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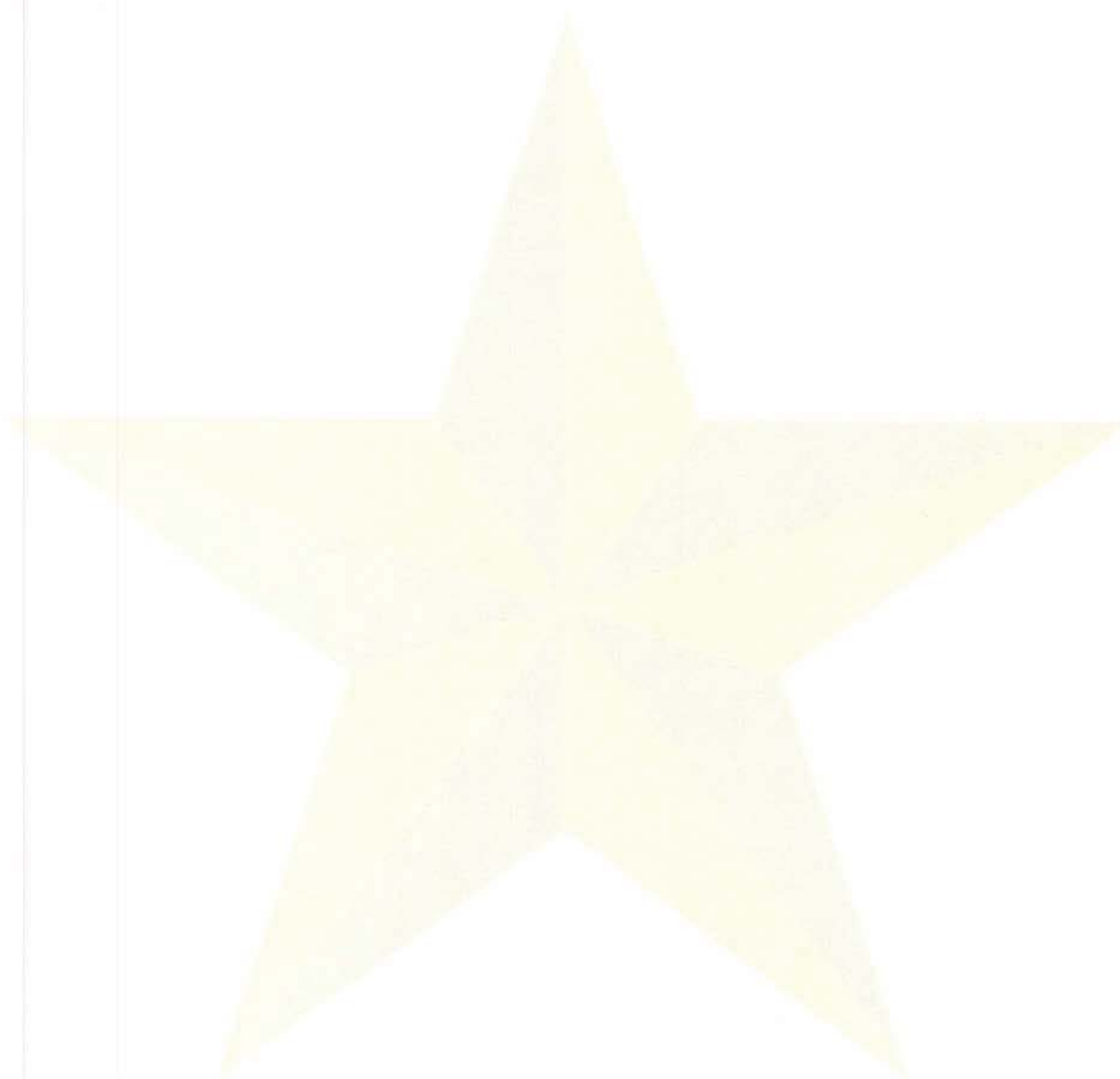
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PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- ☐ Traditional

 ☐ Pilot

 ☐ Network Partner

 ☒ ESBMM
☐ Independent Charter

 ☐ Affiliated Charter

Name of School **East Los Angeles Star Academy High School**

Name of Applicant Group/Applicant Team **LAUSD / UTLA Collaborative Application**

Lead Applicant **Roberto A. Martinez**

Title of Lead Applicant **Superintendent, Local District 5**

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity.
Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
☒ The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES*. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled “Public School Choice Service Plan for Students with Disabilities” included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant **Roberto A. Martinez**

Title of Lead Applicant **Superintendent, Local District 5**

Signature of Lead Applicant



Date

11/30/10



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

November 29, 2010

Ramon C. Cortines
Office of the Superintendent
333 S. Beaudry Ave., 24th Floor
Los Angeles, CA 90017

RE: EAST LOS ANGELES STAR ACADEMY HIGH SCHOOL

I have reviewed the Local District 5/UTLA Collaborative plan for East Los Angeles Star Academy High School and am pleased to offer this letter on behalf of California State University, Los Angeles in support of the establishment of East LA Star Academy High School.

As the University serving East Los Angeles and the San Gabriel Valley, California State University Los Angeles is excited about the prospects that the East Los Angeles Star Academy holds for students in this community. It is widely recognized that by continuing to increase the number of small learning communities and academies LAUSD is deeply committed to educating all of its students at the highest levels. California State University, Los Angeles is equally committed to serving the students and residents of this community by including East Los Angeles Star Academy as one of the schools in its service area.

Many of the students who will attend East LA Star Academy High School and those in LAUSD Local District 5 are the future students of California State University, Los Angeles and the future leaders of the city and state of California. It is with this understanding that we pledge to provide high quality educational services to the students, their parents, as well as the teachers and staff at East Los Angeles Star Academy High School.

We look forward to our new partnership.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Anthony R. Ross', is written over a horizontal line.

