	4
5	13	11	2
TOTAL	98	65	27

The following is data for 2013-2014 SST Referrals up to date (10/13):

GRADE	INITIALS	FOLLOW UPS
K	0	0
1	4	15
2	1	18
3	0	10
4	3	9
5	2	5
TOTAL	10	57

The following is data for 2012-2013 referrals to other services as a result of an SST meeting:

GRADE	SPEECH	OCCUPATIONAL THERAPY	ADAPTIVE P.E.	DEAF & HARD OF HEARING	PSYCHIATRIC SOCIAL WORKER	PUPIL SERVICES ATTENDANCE	CHILD & FAMILY GUIDANCE CENTER
K	6	9	1	0	0	3	5
1	3	1	0	1	1	0	7
2	2	5	1	0	0	3	3
3	0	2	0	1	2	3	6
4	0	1	0	0	2	1	4
5	0	0	0	0	1	3	6
TOTAL	11	18	2	2	6	13	31

PCES currently has 23 students that are identified GATE. We work diligently to identify gifted students every year and group them in classrooms with teachers who have received Gifted Training so they can provide differentiated instruction to the students. All teachers are encouraged to utilize GATE strategies throughout curricular areas to develop higher level critical thinking skills. We need to provide additional professional development on GATE strategies to increase the number of identified gifted students annually.

GIFTED/TALENTED DATA
2013-2014

GRADE	TOTAL	HISPANIC	ASIA N	AFRICAN AMERICAN	EO	IFEP	RFEP	ELD
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	4	3	1	0	1	3	0	0
4	12	12	0	0	1	3	5	3
5	7	6	0	1	2	2	3	0

* 9 students (3rd- 1; 5th- 8) were given the GATE test on 9/23/13. Their results are pending. *
TOTAL: 23 (As of 9/26/13) *

PCES has experienced inconsistency in academic growth because of Reduction In Force (RIF) notices. Since our school opened, our staff has gone through three principals and seven assistant principals. In addition, seven outstanding teachers lost their jobs due to budget cuts and last year, seven teachers were displaced because of a decrease in enrollment (year round to traditional calendar transition) and hired at various schools. All these changes have negatively impacted the school in various ways: school morale, grade level inconsistencies, lack of collaboration and updating off track teachers on professional development/policies/trainings.

Our school has experienced various changes in new instructional programs such as English Language Arts (ELA) -Treasures, English Language Development (ELD)- Treasures ELD, Master Plan, Math, and the implementation of the Common Core State Standards, Performance Tasks and Smarter Balance Assessments. All these instructional programs have been implemented with minimal training, lack of curricular materials, and personnel support.

3. Family & Community Engagement

To involve parents, Panorama City Elementary School has hosted various events and provided opportunities where families and community members have been engaged. Such events and opportunities include Literacy Night, Math Night, Parent-Teacher workshops, Back to School Night, Open House, Multicultural Winter and Spring Performances, Harvest Parade, Awards Assemblies, School Beautification, Cultural Exhibits and Activities such as Day of the Dead, Volunteer Brunch, Book Fairs, Coffee with the Principal, English Language Advisory Committee (ELAC), and School Site Council (SSC) – combined with our Local School Leadership Council (LSLC).

To inspire the love of reading in students, staff has provided literacy events such as Abriendo Puertas, Literacy, and Math workshops. All families in attendance received a book and created their own book to take home. During Read Across America we partnered with City Council Member Richard Alarcon who donated books to promote the development of our upcoming Reading Garden. We have held Scholastics Book Fairs twice a year to promote literacy at home for our families. The school has also hosted Math Nights in which teachers presented standards based math “make and take” lessons, enabling families to practice math skills at home.

In addition to the above-mentioned activities, we will continue to offer parent workshops. The workshops will increase awareness of strategies to utilize at home. This will be used to augment the students’ learning experiences and help students become critical thinkers and independent problem solvers in preparation for Common Core Standards. Some parent workshop topics will include: College Readiness, Safety, and the School Categorical Budget. Furthermore, we would like to incorporate the following additional activities: College and Career Day, Spirit Day, Movie Nights, Science Fair, Community Safety Awareness and Fundraising at local establishments/restaurants.

Family fun nights include events such as Movie Night, Spirit Day, and Career Day. Movie Night will provide a time for the community to come together in a relaxing environment. Spirit Day will give families the chance to show PCES pride by wearing their PCES Spirit Wear with our new hummingbird mascot.

