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Rationale for the Autonomy Model

Just as every child is unique and learns in his or her own way, every school community is unique. We are choosing the Local Initiative School (LIS) model so that we may more fully implement our mission and vision. We believe that by taking advantage of the four waivers listed below, we will create a more tailored school for our particular population. The four waivers are numbers 3, 5, 7, and 9, which involve the locally determined curriculum, the local schedule, the planning of professional development, and mutual consent/hiring of staff and faculty.

Please accept our proposal to become a LIS school.

I. General Questions

1. Vision and Mission

Our ***mission*** at PVES is “*High achievement for the whole child through STEM.*”

We will accomplish our mission by implementing our ***vision*** of:

- developing and implementing an integrated STEM curriculum that is student centered
- embracing technology to support student learning
- monitoring student learning through the use of a variety of assessments
- securing student success through differentiated instruction
- ensuring vertical alignment between grade levels
- collaborating with our partners

2. School Data Profile/Analysis:

a. What is the current state of your school?

Playa Vista Elementary is one of the more diverse schools in Los Angeles. Currently, more than 20 languages are spoken on campus and every major religion is represented. Our students learn and interact with individuals from all over the world. We are both a neighborhood school and one of the few LAUSD Certified STEM Demonstration schools. We maintain a strong partnership with Loyola Marymount University (LMU) for whom we host and train LMU student teachers every semester. In addition, we maintain a strong relationship with the LMU Family of Schools.

At Playa Vista, we utilize a variety of qualitative and quantitative data sets to measure our student proficiency levels in order to establish plans of action for student learning. You will find the CAASP results for our students in Grades 3-5 below.

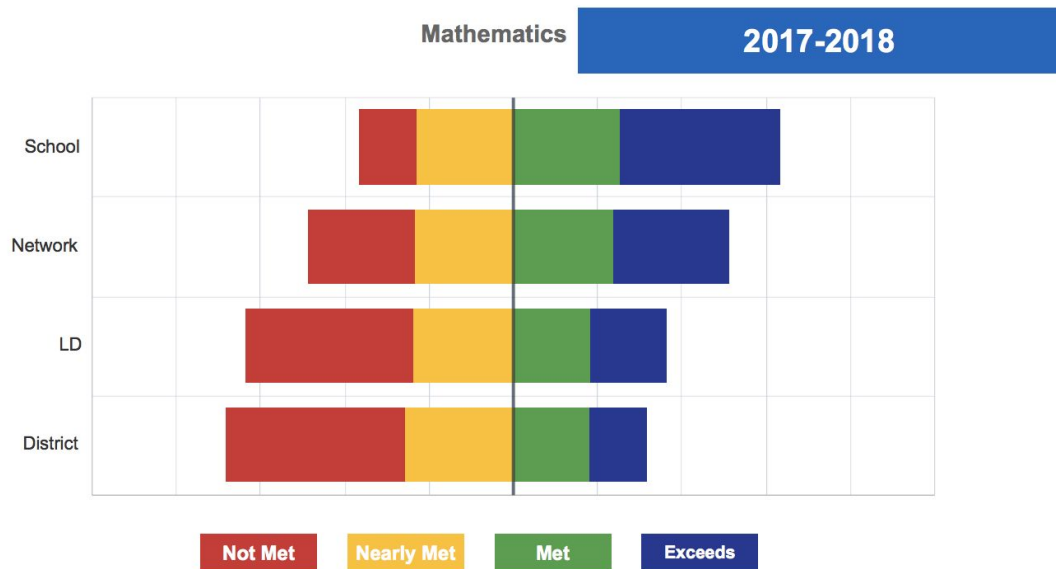
Our students consistently perform above the LAUSD proficiency rates depicted in the diagram below. The tables below show the **current** and latest achievement levels of our school in comparison to the local network of schools, the local West district, and LAUSD as a whole. This information is considered preliminary District data, and was provided by the principal from the information found on her MyData platform. At the time of this proposal, final data was not published on the CA Department of Education, school dashboard website.

SBAC Achievement Levels

Percent of Students Scores by Achievement Level

Sbac Achievement Levels

Percent of Students Scores by Achievement Level

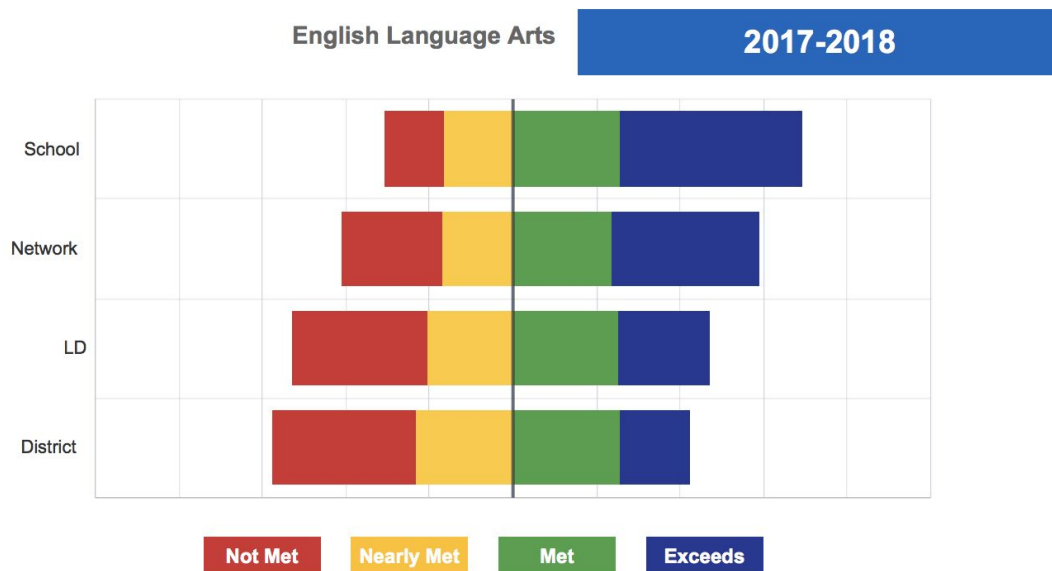


Report ID: AGG28A.2G

*Preliminary Table, of 2017-2018 Data, provided to School leaders by LAUSD

SBAC Achievement Levels

Percent of Students Scores by Achievement Level



Report ID: AGG28A.1G

*Preliminary Table, of 2017-2018 Data, provided to school leaders by LAUSD

Previous Years' Assessment Data: The tables below show the achievement levels of our school in comparison to the LAUSD as a whole for English Language Arts (ELA) and mathematics.

