

APPENDICES

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⑤ PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded	18.0%	20.1%
% Strong Agree or Agree		
Opportunities for Involvement	85.8%	82.3%
Feel Welcome at school	76.9%	80.7%
High Level of Reported Involvement	28.8%	22.3%

⑥ ENGLISH LEARNERS (EL)

AWAO 1 - CCLDT Annual Growth	MET	2008-10 Target	2009-10 (Prelim)
AWAO 2 - Attaining Eng Prof. Els less than 5 Yrs	No	53.1%	46.8%
AWAO 3 - Proficiency in ELA	No	17.4%	12.0%
Proficiency in MATH	No	41.3%	31.6%
	No	55.5%	46.2%
	No	54.8%	30.7%

⑦ SAFE SCHOOLS

Discipline	2008-09	2009-10	Chg
Students Suspended:			
All	7.8%	9.8%	1.9
African American	20.4%	23.7%	6.3
Latino	7.4%	9.0%	1.6
Attendance			
Start	64.0%	93.4%	-0.8
Student	92.1%	92.0%	0.8
Student tardancy	21.7%	22.5%	0.8
Student Survey			
% of Students that responded	3.1%	52.7%	49.6
% Strong Agree or Agree			
Feel safe in their school	70.8%	90.1%	10.3

⑧ COLLEGE READINESS (Based on A-G Courses)

Grades in 2009-10	% Taking A-G Courses	% A-G with C or Above
9th Grade	92.8%	29.1%
10th Grade	80.3%	23.3%
11th Grade	60.4%	21.5%
12th Grade	51.0%	18.7%

⑨ ADVANCED PLACEMENT 2009-10

Students taking at least one AP course	Students passing at least one AP course with a C or above
13.2%	11.0%

⑩ GRADUATION RATE

CHSSE Pass Rates (as of May)	2008-09	2009-10	Chg
10th grade:	61.0%	63.1%	2.1
11th grade:	82.3%	83.0%	0.7
12th grade:	93.1%	90.7%	2.4
High School Completion:	2007	2008	Chg
Dropout 1 Year Rate:	28.2%	24.0%	-4.2
Graduation Rate:	5.3%	5.5%	0.2
	61.1%	75.2%	14.1

*CST Trends is based on CST results only, not AYP Reports. For detailed information, go to <http://www.cde.ca.gov>

⑪ API

BASE	GROWTH	PITS	ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06: 557	589	22	Yes	1	3
2006-07: 589	506	17	Yes	1	3
2007-08: 606	607	1	No	2	6
2008-09: 637	614	7	No	2	6
2009-10: 613	645	33	No	2	6

⑫ GIFTED

2008-2009	2009-10	Chg
Identified Gifted - All	40.3%	11.1%
Identified Gifted - African Amer	4.3%	6.1%
Identified Gifted - Latino	10.6%	11.4%

⑬ CST TRENDS: English Language Arts

Subgroup	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	1 yr Change	5 yr Change	Avg per yr
All Students	2,126	2,579	2,551	2,520	2,450		4.2	13.9	3.5
African American	165	179	147	115	96		10.5	12.0	3.0
Asian	10	1							
Latino	2,377	2,338	2,267	2,293	2,243		4.1	14.3	3.6
White	52	37	29	32	30		-0.4	29.4	7.4
English Learner	655	618	629	620	506		-1.3	0.6	0.2
SWD	289	281	303	327	344		0.5	1.9	0.5
Socio-Econ Disadv	2,070	1,964	2,080	1,978	2,031		3.9	14.2	3.6

⑭ CST TRENDS: Mathematics

Subgroup	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	1 yr Change	5 yr Change	Avg per yr
All Students	2,437	2,613	2,244	2,448	2,337		5.5	5.9	1.5
African American	135	171	118	109	82		5.8	5.5	1.4
Asian	10	10							
Latino	2,140	2,289	2,001	2,277	2,149		5.4	5.8	1.4
White	43	34	28	33	29		18.0	14.8	3.7
English Learner	578	508	529	595	464		0.9	2.0	0.5
SWD	240	281	236	315	296		0.8	0.6	0.2
Socio-Econ Disadv	1,869	1,919	1,832	1,918	1,944		5.5	6.0	1.5

⑮ CALIFORNIA STANDARDS TESTS (CST) (2009-10)

#Tested	%ADV	%PROF	%BASIC	%DB	%FBB	2008-09	2009-10	Chg
ELA Gr 9	1117	7.0%	24.0%	30.0%	23.4%	24.9%	31.0%	6.1
ELA Gr 10	850	8.7%	18.6%	39.1%	19.5%	27.2%	27.3%	0.1
ELA Gr 11	483	12.2%	23.4%	34.2%	18.0%	29.0%	35.6%	6.6
Algebra I	821	0.6%	10.8%	19.4%	42.1%	6.4%	11.4%	5.0
Geometry	764	0.8%	8.2%	18.9%	48.7%	6.0%	8.9%	2.9
Algebra II	611	3.3%	15.2%	31.3%	32.7%	12.8%	18.5%	5.7
HS Math	120	10.8%	22.5%	33.3%	31.7%	23.2%	33.3%	10.1
World History	831	7.3%	11.9%	25.0%	15.3%	13.0%	15.3%	2.3
US History	477	13.0%	20.8%	27.7%	19.9%	30.2%	33.8%	3.6
Life Science	843	8.9%	19.1%	40.0%	19.0%	22.0%	28.0%	6.0
Biology	715	8.0%	15.0%	34.8%	23.1%	13.7%	22.9%	9.2
Chemistry	699	2.1%	5.0%	27.3%	26.2%	3.7%	7.2%	3.5
Earth Science	18	5.6%	27.8%	33.3%	22.2%	50.0%	33.3%	-16.7
Physics	123	2.4%	9.8%	45.5%	15.5%	10.5%	12.2%	1.7
Int Science	592	1.2%	10.1%	40.2%	17.5%	4.8%	11.3%	6.5

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 3,488	
18% Special Education	9%
1% Gifted and Talented	12%
2% Economically disadvantaged	51%
23% English learners	9%
48% Reclassified as Fluent English Proficient	22%
3% (White/Not Latino)	

Met AYP in 2010: No (Criteria met = 19 Criteria possible = 26)

Program Improvement Status: Year 5

⑥ API

BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06: 595	595	-10	No	2	1
2006-07: 581	596	15	No	1	1
2007-08: 611			No	2	1
2008-09: 610	641	31	No	2	1
2009-10: 610	641	31	No	2	1

⑦ GIFTED

Identified Gifted - All	2008-09	2009-10	Chg
Identified Gifted - African Amer	10.7%	11.9%	1.1
Identified Gifted - Latino	6.1%	6.0%	-0.2
Identified Gifted - Latino	9.3%	10.6%	1.4

② STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	14.4%	16.7%	2.2
Math	2.4%	6.0%	3.6

③ CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change		5 yr Change		Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10					
All Students	2,595	2,471	2,468	2,539	2,430	21.6%	27.3%	27.8%	28.6%	33.9%	5.3	12.1	11.9	3.0	
African American	541	494	457	461	426	14.4%	18.4%	23.2%	23.0%	26.3%	3.3	11.9	11.9	3.0	
Asian	57	65	52	55	44	38.6%	35.4%	48.1%	47.3%	52.3%	5.0	13.7	13.7	3.4	
Latino	1,156	1,073	1,107	1,199	1,219	17.5%	23.3%	21.9%	23.1%	29.8%	6.7	12.3	12.3	3.1	
White	85	79	78	75	59	31.8%	22.8%	34.6%	36.0%	30.5%	-5.5	-1.3	-0.3	-0.3	
English Learner	241	209	246	243	232	2.9%	1.9%	2.0%	1.6%	0.4%	-1.2	-2.5	-0.6	-0.6	
SWD	209	191	189	194	210	1.4%	1.0%	4.2%	1.5%	5.2%	3.7	3.8	1.0	1.0	
Socio-Econ Disadv	1,194	1,192	1,277	1,351	1,397	18.9%	24.2%	25.7%	26.1%	31.9%	5.8	13.0	13.0	3.2	

④ CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change		5 yr Change		Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	
All Students	2,400	2,267	2,185	2,329	2,309	4.5%	4.5%	5.2%	4.4%	7.9%	3.5	3.4	3.4	0.8	
African American	504	451	404	414	381	1.2%	1.8%	1.2%	0.7%	3.1%	2.4	1.9	0.5	0.5	
Asian	55	62	41	55	45	10.9%	8.1%	12.2%	10.9%	20.0%	9.1	9.1	2.3	2.3	
Latino	1,000	903	905	1,009	1,142	3.0%	3.1%	2.6%	3.0%	5.6%	2.6	2.2	0.6	0.6	
White	78	71	68	68	55	10.3%	4.2%	1.5%	4.4%	1.8%	-2.6	-8.5	-2.1	-2.1	
English Learner	229	195	212	218	213	1.7%	1.0%	0.9%	0.0%	0.5%	0.5	-1.2	-0.3	-0.3	
SWD	204	180	175	189	184	0.0%	0.0%	0.0%	0.0%	1.6%	1.6	1.6	0.4	0.4	
Socio-Econ Disadv	1,097	1,103	1,138	1,240	1,314	3.7%	4.0%	4.3%	4.9%	7.2%	3.2	3.5	0.9	0.9	

⑤ CALIFORNIA STANDARDS TESTS (CST) (2009-10)

	#Tested	%ADV	%PROF	%BASIC	%EBL	%FRH	2008-09	2009-10	Chg	2008-09	2009-10	Chg
ELA Gr 9	1036	9.5%	29.1%	29.7%	17.0%	14.8%	30.3%	38.5%	8.2	35.2%	31.8%	-3.4
ELA Gr 10	808	9.8%	22.4%	32.8%	18.4%	16.6%	28.1%	32.2%	4.1	35.2%	35.0%	-0.2
ELA Gr 11	666	8.0%	20.7%	32.0%	18.1%	21.1%	26.4%	28.8%	2.4	45.4%	39.2%	-6.2
Algebra I	599	0.8%	8.7%	15.5%	44.4%	33.6%	2.6%	9.5%	6.9	88.7%	75.0%	-13.7
Geometry	945	0.4%	4.8%	18.4%	47.2%	23.2%	4.7%	5.2%	0.5	85.2%	76.4%	-8.8
Algebra II	567	1.1%	7.9%	19.0%	32.5%	39.5%	5.9%	9.0%	3.1	75.3%	72.0%	-3.3
HS Math	197	0.5%	12.7%	24.4%	50.8%	11.7%	5.1%	13.2%	8.1	76.7%	62.5%	-14.2
World History	806	5.5%	15.9%	29.4%	36.0%	36.0%	17.1%	21.3%	4.2	55.4%	49.4%	-6.1
US History	634	5.0%	19.1%	31.2%	18.9%	25.7%	26.9%	24.1%	-2.8	42.3%	44.6%	2.3
Life Science	744	9.7%	17.6%	32.0%	19.9%	20.8%	24.6%	27.3%	2.7	45.4%	40.7%	-4.7
Biology	1019	7.1%	17.3%	36.6%	16.0%	23.1%	17.8%	24.3%	6.5	47.6%	39.1%	-8.5
Chemistry	416	1.1%	4.8%	32.4%	31.5%	39.3%	4.1%	5.9%	1.8	62.8%	61.8%	-1.0
Earth Science	14	0.0%	0.0%	0.0%	7.1%	92.9%	0.0%	0.0%	0.0	100.0%	100.0%	0.0
Physics	41	9.8%	36.6%	36.6%	12.2%	4.9%	19.2%	46.3%	27.1	17.3%	17.1%	-0.2
Int Science	530	0.0%	7.2%	39.1%	22.3%	31.5%	1.3%	7.2%	5.9	70.8%	53.9%	-17.0

Appendix B

⑧ PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded	19.2%	21.1%
% Strong Agree or Agree	83.2%	85.2%
Opportunities for Involvement	8.5%	84.7%
Feel Welcome at School	24.8%	19.7%
High Level of Reported Involvement		

⑨ ENGLISH LEARNERS (EL)

	MET	2008-10 Target	2009-10 (Prelim)
JAMMO 1 - CELDT Annual Growth	No	53.1%	41.8%
JAMMO 2 - Attaining Eng Prof: Els less than 5 Yrs	Yes	17.4%	21.1%
Els 5 yrs or more	No	41.3%	23.7%
JAMMO 3 - Proficiency in ELA	No	55.5%	19.1%
Proficiency in MATH	No	54.8%	23.4%
Reclassification Rate Trend	12.6%	8.0%	5.7%

⑩ SAFE SCHOOLS

	2008-09	2009-10	Chg
Discipline			
Students Suspended:			
Alt	9.9%	8.8%	-1.1
African American	17.3%	13.3%	-3.9
Latino	10.5%	10.4%	-0.1
Attendance			
Staff	92.8%	92.4%	-0.3
Student	92.0%	92.2%	0.2
Student Transfency	22.7%	23.2%	0.5
Student Survey			
% of Students that responded	45.1%	52.4%	7.3
% Strong Agree or Agree:			
Feel safe in their school	77.2%	89.2%	12.0

⑪ COLLEGE READINESS (Based on A-G Courses)

