

LIS Proposal

Christopher Columbus Middle School

Medical, Math, Science Magnet & School for Advanced Studies



STUDENTS EXPLORING THEIR WORLD

Adopted Core Beliefs

1. Start With Students
2. Families Are Our Partners
3. Diversity Is Our Strength
4. Success Is In The Classroom
5. Effective Teaching, Leadership And Accountability Are The Keys To Our Success.



CCMS's Advantage:

- ✓ Small Student Population
- ✓ Low Student-Teacher Ratio
- ✓ Medical, Math, Science Magnet
- ✓ School for Advanced Studies (S.A.S.)
- ✓ Partnerships & Enrichment; Clubs & Activities

YOU'RE INVITED TO



COME EXPLORE WITH US!

2015 – 2016
Local Initiative Model (LIS)
Request for Proposal

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REQUEST FOR PROPOSAL

GENERAL QUESTIONS

All information used for Questions 2 – 4 were pulled directly from our approved Single Plan for Student Achievement. Questions 1 and 5 were answered using work accomplished through Instructional Leadership and ESBMM/LIS Design Team meetings.

1. VISION AND MISSION:

- a. **Vision:** At CCMS, we are dedicated to providing a nurturing learning environment. Our students create, innovate and achieve excellence by exploring their world.
 - i. ***Expectations Of Positive Character Traits:***
 1. We are committed to effectively educating all students so that they will contribute to and benefit from our diverse society.
 2. Our students will develop self-confidence, respect for diversity and an appreciation for life-long learning.
 3. They will become critical and creative thinkers with the ability to make good choices as productive and caring members of the local and global communities.
- b. **Mission:** We are a diverse school that strives to effectively educate all students in a safe environment so that each will contribute to and benefit from our local and global community.
 - i. ***Core Beliefs:***
 1. Start with students
 2. Families are our partners
 3. Diversity is our strength
 4. Success is in the classroom
 5. Effective teaching, leadership and accountability are the keys to our success.
 - ii. We are committed to ***effectively educating all students*** so that they will contribute to and benefit from our diverse society.
 - iii. ***Our students will develop*** self-confidence, respect for diversity and an appreciation for life-long learning.
 - iv. ***They will become critical and creative thinkers*** with the ability to make good choices as productive and caring members of the local and global communities.
- c. **Goals/Plans for 2015-2016:** Developed by Principal with Instructional Leadership Team Members August 7, 2015.
 - i. ***Grow School Population:*** improve community perception; clean-up campus; develop relationships w/feeder elementary schools; promote our School for Advanced Studies
 1. Alignment with LD Northwest Goals
 - a. Schools provide a safe and welcoming environment

2. District Support Needed for Success
 - a. Help us understand the legalities of Prop 39 as it relates to our ability to grow
 - b. Support our request to increase the enrollment of the Magnet and SAS programs
- ii. ***Develop Shared Decision Making:*** create ESBMM plan as foundation of positive school culture
 1. Alignment with LD Northwest Goals
 - a. Students are socially responsible contributors to the community
 - b. Students are prepared to innovate and solve global problems
 2. District Support Needed for Success
 - a. Support the autonomies as outlined in our ESBMM plan/UTLA agreement
- iii. ***Improve Student Achievement:*** i3 Literacy grant focus on writing/reading in all content; build on Community partnerships (CSUN, Northridge Hospital, ProjectGRAD)
 1. Alignment with LD Northwest Goals
 - a. Daily instruction is relevant and engaging
 - b. Literacy is taught across all content areas
 - c. EL and SEL are provided support
 - d. Students develop 21st Century Skills
 2. District Support Needed for Success
 - a. Work with Instructional Leadership Team to ensure implementation of i3 grant
 - b. Continue to provide CCSS best practice PS on and off site in English, Math, History/Social Science and Science