To increase parent participation, the following challenges will be addressed: to provide translation through LAUSD’s Translations Unit for language interpretation, send information in monthly newsletters and telephone messages using Connect Ed. We will have events at different times to allow parents with different work schedules to attend. A parent survey will be sent home to gather their preferred time(s) of events/meetings, activities, and topic suggestions.

4. School Culture and Climate (See section II 1-4)

5. Design Team Capacity

Panorama City Elementary School has not made consistent gains over the past several years, as evidenced by our school's API, currently at 683. In an effort to make future progress, PCES has examined several reform models to have a more effective learning environment for the students to succeed and become College and Career Ready.

In the month of April 2013, the staff members were invited to attend the Autonomy 101 Training via email and at a faculty meeting on April 16, 2013. In the month of May 2013, parents and community members were invited to become part of the Design Team through the school's Monthly Parent Newsletter and Coffee with the Principal. Staff members had the opportunity to participate and actively contribute to the development of the proposal by providing feedback at Faculty meetings, where the Design Team members presented information on the Autonomy plan. A second means of providing feedback was via email by the principal. The parents and community members were given the opportunity to provide feedback and input during Coffee with the Principal and at parent meetings. The Design Team met regularly from April-October 2013 to develop the proposal and all stakeholders were invited to attend the meetings (See Attachments).

On May 14, 2013, a petition for the following three Autonomies: Local Scheduling, Professional Development, and Mutual Consent, was presented and signed by the staff. Therefore, on September 1, 2013, PCES submitted a Letter of Intent for a new reform model, LIS. PCES held several informational meetings on May 23, 2013 at various times for staff and parents where three LAUSD approved reform models were presented: ESBMM, LIS, and Pilot. These meetings were led by personnel from our School Design Team. At the meetings, PCES stakeholders, including the certificated staff, parents, and community members, had the opportunity to attend the presentations and ask for clarifications regarding the requirements and give input.

The PCES Design Team attended all the Local Options Oversight Committee trainings at Roy Romer Middle School on the following dates: April 8, April 22, April 29, and May 20, 2013.

The PCES Design Team members presented the three reform models at a faculty meeting. The team continued to meet in order to determine which model would best meet the needs of our school. After extensive analysis and discussion, the LIS Model was selected. The following autonomies in the LIS reform model were addressed: Local Scheduling, Professional Development, Family and Community Engagement and Mutual Consent.

In choosing the three autonomies, PCES Design Team also took into account the advantages each waiver would provide for our school community. The LIS model allows for yearly reflection of best practices, based on measurable data analysis of student progress, via the various District and classroom assessments and Smarter Balance results. The model also provides parameters to modify the school plan as goals are met or need to be re-evaluated to ensure positive outcomes for continued student achievement. To allow for the increase in meaningful and collaborative Professional Development, the Local Scheduling autonomy will provide the time needed for collaboration. Finally, the Mutual Consent autonomy ensures that if a vacancy occurs at PCES, potential candidates will interview before a Personnel Selection Committee.

On October 1st 2013, 100% of certificated staff, voted to adopt the Local Initiative School Reform. On October 3rd, 2013, 80% of parents voted to adopt the LIS Reform.

The PCES LIS Design Team is composed of ten certificated staff and the principal:

Irene Acevedo holds a Masters Degree in Educational Leadership and Policy Studies and has been an educator for twenty-five years having taught students from grades SRLDP Pre-Kinder to Third. She has taught at PCES since it opened its doors in the fall of 2005. Since then, she has served the school community as a BTSA Mentor Teacher, Master Teacher for CSUN students, School Site Council Secretary, Grade Level Chair, Learning Team Facilitator, Programs Committee Member, taught intervention for at-risk students, presented Early Literacy Parent Workshops and has been a member of the School Beautification and Social Committees.

Nancy Alevras has sixteen years of teaching experience in Kindergarten through Third grade. She is currently teaching first grade and serves as Learning Team Facilitator/Grade Level Chairperson. She has been a bilingual coordinator at Hart Elementary. She has been teaching at Panorama City Elementary School for the past five years.

Soledad Aranda holds a Masters of Arts in Educational Administration. She has been an educator for nineteen years having taught students in grades Kindergarten through Third and Fifth. She has been at PCES for the past five years as the Intervention Coordinator and currently the Categorical Program Advisor. She has served as a BTSA Mentor, Master Teacher for CSLA students, coordinated the School Site Council, English Learner Advisory Committee, Compensatory Education Advisory Committee, Co-Chair of the Programs Committee, a member of the School Beautification/Safety and Chair of the Social Committee. She has taught and coordinated intervention for at-risk students, presented various parent workshops, coordinated the volunteer programs and provided professional development to staff.