ELA	LAUSD	PVES	
2018	Not available yet	84%	3rd grade
2017	36%	52%	3rd grade
2016	34%	77%	3rd grade
2018	Not available yet	61%	4th Grade
2017	37%	66%	4th grade
2016	37%	71%	4th grade
2018	Not available yet	61%	5th grade
2017	38%	51%	5th grade

2016	40%	66%	5th grade
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MATH	LAUSD	PVES	
2018	Not available yet	85%	3rd grade
2017	40%	75%	3rd grade
2016	37%	73%	3rd grade
2018	Not available yet	53%	4th grade
2017	33%	61%	4th grade
2016	30%	66%	4th grade
2018	Not available yet	40%	5th grade
2017	26%	35%	5th grade
2016	24%	38%	5th grade

Data gathered from the CA Department of Education

2017 Language Arts CAASP test results, by subgroup

English Language Arts Assessment Report

Playa Vista Elementary - Los Angeles County

Enrollment: 541 Socioeconomically Disadvantaged: 19% English Learners: 4% Foster Youth: 0% Dashboard Release: Spring 2017
 Grade Span: K-6 Charter School: No

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		199	High 32.1 points above level 3	Maintained +5.9 points
English Learners		11	High 11.7 points above level 3	*
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		49	Medium 4.8 points above level 3	Increased +12.4 points
Students with Disabilities		15	Low 27.1 points below level 3	*
African American		56	Medium 4 points above level 3	Maintained +4.1 points
American Indian		1	*	*
Asian		27	Very High 61.2 points above level 3	Declined Significantly -19.6 points
Filipino		2	*	*
Hispanic		27	Medium 0.5 points above level 3	Increased +7.2 points
Pacific Islander		2	*	*
Two or More Races		15	Very High 59.1 points above level 3	*
White		69	Very High 46.4 points above level 3	Declined -6.1 points

California Dept. of Education, CA school dashboard <https://www.caschooldashboard.org>




2017 Math CAASP test results, by subgroup

Math Assessment Report

Playa Vista Elementary - Los Angeles County

Enrollment: 541 Socioeconomically Disadvantaged: 19% English Learners: 4% Foster Youth: 0% Dashboard Release: Spring 2017
 Grade Span: K-6 Charter School: No

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		198	High 10.3 points above level 3	Maintained +1.9 points
English Learners		11	High 4.3 points above level 3	*
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		49	Medium 23.4 points below level 3	Declined -7.7 points
Students with Disabilities		15	Low 43.7 points below level 3	*
African American		56	Low 27.4 points below level 3	Declined -9.8 points
American Indian		1	*	*
Asian		27	Very High 37.7 points above level 3	Declined Significantly -13.6 points
Filipino		2	*	*
Hispanic		27	Medium 13.6 points below level 3	Declined -2.9 points
Pacific Islander		2	*	*
Two or More Races		15	Very High 50.5 points above level 3	*
White		68	High 29.2 points above level 3	Maintained +4.1 points

California Dept. of Education, CA school dashboard <https://www.caschooldashboard.org>

Of the total population of students tested in 2018:

- 84% of our 3rd grade students, 61% of our 4th grade students, and 61% of our 5th grade students met or exceeded benchmark for the CAASP in English Language Arts
- 85% of 3rd grade students, 53% of 4th grade students, and 49% of 5th grade students met or exceeded benchmark for the CAASP in Math

Of the total population of students tested in 2017:

- 68% of our 3rd grade students, 66% of our 4th grade students, and 51% of our 5th grade students met or exceeded benchmark for the CAASP in English Language Arts
- 75% of our 3rd grade students, 61% of our 4th grade students, and 35% of 5th grade students met or exceeded benchmark for the CAASP in Math

Of the total population of students tested in 2016:

- 67% of our 3rd grade students, 71% of our 4th grade students, and 66% of our 5th grade students met or exceeded benchmark for the CAASP in English Language Arts
- 73% of our 3rd grade students, 66% of our 4th grade students, and 38% of 5th grader students met or exceeded benchmark for the CAASP in Math

Our current strength is the 26% reclassification rate for students learning English (see following diagrams), which exceeds the district’s rate of 17.2%. The population of EL learners has increased significantly since the opening of PVES in 2012. This reflects a demographic change in the local area, which has seen an influx of technology companies. This change has been so significant, the area has taken on a new image and been dubbed “Silicon Beach.” Many international families move here for career opportunities. Currently, 20 different languages are spoken in our EL population. Our CAASP testing data indicates that our EL students perform well, in the “High” category and that our reclassification rate is approximately ten percent higher than the district average. These ELs, who often time arrive at our school knowing little to no English serve as our model for our subgroups and the type of instruction that is needed with them. The district mandate is 60 minutes of EL instruction (dedicated and integrated) per day based on the outcome of *Castañeda v. Pickard* 648 F.2d 989, [5th Cir. 1981]. We could use this model to serve our lower performing groups in order to close the achievement gap present in those subgroups.

SCHOOL NAME	12-13 EL	13-14 Reclas	13-14 Reclass Rate	13-14 EL	14-15 Reclas	14-15 Reclass Rate	14-15 EL	15-16 Reclas	15-16 Reclass Rate	15-16 K-12 Enrollme
PHOENIX HS	12	0	0%	14	11	79%	8	5	63%	78
PINEWOOD EL	137	28	20%	157	24	15%	147	10	7%	289
PJO PICO MS	178	32	18%	165	41	25%	169	18	11%	564
PLAINVIEW ACADEMIC CHARTER	78	8	10%	94	15	16%	97	11	11%	336
PLASENCIA EL	287	41	14%	272	38	14%	257	37	14%	659
PLAYA DEL REY EL	46	5	11%	51	17	33%	37	1	3%	265
PLAYA VISTA EL	14	1	7%	15	4	27%	18	1	6%	541

15-16 EL	15-16 EL %
7	9%
142	49%
182	32%
97	29%
264	40%
37	14%
22	4%

↖ PVES data

Playa Vista Elementary School EL reclassification rates:

Reclassification Rates Over Three-Years

* Results are not available by SLC

School Year	# EL	# Reclassified	% Reclassified
2015-2016	18	1	5.6%
2016-2017	22	5	22.7%
2017-2018	35	9	25.7%