2. SCHOOL DATA PROFILE/ANALYSIS:

a. Geographical, Social, Cultural, Educational And Economic Community Base

- i. Columbus Middle School is located in Canoga Park, in the western San Fernando Valley. The population is 49, 226.
- ii. 44% are single (never married, widowed or divorced) and 53% are married. 40% of the population is under 19 years old.
- iii. A stable 47% have remained in the same home for 5+ years.
- iv. The city's diverse population is comprised of 34% Latinos, 46% Whites, 11.1% Asians and 43 % African-Americans.
- v. An equal percentage of the population (18%) either did not finish high school or has a four year college degree. 20% of the community have high school degrees.
- vi. Columbus students come from lower middle to lower socioeconomic backgrounds. There is high density federally subsidized HUD housing in the area resulting in an influx of economically struggling families.
- vii. 19% of the community are unemployed or live below the poverty line.
- viii. Although the mean household income is recorded at \$48,000, 52% of household incomes are below \$49,000 annually with 16% of those households making \$34,000-\$49,000 each year.
- ix. 62% of jobs held are in the service industry, construction, office ,sales and transportation and 38% in the Management /Professional sector

Grade Levels/School Configuration

- Columbus Middle School is a traditional middle school with 800 students enrolled in 6th, 7th and 8th grade.

Student Enrollment Figures/Trends

- The total student enrollment is at 800.
- Like many schools in LAUSD, our school has experienced declining student enrollment.

Poverty Level

- 88% of all students are eligible for free/reduced price lunch.
- Columbus has a School wide Title I program.

Feeder Program And Schools

- Students from nine public feeder elementary schools and one public charter school enroll at Columbus Middle School for sixth grade. These elementary schools vary in the socioeconomic composition. Schools to the east of our site are similar in ethnic and socioeconomic composition while schools to the west are more affluent and of varying ethnicity.
- At various times during the year, support staff visit all elementary feeder schools to articulate with students, parents, and staff about the academic programs at Columbus.

- The parent center director visits the elementary schools to share information about our school with parents and students.
- In February/March we also host an Elementary School Articulation Day when students come to visit the campus and learn about Middle School Programs at Columbus Middle School.

Language, Racial And Ethnic Make-Up Of The Student Body

- Our student population is comprised of 80% Hispanics students, 6% Asian, 7% Caucasian, 4.0% Black/African-American 3% Filipinos, 0.3% Pacific Islanders and 0.3% American Indian.
- The primary two languages used by students are English and Spanish.

School Facilities, Including Technology, Library And Media Resources

- There are 59 classrooms on our campus. 30 rooms are being used as classrooms.
- Two rooms are dedicated for a Parent Center and Parent ESL/Workshop room. The former wood shop room (not currently being used. One room has been designated for the Title I/ Bilingual Office, there is a Special Education/ Learning Center location, a secured testing room, a music room and one room is used by the Woodcraft Rangers afterschool program.
- There are two working computer labs, one of which is available before school and during nutrition and lunch.
- We have a fully functional library has 10 computers for doing research projects.
- We employ a nurse 2 days per week and Columbus Clinic is also available on our campus.

b. Needs &/Or Challenges

i. All Students Attaining Proficiency Or Better In Reading

In order to assist our students at reaching proficiency and to ensure that teachers are effective and able to improve instruction through ongoing professional development and a strong instructional program, it will be necessary to teach to rigorous college and career readiness based standards which have been adopted and utilize research-based effective instruction to meet the needs of all students. Best practices instruction will include transitioning to and implementation of the Common Core State Standards (CCSS), increasing reclassification rates for English learners, use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district and implementing the Smarter Balanced Assessment. The school's strategy focus is *Checking for Understanding* and *Gaining Academic Language Proficiency*.

ii. All Students Attaining Proficiency Or Better In Mathematics

Through the mathematical procedures protocol, students will increase their proficiency in making sense of math problems and applying them to real life

problems. Using the Math CCSS, teachers will increase their capacity to plan, teach and develop projects that engage students with effective questions and discussions. Students will be reach proficiency at evaluating various mathematical processes and operations by applying, analyzing and using critical thinking skill strategies. Students should be able to explain their reasoning using academic content specific vocabulary.

iii. All Limited-English-Proficient Students Attaining Proficiency Or Better In Reading/Language Arts And Mathematics

Through the implementation of SDAIE teaching strategies, teachers will strengthen their EL students' reading comprehension and writing skills. Teachers will focus on the four Critical Elements of SDAIE: Content, Connections, Comprehensibility, and Interaction when developing their lesson plans. Teachers in all grades will ensure that each lesson meets the SDAIE lesson model with special attention to the methods of checking for understanding that include Informal Discussion, Think-Pair-Share and Exit Tickets. ELs will be able to increase proficiency in reading, writing and speaking using academic vocabulary and content specific strategies and checking for understanding strategies in ELD. Through the mathematical procedures protocol, ELs will increase their proficiency in making sense of math problems and applying them to real life problems. Teachers will increase their capacity to plan, teach and develop projects that engage English Learners with effective questions and discussions. ELs will be reach proficiency at evaluating various mathematical processes and operations by applying, analyzing and using critical thinking skill strategies. They should be able to explain their reasoning using academic content specific vocabulary.