Grade in 2009-10	% Taking A-G Courses	% A-G with C or Above
9th Grade	22.3%	34.2%
10th Grade	81.9%	75.5%
11th Grade	52.6%	22.3%
12th Grade	43.3%	23.1%

⑫ ADVANCED PLACEMENT 2009-10

Students taking at least one AP course	12.6%
Students passing at least one AP course with a C or above	11.8%

⑬ GRADUATION RATE

CARREE Pass Rates (as of May)	2008-09	2009-10	Chg
10th grade:	81.1%	84.6%	3.5
11th grade:	77.3%	80.7%	3.4
12th grade:	94.1%	88.4%	-5.8
High School Completion:	2007	2008	Chg
Dropout 4 Year Rate:	25.9%	20.7%	-5.2
Dropout 1 Year Rate:	5.8%	4.7%	-1.1
Graduation Rate:	79.4%	81.7%	2.3

*CST Trends is based on CST results only, not AYP Reports. For detailed information, go to <http://www.cde.ca.gov>

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 1,487	
19% Special Education	11%
0% Gifted and Talented	13%
1% Economically disadvantaged	71%
15% English Learners	11%
54% Reclassified as Fluent	
7% English Proficient	21%
3% Writing (not Latino)	

② STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	18.7%	24.6%	5.9
Math	13.9%	20.3%	6.8

③ CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change			5 yr Avg per Change			Chg
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	2008-09	2009-10	2009-10	2008-09	2009-10	2009-10	
All Students	1,734	1,642	1,633	1,497	1,406	25.4%	27.6%	34.4%	33.9%	37.4%	3.5	12.0	3.0	3.5	12.0	3.0	
African American	342	305	303	290	253	22.8%	25.6%	30.4%	27.8%	28.5%	0.9	5.7	1.4	0.9	5.7	1.4	
Asian	25	20	21	16	14	48.0%	40.0%	47.6%	56.3%	64.3%	8.0	16.3	4.1	8.0	16.3	4.1	
Latino	912	875	875	800	764	21.2%	22.9%	28.9%	29.4%	34.6%	5.2	13.4	3.4	5.2	13.4	3.4	
White	43	48	48	45	40	30.2%	31.3%	29.2%	40.0%	45.0%	5.0	14.8	3.7	5.0	14.8	3.7	
English Learner	279	262	229	194	156	2.5%	3.8%	4.8%	4.1%	4.5%	0.4	2.0	0.5	0.4	2.0	0.5	
SWD	164	169	153	155	134	2.4%	2.4%	2.6%	3.9%	7.5%	3.6	5.1	1.3	3.6	5.1	1.3	
Socio-Econ Disadv	1,205	1,240	1,224	1,071	1,027	21.5%	24.6%	31.9%	31.5%	35.0%	3.4	13.4	3.4	3.4	13.4	3.4	

④ CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change			5 yr Avg per Change			Chg
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	2008-09	2009-10	2009-10	2008-09	2009-10	2009-10	
All Students	1,726	1,644	1,633	1,496	1,403	24.3%	22.4%	27.1%	26.0%	27.9%	1.9	3.6	0.9	1.9	3.6	0.9	
African American	339	305	304	290	252	13.0%	15.7%	19.7%	18.6%	17.1%	-1.5	4.1	1.0	-1.5	4.1	1.0	
Asian	25	20	21	16	14	35.0%	25.0%	42.9%	25.0%	50.0%	25.0	14.0	3.5	25.0	14.0	3.5	
Latino	928	880	873	800	762	21.3%	20.6%	23.7%	23.0%	25.6%	2.6	4.3	1.1	2.6	4.3	1.1	
White	43	48	47	44	40	27.9%	18.8%	25.5%	29.5%	40.0%	10.5	12.1	3.0	10.5	12.1	3.0	
English Learner	277	262	222	194	156	5.4%	6.9%	4.3%	5.2%	7.7%	2.5	2.3	0.6	2.5	2.3	0.6	
SWD	164	169	153	155	133	2.4%	3.0%	5.2%	3.2%	3.0%	-0.2	0.6	0.2	-0.2	0.6	0.2	
Socio-Econ Disadv	1,197	1,242	1,222	1,071	1,027	22.1%	20.9%	25.3%	24.5%	26.3%	1.8	4.2	1.0	1.8	4.2	1.0	

⑤ CALIFORNIA STANDARDS TESTS (CST) (2009-10)

# Tested	% ADV	% PROF	% BASIC	% SB	% FBB	CHANGE IN PROF/ADV			CHANGE IN SB/FBB		
						2008-09	2009-10	Chg	2008-09	2009-10	Chg
ELA Gr 6	446	12.1%	27.1%	37.2%	15.7%	34.9%	39.2%	4.3	27.7%	23.5%	-4.2
ELA Gr 7	458	8.1%	28.4%	33.3%	16.7%	36.1%	37.5%	1.4	33.2%	29.2%	-4.0
ELA Gr 8	504	11.5%	24.2%	35.5%	14.3%	30.9%	35.7%	4.8	36.5%	28.8%	-7.7
Math Gr 6	446	13.5%	28.3%	29.4%	22.6%	27.3%	41.7%	14.4	40.6%	28.9%	-11.7
Math Gr 7	389	0.8%	17.5%	40.2%	31.7%	24.3%	18.3%	-6.0	37.8%	41.5%	3.7
Algebra I	529	2.3%	17.2%	28.9%	33.5%	18.1%	19.5%	-1.4	56.0%	51.6%	-4.4
Geometry	40	32.5%	45.0%	12.5%	10.0%	68.8%	77.5%	8.7	3.1%	10.0%	6.9
History-Soc Sc	502	10.8%	17.3%	33.9%	14.7%	23.9%	28.1%	4.2	44.5%	38.0%	-6.5
Science Gr 8	501	17.0%	19.2%	23.6%	15.0%	32.7%	36.1%	3.4	46.5%	40.3%	-6.2

⑥ API

BACE	GROWTH	PTS	MET	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06: 635	648	13	No	2	4
2005-07: 648	649	1	No	2	3
2007-08: 649	678	29	No	2	3
2008-09: 672	673	1	No	2	5
2009-10: 671	698	27	No	2	1

⑦ GIFTED

Identified Gifted - All	2008-2009	2009-10	Chg
Identified Gifted - African Amer.	13.2%	13.4%	0.2
Identified Gifted - Latino	6.3%	5.8%	-0.5
Identified Gifted - Latino	12.9%	13.8%	0.9

⑩ SAFE SCHOOLS

Discipline	2008-09			2009-10			Chg
	Students Suspended	All	African American	Latino	Latino	Latino	
Attendance							
Staff							
Student							
Student Transfery							
Student Survey							
% of Students that responded							
% Strong Agree or Agree:							
Feel safe in their school							

MONTHLY TIME TASK CALENDAR OF WASC SELF-STUDY ACTIVITIES FOR SOUTH REGION HIGH SCHOOL #4

TASKS	RESPONSIBLE PERSON(S) INVOLVED	TIMELINE
Introduce WASC to Staff Form WASC Focus Groups	Principal WASC Coordinator	August 2011
Select WASC school accreditation coordinator	Principal	October 2011
Organize WASC accreditation Leadership Team	Director (Principal Leader)	
Review with Leadership Team WASC rubrics, Criteria Sample Prompts, Report Guidelines and Workshop Materials	LD 8 Administrator of Instruction	
Attend first of three mandated WASC workshops	Principal	November 2011
Provide Single Plan (Matrix) to the Local District Office for review and monitoring	WASC Accreditation Coordinator Select Leadership Team Members	
<u>Benchmark One:</u> Local District Director reviews status of accreditation organization with principal	Director (Principal Leader)	
<u>Benchmark Two:</u> Local District Director reviews with Leadership Team the WASC process for the school	Director (Principal Leader)	January/February 2012
Attend second mandated WASC Workshop	Principal	March 2012
Organize Focus on Learning Committees, Committee Chairs and meeting dates through December 2012	WASC Accreditation Coordinator Select Leadership Team Members	
Establish a time-task calendar for Leadership team meetings, committee meetings and Self-Study report	Principal WASC Accreditation Coordinator Select Leadership Team Members	
		April 2012

TASKS	RESPONSIBLE PERSON(S) INVOLVED	TIMELINE
<p>Attend the third mandated WASC workshop to identify effective District accreditation practices that may be replicated by SRHS #4</p> <p>Meet with the principal to identify flash points (e.g. leadership, interpersonal relations, and community issues).</p> <p><u>Benchmark Three:</u> Local District Director reviews with the Principal and Leadership Team entire WASC Process, Timetables and Deliverables from June-December.</p>	<p>Principal</p> <p>WASC Accreditation Coordinator</p> <p>Select Leadership Team Members</p> <p>Director (Principal Leader)</p> <p>Local District Staff</p>	May 2012
<p>Schedule and publish future meetings (with names of responsible staff) to address systemic issues at the school that would impact accreditation. It is critical these issues be addressed as part of an ongoing commitment to the WASC process.</p>	<p>Principal</p> <p>WASC Accreditation Coordinator</p> <p>Select Leadership Team Members</p> <p>Director (Principal Leader)</p> <p>Local District Staff</p>	June 2012
<p>Focus on Learning Committees meets a minimum of twice a month.</p> <p><u>Benchmark Four:</u> Local District Director reviews with the School Leadership Team regarding Time Task Calendar and deliverables.</p>	<p>Principal</p> <p>WASC Accreditation Coordinator</p> <p>Select Leadership Team Members</p> <p>Director (Principal Leader)</p> <p>Local District Staff</p>	July 2012
<p>November Visit is scheduled. Debrief with the principal regarding the visiting WASC chairperson and the importance of a positive rapport with the chair.</p> <p>Ensure all stakeholders are engaged in the WASC process. Review composition of accreditation teams to ensure participation of parents, students, community, and staff.</p>	<p>Director of School Services</p> <p>Principal</p>	July 2012

TASKS	RESPONSIBLE PERSON(S) INVOLVED	TIMELINE
Publish Report and mail and distribute to the WASC Chair, WASC Visiting Team members and the school community.	Principal WASC Accreditation Coordinator	August-September 2012
Check in September, October, and November with the principal and accreditation chairperson regarding the process Increase communication regarding WASC process to a daily basis within the school.	Director (Principal Leader) Principal Accreditation Coordinator WASC Leadership Team	Ongoing
<p>Director (Principal Leader) participates in school's accreditation team meetings and schedules Mock WASC Focus Group Interviews and Classroom Visitations</p> <p><u>Benchmark 5:</u> Local District Director identifies evidence that all stakeholders are engaged through Focus on Learning Teams and stakeholders groups on the accreditation process including student groups, all parent groups, community and business organizations, and all components of the faculty. The goal is to ensure that throughout the accreditation process and particularly prior to the WASC visit, everyone clearly understands:</p> <ul style="list-style-type: none"> • The focus of the accreditation report • Specific action steps • How systemic issues have been addressed. 	<p>Director (Principal Leader)</p> <p>Administrator of Instruction</p> <p>Instructional Support Team</p>	September-October 2012

TASKS	RESPONSIBLE PERSON(S) INVOLVED	TIMELINE
Review Visitation Schedule: <ul style="list-style-type: none"> • Ensure proper housing of the committee • Ensure properly supplied room • Ensure amenities • Ensure appropriate guides and maps 	Principal WASC Accreditation Coordinator Select Leadership Team Members	September 2012
<u>Benchmark 6:</u> Local District Director conducts final meeting with faculty and stakeholders the week prior to the visit to ensure all procedures/information are in place and concerns have been addressed.	Director (Principal Leader)	October 2012
<u>Benchmark 7:</u> Local District Director meets with the Visiting Committee during the WASC Visit	Director (Principal Leader)	November 2012
<u>Benchmark 8:</u> Local District Director provides District office with a copy of the Visiting Committee Report and debriefs on the follow-up strategies to address recommendations	Director (Principal Leader)	November 2012
<u>Benchmark 9:</u> Local District notifies District Office of "Term" awarded to SRHS #4.	Local District Superintendent	February 2013

BOARD APPROVED
APRIL 13, 2010

Balanced Traditional Calendar (BTC) for Approved LD 2 Schools

[illegible][illegible]

January-2011										February							March																											
27	28	29	30	31	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25

[illegible]

7-5-2010	4th of July Observed	12-25-2010	Christmas	Holiday	Spring = 93 School Days
8-9-2010	First Day of Instruction	1-17-2011	Martin Luther King, Jr. Day	No School	Both Intersessions = 20 Days
9-3-2010	Admission Day	2-7-2011	Second Semester Begins	Instructional Day	
9-6-2010	Labor Day	2-21-2011	Presidents Day	Intersession	
9-7 and 9-9-2010	Unassigned Days - No School for Students and Staff	4-1-2011	Cesar E. Chavez Day Observed, Unassigned Day	F Furlough Days:	August 6, September 2, 8 and 10; June 28, 29 and 30 NO SCHOOL FOR STUDENTS AND STAFF
		4-18 thru 4-22 2011	Spring Break		

LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 8

South Region High School #4 (Grades 6-12)