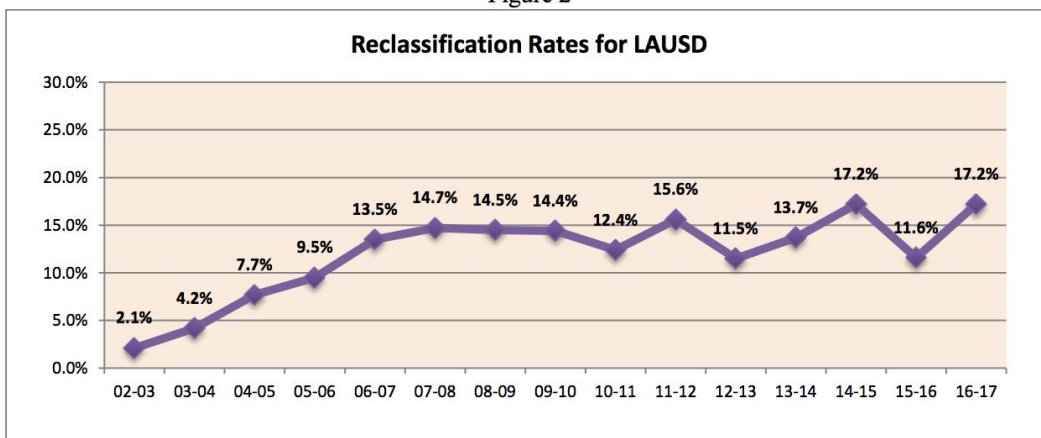


Report ID: AGG17GS.1

Attachment H shows the certificate we received for the high reclassification rate.

For the 2016-17 school year, the reclassification rate for LAUSD increased from 11.6. to 17.2. Reclassification rates increased from a low of 2.1% in 2002-03 to 17.2 in 2016-17.

Figure 2



In addition to our performance data, we have looked at data from the school culture survey administered by the Playworks program and a parent engagement survey, administered by Professor Mimi Nartey, an LMU professor and parent of Playa Vista elementary students. .

The results from these surveys indicated that PVES has a positive school culture with high parent engagement. We believe our school culture has been positively impacted by the Playworks program, which began in August of 2017. Since then we have seen a decrease in student conflicts on the yard and an increase in students playing productively and being inclusive. This has improved student social-emotional skills in conflict resolution and decreased instructional time being spent on resolving conflicts.

A summary of results from PlayWorks is shown below:



Southern California

2018 Annual Survey Results

PLAYA VISTA ELEMENTARY

School Experience

School staff shared their overall experience with Playworks:

100%

of staff agree that Playworks improves their overall school climate

25 hours

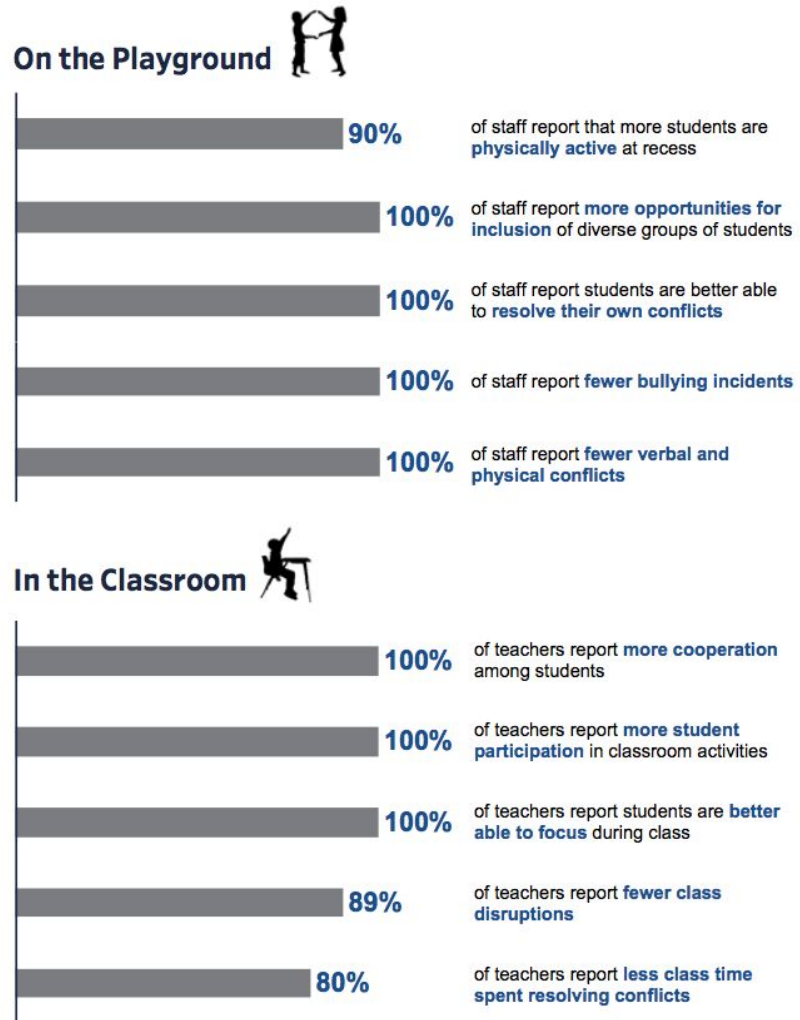
of class time was saved by staff members transitioning from recess to learning over the school year

100%

of staff would like to continue partnering with Playworks

Student Outcomes

School staff reported positive student outcomes on the playground and in the classroom as a result of partnering with Playworks:



Results are from a 2018 survey of principals, teachers and support staff at schools partnering with Playworks.

Total Responses = 11

**Parent Engagement Group (PEG)
2016-2017 Parent Survey Results
Executive Summary Report**

The purpose of this survey was to collect data that would support the improvement of ineffective practices and support the expansion of effective practices. The focus was on assessing communication and parent participation. The survey was drafted by the Parent Engagement Group (PEG) Chair, and was modified based on input from the PVES Parent Advisory Board. The findings were reported to the Parent Advisory Board, and two meetings were held to report on the results of this survey to the parent community.