3. FAMILY AND COMMUNITY ENGAGEMENT:

Although Columbus did increase the percentage of parents involved in the School Experience Survey, there is still a need to increase parent involvement and to target 100% parent feedback. To assist students at risk by providing continual family and community engagement opportunities and increasing academic focus on family and community engagement through the following strategies and activities:

- i. ***Parent Resource Liaison*** will be funded to supplement the Core program and Master Plan by acting as a liaison between school and community and providing parent involvement activities; maintaining a parent center, providing translations, assisting parents through Parent Center to complete the survey, working with feeder school parents, and delivering parent trainings and workshops to inform parents how to help their English Learners, LTELs, and all students at risk of not meeting proficiency.
- ii. ***Parent Resource Assistant*** will support Master plan and Core program to provide ELs and all subgroups as well as parents, by planning parent trainings, workshops in the parent center, provide translation and interface with feeder elementary parents.; will facilitate parent communication about the importance of their opinion on school programs and completing the survey, will disseminate information to parents regarding educational and community resources for helping their children, and inform parents about the different ways they can volunteer at the school
- iii. ***Community Representative*** will support Master Plan and Core program to maintain the parent center as a resource, assist the parents of ELs, LTELs, and all subgroups at risk with parent trainings, workshops in the parent center, provide parent communications and translations, inform parents about community and school resources and interface with feeder elementary parents. Dissemination of information through flyers, posters placed in various locations, and the school marquee to inform and invite parents to activities, workshops meetings and training. These activities will be designed to address the results of the parent survey. Parent training, Conferences, and workshops opportunities will be offered and available to parents. Parent Center and Community facilitator will be available to support parental sense of welcome, belonging and involvement, as well as their efforts to assist students at risk including ELs, LTELs and SWDs with improving achievement.

4. SCHOOL CULTURE AND CLIMATE

a. Academic Culture:

Establish a school environment that improves school safety attendance, discipline and addresses other non-academic factors that impact student achievement, producing a climate conducive to learning and a culture of high expectations through the following strategies:

- i. *Secondary Counselor* will be funded to supplement the Master Plan and core program by providing college readiness counseling, with services to ELs, LTELs, and students at risk in group and individual counseling, PD about students in crisis, targeted student intervention, assessment, collection and analysis of student data for behavior to increase achievement in ELD, ELA, and Math EL and students at risk.
- ii. *Secondary Counselor X/Z Time* will be funded to support the Core and Master Plan Program by preparing and delivery of supplemental group and individual counseling sessions, behavior workshops, for ELs, LTELs, and students at risk of not meeting proficiency.
- iii. *Counselor, PSA* will be funded to supplement the program and Master plan to improve EL and at risk student achievement and attendance, by working with chronically absent students, follow up on habitual & chronic absences, providing counseling for students and parent workshops, developing student attendance plans, and conducting teacher PD related to targeted interventions for ELs and at risk students.
- iv. *Counselor Aide* will be funded to supplement the Master Plan and core program by assisting in a paraprofessional manner with college readiness counseling, with services to ELs, LTELs, and students at risk in group assistance, assessment, collection and analysis of student data for behavior and student counseling activities to increase achievement in ELD, ELA, and Math EL and students at risk.

b. Professional Culture

In order to assist our students at reaching proficiency and to ensure that teachers are effective and able to improve instruction through ongoing **professional development and a strong instructional program**, it will be necessary to teach to rigorous college and career-readiness based standards which have been adopted and utilize research-based effective instruction to meet the needs of all students. Best practices instruction will include transitioning to and implementation of the Common Core State Standards (CCSS), increasing reclassification rates for English learners, use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district and implementing the Smarter Balanced Assessment. The school's strategy focus is to check for understanding and gaining academic language proficiency. In order to increase the percentage of students moving toward meeting proficiency, supplemental strategies/activities will include:

- i. *Non - Register Carrying* high qualified teacher off the norm to provide 6 hour a day 100% direct supplemental services beyond the core to all

students identified at risk, including ELs, LTELs and SWD and in need of supplemental assistance in basic and advanced skills in literacy and math.