MIDDLE SCHOOL BELL SCHEDULE

Purple Day Middle School

Mondays, Thursdays

7:30-7:53	Breakfast
8:00-9:30	Period 1
9:36-11:06	Period 3
11:06-11:36	Lunch
11:42-1:12	Period 5
1:18-2:48	Period 7

Silver Day Middle School

Wednesdays, Fridays

7:30-7:53	Breakfast
8:00-9:30	Period 2
9:36-11:06	Period 4
11:06-11:36	Lunch
11:42-1:12	Period 6
1:18-2:48	Period 8

Purple Day Middle School

Alternating Tuesdays

9:00-9:23	Breakfast
9:30-10:26	Period 1
10:32-11:28	Period 3
11:28-11:58	Lunch
12:04-1:00	Period 5
1:06-2:02	Period 7
2:08-2:48	Advisory

Silver Day Middle School

Alternating Tuesdays

900-9:23	Breakfast
9:30-10:26	Period 2
10:32-11:28	Period 4
11:28-11:58	Lunch
12:04-1:00	Period 6
1:06-2:02	Period 8
2:08-2:48	Advisory

#

100% HIGH SCHOOL GRADUATES

South Region High School #4 (Grades 6-12)

HIGH SCHOOL BELL SCHEDULE

Purple Day High School

Mondays, Thursdays

7:30-7:53		Breakfast
8:00-9:30		Period 1
9:36-11:06		Period 3
11:12-12:42		Period 5
12:42-1:12		Lunch
1:18-2:48		Period 7

Silver Day High School

Wednesdays, Fridays

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Purple Day High School

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10:32-11:28		Period 3
11:34-12:30		Period 5
12:30-1:00		Lunch
1:06-2:02		Period 7
2:08-2:48		Advisory

Silver Day High School

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10:32-11:28		Period 4
11:34-12:30		Period 6
12:30-1:00		Lunch
1:06-2:02		Period 8
2:08-2:48		Advisory

100% HIGH SCHOOL GRADUATES

Los Angeles Unified School District
PUBLIC SCHOOL OF CHOICE
SERVICE PLAN FOR SPECIAL EDUCATION

MCD OUTCOME	COMPONENT	DESCRIPTORS
Federal Requirement, District publications and forms are available for use	Search & Serve	<p>The following processes have been developed to ensure:</p> <p>I. <u>The identification of students with disabilities upon enrollment:</u> An LAUSD <i>Student Enrollment Form</i> will be completed by parents for all newly enrolling students upon their enrollment. The form asks if at his/her previous school the student was receiving special education services, had an IEP, 504 plan, difficulties that interfered with learning, or was identified for GATE. Office and administrative staff will understand the form and their responsibilities to promptly identify students who require special services.</p> <p>IEPs of students from other LAUSD schools will be reviewed on Welligent, as will copies of IEPs of students entering with IEPs from outside the district. Appropriate forms and procedures will be completed as SRHS #4 immediately implements the existing IEP and prepares for an IEP review meeting within 30 days.</p> <p>In addition to the procedures specified in Part II of the <i>Special Education Policies and Practices Manual (PPM)</i> Each spring, SRHS #4 STAFF will meet with feeder schools to identify the number of students with disabilities that are likely to enroll in SRHS #4. In addition, performance levels, special education needs and the date of last annual and triennial assessment will be obtained for identified students. This information will allow SRHS #4 staff to plan for the incoming students especially when developing class schedules and planning for needed special education services in the following year.</p> <p>II. The staff awareness of Special Education procedures used by the school site: The school's professional development committee will plan, implement, and assess training sessions for staff that focus on Special Education procedures used on site. Special education, related services and administrative personnel will be fully acquainted with the PPM and their responsibilities specified there. General training sessions will include a focus on such areas as referral and assessment procedures for students suspected of having a disability and assessments requested by parents.</p> <p>III. <u>The availability of an assessment process for students suspected of having a</u></p>

Los Angeles Unified School District
PUBLIC SCHOOL OF CHOICE
SERVICE PLAN FOR SPECIAL EDUCATION

MCD OUTCOME	COMPONENT	DESCRIPTORS
		<p><u>disability:</u> A timely, tiered and then comprehensive assessment process will be available for all students who have been properly screened or whose parents have submitted a written request. The procedures are described in the section of this Appendix entitled "Procedures for identification and assessment of students".</p> <p>IV. The appropriate publications and forms are maintained at the site: As part of the Main Office, Academy offices and Parent Center, <i>The Parent Network</i> Poster will be prominently displayed. The publications entitled, <i>Are you puzzled by your child's special needs</i> and <i>A Parent's Guide to Special Education Services</i> will also be made available and distributed in the appropriate language (the district provides material in eight languages).</p> <p>V. <u>Parent Support Information is available:</u> In addition to the printed material, parents will be referred to the Parent Resource page on the district's special education website and provided with contact information for the district's parent resource network.</p>
Outcome 2	Intervention Programs	<p>I. The identification process for determining student participation in <u>intervention programs</u>: The initial process for determining student participation in intervention programs is implementation of the District's Multi-tiered Framework to Instruction and Intervention (BUL-4827.1). Students are identified through their response through specific evidence-based instruction and intervention across three tiers of services. As students move up the tiers in this approach, intensity, duration, and frequency of services and progress monitoring is increased as teacher-student ratio decreases. A critical step in the identification for participation in intervention, as addressed by the MCD, is below basic CST scores and performance in the core curriculum. Students with disabilities who score below basic on CSTs will be included in structured standards-based instruction and related interventions implemented for all students with below basic scores. If their progress indicates, they will receive services of greater intensity, frequency and duration.</p>

Los Angeles Unified School District
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SERVICE PLAN FOR SPECIAL EDUCATION

MCD OUTCOME	COMPONENT	DESCRIPTORS
		<p>II. The benchmark and progress monitoring tools are included: Student progress will be monitored with the same assessments—CSTs, CELDT, periodic assessments, curriculum-based measures, and behavior data. The rate and degree of progress of students with disabilities will be monitored and if less than that of the general education students, the students will be given more intensive intervention. Progress monitoring will provide, among other things, information regarding the types of errors and instructional needs of the students.</p> <p>III. A multi-tiered approach to interventions, from core program to more intensive instruction: Based on the information from progress monitoring tools, a multi-tiered approach will be implemented. The core program will be the first tier. If found inappropriate, more intense interventions will be implemented. Consistent with the school-wide tiered intervention process if this secondary intervention is not successful, a third, more intensive intervention will be employed and monitored (see pp xx).</p> <p>IV. The identification of programs to be used and their purposes: Among the curricular programs to be used are: <i>Language!; Rewards; Accelerated Academic Literacy; Revolution and Read 180</i>. Among the special education services to be used include co-teaching in core curriculum, Learning Center, Resource Program. SRHS #4 administrators and staff will make use of the professional development and consultation services of Support Unit South.</p> <p>V. Progress monitoring and how it will inform instruction: Individual student's response to the differing interventions will be assessed and monitored. When assessment indicates that a student needs more or different instruction and intervention to access the core curriculum, the next tier of services will be provided. This multi-tiered framework is a continuum of instruction and intervention where a student may receive simultaneously differentiated instruction in all three tiers in order to address his/her academic and behavioral/social-emotional needs.</p>

Los Angeles Unified School District
PUBLIC SCHOOL OF CHOICE
SERVICE PLAN FOR SPECIAL EDUCATION

MCD OUTCOME	COMPONENT	DESCRIPTORS
Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	<p>I. Prevention: In each Academy, three to six clear and positively stated behavioral expectations will be developed and articulated. Students and teachers will discuss and develop common understandings and definitions of the expectations. Teachers will provide models of appropriate behaviors when students do not know them. Staff will monitor behaviors school-wide and use a variety of means to positively reinforce appropriate behaviors including positive reports home, "head of the line" lunch passes, some form of token or "point" system, class- or school-wide recognition of students' demonstration of expected behaviors. Each day, Advisory periods will be used as needed to discuss, model and teach expected behaviors. Selected programs such as Character Counts and CHAMPs will be used to promote appropriate student behaviors both in and out of the classrooms.</p> <p>II. Intervention: For Tier I, a school-wide plan will reflect the school's Code of Conduct, and Expected School Wide Learning Results to reinforce positive behavior, foster accountability and reduce the suspension rates for Special Education students.</p> <p>For Tier II, data on Office Discipline Referrals (ODRs) and suspensions for incoming and continuing students will be collected and used as baseline data to monitor the progress of school-wide and individual positive behavior support programs. Individual Behavior Support Plans will be written/reviewed for students with disabilities who need them. Behavior Plans will be written/reviewed for all students with ED or Autism as required by the MCD and for other students with disabilities as necessary to support academic progress.</p> <p>For Tier III, analysis of ODRs and other disciplinary actions will provide ongoing progress monitoring. If data reveal that some students are consistently not meeting expectations, more focused data collection and Functional Behavioral Analyses will be conducted and used as the basis for planning and implementing more highly focused Individual Behavior Support Plans</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS
		Behavior Support Plans will be completed as required for students with disabilities with special attention to students with ED/AUT eligibility as per Outcomes 17a, 17b and 18.
Required for Planning	Description of Student Population	<p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities:</p> <ul style="list-style-type: none"> • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students.
Outcome 2, 3, 4	Special Education Program Description	<p>I. SRHS #4 offers a comprehensive continuum of placement options for students with disabilities. The program's objectives include increasing students' CST scores, with a focus on students with disabilities achieving basic and above scores and successfully completing school with diplomas and or certificates of completion. The Resource Program (RSP) provides standards-based instruction and services to students with disabilities who are assigned to the general education classroom for the majority of the school day. The Special Day Program (SDP) provides a standards-based curriculum, with accommodations as needed, that serves students whose disabilities impact their academic progress in general education classes to a degree that an alternative smaller group setting is needed. The Emotionally Disturbed Program (ED) and Autism Program</p>