Outcomes

- **High Survey Participation:** The survey was open for approximately 24 days, and we received 212 responses (n-212). This sample size is sufficient to conclude that the responses are reflective on the entire potential parent population.[1] However, there was steadily declining survey participation by grade level.
- **PVES Parents have several demands on their time:** Half (50%) of the parents reported that they have other children who do not attend PVES. The majority of parents work full time (70%). A super majority work at least part time (91%), and 30% say their work schedule is not flexible at all.
- **PVES has an EXTREMELY dedicated parent community:** Despite the challenges of having other children and working, about 80% attended school meetings last year; 71% volunteered last year; 60% dedicated 1-5 days per month last year; the total of clocked volunteer hours was 2128 hours.
- **PVES is doing well with communication infrastructure:** The majority of parents (67%) reported satisfaction with communication infrastructure between parents and (1) administration; (2) teachers; and (3) parent leadership. The most highly rated forms of communication were Principal Johnson's Newsletter, Shutterfly, and Facebook, respectively.
- **PVES has room to grow in terms of equity and shared vision:** Many parents expressed not being able to participate as often as they would have like. Scheduling and not perceiving the environment as inclusive were the major barriers. Only half of respondents feel that their skill sets are valued in our community, and about 1 in 3 respondents do not feel that all people are respected regardless of identity. About 1/3 of respondents does not feel that the community has

the opportunity to communicate concerns. Only 58% feel all members can make suggestions. About 1/3 of respondents reported that they are not clear on the vision for our school community.

Recommendations

Based on the results of the Parent Engagement Survey, PEG proposes the following recommendations:

- **To focus on maintaining engagement among parents in upper grade levels:** There needs to be a balance of interests served, and the entire community can benefit from the historical knowledge this group possesses.
- **To develop and promote more engagement opportunities that are sensitive to the lifestyles of our working parent community** (many of whom have kids outside of PVES), specifically focusing on increasing scheduling outside of workday hours.
- **To use more technology to bridge the gaps** that arise due to conflict in work schedules, perhaps through a committee focused on communication technology.
- **To promote the narrative that this is an extremely engaged parent community** where the VAST MAJORITY of parents are forcing the issue to make time to contribute in a variety of ways. This community is the gold standard in that the school is executing on the academics, parents are achieving the goals in the giving, and parents are delivering support. All of this is being accomplished in an ethnically and economically diverse context.
- **To create a community culture that supports inclusion rather than assimilation.** PVES leadership (i.e. administration and parent leadership) should prioritize sensitivity and consider innovative philosophies and strategies that seek greater compatibility with the identities and lifestyles of PVES families.

Next Steps

As a follow up to this survey, PEG will hold grade-level focus groups for parents of students in grades K-5. The sample size will be small in order to collect more detailed data. There will be an open call for participants, and we may use snowball sampling to achieve the sample size.

[1] The PVES Community has 450 households. Thus, assuming 800 potential individual participants, we would have only needed 158 responses for a 7% confidence interval at a 95% confidence level.

Parent Engagement Group (PEG), 2016-2017 Parent Survey Results, Executive Summary Report

The data obtained from this summary demonstrates that PVES has an extremely dedicated parent community. Based on the survey results, 80% of parents attended school meetings, 71% volunteered, and 60% dedicated 1-5 days per month to the school. Our volunteer check in system shows 2128 clocked volunteer hours for the past school year. This is even more impressive considering that most parents are juggling the demands of having more than one child and participating in the workforce. The involved parent community has ensured that the needed help in classrooms is provided so that teachers can work and focus on smaller groups of students. It has also contributed input and consequently programs such as PlayWorks and Art in Action have been put into place. Parents have given input and have provided funds to install such programs. Other examples that have led us to fulfill our mission of *High achievement for the whole child through STEM* have been the funding of music, art, dance, and PE by the parents.

b. 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.

Since our inception, and as proven by the data, our students have consistently performed above the district average. Therefore, we want to maintain the autonomies we established through our university partnership and MOU with LMU.

The following are our most central areas of need:

- continue STEM curriculum development
- continued strong partnership with the community and LMU
- focused professional development that meets the needs of our school
- continue the behavioral improvements on the yard

Our most urgent needs/challenges are:

- Closing the achievement gaps between subgroups within our school population. As seen in the CAASP test results from the CA school dashboard, and presented in section A, there are significant performance gaps between advantaged and socioeconomically disadvantaged students as well as between Asian, White, Latino, and African American subgroups.

To be consistent with our mission, we must work to close the achievement gap for all students. We are working towards this goal by differentiating instruction, offering our after-school tutoring program, Osprey Academy, taught by our teachers, employing Teacher Aides, engaging parent volunteers in the classrooms, and holding monthly parent informational and instructional “Coffee with the Principal” sessions for the various grade levels. At the same time we are closely

looking at our EL instructional program to use as an instructional model for the lower performing subgroups.

3. Family and Community Engagement

At Playa Vista Elementary School (PVES) we have a strong and involved parent community. There are many ways that our parents support the students, faculty, and promote a climate of inclusiveness. They work to maintain and improve the school facility. Parents take an active role through participation in the Advisory Board, Safety Committee, Booster Club, being a Room Parent and by volunteering. Playa Vista has strong parent participation that will only improve through our LIS implementation.

Playa Vista Elementary has an Advisory Board (PVEAB) that is made up of staff, parents, LMU representatives and community members. Through PVEAB parents take an active role in supporting the curriculum, improving the culture and building a climate of inclusion at the school. The Advisory board looks closely at the STEM curriculum and allocates resources, finds community support, and solicits help from the parent community to ensure that the students of Playa Vista have an engaging and rigorous education. PVEAB additionally supports the curriculum through parent-led arts integration. PVEAB works closely with the school booster club to ensure that our students receive meaningful music, dance, orchestra, and computer programs. PVEAB has promoted parent outreach, parent workshops and brought diverse speakers and performers to the school. PVEAB is working to ensure that the Playa Vista Elementary community has a climate that is welcoming, friendly and safe through anti-bullying campaigns, school spirit activities, campus clean up days, and events that promote inclusion for all. PVEAB works to build a strong foundation for a respectful learning community.

Parents at Playa Vista take safety seriously and play an active role on the school Safety Committee. This committee has promoted school safety by having a camera and doorbell system installed at the front office to secure the facility. Our safety committee was very concerned with traffic safety and took several measures to ensure students safety on the way to school. They fundraised for a school crossing guard, set up a valet program, organized safety days, and negotiated the early running of the Playa Vista Shuttle Bus. The crossing guard now ensures safe passage across the major intersection in front of our school during drop-off and pick-up. The valet program creates a smooth drop off system where children are assisted out of the car. Safety days have highlighted the importance of safe driving and walking habits. Finally, the Playa Vista Community Shuttle Bus has provided a neighborhood bus option and alleviated some vehicle traffic. The Safety Committee also supports our earthquake, fire, and other safety drills. Committee members participate in the drills and debrief after each drill to find ways to improve child and staff safety. The Playa Vista Safety Committee has demonstrated a high degree of responsibility in keeping the students and the school population safe.