- ii. **Limited Contract Teacher, (Tutoring) Limited Contract Teacher (Coordinating)** on a special contract for no more than 48 hours a pay period to provide direct academic instruction tutoring and coordinating services beyond the core to all students in need of supplemental assistance and identified at risk of not meeting grade level standards in ELA, literacy skills, and math.
- iii. **Teacher, CSR** will support Core program to provide the supplemental services of a highly qualified, register carrying teacher who will reduce class size in critical need areas such as ELA and Literacy classes, with focused direct differentiated instructional and tiered intervention opportunities for all students at risk, including SWDs and ELs subgroups.
- iv. **Teacher, Auxiliary Periods** will support the Core, to provide the services of a highly qualified, register carrying teacher who will reduce class size in critical need areas such as ELA/ELD classes, with focused direct instruction and tiered intervention opportunities for students at risk of failing including ELs, and SWD subgroups.
- v. **Staff Training Rate, Certificated** to support the Core and assist students at risk as well as SWD and El subgroups through training, PD, and workshops for Certificated staff, **outside the regular assignment** to improve gr. level differentiated instructional and targeted tiered intervention ELA Comprehension and Analysis strategies.
- vi. **Staff Training Rate, Classified** to support the Core and assist students at risk as well as SWD and El subgroups through training, PD, and workshops for Classified staff, **outside the regular assignment** to improve gr. level differentiated instructional and targeted tiered intervention ELA Comprehension and Analysis strategies.
- vii. **Teacher X/Z Time**, will be funded to support the Core with lesson planning, teacher collaboration and review data, to attend PD, trainings, and workshops **beyond the school day** to improve differentiated instructional, tiered intervention strategies and support academic language development in order to assist students at risk to proficiency in ELA.
- viii. **PD Teacher X Time** to support the Core and assist students at risk as well as SWD and El subgroups through, PD, training, and workshop attended **outside the regular assignment** to improve gr. level differentiated instructional and targeted tiered intervention strategies. Time after school is needed for staff to collaborate, review data and analysis and incorporate lesson study with systematic use of the Problem Solving Process to identify,

analyze and monitor data, share best practices, and design/plan lessons to modify strategies which will match all at risk student needs to good first teaching, differentiated instruction, and tiered intervention, as well as strengthen CCSS Core Curriculum.

- ix. ***PD Teacher Regular*** will support the Core and release teachers, to attend conferences, PD, training, workshops **during the basic assignment**, to assist all students at risk and ELs and SWDs subgroups to meet proficiency in ELA and to improve differentiated instruction and intervention strategies in ELA comprehension, academic language and writing strategies.
- x. ***Staff Conference Attendance*** will support the Core to give teachers supplemental professional development, training, workshop and conference attendance (through CLMS, for example) opportunities to support and extend their knowledge and implementation of research and evidence-based instructional differentiated instruction and intervention strategies which reflect SDAIE strategies, with particular focus on Reading comprehension and analysis, Academic language development in ELA, data review and analysis .
- xi. ***Prof. Development (Registration Fees)*** will support the core with Registration and entrance fees for Teachers to attend PD workshops, seminars, and conference opportunities **after the basic assignment**, to receive training on Data Collection and Data Analysis, differentiated instruction, and tiered intervention strategies in order to assist at risk students toward meeting grade level objectives.
- xii. ***Mileage*** will be funded to supplement the Core with reimbursement for employees attending supplemental District programs and activities to improve achievement through data review and analysis, differentiated instruction and tiered intervention to assist all students at risk of not meeting proficiency, including ELs and SWDs.
- xiii. ***Title I / Categorical Coordinator (and differential)*** will support the Core and student achievement by conducting PD activities in ELA Literary Analysis, , differentiated instruction, SDAIE strategies and implementing tiered Intervention to support all at risk students and significant subgroup achievement toward proficiency (during the school day + one hour), providing demonstration lessons, direct services to at risk students in ELA reading comprehension and analysis and ELD and academic vocabulary development, and reviewing and analyzing student data to drive instruction.
- xiv. ***Title I /Categorical Coordinator X Time, Indirect*** will support the Core and at risk student achievement **beyond the basic assignment** by planning and conducting Data review and analysis, as well as collaboration with staff, planning and designing lesson, conducting lesson study in differentiated

instruction, SDAIE strategies and academic vocabulary development, ELA comprehension and literary analysis, to assist students at risk to access the Core curriculum and meet proficiency.