Los Angeles Unified School District
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MCD OUTCOME	COMPONENT	DESCRIPTORS
		<p>(AUT) incorporate standards-based curricula, with accommodations as needed, and serve students whose emotional and/or behavioral disabilities impact their social/emotional relationships, academic progress, and safety in general ed. classes to a degree that an alternative small groups setting is their Least Restrictive Environment.</p> <p>II. & III. The special education program reflects the philosophy of the school and its Academics. This is an inclusive, productive, and safe environment for all students including those with disabilities. All students are educated in the <u>least restrictive environment</u> and are given <u>access to grade level standards and the general education core curriculum</u>. For the most part, students will <u>address grade level standards in general education classrooms</u>. Supports and services, co-teaching, co-planning and consultation, and/or Learning Center supports will be provided to students. <u>Teachers in general education classrooms will collaborate regularly with colleagues whose expertise is that of special education</u>. Students with disabilities participating in the District Alternate Curriculum do not take part in the periodic assessments designed for students in the general curriculum.</p> <p>Students with significant disabilities and students for whom the core curriculum is inappropriate will have an alternate curriculum as determined by their IEP team. Students following the District Alternate Curriculum do not take part in the periodic assessments designed for students in general curriculum. Instead they participate in a Community Based Instruction Program (CBI) that focuses primarily on promoting independent living. The program serves students whose disabilities impact the following areas: academic progress, communication, health, interpersonal relationships, safety, and/or use of community resources in the development of daily life skills. Some of the interventions used for students in the CBI program include participation in general education, such as involvement in elective courses and extracurricular activities.</p> <p>IV. <u>As part of the school's multi-tiered approach,</u> The special education population will be considered with the entire school in regards to Response to Instruction and Intervention (RtI²).</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS
		<p>V. <u>The Learning Center</u> supports will be provided when an IEP team determines that a student following the core curriculum with accommodations needs additional personalized educational interventions that are best delivered outside of the general setting and/or a large group context.</p> <p>VI. SRHS #4 will use supplemental aids and supports to support student learning. The special education program will use assistive and adaptive technology as needed. Related services (D/S) will be provided when the included in the IEP if an assessment by a qualified assessor indicates the student's need for the service and that the service cannot be provided by a general or special education teacher. Assistive technology supports will begin with low/no tech (e.g., color coding, graphic organizers), to mid level (e.g., calculators, books on tape) to higher -level technology (e.g., computers). The need for low incidence equipment or services is assessed by the teacher and/or related service provider and determined by the IEP team. These may include specialized transportation, career and vocational instruction, and specialized communication devices.</p> <p>VII. <u>Students with disabilities will be integrated with their typical peers</u> when appropriate. Students in the core curriculum with modifications will receive most or all of their instruction along side their typical peers. Some students will receive Learning Center services but will spend the majority of the day interacting and learning with their typical peers in the general education setting. Students participating in the alternate curriculum will be encouraged to participate in elective courses and extracurricular activities. The school climate will be such that students with disabilities are welcome in all activities including social events such as prom and sporting events.</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>In order to assist the District in meeting MCD Outcome 8, the school will maintain, regularly monitor and report the percentage of students with SLD and/or speech and language impairments who live within the school boundaries and are educated in SRHS #4. At least 93% of such students will be educated at SRHS #4 if this is determined to be their home school.</p> <p>I. Procedures for monitoring IEP dates and notification requirements A Bridge Coordinator or other Administrator will monitor COST-SST and Individual Education Program (IEP) processes and ensure that district and state processes, implementation plans and timelines are followed. Specifically to monitor timely completion of initial evaluations (as per Outcome 10), the Bridge Coordinator/Administrator will monitor and ensure accuracy of Welligent data regarding expected completion dates for initial evaluations. The Coordinator/Administrator will oversee the timeliness of completion of evaluations. The Coordinator/Administrator and special education teachers will use the Welligent master calendar function to determine need for IEP reviews and triennial evaluations and schedule them for timely completion.</p> <p>II. A system for internal communications among team members pre/post IEP meeting.</p> <p>PRIOR TO IEP MEETING: The internal communication system planned for team members prior to an IEP meeting includes the distribution, collection and review of IEP Student Evaluation Forms and individual consultation with teachers as needed prior to the meeting date. Team members (SPE teacher, Gen. Ed. teacher, student, counselor, administrator designee, parents, and others) are notified 10 days prior to scheduled date of IEP meeting. Staff is asked to complete IEP Student Evaluation forms within 5 days. Reminder notices to complete forms are placed in participants' mailboxes 7 days prior to the meeting. The Coordinator/Administrator will contact teachers who have not submitted the forms at least 3 days prior to the IEP meeting and clarify the</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS
		<p>requirement and immediate due date if needed.</p> <p>IEP MEETING</p> <p>IEPs are reviewed annually. The IEP meeting is held to discuss present levels of performance including students' strengths, evaluation of present needs, impact of disability, and accommodations/modifications. In addition: annual goals and objectives, related services, individual transition plans, placement, designated intervention services (DIS) including Extended School Year (ESY), parental concerns and the district's offer of Free Appropriate Public Education (FAPE) are discussed. Master Plan for English Language Learners (ELL) and Behavior Support plans are discussed and developed as appropriate.</p> <p>Review of individual student needs will drive the IEP teams determination of placement and District's offer of Free Appropriate Public Education (FAPE.)</p> <p>FOLLOWING THE IEP MEETING:</p> <p>There will be a systematic internal communication system for team members following the IEP meeting. These are discussed as follow up mechanisms.</p> <p><u>III. Follow up mechanisms for ensuring implementation of the IEP include distribution of passports, consultation, collaborative planning, co-teaching, and making service and progress reports in Welligent.</u></p> <p>Passports will be developed and distributed following the IEP meeting and at the start of each semester to all general education teachers who teach students with IEPs. Passports will include information regarding eligibility, present levels of performance, goals, specific accommodations and modifications and any other pertinent information for academic success.</p> <p>The case carrier will meet with the students' teachers to discuss the content of the</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS
		<p>IEP and the passport and provide consultation and/or collaborative services as needed to support the implementation of students' IEPs.</p> <p>The case carrier will regularly communicate with the students' teachers to assess the implementation of the students' IEPs and monitor students' progress when IEP goals, objectives and strategies are implemented.</p> <p>The case carrier and service providers will accurately enter into Welligent records (1) the services provided and their duration on at least a weekly basis and (2) periodic reports of student progress toward IEP goals (monitored by Bridge Coordinator/Administrator)</p> <p>The case carrier will assess students' and teachers' need for additional support and will call for another IEP meeting if changes need to be made in the IEP.</p> <p><u>IV. Private/confidential meeting space is provided for IEP meetings and teleconferencing is used if necessary. IEP meetings will take place in the Special Education Office or teachers' classrooms during their conference period to ensure confidentiality. If parents are unable to attend an IEP meeting they may be connected via teleconferencing from a secure and private space.</u></p> <p><u>V. Parents, including those who do not speak English, are welcome as active participants in the IEP process and in their child's education. SRHS #4 staff will immediately notify the district of the need for an interpreter for an IEP meetings. The school will also inform the district of the need for IEP translation into one of the District's seven primary languages and follow up with the District to encourage the completion of translations within the time frame specified by the IM (Outcome 15) The Bridge Coordinator/Administrator will ensure that Welligent translations into Spanish are provided to parents as needed following the IEP meeting.</u></p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>I. <u>A systematic intervention plan as described on pp. xx of this appendix will be in place and followed as part of the screening for referrals. Students who do not make adequate progress with tier 3 interventions will be considered for referral for special education assessment.</u></p> <p>II. <u>A systematic referral process has been well planned and will be uniformly applied. The referral process is based on careful monitoring and decision making after students have had good first instruction, tier 2 and tier 3 interventions and instruction. Students whose progress does not meet expectations after tier 3 are referred for consideration of an assessment for special education eligibility.</u></p> <p>III. <u>Prior to referral for formal assessment designated school professionals review a student's records and educational history to ensure that exclusionary factors and language acquisition and development are considered. Information gathered during this review is used as a guideline for later selection of language appropriate, non-biased and technically adequate assessment measures to be included in the assessment plan.</u></p> <p>IV. <u>All areas of suspected disability are addressed including health and development, general ability, academic performance, language function, motor abilities, social-emotional status, self-help abilities, and career and vocational abilities and interests (PPM, p 38). In addition, the assessment plan that is developed will demonstrate how the comprehensive assessment addresses the requirements detailed in the PPM, pp. 32-33.</u></p> <p>A SPE Assessment Plan will be presented to and, when possible, discussed with parents in a timely manner. The coordinator/ administrator will ensure that accurate evidence is developed and maintained to demonstrate timely presentation of an assessment plan and completion of a comprehensive evaluation.</p> <p>As per MCD Outcome 18, for each student identified as ED in an initial or triennial evaluation, the evaluation shall address each of the 28 elements specified by the</p>

Los Angeles Unified School District
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SERVICE PLAN FOR SPECIAL EDUCATION

MCD OUTCOME	COMPONENT	DESCRIPTORS
		<p>Independent Monitor as well as consideration for placement in the least restrictive environment.</p> <p>V. Referrals will be monitored by ethnicity. The Bridge Coordinator/Administrator will be responsible for monitoring and reporting the ethnicity of students referred for assessment for special education eligibility. The Coordinator/Administrator will ensure that particular attention is paid to monitoring and reporting compliance with the comprehensive evaluation and ethnicity reporting for all African American students, especially those identified as ED..</p> <p>In the case of a parent's written request for assessment, an assessment plan will be presented within 15 days of the request. The assessment will be completed within an additional 45 days. Note that, by California law the assessment is considered to be completed upon completion of the IEP meeting in which that assessment is reviewed and acted upon.</p>
Outcome 2, 3, 4	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> • Discusses the use of grade level materials • Provides a description of backward planning, using assessments and standards • Illustrates how accommodations will be used and what modifications can be used for students in core curriculum • Explains planning for multi-grade levels • Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment.

Los Angeles Unified School District
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MCD OUTCOME	COMPONENT	DESCRIPTORS
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> • Discusses the use of Alternate Standards in the design of an instructional program which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. • Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. • Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum • Explains how students in multi-age groups will be taught. • Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment.
Outcome 13	Plan to provide Supports & Services	<p>I. Plan describing how students with support services will have those services provided. The needs of students with IEPs will be considered and addressed first when developing the schools schedule. Planners for this school are aware of the complex scheduling and service needs of students with IEPs and recognize that their program needs must be addressed before other programs and classes are scheduled. Plans to ensure that students with IEPs can receive those services must be made as school schedules are built. A master calendar of the availability of DIS providers will also be accommodated or modified. Counselors in LD & are currently working with district middle and high schools in developing these schedules for January 2011.</p> <p>II. The provision of services will be monitored using the <u>Welligent service log</u>. Teachers and related service providers will be familiar with and experienced in entering service minutes into the Welligent tracking log. Recent reviews by the IM have revealed inconsistency in use of the tracking logs and lack of evidence that the services specified in an IEP are being provided at the level required. Some of the discrepancy may be due to poor data entry into the tracking system. The Bridge Coordinator- Administrator will monitor and ensure accuracy of Welligent data regarding the provision of services as well as expected completion dates of evaluations and IEP meetings</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>I. Students 14 years and older have a completed Individual Transition Plan. As students leave feeder middle schools, they and their families will be encouraged to attend "preparing for adulthood" seminars in which they will learn about the need for early post-school planning. The families and students will recognize the importance of decisions regarding diplomas, certificates, and post-school education and training. They will become knowledgeable about transition planning and will collaborate with school and agency personnel if needed to develop realistic transitions plans. Their transition plans will include activities aligned to Education/Training, Employment, and Daily Living Skills.</p> <p>II. Students will have completed commercially produced transition assessments prior to turning 16. These will be discussed and considered in the development of their IEP and included transition plan.</p> <p>III. A "Senior Inventory" and "Summary of Performance" will be on file for students graduating with a diploma, certificate of completion, or aging out of the system. A copy of these summaries will be provided to students and families for future reference.</p> <p>IV. Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.</p>
Federal Requirement	Access to Extra-Curricular/Non academic activities:	<p>I. SRHS # 4 students will participate in Nonacademic/Extracurricular activities</p> <p>All students will be welcome in nonacademic and extracurricular activities and services including lunch, nutrition, clubs, field trips, computer labs, after-school activities, athletics, transportation, recreational activities, special interest groups or clubs sponsored by the school or District, and social events such as the school prom and sporting games.</p> <p>II. Accommodations will be provided for students to participate in non-academic and extra-curricular activities. accommodations and/or modifications will be made to enable students to access all school and extra-curricular activities. These supports fall include access to the environment (e.g., early dismissal to allow time to get to lunch), personnel</p>

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MCD OUTCOME	COMPONENT	DESCRIPTORS
		<p>(e.g., paraprofessional, peer buddy), and equipment (use of calculator or communication boards).</p> <p>III. <u>Student will participate in general education elective classes after they have indicated interest, staff has judged the class to be appropriate for them, and an IEP team has called for enrollment in this elective class. Supports needed by students, as designated in their IEPs will be provided.</u></p> <p>IV. <u>What extra curricular e.g. clubs, teams will students' with disabilities have access to? Special Education students will have access to all programs, special activities, clubs, teams, etc. that all students have access to.</u></p> <p>V. <u>What additional activities will students have access to?</u></p>
Federal Requirement	Providing Extended School Year	<ul style="list-style-type: none"> • There is a plan to guide IEP Teams in determining when Extended School Year is appropriate. • There is a plan to ensure ESY programs and services in excess of the regular school year are provided. • Instructional programs are developed for the ESY period to address individual student needs. • Annual budget planning includes an allocation for personnel and resources to provide ESY services.

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MCD OUTCOME	COMPONENT	DESCRIPTORS
Federal Court requirement	MCD Outcomes (to be woven among others)	<ul style="list-style-type: none"> 1: Participation in Statewide Assessments, English Language Arts 2: Participation in Statewide Assessments, Mathematics 3: Graduation Rate 4: Completion Rate 5: Reduction of Suspension 6: Least Restrictive Environment 7A: Least Restrictive Environment, SLD, SLI, OHI 7B: Least Restrictive Environment, MD, OI 8: Home School 9: Individual Transition Plan 10: Timely Completion of Evaluations 11: Complaint Response Time 12: Informal Dispute Resolution 13: Delivery of Special Education Services 14: Parent Participation at IEP Meetings 15: Timely Completion of IEP translations 16: Qualified Special Education Teachers 17: Behavioral Support Plans for students with Autism or Emotional Disturbance 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance

Los Angeles Unified School District
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SERVICE PLAN FOR SPECIAL EDUCATION

MCD OUTCOME	COMPONENT	DESCRIPTORS
All Outcomes	Professional Development	Professional Development <ul style="list-style-type: none"> • Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address Tiered Instruction.
Outcome 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> • Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. • Credential verification and monitoring processes are planned. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Clerical Support for compliance is planned. • A plan is developed for maintaining specialized equipment as needed. • A plan is available for providing for health protocols.

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PUBLIC SCHOOL OF CHOICE
SERVICE PLAN FOR SPECIAL EDUCATION

MCD OUTCOME	COMPONENT	DESCRIPTORS
	Fiscal	<p>Charters</p> <ul style="list-style-type: none"> • Report of projected revenues and personnel to be hired. • Proposed budget to ensure services are provided. • Completion of the Personnel Data Report. • End of year "unaudited actuals of revenues and expenditures" (required end of year report) .
Outcome 14	Parent Participation	<p>Parent Participation</p> <ul style="list-style-type: none"> • There are plans outlining how parents will be informed in their preferred communication mode of their child's identification, evaluation, placement, instruction and re-evaluation for special education services. • Plans have been developed to ensure parents are welcome partners in their child's education process. • Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level. • A procedure is planned for responding to parents' concerns and complaints and providing a timely response.