Playa Vista Elementary School seeks out and values parent volunteers. A strong Room Parent Program is a prominent feature of the school. The parents who participate in the Room Parent Program support academic instruction through volunteering their time in the classroom. Parents organize a weekly “Osprey Cafe” bake sale before school. This is both a fundraiser and social gathering for families. Proceeds from the bake sales go to a different classroom each week. Parents who do not participate in the Room Parent program, but still want to be actively involved in their child’s education, volunteer their time in many other ways. They support STEM integration through volunteering their expertise, chaperoning excursions, and by organizing and running our visual arts program. Parents also organize, supervise, and mentor other programs including “Odyssey of the Mind”, an afterschool teamwork program and “CS First” a coding program.

Playa Vista Elementary School has an extremely supportive parent run Booster Club called, Friends of Playa Vista (FPVS). This group seeks community support for academic achievement at Playa Vista. They fundraise and solicit the local community to support the PVES mission of *High Achievement for the Whole Child Through STEM*. FPVS has worked to secure programs that strengthen computer education, Physical Education, and Arts Education. They build community through organizing events such as the yearly Fall Carnival, called the “Boo-Fest” that brings the entire Playa Vista community together for a day of fun on the school campus. The second large scale event, the annual gala, provides a significant amount of fundraising dollars and is set up and organized by FPVS. Through these events, the community comes together to support education for all. FPVS has reached out to community businesses such as Google, YouTube, Belkin, Coffee Bean, and the Developers of the community. Through community support we have received educational workshops, funding, gardening materials, and much more. Our curriculum writer position is half funded through the generous donation of a community developer and half by LMU; this funding became possible through the work of FPVS together with the school administration and the community.

With the implementation of LIS, Playa Vista Elementary School plans to strengthen and grow our parent and community support. The plan will be a success through continued outreach, parent involvement, community events and funding. Parents and community will take an integral place in the implementation through their continued support of the mission of *High Achievement for the Whole Child Through STEM*.

4. School Climate and Culture

a. Academic Culture

The academic culture we aim for is one where teachers and students start out by building strong relationships, to ensure a safe environment for their learning. We envision achieving this by continuing to use Restorative Justice, which has been in use for over two years. Through Restorative Justice students share successes/failures, learn to speak up, and resolve issues that have either happened at home or at school. They are presented with a toolbox of strategies with which they can tackle all issues good and bad. This sets the stage and paves the way for the learning environment. Students feel safe to share academic and non-academic challenges and successes and consequently they are motivated to learn because learning comes with a safety net. We have had in-house Professional Development (PD) sessions around Restorative Justice. All classrooms are on their way to rolling out this practice into their own classrooms. This is how we envision our academic culture to continue into the future.

b. Professional Culture

The academic culture described above can only be successful if there is buy-in from administration and employees at an equal level. This has already been achieved. The collaboration between grade level classrooms as well as the cross grade level collaboration is an important element in the success of our school. The buy-in from the principal to our mission is and was equally crucial to our success; we hired a new (2nd) principal who started in the school's third year. We started out the school with 12 teachers in 2012. Currently we have 27 teachers, each grade level meets at least once weekly and the entire school staff participates in whole group professional development (PD) on Tuesdays of every week. We started the school as a team and made decisions collaboratively and we continue to do so. We have developed curriculum, with the support of our curriculum writer. The curriculum encompasses standards-based STEM topics. We have embedded related language arts, the arts, and social studies standards in all of our STEM units. We continue to fine tune what we have created and rolled out for the past 6 years. Where necessary we have asked and received for professional development. In summary we envision continuing incorporating and using the following practices:

- Inquiry lessons
- Project Based Learning
- Our outdoor classroom
- Real world application
- Hands on learning
- Engineering Design Process
- LEED lessons

5. Design Team Capacity

The LIS plan was collaborated on with the entire Playa Vista Elementary school faculty. All employees had a say and had time to voice their opinion about LIS. The autonomies selected were first discussed and then voted on by all staff members. The process to become a LIS school and the autonomies were then taken to the Advisory Board, Friends of Playa Vista, and presented to the parent group at large during Back to School Night. Once the entire school community was informed of the plan, the process to select the design team began. The first step was to select the teachers that would represent the faculty. The entire faculty met and discussed the criteria to be selected to represent the whole in the development process. Rules were established to ensure the process was fair and that all members felt that they had a “say” and were represented equally. Staff members that wanted to be a part of the committee were voted upon and guidelines were established. Our parent and community members are supportive of the LIS application and in the development of the plan.

While the community is supportive of our efforts, the plan is being written by teachers and will be presented to the parent, community, and faculty as a whole upon completion. The key members that have written the plan are as follows.

- Rebecca Johnson is the principal of Playa Vista Elementary and has played a vital role in supporting the LIS Autonomy plan. Mrs. Johnson has over twenty years of teaching experience and had been the administrator of Playa Vista Elementary school for four years. She has a strong STEM background and works diligently to ensure the curriculum supports the vision of quality STEM education for all.
- Rachael Henry is a member of the proposal writing team. She is an experienced National Board Certified educator with over twenty years of teaching experience. Mrs. Henry is a master teacher and a member of the Playa Vista Advisory Board (PVEAB). She is currently the UTLA chapter chair and works to ensure that all staff members are treated fairly per contract. She has played an integral role in ensuring the LIS Autonomy plan falls within UTLA contract guidelines.
- Anik Bonham has played a part in the development of the LIS plan. She has attended all LIS meetings, brought information back to the staff for discussion, and collected school data. Ms. Bonham has been teaching for almost 20 years. She is a master teacher with a strong background in math and science education.
- JoAnn Pace is a member of the LIS plan committee. Miss Pace is an experienced, National Board Certified educator with over twenty-five years of teaching experience. Miss Pace is a master teacher with a strong background in literature, math, and the performing arts and is a member of the Playa Vista Advisory Board (PVEAB). She has played an integral part in the development of the plan.