Stacy Barrios has been teaching for twelve years. She has educated children in Second and Third Grade. Stacy has participated in the PCES Categorical Program Monitoring Review as the Health Education Coordinator (HEP), and was the Co-Chair for the programs committee. She has also served as the third grade Learning Team Facilitator/Grade Level Co-Chairperson, and has been a Master Teacher to students from CSUN, CSLA, and The University of Phoenix.

Nancy Carreño began her career with LAUSD as a paraprofessional. She has been an educator for thirteen years in Kindergarten, First, Second, and Fourth grades. Throughout her teaching career, she has been grade level co-chair and has actively participated in various committees such as the Nutrition Network, Programs, Beautification, Safety, Social Committee as well as fundraising for Pennies for Patients. She has provided parent workshops in Math and Language Arts at various school events. She has taught intervention to at-risk and EL students. Nancy has served as a master teacher to local University students. She has actively sought and engaged colleagues to utilize community donations to improve student academics and needs.

Kathy Herron teaches second grade with thirty-four years of experience. She has taught first through fifth grade. She spent ten years as a Literacy Coach for both Success For All and Open Court. She has been working at Panorama City Elementary for five years. For the last three years she has been the Learning Team Facilitator/Grade Level Chairperson, and a member of the social committee. She has taught intervention, served on the School Site Council as Secretary, has been a member of the Programs Committee, School Beautification, School Based Management, and has served as the UTLA Co-Chair.

Mercedes Miguel has been teaching for sixteen years, seven of which have been at PCES. She has taught First through Fourth grade. She has served as a Learning Team Facilitator/ Grade Level Chairperson; currently she is the Chair of the School Beautification Committee, and a member of the School Site Council. She has been a Master Teacher for CSUN and National University students. She has vast experience in teaching GATE and at-risk students.

Lorena Ortega has a Masters Degree of Education in Cross-Cultural Teaching. She currently serves as the Third Grade Learning Team Facilitator/Grade Level Chairperson. She has fourteen years of teaching experience; three have been at Panorama City Elementary. She has taught grades First through Fifth. She's been a GATE Coordinator, Science Lead Teacher, Consistency Management and Cooperative Discipline Coordinator (CMCD), Health Education Coordinator (HEP), Grade Level Chairperson for grades Second through Fifth, School Beautification and Safety Committee co-chair. She has also been a member of the Nutrition Network and Social Committee.

Leticia Ramírez has been teaching for sixteen years in LAUSD. She began her career as a Spanish Bilingual Teacher and has taught Kindergarten, First, Third Grades and a PSM (Preschool Mixed) class. Throughout these years, she has had the opportunity to teach intervention at all grade levels at various school sites and communities. She currently is the Kindergarten Learning Team Facilitator/Grade Level Chairperson. She has also served as part of the Social Committee, School/Safety Beautification, Programs Committee, and Fundraising Committee. Leticia has served as a BTSA Mentor and received training in Academic English Mastery Program (AEMP) strategies.

Carlisa Perdomo has been teaching for sixteen years in LAUSD. She has taught mainly First and Second grade at Noble Ave. and Panorama City Elementary Schools. She has served on various committees that include: Local School Leadership Council, President of the School Site Council for two consecutive years, Co-Coordinator of the Staff Talent Show, Nutrition Network, UTLA Chair and Co-Chair and Beautification/ Safety, Library and Social Committees. She has served as a Learning Team Facilitator/ Grade Level Chairperson, a Master Teacher for CSUN students and BTSA Mentor Teacher. She coordinates and is an active member of the Student Success Team (SST) and GATE program. She has been an Intervention Teacher/Coordinator for grades K-5. As the Intervention Coordinator, she monitors and coordinates the Learning Center, oversees the paraprofessionals working with at-risk students in the Learning Center, provides teachers with support in the DIBELS Next and progress monitoring assessments and develops school schedules.