Anthony R. Ross
Vice President for Student Affairs

cc: Roberto A. Martinez, Superintendent Local District 5

EAST LOS ANGELES COLLEGE

ERNEST H. MORENO
President

1301 Avenida Cesar Chavez
Monterey Park, California 91754-6099

323 265-8650



November 30, 2010

Ramon Cortines, Superintendent
Board of Education
Los Angeles Unified School District

RE: EAST LOS ANGELES STAR ACADEMY HIGH SCHOOL

I have reviewed the Local District 5 / UTLA Collaborative plan for the above-referenced high school as part of the Public School Choice 2.0 process. Because this proposal includes vitally important academic features and supports for student success, it is with optimism and without reservation that I support approval for this applicant.

As a part of the East Los Angeles community, we envision exploring numerous options of how East Los Angeles College might partner with the staff and students at East Los Angeles Star Academy. Some of the services we presently provide are concurrent college courses, tours of campus and college presentations on career programs.

East Los Angeles Star Academy's emphasis on medicine and technology allows for discussion on career pathway opportunities at East Los Angeles College focused on Allied Health programs.

We hope to have the opportunity of explore further options for services that might be provided through our partnership with this applicant. We hope to create an educational community that will only serve to improve the quality of life for all stakeholders.

Sincerely,

A handwritten signature in black ink, appearing to read "Renee D. Martinez".

Renee D. Martinez

Vice President

Workforce Education and Economic Development

RDM:sl



LOS ANGELES UNIFIED SCHOOL DISTRICT
East Los Angeles Occupational Center
 2100 MARENGO STREET
 LOS ANGELES, CALIFORNIA 90033
 TELEPHONE: (323) 223-1283 FAX: (323) 223-6365

RAMON C. CORTINES
Superintendent of Schools
ED MORRIS
Interim Executive Director
ROSARIO P. GALVAN
Principal

November 19, 2010

Ramon Cortines, Superintendent
 Board of Education
 Los Angeles Unified School District

RE: EAST LOS ANGELES STAR ACADEMY HIGH SCHOOL

I have reviewed the Local District 5 / UTLA Collaborative plan for the above-referenced high school as part of the Public School Choice 2.0 process. Because this proposal includes vitally important academic and curriculum features for student success, it is with optimism and without reservation that I support approval for this applicant.

As a part of the East Los Angeles community, the staff and students at East Los Angeles Occupational Center look forward to supporting the new school. The focus on medicine and technology aligns with (adult classes) that we already provide to this community. Presently, ELAOC offers the following services to the students of our neighboring community:

Academic

Business

Child Care Occupations

Cosmetology

Culinary Arts

Industrial

Health Care Occupations- LVN, Medical Assistant, Pharmacy Tech, Dental Assistant, X-Ray Tech
 Health Information Tech Terminology/Billing/Coding

We hope to have the opportunity of exploring further options for additional classes and services that might be provided through our partnership with this applicant. Due to our proximity, I believe that we could better serve our surrounding neighbors with the addition of this school.

Sincerely

A handwritten signature in black ink, appearing to read "Rosario P. Galvan". Below the signature, the word "Principal" is printed.

Principal

LOS ANGELES UNIFIED SCHOOL DISTRICT

Roosevelt-Garfield Community Adult School

4343 NEW YORK ST, LOS ANGELES, CA 90022

TELEPHONE: (323) 262-9115 • FAX (323) 262-9765

RAMON C. CORTINES
Superintendent of Schools**ED MORRIS**
Executive Director
Division of Adult and Career
Education**DR. PENNY KUNITANI**
Principal

November 16, 2010

Ramon Cortines, Superintendent
Board of Education
Los Angeles Unified School District**RE: EAST LOS ANGELES STAR ACADEMY HIGH SCHOOL**

Dear Sirs:

I have reviewed the Local District 5 / UTLA Collaborative plan for the East Los Angeles Star Academy High School as part of the Public School Choice 2.0 process. Because this proposal includes vitally important academic and curriculum features for student success, it is with optimism and without reservation that I support approval for this applicant.

As a part of the East Los Angeles community, the staff and students at Roosevelt-Garfield Community Adult School look forward to sharing the newly reconstructed Santa Marta Hospital Building with this applicant. The focus on medicine and technology aligns with programs that we already provide to this community. Roosevelt-Garfield Community Adult School offers a credit recovery program for concurrent high school students, using A through G courses approved for UC, CSU, and NCAA entry. Our courses this term for Garfield and Esteban Torres High School students include a complete offering in the Individualized Instruction Lab, as well as the following teacher-directed classes:

English 2/9B and 4/10B
English Composition/Contemporary
American Literature
Algebra 1B
Geometry A and B
Biology 1
Design/1

World History 2
U.S. History 2
Economics
Typist/Keyboard I/II
General Clerk/Office Assistant
Computer Operator: Liter./Software Applic.

We also offer Career Technology Education courses which are available to the high school students evenings and Saturdays. These include:

Bank Operations/Management
Custodial/Buildings and Grounds
IC3 Certification
MOS Certification
Computer Repair
program of entry level job training for health careers (projected)

We hope to have the opportunity to explore further options for additional classes and services that might be provided through our partnership with this applicant. While our two schools will remain separate, through collaborative leadership and the common goal of high student achievement, we hope to create an educational community that will serve to improve the educational experience for students at both schools.

Sincerely,



Dr. Penny Kunitani, Principal

INNERCITY STRUGGLE



strug•gle (strug'el), v.,
to make a strenuous effort; strive

2811 WHITTIER BLVD.
LOS ANGELES, CA 90023

office {323} 780.7605

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www.innercitystruggle.org

November 29, 2010

Dear Mr. Cortines:

InnerCity Struggle (ICS) offers its support for the collaborative plan for the East Los Angeles Star Academy. We are excited about the opportunity for the young people of East Los Angeles to have an academy in the community focused on medicine, health and technology- all fast growing sectors with great opportunities for the community. The East Los Angeles Star Academy's theme of medicine, health and technology compliments the 5 theme-based pilot schools at Esteban E. Torres and will be a great addition to the Eastside Academic Zone of Choice.