- Dr. Sherry Mohazab holds a Doctoral degree in Education (Ed.D.) and a Masters in Administration. Dr. Mohazab has volunteered her expertise in the development of the LIS plan. Dr. Mohazab has over fifteen years of teaching experience with a strong background in technology and mathematics; she is a master teacher and is currently a part-time professor at LMU; she has served on the PVEAB in the past.
- Shanon Albertson is a member of the LIS plan committee. Mrs. Albertson is an experienced National Board Certified educator with over twenty years of teaching experience. Mrs. Albertson is a master teacher with a strong background in science and literature. She has been a member of the Playa Vista Advisory Board (PVEAB) in the past and is currently a part-time professor at LMU. She has played an integral part in the development of the plan.
- Kalani Killacky s a member of the LIS plan committee. Ms. Killacky is an experienced educator with over fifteen years of teaching experience. Ms. Killacky is a master teacher with a strong background in literature and math. Ms. Killacky is a part-time professor at LMU. She has played an integral part in the development of this plan.

Each member of the Design Team had a role in the development of the LIS autonomies and proposal plan. The plan was written by the members listed above and they gathered the input, from all stakeholder groups, including parents and community members. The development of the plan is a collaborative team effort and all stakeholders have had an opportunity to contribute to the development.

II. Local Initiative School Instructional Program

PVES is applying to use the following waivers numbered 3, 5, 7, and 9.

3	Locally determined curriculum (aligned to Common Core State Standards and District minimum curriculum standards) Local initiative Schools have the flexibility to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school and that best serve the needs of the student population. (All State and Federal mandates remain applicable, as well as	We are selecting this waiver:	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>

LIS RFP 2018/19

17

court orders and consent decrees.) How will the school use curriculum autonomy? Your response should address the following: <ul style="list-style-type: none"> ● Alternative Curriculum, Programs and Resources (include this section, if applicable): Identify the curriculum, theme, program and resources that will be used instead of the District adopted/approved materials. Explain why a change is necessary and provide evidence that the proposed alternative curriculum is standards based and supported by research. Discuss any special academic/curricular themes the school will feature. ● Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the selected curriculum. 	
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Waiver 3

We are requesting this autonomy in order to develop the curriculum model that reflects our school's mission, "*High achievement for the whole child through STEM.*" The precedent for PVES to develop a curriculum was set early on, through the school and district's Memorandum of Understanding (MOU) with Loyola Marymount University (LMU). Early stakeholders had the vision to have a STEM focus and the school was an early adopter of the Next Generation Science Standards (NGSS). We began working at implementing NGSS at our inception in 2012. Therefore, full implementation of NGSS has been in place for several years, whereas the district as a whole began full implementation this year. Within 2 years of the opening of the school, LMU and PVES, secured the financial backing of the community developer Brookfield Residential to employ a curriculum writer. Working together with the teachers, our curriculum writer has been developing and writing the Playa Vista Elementary School STEM Integrated Curriculum. The curriculum is aligned with Common Core standards, NGSS, and Social Studies Standards. It includes, but is not limited to lessons from EIE (Engineering is Elementary), GEMS, AIMS, FOSS, Mystery Science, and EngageNY that meets the NGSS. The curriculum utilizes our neighborhood, as we border the Ballona Wetlands, Discovery Park, Riparian Corridor, and Loyola Marymount University. This use of our local resources serves to enhance student learning.

These efforts were recently recognized at the District level when PVES was one of only 13 LAUSD schools that was awarded STEM/STEAM Certification. With this certification, we officially became an LAUSD STEM Demonstration school for elementary education. For these reasons, it is vital for our school to be able to continue our efforts in developing and implementing our own personalized curriculum. It follows that we need our own PD schedule and topics in order to support our curriculum.

As a school, we hold ourselves accountable through formal and informal assessments. Students present their knowledge through projects, multimedia presentations and written reports. Kindergarten and first grade students have technology available in their classrooms and learn from a computer teacher weekly. Students in grades 2-5 have 1:1 devices that allow them access to digital materials and electronic presentation tools. They also learn formal computing skills from the computer teacher weekly.

Students also demonstrate their knowledge through assessments during the school year. These include, classroom assessments in ELA and math, writing assessments, and Interim Assessment Blocks (IAB). These monitor the effectiveness of our program throughout the school year. In the

last quarter of the academic year, the formal, standardized CAASPP exams are taken by 3-5th grade students. In addition, fifth grade students take the CAASPP Science Test.

If granted this waiver, it will allow staff to continue creating curriculum that will serve the needs of all our students. Consequently, the rapport between school and community will continue to grow, resulting in greater success and opportunities for expanded learning. Moreover, having this waiver means that we will be able to maintain our STEM/STEAM certificated school status, maintain and continue the curriculum developed at PVES, all while continuing the implementation of the best practices as set forth in our mission statement.

This waiver is also directly connected to Waiver 5, as outlined below.

Waiver 5

5	Local Schedule and Strategies Local Initiative Schools have 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.	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
	How will the school use schedule autonomy? Your response should: <ul style="list-style-type: none"> • Describe how the schedule will be used to maximize time focused on instruction and student learning. Please be specific in describing these items and assure that your schedule meets the California State requirements on minimum number of school days and instructional minutes. • You may attach the proposed schedule. • Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the new schedule and the selected 		

Rationale for Waiver 5

Playa Vista Elementary is requesting this waiver, through LIS, in order to set our school schedule. Specifically, we would like to ensure that we have early dismissals on Tuesdays, beginning the first week of school in August through the final week of school in June. We believe that the district mandated professional development schedule, which allows time for PD on many (but not all) Tuesdays, does not allow sufficient and consistent time for our staff members to meet. Therefore, the staff agreed to extend the number of minutes on all other school days throughout the year. This preserves the number of instructional minutes, yet still allows for a full school year of professional development. This schedule has been in place for the past 4 years, through a district waiver process. We noticed that quickly our population became accustomed to consistent Tuesday early dismissal, which helped to eliminate confusion over Tuesday pick up times. When dismissal times are routine for parents and students, teachers are able to dismiss children in a timely manner and arrive at their professional development session promptly.

Having a greater number of professional development meetings than the district requires, gives teachers the ability to request, design and even implement trainings that specifically suit our needs as a community. This supports our growth in integrated STEM and inquiry based instruction. We intend to use this waiver to increase the time spent focusing on the specific needs of our school community, thereby providing more opportunities for staff, parent, and student ownership of our school.