- xv. ***Instructional Coach and Differential*** will be funded to support the Core program with ELA and academic language development demonstration lessons, co-teaching, preparing and delivering PD /Training on evidence based instructional strategies, differentiated approach to instruction and intervention and data review/ analysis concerned with assisting at risk students toward academic improvement and proficiency of ELA strategies, use of graphic organizers and think maps, language development, reading comprehension and literary analysis by targeted toward ELs and students at risk

- xvi. ***Day-to-Day Substitutes*** to support the Core Program to release teachers **during the school day** to do data review/ analysis, grade level planning, planning and developing tiered intervention and differentiated instruction for all students at risk of not meeting grade level proficiency, including ELs and SWDs.

- xvii. ***Day-to-Day Subs, (Benefitted Absence)***
Will be funded to support the Core to release *Specifically* CSR teachers to implement PD, Training, to do data review and analysis, grade level planning, lesson design, planning for intervention and differentiated instruction for all students at risk of not meeting grade level objectives. A minimum of 4 sub days must be purchased.

5. Design Team Capacity:

a. **The process used to select the Design Team Members** – All staff members were invited to participate in designing the proposal through an announcement made during a staff meeting, it was announced during Advisory in the morning, each staff member received an electronic invitation as well as a hard copy placed in their boxes. Thirteen staff members attended the meeting and volunteered to be a member of the Design and Implementation Team. As a team, we decided to meet every Tuesday and Friday until the proposal was ready for submission. A survey was sent to the staff members to confirm the original members. The members are:

- i. **Theresa Alcantara** – SpEd – ID 6th – 8th Teacher – ELA, Math, Science, HSS
Theresa Alcantara has a total of 14 years of teaching experience, 10 years as an education specialist with LAUSD. During her tenure with the district she has worked at the elementary level with high functioning autistic students and seven years here at Columbus working with the intellectually disabled students in grades 6-8 working on the alternate curriculum. At Columbus she has also taught an art class using recycled materials and 3 years of experience as the leadership teacher. Before becoming a teacher she worked for Northrop Grumman for 18 years, with the last 9 as a Manufacturing Engineer on the B-2 Stealth Bomber. Theresa has a lot of patience, creativity and experience to bring to the committee.
- ii. **Monique Brusca** – Instrumental Music Teacher and Electives Chair
Monique Brusca has been in education for 23 years, every one of those years influencing students of LAUSD. During her career, Monique has taught as an Instrumental Music Teacher: Beginning Winds, Strings, Modern Band, jazz Band, Drum line, Show choir, Orchestra, and World Drumming. Ms. Brusca has also participated in several music festivals and competitions. Monique has taken a vital role in this process. She was an original member of LEARN from 1993 - 1997: Planning and committee, she has been Elective Department chair since 2002, and most importantly Monique has taught at CCMS for 23 years, so she understands the needs of the community. She has taken an active role in Curriculum and Instruction. Monique stated it best when she said, “I believe our school can be up to par with any charter or middle school in LAUSD. We just need the perseverance and open mind to try new things.”
- iii. **Amber Godinez** – Magnet 7th & 8th Grade English and History
Amber Godinez has a total of 15 years’ experience in education, 11 of those as a teacher with the Los Angeles Unified School District. During her 11 years at CCMS, she has taught six years in the resident school, and has spent the last five years teaching in the magnet program. Ms. Godinez has taught 6th, 7th, and 8th grade English, as well as 7th and 8th grade History. Prior to becoming a teacher, Amber spent four years as a teacher’s aide and intervention aide in the Carpinteria Unified School District, and as a teacher’s aide in grades K-6th with the YMCA. Ms. Godinez has taken an active role in the CCMS community- she has been English Department Chairperson for a total of nine years and led the