As a community based organization, InnerCity Struggle is committed to ensuring that the East Los Angeles community has access to high quality competitive schools. InnerCity Struggle will work with East Los Angeles Star Academy as a community partner to increase parent engagement through our Familias Unidas parent component. The parent component will provide ample opportunities through informative workshops geared at 1) developing parent leadership, 2) informing parents of the A-G college prep requirements and lastly 3) workshops on AB540 students and access to higher education.

In addition, ICS will hold our Annual Parent Summit in unincorporated East Los Angeles where we plan on actively recruiting parents from ELA Star Academy to attend. The Familias Unidas component will conduct outreach to engage ELA Star Academy parents to further involve them in the organization. The Familias Unidas component is committed to providing education and leadership opportunities to parents. The parents will be trained to be better advocates for their children and supporters of their child's academic success and pathway to college.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that East Los Angeles Star Academy is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Maria Brenes
Executive Director



Los Angeles
Education Partnership

1055 West Seventh Street
Suite 200
Los Angeles
California 90017

T: 213.622.5237
F: 213.629.5288
E: pfunkhouser@laep.org
I: www.laep.org

November 26, 2010

Ramon Cortines, Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines:

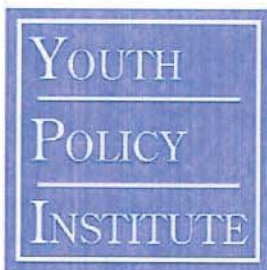
Los Angeles Education Partnership (LAEP) supports the Local District 5 / UTLA collaborative plan for East Los Angeles Star Academy High School as part of the Public School Choice 2.0 process. This proposal has grown out of an identified community need to prepare students for college and career pathways in medicine and technology. Because the plan includes vitally important academic and curriculum features for student success, it is with optimism and without reservation that I support approval for this applicant.

LAEP has been a district and UTLA partner in school transformation for over twenty-seven years, and as a member of the Los Angeles education community, we look forward to participating in collaborative efforts to ensure that East Los Angeles is a place where students and their families, teachers and school personnel can thrive.

Sincerely,

A handwritten signature in cursive script that reads 'Peggy Funkhouser'.

Peggy Funkhouser
President and CEO



Founded 1983

Headquarters

634 South Spring Street, 10th Floor
Los Angeles, CA 90014

Phone: (213) 688-2802
Fax: (213) 688-2942
www.ypiusa.org

November 24, 2010

Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

RE: EAST LOS ANGELES STAR ACADEMY HIGH SCHOOL

Dear Mr. Cortines:

I have reviewed the Local District 5 / UTLA Collaborative plan for the above-referenced high school as part of the Public School Choice 2.0 process. Because this proposal includes vitally important academic and curriculum features for student success, it is with optimism and without reservation that I support approval for this applicant.

As a part of the East Los Angeles community, the staff and students at Eastside Adult School look forward to sharing the newly reconstructed Santa Marta Hospital Building with this applicant. The focus on medicine and technology aligns with (adult classes) that we already provide to this community. Presently, Eastside Community Adult School offers the following services to the students and Garfield High School as well as Torres High School.

The Youth Policy Institute provides education, training and technology services to lift low-income families out of poverty. YPI also supports efforts to boost the capacity and effectiveness of partnering agencies and schools that provide essential services for youth. Each year, YPI helps more than 30,000 youth and adults through these programs.

We hope to have the opportunity of explore further options for additional classes and services that might be provided through our partnership with this applicant. While our two schools will remain separate, through collaborative leadership and the common goal of high student achievement, we hope to create an educational community that will only serve to improve the educational experience for students at both schools.

Sincerely,

Dixon Slingerland
Executive Director



Ramon Cortines, Superintendent
Board of Education
Los Angeles Unified School District
P.O. Box 3307
Los Angeles, CA 90051

November 17, 2010

Re: East Los Angeles Star Academy High School Letter of Support for Jane Berman

Dear Mr. Cortines,

I have reviewed the Local District 5/UTLA collaborative plan for the above referenced high school as part of the Public School Choice 2.0 process. Because this proposal includes vitally important academic features and supports for student success, it is with enthusiasm and without reservation that I support approval for this applicant.

As part of the East Los Angeles community, we envision exploring numerous options how Bienvenidos might partner with the staff and students at East Los Angeles Star Academy High school. Some of the services we presently provide in the greater East Los Angeles area are:

- Community clinics and school based health centers
- Substance Prevention and Treatment programs
- Teen Pregnancy Prevention programs
- HIV/STD Prevention and education services
- Parenting Classes
- Behavioral Health Services
- Youth Development

East Los Angeles Star Academy's focus on medicine and technology allows for discussion of potentially opening a Student Health Center on campus. Bienvenidos currently operates one such center at Woodrow Wilson High School in El Sereno and is presently working with LAUSD to open school based centers at James A. Garfield and Esteban E. Torres High Schools.

We look forward to the opportunity to explore options for services that might be provided through our partnership with this applicant. We hope to create an educational community that will not only serve to improve the quality of life for all stakeholders, but also ensure that the students at East Los Angeles Star Academy High School come to school healthy and ready to learn.

Sincerely

Ritchie L. Geisel

President and CEO
Bienvenidos Children's Center

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Los Angeles County Office of Education

main 213 785 5906

fax 213 785 5928

316 West 2nd Street

Suite 800

Los Angeles CA 90012

www.bienvenidos.org

Accredited Member California Alliance of Child and family Service

**Key Curriculum Press**

Ramon Cortines, Superintendent
Board of Education
Los Angeles Unified School District

RE: EAST LOS ANGELES STAR ACADEMY HIGH SCHOOL

Dear Mr. Cortines,

The leadership staff of Key Curriculum has reviewed the Local District 5 / UTLA Collaborative plan for East Los Angeles Star Academy High School as part of the Public School Choice 2.0 process. We look forward to working with the school district and the union to ensure the success of all learners at East Los Angeles Star Academy.