Sylvia Guzmán, Principal, is fully supporting the design of the LIS reform model. She began her career with LAUSD in 1985 at O'Melveny Elementary School where she was a Paraeducator and continued as a Spanish Bilingual Teacher in the primary grades, then served as Categorical Program Advisor and Assistant Principal at various school sites and communities. She has been a Principal for eleven years. She has facilitated collaborative work among teachers through regular grade level meetings and has provided opportunities for grade level representatives to be trained in the Pearson 7-Step Research Cycle to improve instructional practices. Mrs. Guzmán encourages parents to be involved in their child's education through Monthly Coffee with the Principal meetings and on-going Parent Education Workshops. In addition, she promotes school wide pride by coordinating on-going School Beautification Days which enables students and parents to take ownership of their school community. Although our academic improvement has not been consistent annually due to the on-going personnel changes, she has dedicated herself to hiring effective teachers that are up for the challenge of working in our struggling community. She has established systems to identify students who need early intervention. She has helped meet the needs of the community by opening State Pre-School Programs to provide school readiness skills to our incoming Kindergarten students. In addition, she has established a system for identifying and helping at-risk K-5th grade students through the SST screening process and the Learning Center Interventions. She has assembled a supportive group of out of classroom staff to provide additional support to all stakeholders.

II. Autonomy Model Specific-LIS

1. Professional Development

The staff at Panorama City Elementary School will achieve their goal of increasing student academic achievement by being active participants in these various professional developments. These professional developments will be aligned to the district initiatives in the areas of Common Core State Standards, Master Plan, Single Plan for Student Achievement and the Teaching and Learning Framework with a focus on differentiated instruction, questioning and discussion strategies, and text dependent questions.

To attain these goals, professional development will take several forms. It will be differentiated to target specific goals utilizing benchmark assessments, such as district measures, performance assessments, DIBELS (Dynamic Indicators Benchmark Early Literacy Skills), and teacher created assessments to monitor student progress. Grade levels will meet and create explicit plans to incorporate strategies that address a quarterly school wide focus in order to improve areas of concern and maximize student strengths. Soon after selected assessments are administered, scored, and analyzed, professional development will provide strategies that address the school wide focus. Professional development will be the tool for teachers to implement these strategies in their classrooms. Another approach will be to include cross grade level articulation to allow more opportunities for grade levels to comprehend the similarities and differences in the Common Core State Standards and better train students for the future. Through the use of technology programs i.e. Ticket to Read, V-Math, Treasures Connect ED, and enVision Math (PearsonSuccess.net) teachers will prepare students to be college and career ready. Teachers with specific expertise in a variety of academic areas will provide professional development for the staff, such as Thinking Maps review, Specially Designed Academic Instruction in English (SDAIE), CELDT Preparation, test taking skills/strategies, and how to utilize technology in the classroom. In addition, teachers will be encouraged to participate in a Lesson Study by grade level and/or Peer Coaching cycle(s) twice a year.

Master Plan Program mandates all English Learners (ELs) will have a separate ELD block of time. ELs in ELD levels 1-3 receive ELD for 60 minutes and 45 minutes for ELD levels 4 and 5. All grade levels will coordinate ELD block in order to provide differentiated instruction. PCES will follow all Master Plan mandates for grouping students according to ELD levels. Students will be grouped by language classification to maximize their language proficiency. Students will receive language appropriate instruction to ensure that students reclassify in a timely manner to avoid becoming Long Term English Learners (LTELs).

Professional development will also be provided for all stakeholders on positive behavior support such as Second Step Violence Prevention Program. Throughout the year, stakeholders will guide the planning, implementation, content, and evaluation of the professional development focusing on their specified goals. A PD committee will oversee the implementation of the various professional development offered throughout

the year. An evaluation at the end of every PD will be utilized to determine the effectiveness and continued need(s) of all stakeholders.

The Core Team (administrators and coordinators) and teachers will lead a variety of professional development. We will also seek the support of district content experts and CCSS teacher advisors to suggest strategies to help meet school wide goals. PCES will utilize the Single Plan for Student Achievement (SPSA) to ensure data and funds are used to meet the needs of the students.

2. School Schedule and Calendar

Modifications in scheduling will allow the teachers and staff to continue working on improving the school, continue the upward momentum, and meet our vision. The local schedule will allow us to continue to have weekly Early Release Tuesdays. During the Tuesday Bank Time/Professional Development Time, teachers will meet to discuss and review student data, plan lessons, share best teaching practices and set grade level goals in order to continuously monitor progress and improve instruction. It will also facilitate staff and teachers in enhancing collaboration for managing the curriculum to meet all academic accountability and academic rigor.

The bell schedule will continue to include the adding of 4 minutes at the end of every day to adhere to state and federal mandate minutes. The mutual consent perimeters will allow us to select new staff members that share in our vision.