7th grade as PLE facilitator for eight years. Outside of the classroom Amber has participated on several teams including- the RtI school-based leadership team, the NCLB Committee, and the School Site Council. In 2007, Amber was honored as an LAUSD Model Teacher. With 10 plus years invested in CCMS, the schools success is very important to Ms. Godinez, which is why she has taken on a facilitator's role as we embark on the ESBMM/ LIS process.

iv. Ed Goldbeck – SpEd Aide

Edward Goldbeck has been in education for 14 years, all of them as an integral member of the LAUSD family. He was a one-on-one (BII) in SDC for 6 years. Mr. Goldbeck is presently a baseline in an SDC class, where he has been for the last 8 years. We have been very fortunate to have Ed in this process, as part of the Curriculum and Instruction committee. He has been the only classified employee to consistently attend ESBMM/ LIS meetings. Mr. Goldbeck has a long history with Columbus. Of his four grown children, two of them attended Columbus Middle School. This is why he wants to see CCMS become a safe and enriched learning environment for our community and our district.

v. Dalese Hardin – SpEd 6th, 7th & 8th Grade English

Dalese Hardin has been an educator for 10 years, all of them with LAUSD. She began as a Special Education Paraprofessional, As a Special Education Teacher, she instructs students with mild to moderate disabilities, including autism, at their appropriate levels. Ms. Hardin collaborates with general education teachers to create and implement common core lesson plans for her students. She effectively teaches English and History using differentiated instructional methodologies to promote learning, including intensive individualized instruction, problem-solving assignments, and small group work. Ms. Hardin collaborates with IEP teams to develop and implement Individualized Education Plans (IEP's) for each of her students; developing positive relationships with parents and informing them of their student's progress. In her classroom, she has created a structured, but open, community in order for students to feel appreciated, validated and safe, utilizing behavior structures and a sincere heart. She develops transitional plans outlining specific steps to prepare students for high school. Ms. Hardin brings a variety of qualities, attributes and experiences to the Design Team. She is a demonstrated achiever with exceptional knowledge in facilitating groups and working with children and adults in multiple settings. She has a strong knowledge of classroom guidelines and lesson plans. She is enthusiastic, with extensive computer training and experience, including knowledge of Microsoft Word, Excel, PowerPoint and other technological skills. Ms. Hardin has taken on the role of a collaborative team member, filling in where needed.

vi. Marie Kazanjian – Magnet 7th & 8th Grade Math, Science and Robotics

Marie Kazanjian has been a teacher with LAUSD for the last 14 years, and has a total of 42 years of experience in education. During her career, Marie has taught Chemistry, Biology, Science, Algebra, Geometry, and General Math. Ms. Kazanjian also takes an active role outside the classroom as a

member of the Science literacy leadership team, Science department chair; she has organized Science Fairs, coached Academic Decathlon teams, and coached Science Quiz Bowl teams. Marie brings to our design team many years of experience, knowledge of designed curriculum and pacing plans, as well as the ability to organize activities/competitions for students. As a National Board Certified teacher, her role in the Curriculum and Instruction portion of our design team is invaluable.

vii. Heripsima Kouzian – SpEd 6th, 7th & 8th Grade Math

Heripsima Kouzian has been in the profession for 12 years, all of those years servicing LAUSD students. Her experience includes two years as a General Education Assistant, two years as a Special Education Assistant, and eight years as a Special Education Teacher. She has a mild to moderate credential in special education. During her teaching experience, Ms. Kouzian has taught 6-8th grade Mathematics, as well as 6th grade core subjects (English, History, and Science). When asked what she brings to our design team, Heripsima gladly shared her experience and motivation. “When I went to school I was a magnet student. I never asked my parents for help on my homework assignments and I was very independent when it came to my studies, as I felt that school was solely my responsibility. Growing up, I encountered students from all walks of life, privileged as well as under privileged. After experiencing how easy it was for me to go through the education system, I felt that I needed to help others go through it, since not everyone is born with the same resources and abilities. I have always been dedicated, self-motivated, and empathetic. Therefore, I chose to work with students with learning disabilities as opposed to a different student population because I feel that they need more guidance and assistance than other students.” As we embark on becoming a LIS school, Ms. Kouzian has become an active participant in meetings. She meets twice a week after school for about one hour. She chose to be part of Curriculum and Instruction, because she feels that these are the areas that are the most important for members to make decisions on, as well as pertinent areas for student success.