What we particularly appreciate about the plan is its focus on developing engaging learning experiences that make mathematics relevant to all students. Research supports the effectiveness of this pedagogical approach; it gives students a context within which to learn the rigorous mathematics required by state standards. We also appreciate the school's focus on medical sciences and technology, which will provide rich opportunities for developing engaging learning experiences.

We are pleased to be a partner in this plan, which aligns with our company's vision. Key is a leading publisher of inquiry-based textbooks, software, and supplemental materials for elementary, middle, and high school students in mathematics and science. In addition, we offer professional development workshops, online courses, and webinars to provide educators with the training, experience and support they need to incorporate effective teaching strategies. The company was founded by mathematics educators in 1971 and is headquartered in Emeryville, Calif.

Sincerely,

Timothy Pope
Curriculum Director

PEARSON

Deborah Nix
District Manager
Curriculum Group- Pearson

1300 National Drive, Suite 170
Sacramento, CA 95834
Tel: (800) 653-1918
Fax: (800) 254-6765
Email: debbie.nix@pearson.com
www.PearsonSchool.com

November 29, 2010

Ramon Cortines, Superintendent
Board of Education
Los Angeles Unified School District

RE: EAST LOS ANGELES STAR ACADEMY HIGH SCHOOL

We have reviewed the Local District 5 / UTLA Collaborative plan for the above-referenced high school as part of the Public School Choice 2.0 process. Because this proposal includes vitally important academic and curriculum features for student success, it is with optimism and without reservation that we support approval for this applicant.

As a part of the East Los Angeles community through its existing use of our learning materials and services, we are excited about the potential to work collaboratively with this new learning institution. This would take the form of assisting East Los Angeles Star Academy HS with its goals for its teachers and students. Our assistance would include exploring how our print learning materials, digital learning materials and research-based professional development can help achieve goals and desired outcomes.

Sincerely,



Deborah Nix
District Manager
L.A. Empire District



November 16, 2010

Ramon Cortines, Superintendent
Board of Education
Los Angeles Unified School District

RE: EAST LOS ANGELES STAR ACADEMY HIGH SCHOOL

I have reviewed the Local District 5 / UTLA Collaborative plan for the above-referenced high school as part of the Public School Choice 2.0 process. Because this proposal includes vitally important academic features and supports for student success, it is with optimism and without reservation that I support approval for this applicant.

As a part of the East Los Angeles community, we envision exploring numerous options of how VELA "The Light of the Community" might partner with the staff and students at East Los Angeles Star Academy. Some of the services we presently provide are...

East Los Angeles Star Academy 's focus on medicine and technology allows for discussion of....potentially...

We hope to have the opportunity of explore further options for services that might be provided through our partnership with this applicant. We hope to create an educational community that will only serve to improve the quality of life for all stakeholders .

Sincerely,

Grace Gonzalez
Executive Director

Curriculum Vitae

**Personal
Information:**

Name: Jane Thompson Berman

**Long Term
Goal:**

As an educator, I am committed in my mission to ensure all students see themselves as capable of succeeding and giving them the tools and support to achieve their goals. This includes improving the quality of instruction of and inspiring others to raise the standards for the quality of teaching in their classrooms. My career is dedicated to ensuring equity and access for all students to an education that is focused on high academic achievement while addressing the individual needs of the whole child.

Education:

Post-Graduate:
California Lutheran University
Thousand Oaks, California
Ed.D. in Educational Leadership May, 2010

California State University, Northridge
Northridge, California
Masters in Education Administration August, 2003
Education Leadership and Policy Studies
Teaching Credentials May, 1992

College:
Sonoma State University May, 1985
Rohnert Park, California
Bachelor of Arts

High School:
Chatsworth High School June, 1981
Chatsworth, California
Graduated with Honors

Credentials:

State of California
Commission on Teacher Credentialing

Professional Clear Single Subject Teaching Credential in Mathematics
(secondary) – valid through June 1, 2013

Professional Clear Multiple Subject Teaching Credential in General Subjects (elementary) – valid through June 1, 2013

Crosscultural Language and Academic Development certificate (CLAD)

Tier I Administrative Services Credential
valid through June 1, 2013

Tier II Administrative Services Credential

**Professional
Affiliations:**

Association for Supervision and Curriculum Development
Member – January, 2003 to present

National Council of Teachers of Mathematics
Member – September, 2001 to present

National Council of Supervisors of Mathematics
Member – March, 2006 to present

California State University, Northridge
Department of Mathematics – Teachers for a New Era

- Grant from the Carnegie Corporation to improve teacher preparation and pedagogical content knowledge. Spring and Summer, 2003.

University of California, Los Angeles
Graduate School of Education & Information Studies

- Center X – High School Exit Exam Team – Spring, 2001
- Mathematics Teacher's Institute – Summer, 2000
- LUCI training – 2004-2005

Los Angeles City Mathematics Teachers Association
Member – September, 1999 to present

Mathematical Association of America
Member – March, 2004 to present

California State Mathematics Council
Member – September, 1999 to present

Western Association of Schools and Colleges
Visiting Committee Member, 2002 to present
Chair, 2006, 2007, 2008 and 2010

Experience:

Los Angeles Unified School District

September, 1999
to present

Local District 5

323-224-3300

Los Angeles, California

Secondary Mathematics Specialist / Coordinator August 2006 to present

- Administrator over all secondary mathematics instruction for 6 comprehensive high schools, 2 magnet schools, 10 middle schools, and 7 alternative high school settings
- Designed and implemented professional development for administrators and teachers on the CORE K-12 Assessment Center
- Provided SB472 training for 4 SAIT high schools' Algebra 1 teachers to ensure compliance to action plans
- Supervised and evaluated all secondary math coaches and provided for their professional development
- Developed and implemented a change in delivery of professional development from a large staged setting to small grade-level-alike groups at school sites, based upon PERB findings
- Supported all secondary teachers with opportunities to engage in professional conversations with colleagues around significant instructional issues such as differentiated strategies for ELs, SWDs, Standard English Learners, Gifted and closing the achievement gap
- Collaborated with school site administrators on District Mathematics initiatives to achieve implementation
- Designed, implemented and refined protocol for analyzing periodic assessment data
- Created Secondary Math Pathway with input from coaches and administrators
- Oversaw the collection and organization of the Multiple Measures Database to assist in correct placement of students into classes
- Managed process of all high schools selecting textbooks for all mathematics courses and oversaw all ordering
- Supervised the textbook selection process for four middle school courses
- Supported teachers with technology by purchasing TI calculators and GeoSketchpad Lesson Link for middle and high schools and following with targeted professional development for implementation
- Oversaw the special math events in Local District 5 – The Ultimate Math Championship – and assisted with Math Field Day
- Managed all budgets within resource limitations
- Collaborated with other content areas in support of the RtI² framework
- Managed math coach personnel by hiring for vacancies and reassigning as necessary

Local District 1 818.654.3600
 Van Nuys, California
 Secondary Mathematics Expert / Coach June, 2005 to August, 2006

- Math coach at SOCES and Northridge Academy
- Fully trained on implementation of Secondary Mathematics Initiative (Carnegie Algebra 1, Bridge to Algebra and Compass Learning software)
- Created an alignment and index of resources for LD1 teachers of Algebra 1A1-1A2
- Assisted in the delivery of math instructional guides, providing professional development for teachers
- Collaboratively planned and delivered full-day professional development for teachers on District Concept Lessons
- Presented Concept Lessons to Principals, Assistant Principals, and Math Cadre
- Member of the Algebra Readiness Focus Group
- CST scores of my students for Algebra 1A1-1A2 at SOCES jumped up 20 points from 2004 to 2005
- Presenter at LACTMA and California League of High Schools conferences

California State University, Northridge 818.677.2580
 Northridge, California
 University Supervisor summer, 2005

- Supervised 3 credential candidates during first semester student teaching assignments

Sherman Oaks Center for Enriched Studies 818.342.5175
 Local District 1
 Tarzana, California August, 2003
 Secondary Mathematics Teacher / Coach to present

- Nominated Disney Hand Teacher of the Year
- Interact Club Sponsor
- Winner of Paul Harris Fellow Award for Rotary International
- Impact Group Facilitator
- Title I / CAHSEE tutoring for mathematics
- Master Teacher for National University

U. S. Grant High School
Local District 2
Valley Glen, California
Mathematics Coach

818.781.1400
October, 2001 to
June, 2003

- Developed and implemented extended learning time intervention program for CAHSEE and TOPICS prep – Winter, 2002 and 2003
- Secondary Academic Performance Specialist Team
- Professional Development Team
- Curriculum Development Team
- Single Plan for Student Achievement Writing Team
- Aligned school site instructional resources to Algebra I standards and pacing plan
- Developed and implemented use of multi-language mathematics glossaries in classes designated for English Language Learners

Sherman Oaks Center for Enriched Studies
Local District 1
Tarzana, California
Secondary Mathematics Teacher

818.342.5175
August, 1999 to
October, 2001

- Nominated Teacher of the Year, 2001 and 2002 – Encino-Tarzana Chamber of Commerce
- Interact Club Faculty Sponsor
- Impact Group Facilitator
- Class of 2000 Faculty Sponsor
- AMC 10 coordinator

BZB Family Day Care, Inc.
Sherman Oaks, California
President and CEO

February, 1995 to
August, 1999

- Directed all aspects of day-to-day operations, including direct care of children, food preparation, record keeping, curriculum development, and marketing
- Managed business to profitability all five years of existence
- Supervised and trained staff of three employees

Sherman Oaks Center for Enriched Studies 818.342.5175
 Local District 1
 Tarzana, California February, 1990 to
 Secondary Mathematics Teacher February, 1995

- Classroom teacher in 5th through 12th grade math, science and health classes while attending credential classes and graduate coursework full-time.

References:

Roberto A. Martinez, Superintendent
 LAUSD, Local District 5 323-224-3100

Frances Gipson
 Administrator of Instruction 323-224-3100
 LAUSD, Local District 5

Luz Cotto (former Administrator of Instruction for LD 5)
 Principal, Carver Middle School 323-846-2900
 LAUSD, Partnership Schools

Maria S. Martinez 323-224-3100
 Principal Leader
 LAUSD, Local District 5

Sandra Cruz 818-654-3600
 Director, Staff Relations
 LAUSD, Local District 1

Michael Mc Cambridge 805-493-3420
 Professor, California Lutheran University
 Chair of Dissertation Committee

Ivan Cheng 818.677.2580
 Associate Professor of Secondary Education, CSUN

Amelia Velazquez

El Sereno Middle School

Education:

California State University, Dominguez Hills
Bachelor of Arts, Teacher Credential Program

Work Experience:

El Sereno Middle School

Los Angeles Unified School District
October, 2010 to present
Teacher, English 7, English Honors Environmental
Science Academy

John Adams Middle School

Los Angeles Unified School District
September, 2010 to October, 2010
Teacher, English 7th, ESL

Belvedere Middle School

Los Angeles Unified School District
September, 2004 to June, 2010
ESL Department Chair
Teacher, ESL all levels, 6th – 8th grades
PRP 7th grade, English 8th grade,
Creative Writing 7th / 8th

Norwalk-La Mirada Adult School

Norwalk-La Mirada Unified School District
September, 2000 to June, 2004
Teacher, Adult Basic Education, Reading & Math
Language Arts 1A & 1B, Assessment Center
Concurrent high school / adult school students
Physically and mentally challenged

John Glenn High School

Norwalk-La Mirada Unified School District
September, 1989 to June, 2000
Bilingual Department Chair, Bilingual Program
Coordinator, Teacher, ESL 1, Basic Math, Bilingual
Science, English 9th grade (Literature)