RESUMES

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EDUCATION

June 1997 California State University, Dominguez Hills
Degree: Master of Arts
Major: School Administration
Credential: Administrative Services Credential

June 1987 California State University, Fullerton
Degree: Bachelor of Arts
Major: Economics

LEADERSHIP EXPERIENCE

July 2010-Present **Los Angeles Unified School District**
Local District Superintendent

- Provide leadership and direction for the planning, evaluation, improvement, and implementation of the instructional program in all schools within each K-12 feeder pattern of Local District 8; develop goals, plans and commitments for instruction that ensures that students achieve high academic standards; ensure that materials and services necessary to accomplish goals are provided; ensure articulation of the instructional program, and administer accreditation procedures as required.
- Oversee and direct the activities of principals, ensuring compliance with Board policies and General Superintendent's directives; advise principals regarding the implementation of programs and day-to-day personnel and operation concerns.
- Administer a program of professional development which builds the capacity of all staff to reach student achievement goals.
- Interpret and implement policies from the Office of the General Superintendent and the Board of Education.
- Resolve complaints and concerns of teachers, students, and parents that are not resolved at the school level.
- Establish and maintain communication with parents and the community regarding educational matters, community concerns and school operations; promotes collaboration among stakeholders and increased accountability for results; interacts effectively with Parent/Community Advisory Councils; and ensure that all parent education involvement activities promote and are aligned with district student achievement goals.
- Prepare and administer a budget for the district and maintain responsibility for its control and administration, direct discretionary resources to support schools based on student achievement needs.

2006-2010 **Los Angeles Unified School District, Local District School Support Services**
Director

- Accountable for increasing student outcomes and the overall performance of 30 elementary schools
- Provide guidance and support to principals in the rigorous implementation of core instructional programs and the continuous improvement of teacher practice and student learning
- Responsible for the evaluation of elementary principals and the building of their instructional leadership practice
- Assist schools in analyzing data and differentiating support to increase student achievement using the multi-tiered system of instruction
- Design and deliver professional developments that increase the content and pedagogical knowledge of administrators and assist with their ability to hold frequent conversations with teachers around student achievement data and examples of effective instructional practice

2005-2006 **Los Angeles Unified School District, District Reading Programs**
Director

- Assisted in the administration and direction of the District's Elementary Literacy Plan
- Worked collaboratively with the Chief Instructional Officer, Assistant Superintendent, Instruction and with Local District Administrators to ensure the District Elementary Plan was implemented with integrity
- Prepared documents and reports related to the District Elementary Literacy Plan for District staff, the Board of Education, and outside agencies
- Directed the development of appropriate professional development policies, materials and strategies to support diverse student needs and populations to improve student achievement for all students including English learners, standard English learners, and all other students
- Collected and analyzed implementation and assessment data and prepared reports for the Assistant Superintendent, Instruction

2001-2005	<p>Los Angeles Unified School District, Gardena Elementary School Principal</p> <ul style="list-style-type: none"> • Provided assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of all students. Supervision of instruction resulted in a California similar school Academic Performance Index ranking of "10" for three consecutive school years • Supervised systematic implementation of core curriculum that lead to significant improvement in academic achievement throughout all student populations, across all grade levels. From 2000 to 2004, API rose from 517 to 728, totaling an increase of 211 points • Maintained positive public relations and outreach contacts with parents and community groups, as evidenced by a 98.5% attendance rate at Parent/Teacher Conferences • Provided leadership for and facilitated collaboration with all stakeholders on state Consolidated Compliance Review. School received commendations for three of the six programs reviewed. All programs were found to be compliant • Organized Gifted and Talented Education Program in which 120 students were identified. These identified GATE students represented 13% of overall student population • Supervised school wide student attendance plan resulting in 96.7% in seat attendance rate. Ranking school #1 in Local District
1999-2001	<p>Los Angeles Unified School District, Fletcher Drive Elementary School Principal</p> <ul style="list-style-type: none"> • Provided staff development and training for all stakeholders to improve student achievement • Evaluated the performance of certificated and classified personnel assigned to school • Prepared school budgets and responsible for and monitoring of all expenditures in accordance with federal, state and District guidelines • Counseled students, recommended and implemented student disciplinary actions in accordance with the Education Code
1997-1999	<p>Los Angeles Unified School District, Tenth Street Elementary School Assistant Principal</p> <ul style="list-style-type: none"> • Provided educational leadership by assisting in formulating, interpreting and implementing the school's administrative policies; supervising instruction and activities; and developing and improving instructional programs and student services • Organized and conducted school extra-curricular activities and fundraising events • Ensured the maintenance of a physical environment that was clean and well maintained
1996-1997	<p>Los Angeles Unified School District Instructional Advisor</p> <ul style="list-style-type: none"> • Designed and presented Standards-Based Instruction professional developments for teachers and administrators • Coordinated development and distribution of K-12 science curriculum guides • Organized and supervised District wide conferences
1993-1996	<p>Los Angeles Unified School District, Ninth Street Elementary School Categorical Program Advisor</p> <ul style="list-style-type: none"> • Responsible for the school site implementation, monitoring, and compliance of all federal and state categorically funded programs • Designed and presented professional developments for teachers and staff members • Shaped school programs, plans, and activities to ensure integration and articulation • Participated in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Learners
1988-1993	<p>Los Angeles Unified School District, Ninth Street Elementary School Teacher Grades 3rd, 4th, 5th, 6th</p> <ul style="list-style-type: none"> • Created and implemented thematic units emphasizing hands-on, cooperative learning and problem solving across the curriculum utilizing core literatures as well as employing the principles of language development and literacy strategies • Provided professional developments and trainings for teachers, paraprofessionals and parents

ACCOLADES	1990	CORO Public Affairs “Outstanding Educator Award” – Recipient
	1990	National Education Association “Healthy Choices for Young Americans” Competition – National Grand Prize Winner
	1991	Los Angeles’ Board of Public Works “Outstanding Educator” - Recipient
	1992	CAHPERD “Outstanding Educator for Elementary Physical Education” – Recipient
	2003	United States Educators to Japan – Group Leader
	2004	LAUSD LEAD Program - Mentor Principal

Sandra Winchell

1208 Magnolia Avenue
Gardena, California 90247

Work Phone: (310) 354-3400
E-Mail: Sandra.winchell@lausd.net

Professional Experience

Local District 8, L.A.U.S.D. 2010-present

Local District 2, L.A.U.S.D. 2008 - 2010

Administrator, Instructional Services

Assist Local District Superintendent in the administration of instructional support services Pre K-high school. Pre K-high school. Assist in the development and implementation of policies, programs, and strategic plans ensuring students achieve high academic standards. Collaboratively plan and implement professional development for administrators, teachers, and parents.

Local District 5, L.A.U.S.D.

Director, School Services 2005 - 2008

Supervision of 14 Title I schools, predominately Latino population. Responsibilities include: The supervision of Program Improvement Schools, Non-Reading First Schools, High Priority Grant Schools, and two California Distinguished Schools; Facilitating Principal, Assistant Principal Meetings, and Reading First Action Seminars; Sponsor of Special Education, Non-Reading First schools, ELD practicum roll-out, and Assistant Principal meetings.

Catskill Avenue Elementary School, L.A.U.S.D.

Principal 2000 - 2005

School-wide Title I, Bilingual and School Improvement programs, diverse student population 970 students (Pre-K - five), including two special day classes and a pre-school collaborative. Academic Performance Index: - exceeded goal each year since its inception, Reading Excellent Act Grant Awardees and Reading First recipient

Miles Avenue Elementary School, L.A.U.S.D.

Assistant Principal 1997-2000

Responsibilities included: Supervision of Instruction and Teacher Evaluation for 42 teachers, 78 Paraprofessionals, and Cafeteria and Custodial Personnel, Staff Development, Bilingual and Title I Programs, Monthly Parent Newsletter, Budgets (over \$1.5 M), Safety Plan, Supplies and Equipment, Fund Raisers, Grants and Action Teams.

24th Street School, L.A.U.S.D.

Coordinator/SB 65 Outreach Consultant 1992 to 1997

Technology Coordinator, Gifted Coordinator, Volunteer Coordinator, Language Appraisal Team Member. Responsibilities included: Staff development, Organization and planning for School Site Council and Student Success Team, Attendance and motivation programs, Community adopt-a-school program Working with "At-Risk" students

Language Arts/Math Computer Lab Resource Teacher 1989 to 1992

Grades Pre-K to 6

Developed and coordinated school-wide computer labs, Formed technology steering committee, Lead teacher, paraprofessional and parent workshops, Project director for AB1470 technology grant writing and implementation.

Reading Resource Teacher, Grade 3, 5 and 6 1987 to 1989

Created monthly skill assessments for each grade level. Worked with primary student to improve language arts skills

118th Street School, L.A.U.S.D.

Teacher, Grade 4 and 5 1981 to 1987

Taught grades 4 and 5, modified bilingual class, Coordinator of school wide programs

95th Street School, L.A.U.S.D.

Teacher, Grade 5 1979 to 1981

Employed a variety of instructional methods to meet the needs of the students.

Education

Ed.D., Educational Leadership, Nova Southeastern University

M.S., School Administration, Pepperdine University, California

B.S., Elementary Education, North Adams State College, Massachusetts

Administrative Services Credential, California State University, Dominguez Hills

Lifetime California Teaching Credential, Multiple Subject, California State University, Dominguez Hills

Cross-cultural, Language and Academic Development Certificate (CLAD)

JUAN A. FLECHA

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EDUCATION

- 1997 **Professional Clear Administrative Services Credential**
California State University, Los Angeles
- 1993 **California State University, Los Angeles**
Master of Arts: Educational Administration
Preliminary Single Subject Teaching Credential
- 1987 **University of Southern California**
Bachelor of Arts: Spanish Literature & Political Science Minor

PROFESSIONAL EXPERIENCES

- 2009- **Director, High School Services, Local District 8**
- Supervision of six high schools, six continuation schools, two middle colleges, one community day school
 - Successfully led six schools through Western Association of Schools & Colleges accreditation process
- 2003-2009 **Principal, Secondary: Thomas Jefferson High School & Eagle Rock Junior/Senior High School, Los Angeles Unified School District**
- TJHS: Fifty-nine point API Growth 2007-2008 & 80% CAHSBE Pass Rate-Class of 2008
 - ERHS: 2005 API Base: 703; 2005 Statewide Rank: 6, Similar Schools Rank: 7
- 2002-2003 **Administrator, Secondary Professional Development, LD E & Operations Administrator**
- Administration of Secondary Literacy Plan & Cadre
 - Tactical operational support Pre K-12
- 2001-2002 **Assistant Director, Certificated Placement & Assignments, Personnel Division**
- Supervision of 12 certificated and 16 classified employees
 - Position control of 40,000 certificated and alternative certification teachers
- 1999-2001 **Coordinator, Credential Services Unit, Personnel Division**
- Supervision of 20 classified employees
 - District liaison to the California Commission on Teacher Credentialing
- 1994-1999 **Assistant Principal Secondary: San Fernando & Berendo Middle Schools**
- Responsible for Student Discipline, Plant, Budgets, Staff Development, Categorical Programs, Staff Evaluations, Student Information System
- 1993-1994 **Secondary Advisor, Bilingual Compliance: Senior High Schools Division**
- Assisted secondary schools in implementing mandated services for Limited English Proficient Students
- 1988-1993 **Foreign Language Teacher of Spanish & Dean of Students: Van Nuys & John C. Fremont High Schools**
- Spanish for Spanish Speakers and Dean of Students

VERONICA D. ARAGON

1208 Magnolia Avenue Gardena, CA 90247 (310) 354-3492 varagon@lausd.net

OBJECTIVE:

To obtain an educational leadership position for the development and implementation of instructional programs with a commitment to responsive, responsible and accountable leadership systems that produce measurable results.

PROFESSIONAL EXPERIENCE:

2010-Present	SOUTH REGION HIGH SCHOOL #4 (GRADES 6-12)	Carson, CA
	<u>Interim Principal</u> Leading a dynamic design team of community and school based leaders in the design and preparation of an innovative school plan for the public school choice initiative. Worked collaboratively with School Management Services, the Local District and the construction site OAR in order to facilitate issues that will impact the opening of the school site. Efforts have resulted in design changes to ensure a safe environment for students, staff and community.	
2006-2010	WILMINGTON MIDDLE SCHOOL	Wilmington, CA
	<u>Principal</u> Energized the school's stakeholders by creating a school vision and culture that capitalized on the rich history of the school community. Articulated with other local school site administrators at the elementary, middle and high school levels leading to the implementation of a new complex-wide Algebra program. Mobilized the staff by initiating data driven professional development responsive to student needs. Motivated the out of classroom leadership by implementing book study with the Jaguar Leadership Team and the administrative team. Implemented professional learning communities for lesson study and analysis of student work.	
1998-2006	GAGE MIDDLE SCHOOL	Huntington Park, CA
	<u>Principal and Assistant Principal</u> Provided educational/instructional leadership for the largest comprehensive middle school in LAUSD. Developed and selected staff for the new Math, Science and Technology Magnet. Led the school in developing a professional learning community where teachers and administrators studied and worked together to improve instructional practice through department meetings, critical friends' groups, SLCs, Track and other special program venues such as ELL, Special Education, AVID and AEMP. Successfully completed High Priority Schools Program grant, District Validation Review and Coordinated Compliance Review. Practiced successful techniques of selecting new staff and expanded the Parent Center to include an education center with classes five days a week in English, Math and Computer Technology.	
1996-1998	HUNTINGTON PARK HIGH SCHOOL	Huntington Park, CA
	<u>Assistant Principal</u> Facilitated collaborative processes for a comprehensive high school reform effort. Active participant for grant writing efforts on Multilingual Teachers' Academy, Perkins' Program, Digital High School and City of Huntington Park, Block Grant. Worked cooperatively with the Cluster office and English department to develop writing prompts and scoring rubrics. Directed logistics for district intern training, university intern training and student teachers. Supervised all student leadership and athletics	

Appendix I4

programs.