Proposed Schedule

We have had a waiver to have early out for ***all*** Tuesdays for every year since 2014. Our current academic calendar in use at Playa Vista includes 38 Tuesdays wherein students are dismissed 60 minutes early. This provides opportunities for professional development including collaborative planning time. The larger school district currently schedules time for 26 professional development blocks.

Our current district waiver, is outlined below:

Accountability Measures and Metrics

This schedule allows the staff to participate in more professional development that in turn helps us achieve our mission of “*High Achievement for the Whole Child Through STEM Education.*” This time is used to learn new information, discuss ideas with colleagues and analyze school and classroom level data. This helps in developing and refine our curriculum

We believe that when teachers have time to develop their professional skills, there is a direct benefit to students. PVES outperforms the district on standardized testing, is an LMU’s elementary demonstration school for integrated instruction and an LAUSD STEM demonstration school.

While we are increasing the number of PD minutes, we are still adhering to Board policy and bargaining unit contract provisions. This schedule operates within the number of DOE mandated instructional minutes.

Contract Language: Article IX-B – Professional Development Section 3.1 b Effective August 2013 at Playa Vista Elementary, grades 1-5 and in full day kindergarten, such time shall total 2,280 yearly minutes and shall be accumulated by increasing instructional time by 14 minutes per day in 180-day schools. Students will be dismissed 60 minutes earlier than normal dismissal time on 38 Tuesdays, facilitating the use of the banked time for professional development purposes on those days.

Waiver 7

7	Professional Development Local Initiative Schools have the authority and option to design local professional development plans aligned with the school's Instructional Plan/Single Plan for Student Achievement to meet the needs of the students and faculty of the school, except as to training related to legal/compliance mandates. <i>(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)</i>	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
How will the school use professional development autonomy? Your response should: <ul style="list-style-type: none"> Describe the school's plan to provide high-quality professional development and support/resources to its administrators, teachers, and staff to assist in the implementation of the proposed plan. You can include a PD calendar that outlines the overall structure of PD at your school. Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the professional development plan. 			

Rationale for Waiver 7

We are a STEM demonstration school and we intend to use this waiver to design professional development sessions that target the particular needs of our students and staff. The training will be differentiated based on the needs and current abilities of the staff and the makeup of the student body. It will result in the strengthening of our curriculum. This will also improve our ability to address areas of concern as listed in the General Questions, section 2 of this document.

Our grade level chairs also serve as our Instructional Leadership Team. They discuss professional development topics in the spring for the upcoming year and share them with the teachers as a whole during a staff meeting. During that staff meeting, all teachers participate in a discussion and a final list of topics is developed. From that list, a Survey Monkey is created and sent out to all teachers asking them to prioritize from most to least important. The results of that survey create the PD focus for the year.

See PD calendar Attachment G.

Accountability Measures and Metrics

The effectiveness of our Professional Development training model will be assessed using feedback questionnaires, pre and post tests of participants learning, as well as evaluating student learning outcomes.

This waiver has been requested in conjunction with waiver 5, ensuring there is both a plan for professional development and time allotted for this PD.

Waiver 9

9	<p>A Requirement for “mutual consent” Local Initiative Schools 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)</p>	We are selecting this waiver:	
		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
<p>• How will the school use staffing autonomy? Your response should: Discuss the academic and non-academic staffing necessary to achieve the vision and mission. Describe how the proposed staffing plan will ensure adequate instruction and services to all students. Explain how the proposed staffing structure is necessary for the school to achieve its mission. Describe the criteria and process for principal and teacher selection. Explain how the criterion provided aligns with your school’s vision and mission.</p>			

Rationale for Waiver 9

We are requesting this staffing plan in order ensure we have a staff which is highly engaged in STEM instruction and curriculum planning. It is vital for our school to continue our efforts developing and implementing curriculum. Teachers we select, are those who have gone through a rigorous process. They have interviewed with a committee (composed of school leadership, teachers, parents, and LMU representatives) and performed at least one demonstration lesson.

We will use this autonomy to create a Hiring Committee designated to participate in the selection of all full time certificated staff for the school. It shall consist of 50% teachers and 50% principal and other stakeholders:

1. Select teachers (a grade level representative, UTLA Chapter Chair, other teachers as needed)
2. The Principal
3. LMU representative
4. A classified employee selected by the school’s classified staff
5. Parents selected by the Playa Vista Elementary Advisory Board (PVEAB)

During the hiring process we ensure that candidates are on board in accomplishing and implementing the following:

- Integrated STEM curriculum that is student centered and incorporates:
 - Inquiry lessons
 - Project Based Learning
 - Outdoor classrooms (Ballona Wetlands and Discovery Park)
 - Real world application
 - Hands-on learning
 - LEED lessons
- Embracing technology to support student learning

- Monitoring student learning through the use of formative assessments
- Securing student success through differentiated instruction for:
 - Advanced learners through breadth and complexity
 - Struggling learners through re-teaching and reinforcement
- Ensuring vertical alignment between grade levels
- Collaborating with our partners:
 - Loyola Marymount University SOE
 - Friends of Ballona Wetlands
 - Parents
 - The Playa Vista Community

The criteria for teacher and principal include:

1. having previous experience teaching in a STEM environment
2. willingness to attend trainings and professional development beyond contract hours
3. willingness to develop and create STEM curriculum with colleagues on a regular basis
4. willingness to mentor student teachers and welcome in class observers from other schools and/or universities

III. Local Initiative School Implementation Plan

Timeline for Years 1-3

Playa Vista Elementary opened its doors in 2012 with the help of community groups and LMU. To facilitate its initial vision of becoming a STEM demonstration school, LMU negotiated an MOU (Memorandum of Understanding) with LAUSD (Attachment B). Since we were operating under an MOU for our first five years and to ensure continuity, our timelines for our first through third years of the LIS plan will remain the same throughout the three years..