Moffitt Elementary School

Norwalk-La Mirada Unified School District
September, 1979 to June, 1989
Teacher, Bilingual Classroom, grades 3-7

Credentials:

California Multiple Subject Professional Clear
Bilingual Certificate of Competence (BCC)
Highly qualified in elementary and English

Positions / Titles:

Department Chair (high school and middle school)
Bilingual Coordinator (high school)
Mentor teacher
Mentor teacher selection committee
Chapter Chair
Board of Directors, Union, (NLMUSD)
Instructional coach for new teachers

Awards:

California Teachers Association-Human Rights
Award

United Teachers Los Angeles East Area-Unsung
Hero Award

Residence:

resident of East Los Angeles area since 1986

GILBERT GOMEZ

OBJECTIVE

Seeking a position as a Social Studies teacher utilizing my communicational, organizational, and leadership skills

EDUCATION

2007-2009, California Administrative Credential and Masters Degree,
California State University Northridge (CSUN)

- Pi Lambda Theta—International Honor Society

2004-2006, Masters Degree in Philosophy,
California State University Long Beach (CSULB)

2002-2004, Social Science Credential, California State University,
Long Beach (CSULB)

- Pi Lambda Theta—International Honor Society

1988-1990, B.A., Political Science, University of California, Los
Angeles (UCLA)

1986-1988, Cerritos College

CERTIFICATION

CLAD Certification

AVID Certification

CPR Certification

EXPERIENCE

2004-Present, Social Studies Teacher, Gage Middle School, Huntington Park, CA

- GATE World History/US History
- Journalism/School Newspaper

2003-2004, Student Teacher, West Middle School, Downey, CA

ADDITIONAL ROLES

2004-2006, SLC (PLE) Lead/Co-lead, Gage Middle School

2007-2008, IMPACT Coordinator/Co-Coordinator, Gage Middle School

REFERENCES

Provided upon request

Patrick C. Kolostyak

Education

2008	California State University Dominguez Hills- Administrative Credential Program
1996	California State University Los Angeles-Teaching Credential-Multiple Subject
1994	California State University San Marcos –Bachelor of Arts-Liberal Studies

Professional Experience

1997- Present	Teacher in Science -Belvedere Middle School Instruct science classes to English only and English learners. Develop standards based curriculum and lesson plans. Collaborate with cross curricular teachers to enhance learning.
2008 Present	School Site Council Member-Parliamentarian Assist chair in keeping meeting on track and establishing order. Advise with Roberts Rules of Order when needed.
2006- Present	United Teachers of Los Angeles Co-Chair Inform and counsel teachers. Provide teacher/administrator mediation when needed. Help organize UTLA school site meetings. Inform teachers of current issues. Co-chair SBM council with principal.
2009- Present	United Teachers of Los Angeles Site Chair Inform and organize teachers. Organize and conduct UTLA school site meetings. Provide teacher/administrator mediation when needed.
2005- Spring 2007	Science Testing Coordinator Distribute tests. Collect tests and ship out to headquarters. View data department wide and collaborate on instructional strategies to meet state standards.

2005-

Spring 2007 **Chemical Safety Coordinator**

Schedule hazardous waste pick up. Organize chemical storeroom and discard used or prohibited chemical materials. Hold meetings to inform faculty of current chemical safety guidelines.

2001-

Spring 2005 **Science Department Chair**

Organize and lead department meetings. Participate on instructional cabinet/leadership team. Collaborated with administrators and teachers for curriculum development. Disseminated current information to department members. Facilitated consultancy groups in department. Distributed funds and ordered materials within department.

Community Involvement

2003-2005

Boyle Heights Neighborhood Council – Board member

Participate in community planning and activities. Chair of land use committee.

BIOGRAPHY

Carlos Montes

Biography:

Carlos Montes was born December 28, 1947 in El Paso, Texas while his family lived in Juarez, Chihuahua, Mexico. He lived his early childhood in the border town of Juarez, in 1956 his family moved to South Los Angeles the Florencia area, and later to East LA. There is father worked in a factory assembly line manufacturing coffee tables as a member of the Carpenters union industrial section.

His grandfather Alejandro Alvarado was a member of Pancho Villa's revolutionary army, and his family was raised with stories told by his mother of the Mexican revolution.

Carlos experienced the racist teachers, and police abuse growing up in the overcrowded schools of South LA and ELA. He graduated from Miramonte Elementary School, Hollenbeck Junior High School and Garfield High School. At GHS he was a member of the marching band and several student clubs. He was a member of the cross country team.

At ELA College Carlos joined MASA Mexican American Student Association in 1967. Founded the La Vida Nueva Chicano student group at ELAC who organized and fought to get one of first Chicano studies Departments at ELAC now one of the largest in Southern California. Helped form MECHA, Movimiento Estudiantil de Aztlan, Chicano student organization still active today.

During college worked as a Teen Post Director in Lincoln Heights on Broadway where he met Father John Luce of the Church of the Epiphany and Eliazar Risco Editor of La Raza newspaper. There got introduced to the Young Chicanos for Community Action and La Parana Coffee House in ELA were the Brown Berets were started. He was a leader and one of the founders of the original Brown Berets and became the Minister of Information, the spokesperson for the group.

As a leader in the Brown Berets organized the first protest at the ELA Sheriffs police station against police brutality in the winter of 1967. Started organizing car clubs and gangs in ELA against police abuse.

Helped to lead the Brown Berets, a Chicano revolutionary group fighting for self determination, into a national organization with chapters in the Southwest.

Was a leader and organizer in the historic ELA Walkouts in March of 1968 which led to major reforms and changes in the LAUSD and similar actions in the Southwest. Was indicted by a secret LA County Grand Jury and arrested for conspiracy to disrupt the school system with many other charges in what became known as the ELA 13 case; charges later dropped. HBO released the movie Walk Out in March 2006.