1993-1996

MOUNT GLEASON MIDDLE SCHOOL

Sunland, CA

Assistant Principal

Supervised certificated and classified staff to develop and implement an organized, cohesive learning environment. Assisted in staff selection and performed staffing and student placement analysis for the Master Plan and Special Education Program. Analyzed test scores and made recommendations for local program modifications. Designed data-driven needs assessment instruments for staff development program. Initiated plans for school site Macintosh lab and PC lab. Implemented daily personal phone calls for absences and reward program for adherence to school-wide dress code. Assisted in the implementation of the first parent center, as well as designed parent/staff development programs with the community representatives.

1989-1993

SOUTH GATE MIDDLE SCHOOL

South Gate, CA

Assistant Principal, Secondary Student Services

Directed all aspects of the attendance office including personnel, registering students, reporting absences, assigning tracks, norming, preparing dropout report. Managed Student Information System SIS. Evaluated school-wide emergency preparedness plan for safety and efficiency. Designed and implemented logistics for large programs including the school's participation in citywide disaster drill, 5K runs, graduation and opening ceremonies for multicultural months. Monitored daily campus activities, student supervision and plant management. Served as an officer for the P.T.A.

1979-1989

WILMINGTON JUNIOR HIGH SCHOOL

Wilmington, CA

SB65 Outreach Consultant/Referral Room Teacher/Mentor Teacher/ Gifted Coordinator/Department Chairperson/Classroom Teacher

Supervised at-risk students and coordinated gifted student and student-to-student interaction programs. Designed noon time intramural activities program, managed the referral room as part of the school-wide discipline program. Visited student homes to support parents in their efforts to get their children to school. Served as the school site liaison for the local Occupation and Skills Center in order to enroll at-risk students in those programs. Taught 8th grade physical and earth science, 7th grade life science, 7th grade health, Reading.

EDUCATION:

California State University, Dominguez Hills
Administrative Services Credential
Master of Education, Reading Emphasis
Reading Specialist Credential

Arizona State University
Bachelor of Arts in Education - Biology

MEMBERSHIPS:

Association of California School Administrators
Council of Mexican American Administrators

CREDENTIAL	CBEST Exam passed October, 2000 Secondary Single Subject Art Teacher's Credential	2005
EDUCATION	California State University, Fullerton Ca. B.A. Secondary Teacher Art Education June 2004 Concentration: Drawing and Painting. Irvine Valley Community College, Irvine. Ca. AA June 2000 Mount San Antonio College, Walnut, Ca. 1962-1964	
AWARDS	Scholarship – Soroptimist International of Irvine	2000
EMPLOYMENT	South Gate High School, Los Angeles USD Classroom Teacher, Drawing and Painting	2005-Present
	Wilmington Middle School, Los Angeles USD Teacher assistant, 6 th , 7 th , and 8 th grade, Assist teachers in keeping the students on task. Help resource students in understanding content.	2004
ADDITIONAL SKILLS	Ceramics (throwing on the wheel), Oil painting, Watercolor.	

Ryan Gillespie

rsg8505@lausd.net

Educational Philosophy

Education should strive to create a rich student centered environment. The classroom procedures and expectations should be designed to create highly structured environment in which expectations are taught and consistently applied. Wherever possible the curriculum should include literacy and math in the content of the unit. Comprehensive unit and lesson plans should be backward planned and be standards based. The classroom environment should foster the building of a positive relationship with all the students where all cultures are valued and respected.

EMPLOYMENT

Teacher 2004-Current

Carnegie Middle School

*Los Angeles Unified School District
Carson California*

Classroom Teacher, History Department Chair 2008-Current, UTLA Chapter Chair 2007-Current, School Site Council Member 2007-Current (Parliamentarian 2007-2008 Secretary 2008-Current, 7th and 8th Grade History Lead Teacher 2007-Current, Pearson Learning Team Facilitator 2010, and Shared Decision Making council Co-Chair 2007-Current.

Student Teacher 2004

Drake Middle School

Jefferson County Public Schools Arvada Colorado

Completed 16 weeks of Student Teaching as classroom teacher for 6 classes and remained at Drake Middle School for remainder of the semester teaching.

EDUCATION

Bachelors of arts in history 1998 - 2003

Metropolitan State College of Denver Denver Colorado

California State University Fullerton 2000
Fullerton California

SKILLS/CONFERENCES

X Equity in Education Leadership Group 2000

X Thinking Maps Trainer
2004

X Beginning Teacher Support and Assessment (BTSA)
2004

X BTSA Support Provider 2004-2010

X AVID Conference 2008

X UTLA Leadership Conference
2007-2010

PETER OLSON

c/o Harbor Teacher Preparation Academy • 1111 Figueroa Place Wilmington CA 90744 • (310) 834-3932

OBJECTIVE

A secondary English or Social Studies position in a collaborative, student-centered learning environment that upholds high expectations for students and teachers and cultivates a dynamic relationship with the broader community

EDUCATION

University of California Berkeley Berkeley, CA (May 2004)

- Masters: Education
- Professional Clear Single Subject Teaching Credential: English
- Professional Clear Single Subject Teaching Credential: Social Studies (added by examination)
- Cross-cultural, Language and Academic Development Emphasis (CLAD)
- Flanders Award for Academic Excellence & Scholarship, UC Berkeley Graduate School of Education (2001)

Oberlin College Oberlin, OH (May 2000)

- Bachelor of Arts: History Major, Politics Minor
- Comfort-Starr Award for Excellence in History, Oberlin College (2000)

TEACHING EXPERIENCE

Harbor Teacher Preparation Academy Wilmington, CA (2007 - Present)

- **English Department Chair:** Led department-wide implementation of Pre-AP and Expository Reading & Writing Curricula; coordinated ongoing collaboration with LA Harbor College Communications Department focused on high school to college transition and curricular articulation
- **Honors English 9 & 10:** Taught rigorous, standards-based, and culturally relevant English courses with an emphasis on nonfiction reading strategies, analysis of rhetoric and argument, and intensive writing skills development
- **Advanced Placement Literature & Composition:** Taught College Board-approved senior AP Lit course for three years
- **AVID:** Taught college prep elective through the Advancement Via Individual Determination program

Tennyson High School Hayward, CA (2003 - 2007)

- **English:** Taught 9th and 11th Grade English, including classes designed for English Language Learners using SDAIE methodology; engaged in extensive departmental collaboration to develop strategies for differentiated instruction of heterogeneous classes
- **United States History & American Studies:** Taught comprehensive, standards-based U.S. History courses with an emphasis on close reading and analysis of primary source material; collaborated with department to design topical and thematic U.S. History units and lessons; designed and implemented an interdisciplinary course for Juniors which combined English 11 with U.S. History and challenged students to connect literary analysis with historical themes

SELECTED PROFESSIONAL DEVELOPMENT & COLLABORATIVE PROJECTS

- **AP Summer Institute:** Participated in a 5 day training for teachers of AP Literature and Composition
- **Pre-AP Summer Institute:** Participated in a 5 day training in Pre-AP English Vertical Teaming
- **Middle College National Consortium:** Participated in professional development for Early College high schools
- **Project IMPACT:** Participated in a yearlong UC Berkeley classroom inquiry project with a team of colleagues
- **National Endowment for the Humanities Teacher Seminar:** Participated in a six week seminar on Colonialism and English National Identity in London, England
- **Beginning Teacher Support and Assessment:** Completed the two-year BTSA program with a veteran teacher mentor

LANGUAGE SKILLS

- **Spanish:** Proficient in spoken and written Spanish

Agnes L. Pitlik

alp9110@lausd.net

OBJECTIVE

Secondary English Language Arts Teacher

EDUCATION

Master of Human Relations,
University of Oklahoma, December 2000
Master of Education in Administration and Supervision,
University of Guam, August 1994
Bachelor of Arts in Secondary Education: Language Arts
University of Guam, May 1990

CERTIFICATION

Clear Cross Cultural, Language and Academic Development
Clear Single Subject Teaching Credential
Clear Administrative Services Credential

ADMINISTRATIVE EXPERIENCE

Principal, Luis P. Untalan Middle School: Barrigada, Guam
(2001-2003)

- Responsible for the overall operations of a middle school with a student population of 1800, as well as, a faculty and staff population of 120

Assistant Principal, Secondary; Guam, USA
(1995-2001)

- Assigned to the following schools: Simon A. Sanchez High School, John F. Kennedy High School, and Jose Rios Middle School
- Responsible for all student curriculum, discipline and attendance matters
- Handled academic matters related to the master schedule, parent teacher conferences, and extra-curricular programs
- Responsible for overseeing the School Level Improvement Plan (Single Plan) as well as the Summer School Program
- Conducted performance evaluations of faculty and staff

TEACHING EXPERIENCE

English Teacher, Wilmington Middle School; Wilmington, California
(2010-Present)

- Assigned as an English 7 Instructor
- Selected as Facilitator for English-7 Learning Team
- Selected as Master Teacher for Teacher Candidates from California State University, Dominguez Hills and CSULB
- Co-teaching with Special Education Instructor

Literacy Coach, Wilmington Middle School; Wilmington, California
(2006-2010)

- Supported the implementation of district initiatives and mandates in English Language Arts
- Provided professional development for teachers
- Conducted demonstration lessons
- Planned and conducted training for Learning Team facilitators
- Trained teachers in the analysis and interpretation of student data
- Developed relevant curriculum for intervention programs

Teacher, Wilmington Middle School; Wilmington, California
(2003-2006)

- Taught English 8A/B and Developing Reader's and Writer's Course Level II

Adjunct Faculty Member, Guam Community College; Guam
(1991-1994)

- Taught Literature Survey, Fundamentals of Communication, and Freshmen English

Teacher, George Washington High School, Mangilao, Guam
(1990-1994)

- Taught English 9, English 11, Journalism I & II, Speech & Debate

REFERENCES

Available upon request

Kari Robert

Kau2289@lausd.net

Teaching Philosophy

I believe that both teaching and learning happen as a cyclical process. Where students and teachers both have a chance to conceptualize, actively engage to form concrete experiences and then have a chance to reflect. Effective learning also requires collaboration between teacher, students and parents that is grounded in mutual respect and trust.

Education

2005 Bachelor of Science Liberal Arts

Excelsior College, Albany, NY 12203-5159

2002 Bachelor of Science Computer Applications & Networking

Coleman College, San Diego, CA 91942-1500

Experience

2005-Current Teacher

Andrew Carnegie Middle School, LAUSD

Classroom teacher (7th grade life science/8th grade physical science) * Science Department Chair * Shared Decision Making Council * Pearson Learning Team Facilitator * School Site Council 2007-2010 * UTLA Co-Chair 2008/09

Skills/Conferences

- Differentiated Curriculum for Gifted and Talented Students Certificate 2006
- Thinking Maps 2006
- UTLA Leadership Conference 2008
- AVID Conference 2008

ELIZABETH RODRIGUEZ

EDUCATION

- 2000 MA Education, Computer Based education.
California State University, Dominguez Hills
- 1976 Accounting Major
Louisiana State University, Baton Rouge, La
- 1974 Journalism, Graduate School of Communication
University of Puerto Rico
- 1972 BA, Spanish Major, University of Puerto Rico

EMPLOYMENT

2003-Present

Technology Resource Teacher - Wilmington Middle School

Assists teachers with the integration of technology in the classroom and in the Computer Lab. Conducts professional development, manages network, maintains inventory of technology equipment, troubleshoots computers, designs and maintains website. Assists in the implementation of ISIS.

1995-2003

Classroom Teacher, Wilmington Middle School

6th grade Math/Science – Technology classroom (eight computers and a server).

1990-1995

Classroom Teacher, Wilmington Park elementary

SB65 Outreach Consultant, Technology Coordinator – conducts professional development, trains teachers in the use of computer software to assist instruction, reviews software, orders and maintains computer equipment. Sets up programs for use in the computer lab.

1983-1990

Student Affairs Officer III, University of California, Irvine

Coordinator of the Parents in Partnership Program – Develops, designs and implements educational, motivational and informational programs and materials to be used in workshops, Creates, designs and assembles from conception to final submission, a bilingual quarterly newsletter. Computer consultant for the Early Academic Outreach Program.

Almasol Shahabi

XXXXXXXXX California, 9XXXX

310-XXX-XXXX

alms9966@gmail.com

Objective To obtain an Assistant Principal or Instructional Specialist position in an administrative capacity focusing on instructional leadership, overseeing and facilitating the administration of promoting student academic achievement.

Profile

- 10 years experience as a Spanish Teacher.
- **Teacher of the Year for the City of Carson 2008-2009**
- Nearly 2 years in out-of classroom positions
- Ability to direct complex projects from concept to fully operational status.
- Goal oriented individual with strong leadership capabilities.
- Organized, highly motivated, and detail-directed problem solver.
- Proven ability to work in unison with staff, volunteers, parents and community members

Education **M.A., Education: Educational Administration**, California State University Dominguez Hills (December 2009).
Tier I Credential, California State University Dominguez Hills (May 2009).
California Teachers of Language Learners (CTEL) Certificate, Los Angeles Unified School District, (2007)
Professional Clear Single Subject Teaching Credential-Spanish (7-12), California State University Long Beach,
B.A., Education-Secondary Education-Spanish, Arizona State University, 1998.