viii. Laverne Potter – Magnet Coordinator and Counselor

Laverne Potter has been in the education profession for 20 years with the Los Angeles Unified School District. Her roles have included being an elementary school teacher for six years, a middle school ELA teacher for one year, a high school teacher for six years (where she taught Science, Health, and Life Skills), and currently a Coordinator for the last seven years. Ms. Potter’s credentials include: Elementary (Multiple Subject), Secondary Health (National Board), Middle Childhood Generalist, Administrative, and Counseling. Laverne has acted as facilitator or as a coordinator since 2000. She has served on WASC Committees & Teams; writing proposals & visiting schools as a reviewer. She has been a BTSA Support Provider & NBCT Facilitator since 2000. During this process, Laverne has been an integral member of our team as Facilitator. She

has taken this leading role because she wants to see the school move the process along to insure that we meet the deadline for proposal submission.

ix. Imad Rabbani – Magnet 7th & 8th Grade English Teacher

Imad Rabbani has a total of six years of experience in education, and this is his first year with LAUSD. During his career, he has taught ELA in grades 5-12. Mr. Rabbani was also a teacher at an elite international school. Prior to teaching, he spent 20 years in Human Resources. In his short time with us, Imad has shown us that he is open minded, has an open heart, and a desire to improve our campus community and take it to the next level. He has taken a general role on the design team, adjusting to where his help is needed most.

x. Michael Seifert – Magnet 6th Grade English and History

Michael Seifert has taught within LAUSD for the last two years, and has a total of ten years of experience in education. During his tenure as a teacher Michael has taught 6th, 7th, and 8th Humanities. He brings organization and a thorough knowledge of writing, and much creativity to our design team. Mr. Seifert has volunteered to be the recorder at our Design Team meetings on Tuesdays, and has taken on this role to keep abreast of the school's evolution.

xi. Lilit Tannberg – RSP Teacher – 7th & 8th Grade

Lily Tannberg has spent the last 20 years teaching Sp. Ed., and as a valuable Resource Teacher, within LAUSD. Lily has also served as Sp. Ed. Dept. Chair, UTLA Chapter Chair, is a member of our Leadership Team, and has been a participant on the PD and Social Committee. Her assets include having written and conducted countless IEP's, organized activities for students, and that she builds close relationships with parents. Teaching special education students has allowed Ms. Tannberg to be fully involved in core curriculum, allowing her the opportunity to collaborate with General Education teachers, which is key in her role with Curriculum and Instruction as we become a LIS school. In addition to the merits listed above, Lily also holds an Administrative Services Credential; Cross-cultural, Language and Academic Development Certificate; and Education Specialist Instruction Credential.

xii. Godfrey Twahira – SpEd – 6th, 7th & 8th Grade History

Godfrey Twahirwa has been in education for 16 years, all of those servicing students in LAUSD. His teaching experience includes teaching Social Studies and English at the middle school level. Godfrey has credentials as an Educational Specialist - Mild to Moderate Disabilities. Education is his passion and he believes that every child can learn and achieve. Mr. Twahirwa's life experiences affords him the opportunity to relate with many in our school population. As he notes, "My parents never received formal education but worked hard to afford me education. I consider myself an advocate for education especially for under privileged populations. I believe that teachers,

parents, stakeholders and communities can be empowered to work as partners in pursuing educational excellence. I have experience in coordinating people from all backgrounds around a common goal. I am actively involved in a pilot program that provides educational opportunities to orphans and vulnerable children in Uganda through not for profit organizations.” Godfrey’s belief that it, "takes a whole village to raise a child" (author unknown), makes him a great addition to our team. He’s an asset at garnering community and parental involvement in the education process, which is instrumental to our schools and student's success.

- b. **The role of the stakeholder groups in the development of the proposal** – Meetings for stakeholders began in Spring 2015 to question each stakeholder group as to whether they were in support of exploring submitting a proposal to the Local Options Oversight Committee (LOOC). The response was in the affirmative. To keep our staff and parents informed, regular informational briefings have been given in person and minutes have been sent out electronically to keep stakeholders informed as to our progress. At each session, stakeholders’ opinions were taken into consideration as the Design Team worked to determine what was important to implement for our students and to prioritize based on number of stakeholders supporting each potential Waiver.