Participated in the Poor Peoples Campaign in the summer of 1968 with the original Rainbow Coalition and the SCLC, where he met other Chicano groups like the Crusade for Justice and Alianza, and established relationships with Corky Gonzales and Reies Lopez Tijerina and others. Was arrested at the White House leading a youth protest demanding job and education.

Participated in the first National Chicano youth Liberation Conference in 1968 in Denver Colorado where the Plan Espiritual de Aztlán was formulated; and the demand for self determination for the Chicano Nation was popularized.

Visited the mountains of New Mexico with Reies Lopez Tijerina to see firsthand self government with the Alianza Federal de Mercedes. Met with Chicano farmers who had led the armed raid on Tierra Amarilla in June 7, 1967.

Worked to forge alliances with the Black Panther Party and supported the Free Huey Newton political prisoner's campaign. Worked with Bunchy Carter and John Huggins of the BPP and establishing Black and Brown relations.

Participated in organizing the first Chicano Moratorium in December 1969 against the war in Vietnam. This then led to the historic August 29, 1970 National Chicano Moratorium when over 20,000 Chicanos protested the high casualty of Chicanos in the Vietnam War, and Ruben Salazar was killed by the LA County Sheriffs.

The Brown Berets and Carlos faced the repression of the LAPD and the LA Sheriffs. He was arrested over 12 times on false charges beaten and threats made against his life by the police. He was indicted with 10 others for conspiracy to commit arson at a protest against then Governor Reagan in 1969 at the famous Biltmore Hotel in LA; during a conference on education. A police provocateur Fernando Sumaya hired by the LAPD infiltrated the Brown Berets and advocated violence and started a fire in a men's restroom at the hotel which led to the Grand Jury indictment for arson against the Chicano activists. All had the charges dropped or were found not guilty.

Carlos was married to Olivia Velasquez, from Boyle Heights, in January 1970. Due to the heavy repression and threats Carlos and Olivia went underground and lived in Mexico in 1970. Later they settled in the Juarez El Paso area and did labor and community organizing. They participated in the famous Farah strike of 1972 and the Partido de La Raza Unida campaign for governor of Ramsey Muniz. Carlos worked in El Paso as a carpenter with the International Brotherhood of Carpenters building public housing, also as a maintenance mechanic at Farah textile plant and Thomson General Hospital.

Carlos and wife Olivia raised a family in El Paso and lived there till his re arrest in May 29, 1977 after arriving in LA.

A Free Carlos Montes Committee led a two year battle to free Carlos. In 1979 after a two month trial he was found not guilty of all charges in the old Biltmore conspiracy to commit arson case. The committee

linked his case to the movement to free all political prisoners such as Geronimo Pratt a former Black Panther and the case of two AIM members Sky Horse and Mohawk.

Carlos and his former wife Olivia raised two children Felicia who is a cultural activist, with In Lak Ech, a teacher and union organizer; their son Reies is a local fire fighter and active in his union.

Carlos was active in both campaigns of Latinos for Jackson 84 88. He ran as a delegate for Jackson and attended the 1984 Democratic convention in San Francisco.

He was a leader in the reorganizing and the 20th commemoration of the National Chicano Moratorium in 1990 where over 5,000 people marched and rallied the historic route to Salazar Park and opposed the first war on Iraq

In the late 1990's the old Community Service Organization, CSO was reorganized in to the Centro CSO with a re commitment to grassroots organizing. Under the leadership of Carlos the Centro CSO with local parents from Boyle Heights, led a Clean Schools Campaign which won several victories for Bridge Street and other local schools. He helped to initiate the Schools Not War campaign demanding a new high school in Boyle Heights to relieve the overcrowding at Roosevelt HS, and an end to military recruitment on the campus. Winning a new school, Mendez Learning Complex, now built at the corner of First and Mission Street in Boyle Heights.

Helped found the Latinos Against War group in 2003, which led marches and teach ins in ELA and supported the city wide opposition to the war in Iraq and fought against the racist military recruitment in the high schools of young Latinos.

In May 2004 he joined SEIU 660 as a Field Representative organizer was assigned to the LA County Health Department where he fought for worker rights and help found the SEIU International Latino Caucus. He was later assigned to the LACUSC Medical Center where he organized Black, Latino and Asian members to unite and work together to improve working conditions. In 2004 he help organize and initiate a large march and rally demanding Legalization and end to the ICE raids at the 10 year anniversary of the mass protest against the racist 187 State initiative. Carlos pushed SEIU 660 and other locals to support the March 25 and May 1 mega marches for immigrant rights and against the Sensenbrenner bill that attacked immigrants. In February 2007 Carlos was fired with 14 other SEIU staff, during the SEIU merger takeover and move to a top down management, staff run, and management labor cooperation union initiated by Andy Sterns, International President.

Carlos joined the March 25 Coalition in early 2007 and became a full time independent organizer to help organize the May 1 actions for immigrants rights. In 2007 he helped organize several marches, rallies and was arrested for civil disobedience protesting the ICE raids and supporting Elvira Arellano, an immigrant rights leader, who was deported August 18, 2007

Currently active with Latinos Against War, and Fight Back News. He worked on the campaign to defeat McCain and the fight for immigration reform and end the racist ICE raids. Participated in the major protest march against the RNC on September 1, 2008.

He is currently on the steering committee of the Southern California Immigration Coalition demanding full legalization and an end to ICE repression working toward the May 1, March and rally. Also a lead organizer on the Justice for Manuel Jaminez Xum killing by LAPD officer Hernandez on September 5, 2010. Manuel a Mayan worker from Guatemalan was shot twice in the head without justification. SCIC is demanding a transparent independent investigation and the firing and prosecution of LAPD police Hernandez. www.immigrationcoalition.org

He also worked in early 2009 with Maya Entertainment promoting the new science fiction film "Sleep Dealer" dealing with the impact of imperialism on immigration and repression on Mexico.