Professional Experience

2010-Present **Testing Coordinator**
(CMA, CAHSEE, PSAT, EAP, CST, CAPA 3,500 student body population)

- Ensure 95% participation rate by organizing the following:
- Determine the number and types of test materials required for the school.
- Ensure the appropriate materials are ordered and available for testing.
- Select the teachers, examiners and proctors to administer the tests.
- Provide training for all staff that administer or proctor tests.
- Receive and inventory test material.
- Collect and complete security documents for testing coordinator, each teacher, administrator, proctor and school personnel involved in the testing program and return to the district.
- Ensure the security of all testing materials.
- Schedule and arrange for the test administration within the school.
- Inform parents of the testing schedule.
- Work with teachers to identify students requiring special accommodations and modifications.
- Provide special facilities when needed, determine how to supervise students who are not being tested
- Distribute proper materials to the teachers on the day(s) they will be testing.
- Follow state and district guidelines allowing parents/guardians to exempt students from assessments.
- Maintain the security of all test booklets and answer documents
- Organize answer documents for packing, using the guidelines provided in the district's administration guidelines.

- Package and deliver testing materials on or before the deadline to the designated Testing Center.

2009-Present Intervention Support Coordinator

- Collection and disaggregation of data to guide professional development design focused on closing the achievement gap and presentation of data and student programs.
- Implementation of multi-tiered instruction and intervention services using varied service models
- Development and monitoring of student intervention plans utilizing an integrated data and assessment system (8 ALEKS intervention courses, 3 Academic Literacy intervention courses, 6 Essential Standards for English/Math intervention courses)
- Developed and implemented 9th and 10th grade Focus Groups for students receiving 3 Fails or more for each grading period (every 5 weeks)
- Mandated parents of students in need of intervention to attend meetings/workshops to support the students.
- Provide *MyData* training to staff to analyze student data.
- Participation on Student Success Team, STARS, Positive Behavior Support Team, and at IEP meetings when relevant

2009-Present Staff Development Coordinator

- Organize a continuous developmental program.
- Promote programs based on assessed needs, district goals, and programmed innovations.
- Collaborate with staff to implement professional developments.
- Assist in planning and implementing the District's Professional Development Plan.
- Direct, coordinate and conduct in-service programs for staff to improve their effectiveness in implementing instruction, programs and develop skills for improving performance.

2009-Present IB-MYP Coordinator (Implementation phase)

- Pedagogical leader of the MYP in the schools
- Central focus for MYP organization and administration within the schools
- Be familiar with and advise administration and faculty on all IB MYP related documents •
- Oversee implementation of Areas of Interaction in schools
- Ensure concept of internationalism permeates all subjects
- Organize and chair an MYP steering committee
- Work collaboratively as a partnership school between Carson High School/Stephen Mallory White Middle School

2009-2010 WASC Self Study Coordinator

- Become familiar with the contents of the Self Study Manual
- Attend the training workshops
- Review the report of the previous Visiting Committee to be certain that critical areas have been addressed.
- Establish a calendar for deadline dates
- Orient the school staff to the self-study and accreditation process.
- Establish the appropriate spirit of inquiry and self-examination.
- Establish the leadership team, home groups, and school-wide focus groups.
- Prepare self-study packets
- Train leadership team and chairpersons of all committees.
- Submit self study report to for printing after final Leadership Team Review.

1999-2009 Spanish Teacher

- Teach Spanish 1, 2 and 3 to 9th through 12th grade students.
- Co-Chair the Foreign Language Department
- Advanced Studies Academy Teacher
- Implemented differentiated/SADIE instructional strategies to meet the needs of diverse learners

- Field trips to Olvera Street, museums, San Francisco, Berkeley and Santa Cruz.
- Encourage students to pursue higher education in a University setting
- Created and implemented the Spanish pacing plan for the Foreign Language Department
- Project Based end of semester culminating final: 8-minute video in Spanish, 4-2 minutes scenes with commercials. Groups of 4.
- Yearly “Dia de Los Muertos” altar exhibit

2008-2009 Advisory Coordinator

- Coordinated for 15 advisory periods, which totals 400 students 9th-12th, for the Advanced Studies Academy (SAC).
- Developed, implemented and facilitated the advisory period curriculum.
- Incorporated PSAT, CAHSSE and CST practice material through the advisory period.
- Developed and implemented a 9th grade at-risk intervention component through the advisory period.
- Collaborated with all stakeholders of the Advanced Studies Academy by identifying the 9th grade at-risk students to create a “watch list”.
- Created a college bound culture through the advisory period.
- Created a school culture by purchasing lanyards, sweatshirts, t-shirts to represent the Advanced Studies Academy
- Promoted success among all students through the advisory period.
- Incorporated the officers and members of the Advanced Studies Academy to facilitate each advisory period.

2005-2009 Free Your Mind Advisor

- Recruited a diverse group of students to represent the Free Your Mind Club
- Delegated duties and responsibilities to the students to promote the club through fundraising, facilitating school functions, participating in community service, organizing the Advanced Studies Academy Awards Ceremony
- Created a culture where all students are free to express their thoughts, ideas and opinions without judgment.
- Organized pep rallies for the Advanced Studies Academy students to promote a school culture of acceptance and tolerance.
- Implemented a mentor program within the club for all grade levels.
- Developed an end of year Awards Ceremony to recognize student and teacher achievements.

1999-2001 Cheer and Songs Co-Advisor

- Supervised practices, games and training.
- Facilitated try-outs and created a panel of judges.
- Fundraised for uniforms and transportation
- Supervised the cheer and song academic achievement

Leadership Highlights

2010 Fall SRHS#4 Design Team Member

- Active participant and member of the design team.

2010 Summer Developed Spanish on-line curriculum for LAUSD/International Baccalaureate

- Incorporated Power speak, *Realidades* and IB Areas of Interaction to created the online Spanish curriculum.
- Designed for 6th, 7th and 8th grade students.

2009-Present School Based Management Member (SBM)

2009-2010 Compensatory Education Advisory Committee Member (CEAC)

2008-Present Professional Development Committee

- Facilitate professional development meetings to develop, implement and facilitate a shared vision for the school.
- Collaborate with all stakeholders to create a vision for each SLC
- Collaborate with the professional development committee to organize and implement professional development meetings through out the school year.

2008-Present 9th Grade Orientation

- Developed the 9th grade orientation for the Advanced Studies Academy
- Provided a tour for incoming 9th grade students
- Identified at-risk 9th grade students who received D's or F's in the 8th grade.

2008-Present 9th Grade Intervention Project

- Implemented a case management program for at-risk 9th grade students followed by an intervention course in the spring semester.
- Provided resources for the identified at-risk 9th grade students
- Collaborated with parents to provide support for the students

Letters of Reference

Kenneth Keener, **Carson High School, Principal, L.A.U.S.D.**

Dr. Joseph Scollò, **CSUDH, EAD Lecturer, Urban School Leaders Co-director**

Michelle Bryant, **Assistant Principal for Secondary School Counseling, Carson High School, L.A.U.S.D.**

Gregory Puccia, **Assistant Principal, Peninsula High School, P.V.P.U.S.D**

Dr. Shuezte Coburn, **Advanced Studies Academy Lead Teacher/English Department Chair, L.A.U.S.D.**

Lilia R. Storey

Objective	Full-time counselor.		
Skills	Multilingual- Spanish and German. Proficient user of LAUSD operating systems- SIS and ISIS. Proficient in Microsoft Word, Excel and Power Point.		
Experience	Carson High School	Carson, CA	2004–Present
	Counselor		
	<ul style="list-style-type: none"> ▪ Assist in student enrollment and registration. ▪ Provide students with educational and career information. ▪ Counsel students with academic and personal issues. ▪ Provide parents information about their child's academic progress. ▪ Conduct grade level presentations. ▪ Participate in SST, STARS and IEP meetings. 		
	Los Angeles Harbor College	Carson, CA	Fall 2009–Present
	Instructor- Personal Development 20		
	<ul style="list-style-type: none"> ▪ Provide information about post high school options. ▪ Review A-G requirements and SAT/ACT testing. ▪ Discuss the college application and financial aid process. ▪ Introduce college preparation websites, such as My Road. 		
	Santa Monica College	Carson, CA	Spring 2008
	Instructor- Counseling 11		
	<ul style="list-style-type: none"> ▪ Same as Personal Development 20 		
	South Gate Middle School	South Gate, CA	Summer 2004
	Counseling Intern		
	<ul style="list-style-type: none"> ▪ Assisted in student enrollment and registration. ▪ Counseled students with academic and personal problems. ▪ Provided parents information about their child's academic progress. 		
	Carson High School	Carson, CA	1997-2004
	Foreign Language Teacher- Spanish		
	<ul style="list-style-type: none"> ▪ Provided curriculum instruction in Spanish language and culture. ▪ Faculty member of the Accelerated Teaching Career Academy. ▪ Sponsored the Future Educators Club and Students Run LA. 		

Lilia R. Storey

Education	National University	Los Angeles, CA	2004-2005
	<ul style="list-style-type: none"> ▪ Masters of Science - School Counseling. ▪ Pupil Personnel Services Credential. 		
	CSU Dominguez Hills	Carson, CA	1997-2001
	<ul style="list-style-type: none"> ▪ Single Subject Credential- Spanish and German. 		
	University of Notre Dame	South Bend, IN	1988-1992
	<ul style="list-style-type: none"> ▪ Bachelors of Arts- German. 		

Affiliations Association of Mexican American Educators.
 United Teachers of Los Angeles.
 California Teachers Association.
 Dollars for Scholars, Banning High School.

References Available upon request.

Samuel E. Thompson

samuel.thompson@lausd.net

Objective: To continue developing intellectual and moral autonomy in students.

Education and Credentials: B.A.: Music, CSU Long Beach, Fall, 2004.
 Clear Credential: Multiple Subject, BCLAD, CSU Long Beach, 2006.
 Supplementary Authorized Subject: Music.
 In-Process: M.A.: Music, CSU Los Angeles, (projected finish-2011).

Teaching Experiences: Instrumental Music Teacher, Wilmington Middle School, September, 2007
 present
 Music Studio Director, Boys and Girls Clubs of Los Angeles Harbor, July, 2006–present.
 K-12 Substitute Teacher, Paramount and Compton USDs, Summer, 2006–present.
 Site Supervisor, Boys and Girls Club Afterschool Program, Gulf Avenue, July, 2004–September, 2005.
 Tutor, Boys and Girls Club Teen Center, May-June, 2004.
 Volunteer Tutor, “Wonder of Reading” Program, Barton Hill Elementary, June, 2004–May, 2006.
 Teacher’s Aide, Barton Hill Elementary, Fall, 1994–1996.

Strengths: Enjoy working with young people.
 Fluent and literate in Spanish.
 Experienced music composer and arranger.
 Strong professional relationship with staff, students and parents in Wilmington Community.
 Family members are LAUSD, LBUSD, UCLA and CSU Educators.

Other Work Experiences: Home Depot Customer Service Representative: January 2000 – August, 2003.
 LA Taxi Dispatcher: January, 1998 – December, 1999.
 Joann’s Fabrics Customer Service Representative: Summer, 1994.

Professional References: Tony Tripp: Program Director, Boys and Girls Club of Los Angeles Harbor
 (310) 938-3316.
 Bette Caldwell: Assistant Principal, Wilmington Middle School
 (310) 847-1500.
 Karen Kimball: Teacher, Wilmington Middle School (310) 847-1500.

TRAVIS D. BRANDY

OBJECTIVE

Seeking a challenging position as a Specialist, Related Services Program in which my education and experience may be utilized.

EDUCATION

Pepperdine University, Graduate School of Education and Psychology

**Doctor of Education, Educational Leadership,
Administration, and Policy**

Expected May 2011

California State University, Dominguez Hills

Master of Arts, Educational Administration

May 2008

National University

Master of Science, Special Education

May 2006

Multisensory Instruction in Geometry, Master's Thesis

Pt. Loma Nazarene University

Bachelor of Arts, Liberal Arts

May 2004

CREDENTIALS

Professional Clear Educational Specialist

Clear Cross-cultural, Language and Academic Development Certificate

Administrative Services Credential

PROFESSIONAL EXPERIENCE

Division of Special Education, Support Unit South

Program Specialist

November 2009-Present

- ❖ Facilitate appropriate placement of students in elementary and secondary special education programs.
- ❖ Consult and advise school personnel in the areas of special education policies, procedures, personnel, materials, resources, assessment, curriculum and instructional strategies at both the elementary and secondary levels.
- ❖ Collaborate with Local District, Support Unit, and school staff to accomplish goals related to the modified consent decree.
- ❖ Provide technical support to charter schools in an effort to increase their capacity to service student's with disabilities.