3. Staffing (Mutual Consent)

Panorama City Elementary is requesting the “mutual consent” waiver as one of the LIS reform model autonomies. As a Focus School, PCES presently does not have the autonomy to create a staff selection committee for hiring teachers or administrative personnel. Currently, the principal selects the candidate(s) or they are placed by the district. This hiring process did not allow any stakeholders a fair representation. Therefore, this new hiring committee will work collaboratively to select a candidate who is committed to actively participate in the vision/mission of the school to ensure that all students are college and/or career ready. PCES will not accept District mandated priority placements.

Panorama City Elementary has selected the LIS reform model to provide student academic success. Through the scheduling and professional development waivers, all stakeholders will be asked to actively engage in a mutual agreement to work collaboratively. As a staff, our goal is to increase student performance, participate in committees, perform other adjunct duties to increase interactions with parents, and community members. These activities are recognized as demanding, yet necessary to ensure PCES’s continued success in educating young scholars. Therefore, any new employee joining PCES must be an asset to this learning community and willing to work in a collaborative environment.

The proposed composition of the Personnel Team would include members of the various stakeholders groups: administrator, certificated staff, classified staff, and parents or community members.

HIRING OF A TEACHER:

- 1 UTLA Representative
- 1 Administrator (Principal/Asst. Principal)
- 3 Certificated Teacher Staff –Out of classroom teacher, grade level teacher for the unfilled position, any other certificated teacher.
- 1 Classified Staff (Office Personnel)
- 1 Parent or Community Member (Parent Center Representative/Parent)

HIRING OF AN ADMINISTRATOR:

- 1 UTLA Representative
 - 2 Certificated Classroom Teachers
 - 1 Certificated Teacher - Out of Classroom
 - 1 Classified Staff (Office Personnel)
 - 2 Parents and/or Community Members
- The UTLA-LAUSD contract will not be altered, no alternative language is necessary to substitute for contract language or policy. Staff selection will respect contract guidelines beyond the request to waive District mandated priority placements.

In creating and utilizing the Personnel Team for staff selection, the PCES community ensures that the vision, which guides the school’s work, will continue to benefit our students. The impact felt at the school will be one of a shared sense of inclusion and collaboration because the Personnel Team will include members who represent the diverse stakeholders.

4. Rationale for Autonomous Model Chosen-LIS Model

Through the implementation of the flexibilities and autonomies, Panorama City Elementary will be able to take ownership of site based decision making in areas of budgeting, professional development, and mutual consent for hiring school personnel in order to implement the vision and mission of our school.

Upon analyzing all current data of Panorama City Elementary, stakeholders recognized that the school has made inconsistent progress in the areas of Math, English Language Arts, and Special Education. However, data also demonstrates a deficit in the area of English Language Arts, specifically within the two subgroups of English Learners and Students with Disabilities. According to the needs and challenges identified above, the establishment of the Local Initiative School Model will help Panorama City Elementary improve school performance and student achievement.

The Local Initiative School plan will allow our school to increase the number of Banked Time Tuesdays which we have been implementing for the last several years and schedule additional professional development opportunities. During the additional scheduled

professional development sessions, the teachers will be trained in the District Initiatives: Common Core Standards, Master Plan and the Teaching and Learning Framework. Teachers will also be able to deepen their understanding and knowledge of effective teaching practices by strategically planning lessons, observing best teaching practices, implementing lesson study, sharing best classroom practices, and setting grade level goals in order to continually implement effective standards based instruction and progress monitoring to meet the needs of every student in the area of English Language Arts.

In addition to increasing student performance and achievement, the Local Initiative School model will allow us to hire staff which fully embraces the vision and objectives outlined in the Local Initiative School plan. All stakeholders, including staff, parents, and community members, will be expected to contribute as partners in expanding the learning opportunities and support services available for students. To begin this path of implementation, all stakeholders have participated in numerous informational and collaborative reform meetings. In September 2013, the principal, Mrs. Guzmán, and the UTLA representative, Patricia Padilla, signed the intent to apply to become a Local Initiative School, with the approval of the staff. On October 1st, 2013 100% of UTLA represented certificated staff signed the Local Initiative School petition. Together with parents, staff, the Design Team, and the community, the school has established this Local Initiative School proposal.

The Design Team, upon evaluation of the needs of PCES, decided the Local Initiative School model would be the best fit for the school culture. The teachers at Panorama City Elementary are always looking for ways to improve student achievement with the students' best interest in mind. The Local Initiative School model provides us with autonomies and flexibilities such as scheduling, professional development, and mutual consent. LIS will provide Panorama City Elementary with the ability to accomplish the mission and vision for our school culture. Our autonomies will establish high expectations that motivate all students to be successful scholars and leaders throughout their academic career and beyond.