Currently he is a volunteer organizer with (CSO) Community Service Organization organizing parents to promote public education and to resist the privatization attack by charter schools in ELA.

www.csosite.org

Ron Ramirez

EDUCATION

CALIFORNIA STATE UNIVERSITY, LOS ANGELES Single-Subject Teaching Credential	2006
CALIFORNIA STATE UNIVERSITY, LOS ANGELES Master of Arts: Social Foundations of Education	1999
UNIVERSITY OF SOUTHERN CALIFORNIA Bachelor of Arts: English	1996
GOLDEN WEST COLLEGE Associate of Art Degree Golden West College	1991

EMPLOYMENT

BELVEDERE MIDDLE SCHOOL <i>Teacher</i> Experience Teaching 7 th -8 th grade English	2006-present
LOS ANGELES UNIFIED SCHOOL DISTRICT <i>Substitute Teacher</i> Experience Teaching K-12 th grade, all subjects	1999-2006
ALHAMBRA UNIFIED SCHOOL DISTRICT <i>Substitute Teacher</i> Experience Teaching K-12 th grade, all subjects	1999-2001

ADDITIONAL EXPERIENCE

EAST LOS ANGELES BOB CATS YOUTH FOOTBALL
Defensive Coordinator
Designed defensive schemes and helped organize and facilitated team practices.

GOLDEN WEST COLLEGE FOOTBALL/USC FOOTBALL
Student Athlete
Participated in Intercollegiate athletic.

SKILLS

- Fluent in spoken and written Spanish
- Computer literate using many software programs

SHELDRIIN RUIZ

EDUCATION

CALIFORNIA STATE UNIVERSITY, LOS ANGELES Master of Arts	2009
CALIFORNIA STATE UNIVERSITY, LOS ANGELES Single-subject Teaching Credential	2007
CALIFORNIA STATE UNIVERSITY, LOS ANGELES Multiple-subject Teaching Credential	2004
UNIVERSITY OF CALIFORNIA, LOS ANGELES Bachelor of Arts	1999

EMPLOYMENT

BELVEDERE MIDDLE SCHOOL <i>Teacher</i> Experience teaching 6 th – 8 th grade ESL, 6 th grade English, 6 th grade History, 7 th grade History.	2004-Present
LOS ANGELES UNIFIED SCHOOL DISTRICT <i>Substitute Teacher</i> Experience teaching K-12 th grade, including Special Education.	2000-2004
FERNALD CENTER(UCLA) <i>Field Study/ Research</i> Volunteered for the campus childcare facility that serves children under five years of age. Focused my research on the development of gender roles and their influence on early child development.	1999

ADDITIONAL EXPERIENCE

ESL DEPARTMENT <i>Chair</i> Facilitate department meetings including the development of the agenda and professional assistance to teachers. Order supplies and spend annual budget to meet the teacher's needs of resources and materials.	2006-2007
MODEL UNITED NATIONS <i>Participant</i> Was part of a delegation to simulate participation in the United Nations and follow proper rules and procedures. Negotiated and presented a resolution as part of the competition.	2007

SKILLS

- Fluent in spoken and written Spanish
- Computer literate using many software programs
- Radio programming skills including the use of Cool Edit Pro

Pupil Free Days Friday, August 12, 2011 and Monday, June 4, 2012

*** If a school selects Monday, January 9, 2012 as a Pupil Free Day, then Monday, June 4, 2012 becomes an Instructional Day**

**LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**

HOLIDAY
DIA DE FIESTA

DATE _____

10/18/2010

TENTATIVE

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

JULY JULIO	AUGUST AGOSTO	SEPTEMBER SEPTIEMBRE	OCTOBER OCTUBRE	NOVEMBER NOVIEMBRE	DECEMBER DICIEMBRE
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
10	10	10	10	10	10
11	11	11	11	11	11
12	12	12	12	12	12
13	13	13	13	13	13
14	14	14	14	14	14
15	15	15	15	15	15
16	16	16	16	16	16
17	17	17	17	17	17
18	18	18	18	18	18
19	19	19	19	19	19
20	20	20	20	20	20
21	21	21	21	21	21
22	22	22	22	22	22
23	23	23	23	23	23
24	24	24	24	24	24
25	25	25	25	25	25
26	26	26	26	26	26
27	27	27	27	27	27
28	28	28	28	28	28
29	29	29	29	29	29
30	30	30	30	30	30
31	31	31	31	31	31

JANUARY ENERO		FEBRUARY FEBRERO		MARCH MARZO		APRIL ABRIL		MAY MAYO		JUNE JUNIO	
#											
2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	1	2	3	4	5	6
7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30
31											

IMPORTANT DATES:

07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday		Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	04-02 thru 04-06-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday	05-28-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	06-01-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day	* 06-04-2012	Pupil Free Day

School Management Services

EAST LA STAR ACADEMY

Regular Bell Schedule

1 st / 5 th period	8:00 – 9:25
Advisory	9:30 – 9:50
Nutrition	9:50 – 10:05
2 nd / 6 th period	10:10 – 11:35
First lunch	11:35 – 12:05
First 3 rd / 7 th period	11:40 – 1:05
Second 3 rd / 7 th period	12:10 – 1:35
Second lunch	1:05 – 1:35
4 th / 8 th period	1:40 – 3:05

TOTAL = 380 minutes

Professional Development Schedule

(Fridays)

1 st / 5 th period	8:00 – 9:10
Nutrition	9:10 – 9:25
2 nd / 6 th period	9:30 – 10:38
First Lunch	10:38 – 11:08
First 3 rd / 7 th period	10:43 - 11:51
Second 3 rd / 7 th period	11:13 – 12:21
Second Lunch	11:51– 12:21
4 th / 8 th period	12:26 – 1:34

TOTAL = 289 minutes

Minimum Day Schedule

1 st / 5 th period	8:00 – 8:58
2 nd / 6 th period	9:03 – 10:01
Brunch	10:01 – 10:31
3 rd / 7 th period	10:36 – 11:34
4 th / 8 th period	11:39 – 12:37

TOTAL = 247 minutes