Waiver #3 - Locally Determined Curriculum

<i>Responsibility</i>	<i>Resources</i>	<i>Evidence of Success</i>	<i>Evaluation Process</i>
Curriculum writer, teachers, and principal	Access to paid and unpaid educational programs (i.e.	Maintaining the status of an LAUSD STEM Certified	Cycle of Inquiry (as described below)

	<p>Mystery Science, Freckle, Nearpod, Friends of Ballona Wetlands, etc.)</p> <p>FPVS's continued fundraising to support the classrooms and school in order to be able to obtain necessary materials</p> <p>Continued funding of the Curriculum Writer position</p>	<p>Demonstration School</p> <p>Continued high scores on the CAASP</p> <p>Informal observations & questioning demonstrating student knowledge and mastery of standards</p>	<p>Informal observations & questioning of the students</p> <p>Data analysis of the CAASP scores</p> <p>Grade level and cross Grade level articulation to determine areas in need of growth</p>
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We intend to follow the format called the “Cycle of Inquiry”, in which teachers will become leaders and experts at identifying needs within their individual classrooms and grades. In whole group professional developments, teachers will use data collection and interpretation to target specific areas of need and create objectives that show mastery in those areas.

Teachers will work collaboratively at grade levels to select materials and design lessons that will address targeted areas of need. Each teacher will then deliver the lessons and evaluate the resulting student work. Grade levels will identify instructional successes and continuing student needs. The whole group will meet again to reevaluate. The balance of collaborative efforts by grade level teams balanced with whole group evaluation of the data, will help empower teachers and encourage an in depth assessment of instructional success by examination of student work samples and assessments.

In order to continue to improve, we feel that we must collaborate. By placing ownership of that process and structure into the hands of individual teachers, we can achieve greater success as a whole. The requested waiver is in alignment with the current contract language, which recognizes the value of professional development.

The contract language will remain unchanged and as follows: PROFESSIONAL DEVELOPMENT 1.0 Purpose and Goals: Regular professional development and training is essential to the competence and overall effectiveness of all teachers and support personnel, no matter how experienced they may be. Participation in such continued learning is a required professional duty and part of each teacher's basic personal obligation to the profession and to the students of the District. At its best, professional development and continued learning is grounded

in the instructional goals and programs of the District and the school, the best practices of successful teachers, and the everyday needs of students and teachers. While no professional development program will accomplish all goals for all participants, it is agreed that all professional development programs and activities -- whether designed and/or delivered by the Central District, a Local District, or the local school -- should seek to achieve the following goals, as applicable: a. Be grounded in, or consistent with, the California Standards for the Teaching Profession, and with any applicable State and District mandates, standards, initiatives and/or priorities; b. Be appropriately responsive to the site's needs assessment and/or evaluations of similar programs offered in the past; c. Deepen and broaden knowledge of subject matter and instructional content; as appropriate, be job-specific and differentiated to meet different experience levels, and designed for cumulative and sustained impact; d. Provide a strong foundation in the pedagogy of particular disciplines, assignments and instructional programs, knowledge about the teaching and learning processes, and improvement of the environment for student learning;

e. Provide knowledge of applicable standards, the differences between standards based instruction and other forms of instruction, and how to know when students are meeting or progressing toward a given standard; f. Be intellectually engaging and reflect the complexity of the teaching and learning processes; and g. Encourage and enable teachers to work together to provide consistent instruction and reinforce student progress.

Waiver #5 - Local Schedule and Strategies

<i>Responsibility</i>	<i>Resources</i>	<i>Evidence of Success</i>	<i>Evaluation Process</i>
Principal, UTLA Chapter Chair, Teachers	CA Dept. of Education: Instructional minutes mandates https://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp	-Staff and Parent response to Professional Development schedule -Engaged Participation	-Staff Feedback -Parent Feedback (i.e. do they prefer consistent Tuesday dismissals)

We have had a waiver to have early out for ***all*** Tuesdays for every year since 2014. Our current academic calendar in use at Playa Vista includes 38 Tuesdays wherein students are dismissed 60 minutes early. This has provided opportunities for professional development including collaborative planning time. We have been able to hold a number of PDs relating directly to the development of our in-house curriculum as well as data analysis. Students have demonstrated

higher scores as compared to the district and we have been able to convey a well embraced schedule to the school community. We feel that the extra time spent in PDs has been extremely helpful in fulfilling our goals.

Waiver #7 - Professional Development

<i>Responsibility</i>	<i>Resources</i>	<i>Evidence of Success</i>	<i>Evaluation Process</i>
Principal and teachers	PVES staff, LMU School of Education Faculty, Friends of Ballona Wetlands	-Positive feedback from participants -Implementation of ideas from PD into classrooms	-Feedback questionnaires, -Pre and post tests of participants learning, -Principal observation of implementation

We will use this autonomy to establish an overarching PD plan for the LIS years 1-3.

Our plan will include:

- Analysis of standardized test scores in ELA, Math, and Science to gauge learning and identify knowledge gaps. For example, we currently see an achievement gap between the various subgroups of students. We believe that time to implement cross grade level articulation and grade level discussions will be vital
- Technology PDs on available technology for different grade levels. This can be both whole group, and by grade level. For example, “Freckle”, a computer adaptive learning tool is best used by students who are fluent readers and proficient with computer user, whereas “Nearpod” an interactive presentation and assessment tool, can be leveled for students in TK and K
- Ongoing Restorative Justice professional development for all staff members. Since our mission statement specifically recognizes the importance of the “whole child” , community building (and repair if there has been harm to the community) is a high priority
- Continued PDs in the area of STEM, including training from local resources. For example, the Ballona wetlands are adjacent to our school and the organization “Friends of Ballona” continues to develop and maintain NGSS aligned science lessons used by our teachers

Our grade level chairs also serve as our Instructional Leadership Team. They discuss professional development topics in the spring

for the upcoming year and share them with the teachers as a whole during a staff meeting. During that staff meeting, all teachers participate in a discussion and a final list of topics is developed. From that list, a Survey Monkey is created and sent out to all teachers asking them to prioritize from most to least important. The results of that survey create the PD focus for the year.

Waiver #9 - Requirement for “Mutual Consent”

<i>Responsibility</i>	<i>Resources</i>	<i>Evidence of Success</i>	<i>Evaluation Process</i>
Hiring Committee	Questions prepared prior to interview	-Teachers and/or principal selected are able to demonstrate being on board with the mission/vision of the school	-Discussions and vetting of the candidates in the Hiring Committee

We will use this autonomy to create a Hiring Committee designated to participate in the selection of all full time certificated staff for the school. It shall consist of 50% teachers and 50% principal and other stakeholders:

1. Select teachers (a grade level representative, UTLA Chapter Chair, other teachers as needed)
2. The Principal
3. LMU representative
4. A classified employee selected by the school’s classified staff
5. Parents selected by the Playa Vista Elementary Advisory Board (PVEAB)