Parents will be given opportunities to be involved in their child's educational lives. Prior to the beginning of school, parents of Pre Kinder and Kindergarten students attend an orientation meeting. Back to School Night is another occasion to inform parents of expectations, grade level standards, the curriculum, classroom rules, and the homework policy. Parent-Teacher conferences, held twice a year, allow discussion of academic progress, behavior, and periodic/State Assessments. Open House encourages parents to attend not only their child's class, but also visit other future grade level classrooms to show what learning has occurred throughout the year. The Parent Center offers various Parent Educational classes that will provide them with resources to utilize at home with their child.

Parents will be given opportunities to gain an understanding of the school’s instructional programs in place during English Learner Advisory Committee and School Site Council meetings. Parents are encouraged to visit and observe classrooms in small groups that will be facilitated by staff members. We also welcome parents as volunteers to assist with the Breakfast in the Classroom Program (BIC) and by working in our Parent Center to assist in preparing instructional materials for classrooms as well as help with Box Tops fundraising efforts.

To ensure parent participation at PCES, we will do the following: use sign-ins to track participation rates, gather feedback from parents during Coffee with the Principal, and parent workshops through the use of an evaluation form. The School Experience Survey (SES) will provide the necessary feedback in regards to our school environment, communication, safety and cleanliness. In addition to the LAUSD Annual School Experience Survey, parents are encouraged to complete a Needs Assessment prior to budget development.

III. Implementation

Date/Timeline	Activity
October 2012/February 2013	Parent workshops: Abriendo Puertas
March 2013	Presented Autonomy models to staff at meetings
March 2013 *	Teacher Professional Development: TLF/CCSS Training
April-May 2013	Participate in Implementation Workshops with LOOC
April-May 2013 **	Matrix and Reorganization
April –August 2013 **	New Student Enrollment Begins (Pre-Kindergarten & Kindergarten Students)
May 2013 *	Parent Workshops
May 2013 **	Articulation & Visit to Vista Middle School
May 2013	Conduct Interviews for Staff Vacancies
May 2013 **	Pre-School Visit to Kindergarten: Kindergarten Transition
May 2013 **	Spring Program
June 2013 **	Grade Level Articulation for 2013-14 School Year
June 2013	Principal Professional Development
June 2013 *	Meet with Core Leadership Team to plan Master Calendar
August-October 2013**	Annual CELDT Testing
August 2013-May 2014 (3x a year) **	DIBELS Assessment
August 2013 *	Principal CCSS Training
August 2013 **	Coordinator Master Plan Institute
August 2013 **	Kindergarten Parent Orientation for the 2013-2014 school year
August 2013 **	Back to School
August 2013	TLF Training
August 2013 **	School Opening
August 2013 **	Select Teacher Adjunct Duties for 2013-2014
August 2013 **	Positive Behavior Assemblies
August 2013	Present LIS Autonomies to Staff

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August 2013	Submitted Autonomy Letter of Intent
September 2013-May 2014 *	Grade Level/Committee Meetings
September 2013-May 2014 (5x a year) **	DIBELS Progress Monitoring
September 2013 **	TGDC Evaluation Meeting
September 2013 **	Elect ELAC/SSC Members for 2013-2014
September 2013	Stakeholders vote on LIS Reform Model
September 2013-May 2014 *	Coffee with the Principal
September 2013-May 2014 **	GATE testing
October 2013	LIS Reform Model is submitted for approval
October 2013/January/April 2014 **	Complimentary/Warning Notices sent home
October 2013-January 2014 **	CCSS Training by ESC North Support Staff
October 2013-May 2014 (every 2 mos.)	Awards Assembly
October 2013 **	Earthquake Drill
October 2013-May 2014 *	ELAC & SSC Meetings
October 2013/March 2014 **	School Beautification
November 2013	PD: Thinking Maps Review and In-class Intervention Strategies
November 2013/March 2014 **	Parent Conferences
November 2013/March 2014 **	Scholastic Book Fair for Community
December 2014 **	Winter Program
Winter 2013/Spring 2014 **	Performance Task
March 2014 **	Open House
March 2014 **	OLSAT -8 Testing for 2 nd graders
May 2014 **	Volunteer Brunch
Other Events to be Determined by Committees	Family Movie Night; Math Night; Fundraisers; Spirit Day; Career Day

* Monthly

** Yearly (2014-2017)

Attachments