Washington Preparatory High School, Los Angeles, CA

Special Education Coordinator

September 2008-October 2009

- ❖ Provide consultation, support and advisory services to teachers, parents, administrators, and staff in the implementation, development and operation of prevention, intervention, and/or special education programs for students with and without disabilities.
- ❖ Act as teacher coach for the implementation of instructional strategies and curricular modifications for students with disabilities, and assist in professional development to ensure all staff are well versed in special education procedures and law, including eligibility criteria and the identification, placement and review process.

Washington Preparatory High School, Los Angeles, CA

IMPACT Coordinator

September 2007-September 2008

- ❖ Recruited and trained teachers to facilitate groups for alcohol and drug prevention/intervention program. With assistance from faculty and staff identified, assessed and referred at-risk students to appropriate IMAPCT group or outside agency.
- ❖ Ensured facilitators were adhering to district approved IMAPCT curriculum; facilitated program evaluation with students, parents, and faculty.
- ❖ Oversaw school-wide activities related to red-ribbon week. Monitored program budget and payroll compliance for program facilitators.

Washington Preparatory High School, Los Angeles, CA

Coordination of Services Team, Administrative Designee

March 2008-October 2009

- ❖ Facilitate COST meetings; determine the efficacy of agencies offering services for our campus.
- ❖ Train faculty on SST process, and Develop referral system for students to receive services from COST.
- ❖ Assist Small Learning Community (SLC) Lead Teachers in the implementation of the SST within their respective SLCs; in addition, assist with the implementation of tiered interventions.
- ❖ Act as administrative designee in SST and ensure follow-ups are conducted

Washington Preparatory High School, Los Angeles, CA

❖ **Special Education Teacher**

September 2006-June 2008

- ❖ Provide both formal and informal assessment to determine student strengths and weaknesses and develop Individualized Education Programs (IEP) based on these results.
- ❖ Planned lessons according to state frameworks and implemented instruction, which incorporated multiple learning modalities to maximize student learning; subjects taught included math, science, English and history.

Alton School, Cypress, CA

September 2004-August 2006

Special Education, Department Chairperson

- ❖ Oversaw the implementation of Transitional Plans for students graduating from high school.
- ❖ Assisted with coordination of standardized testing by ensuring that all students received modifications or accommodations listed in their IEP.
- ❖ Mentored and trained new teachers in the areas of developing standards-based lesson plans, implementing IEP goals and objectives and classroom management techniques.
- ❖ Also managed department budget.

PROFESSIONAL ASSOCIATIONS

- ❖ Association of California School Administrators, Student Membership
- ❖ California Mathematics Council
- ❖ California Teacher's Association
- ❖ Council for Exceptional Children
- ❖ National Education Association
- ❖ Pt. Loma Nazarene University- Alumni Association
- ❖ United Teachers of Los Angeles

HOPE M. MENDOZA-LOVING

OBJECTIVE

Obtain a permanent assignment as a School Administrative Assistant, where I can fully apply my experience, knowledge and energy to contribute to a school's daily operation.

EDUCATION

2005 – 2006	LAUSD Mentor Program Secondary Cumulative Records	Personnel Commission
5/1995	Supervisory Certificate Program	LAUSD
1990-1993	Los Angeles Harbor College Major Undeclared (21 units)	Wilmington, CA
1969-1972	Phineas Banning High School	Wilmington, CA

PROFESSIONAL EXPERIENCE

4/2006 – Present Dominguez Elementary School

School Administrative Assistant

- Manage the school office and responsible for the supervision of the clerical activities of the school; such as enrollment, attendance, organization, student grades, cumulative records, purchase orders, supplies, etc.
- Responsible for time reporting, student body and imprest accounts. Maintaining and organization of files of reports, personnel, flushing logs, accident/injury reports, etc.
- Perform secretarial duties for the principal by arranging appointments, screening phone calls, mail, composing bulletins and letters.
- Secure substitute teachers, custodian of the keys
- Provide minor first aid to students in the absence of the School Nurse.

6/2005 to 4/2006 John Adams Middle School - Student Records

Steno-Secretary I

- Secretary to the APSCS, typing of memos, correspondences, etc., assist counselors, deans, and parents, organization, maintenance and transfer of pupil records, filing, requesting of cumulative records for incoming students, posting of semester grade and test labels on cumulative records, mailing of transcripts to out-of-district schools, prepare and clean previous year, in-active, cumulative records (back 20 yrs) for pick up by the District's Student Records Unit
- Cover Main Office as needed

2/2001 to 6/2005 Office of Staff Relations – Local District K

Steno-Secretary I – Confidential Position

- Secretary to Staff Relations Coordinator, Labor Relations Representative and Operations Administrator. Organized and maintained certificated and classified employee case folders/files for grievances and unsatisfactory w/suspension, and arbitrations, answered and screened phone calls, organized and maintained appointment calendar for Step 1's and Step 2's, composed correspondences from notes or oral instructions, prepared annual reports, ordered and received office supplies. Took Minutes for Local District Parent meetings.

10/1976 to 02/2001 Banning High School – Administration Office***Steno Secretary I***

- Secretary to two Assistant Principals and responsible for the operation of the Main Office with the answering and screening of phone calls, request substitute teachers and checked them in and out, covered classes, sorting U.S. and School Mail, maintain appointment and school calendar, maintain files and records, creating certificates and special program booklets, compose letters form oral instruction or notes, order/receive office supplies, train and supervise new employees and student workers, service/maintenance of copier machine, assist with student transcripts, assist parents, teachers, and students.

Please Note: I promoted within the high school from Clerk Typist working in the Attendance and Counseling Offices to Steno Secretary I and assigned in the Main Office to work for the AP's and Principal. I also had the opportunity to work a year in the Title I Office.

7/1980 to 8/2000 Banning High School – Summer School Office***Summer School Secretary***

- Responsible for certificated payroll, check permanent and substitute teachers in and out, request substitutes, cover classes, typing, maintain and organize office records and files, staff mailboxes, routing of U.S. and School mail, supervise clerical staff with readmitting in the Attendance Office and inputting student class schedules, assisted with enrollment, attendance reporting, report cards, and performed duties as assigned. In addition to Summer School assignment, organized and supervised the mailing of the Fall enrollment packets to the entire student body.

REFERENCES

Available Upon Request

Ida Taylor
idasix@aol.com

Volunteer Objectives

To work and assist parents, teachers, administrators, and students with information to help students succeed. Attend meetings and gather information to bring back to our schools. Hold workshop training for parents so that they can be informed and help with student homework.

It takes all stakeholders, teachers, parents, administrators, and the community to ensure that our children have a safe and clean environment in order to learn.

Personal Summary

- . More than 30 years of experience as a community volunteer.
- . Strong organization skills.
- . Excellent management and leadership skills.
- . Strong interpersonal skills.
- . Good verbal and written communication skills.
- . Team player.
- . Good computer skills.

Professional Experience

Account Receivable - Customer Service
1985-1996
Sales Representative
1974-1985
Expediter

Education Background

Graduated San Pedro High School 1969
Graduated Career Management 1996

Jill A. Aguilar, Ph.D.

CSU Dominguez Hills School of Education 1461

EDUCATION/CREDENTIALS

- 2002 **University of Southern California, Rossier School of Education, Los Angeles**
 Doctor of Philosophy, Language, Literacy & Learning
 Adolescent literacy practices, urban schooling, visual and performing arts in literacy development, 2nd language & literacy acquisition.
- 1997 **California State University, Dominguez Hills, Carson**
 Master of Arts, Education, Instruction and Curriculum
- 1992 **Cuauhnáhuac Escuela Cuernavaca, Cuernavaca, Mexico**
 Intermediate-Advanced Spanish
- 1990 Language Development Specialist Certificate, California Department of Education
- 1986 **California State University, Dominguez Hills, Carson**
 Single Subject Clear Credential, English and Social Studies
- 1984 **California State University, Dominguez Hills, Carson**
 Bachelor of Arts, Psychology major, Philosophy minor
- 1981-1982 **California State University International Program, Florence, Italy**
 Italian, History of Art and Architecture

TEACHING

- California State University, Dominguez Hills, College of Education, Carson**
- 2009- Associate Professor
- 2003-2009 Assistant Professor
- Teaching Secondary Reading (Course Chair)
- Seminar in Curriculum Development in Reading and the Language Arts
- Teaching Practices Seminar
- Language Learning
- Introduction to Education
- Urban Teacher Residency (UTR) Mentor Coordinator (2010-)
- Early Assessment Program (EAP), Coordinator (2005-2009)
- Reading Institute for Academic Preparation (RIAP), Director
- Expository Reading and Writing Course (ERWC) Introductory Workshop, Director
- Urban Literacy Research Institute ((2003-2005)
- Performance Assessment for California Teachers (PACT) Assessor & Trainer

2001-2003 Student Teacher Supervisor, Advisor
 Mount Saint Mary's College, Los Angeles
 Assistant Professor
 Content-based Reading Instruction
 Principles of Secondary Education
 Social Studies and the Arts
 Secondary Curriculum
 School & Society

2000 Student Teacher Supervisor, Advisor
 California State University, Dominguez Hills, Carson
 Adjunct Faculty, School of Education
 Language Learning

- 1998-2001 **University of Southern California, Rossier School of Education**, Los Angeles
 Teaching Assistant
 Teaching of Reading and Writing
 Student Teacher Supervisor
- 1997-2000 **National University, School of Education and Human Services**, Los Angeles
 Student Teacher Supervisor, Core Adjunct Faculty
 Reading in the Content Areas
 The Diverse Classroom
 The Bilingual/Bicognitive Child
 Methodology for Language Development in 1st and 2nd Language
- 1997 **Brooks College**, Long Beach
 Instructor, Graphic Design Department
 Graphic Design, Art History
- 1995-1997 **David Starr Jordan High School**, Long Beach Unified School District (LBUSD)
 Teacher
 American Literature, grade 11; ELD English, grades 9 through 12
- 1992-1995 **Herbert Hoover Middle School**, LBUSD
 Teacher
 ELD English, Sheltered Social Studies, grades 6 through 8; History, grade 7
 ELD and Bilingual Department Chair
 Curriculum and Staff Development Committee, Chair
 Leadership Team, Member
- 1986-1991 **David Starr Jordan High School**, LBUSD
 Teacher
 ELD English, Sheltered Social Studies, grades 9 through 12
 Coordinator of Multicultural Festival (1987-1991)
- 1985-1986 **Carson High School, Wilmington Junior High School**, LAUSD
 Student Teaching in Social Studies

PUBLICATIONS

Book

Aguilar, J. (2010). *Urban adolescent literacies: Case studies in a community-based theatre arts program. (German Edition)*. Saarbrücken, Germany: VDM Verlag Dr. Müller.

Refereed Journals

Olivos, E.M, Gallagher, R.P., & Aguilar, J.A. (2010). "Fostering collaboration with culturally and linguistically diverse families of children with moderate to severe disabilities," *Journal of Educational and Psychological Counseling*, 20 (1), 28-40.

Aguilar, J. A., Bedau, D. J. & Anthony, C. A. (2009). "Growing emotional intelligence through

community-based arts." *Reclaiming Children and Youth*, 18(1), 3-7.

Aguilar, J., MacGillivray, L., Walker, N. (2003). Latina educators and dominant school discourse: The costs of success. *Journal of Latinos and Education*, 2 (2), 89-100.

MacGillivray, L., Walker, N., Aguilar, J. (2001). *Negotiating Higher Education: Latina Teachers' Memories of Striving for Success* (CIERA Report No. 3-010). Center for the Improvement of Early Reading Achievement. Ann Arbor: University of Michigan.

Book Reviews

Aguilar, J. A. (2010). Part VI: Guide to New Resources (i.e. a series of book reviews). *Multicultural Perspectives: Multicultural Perspectives*, 12 (2), 114-125.

Aguilar, J. A. (2008). Book Review: "Higher education and civic engagement: International perspectives." *Journal of Educational Administration*, 46,3.

Aguilar, J. A. (2008). Part V: Guide to New Resources (i.e. a series of book reviews). *Multicultural Perspectives: An Official Journal of the National Association for Multicultural Education*, 10 (4), 237-242.

Published Curricular & Program Design Materials

- Aguilar, J. A., Bedau, D. J. & Anthony C. M. (2007). *Will Power to Youth program manual*. Los Angeles, CA: Red Hen Press.
- Aguilar, J. A., Bedau, D. J. & Anthony C. M. (2007). *Will Power to Youth training manual*. Technical manual published by Shakespeare Festival/LA (SF/LA), funded by National Endowment for the Arts (NEA) and Department of Justice (DOJ) Office of Juvenile Justice, Detention and Probation (OJJDP).
- Bartlett, C. & Aguilar, J. (2002). *Mount St. Mary's College Secondary Teacher Preparation Program Document*. for California State Department of Education. Los Angeles, CA: Mount St. Mary's College.
- Aguilar, J. A. (1996). *Will power to youth; A manual for the teacher*. Los Angeles, CA: Shakespeare Festival/LA and The National Conference for Community & Justice.
- Aguilar, J. A. (1990). *Project Brotherhood/Sisterhood Campus Program*. Los Angeles, CA: The National Conference for Community & Justice.
- Aguilar, J. A. (1989). *Infusion model for teaching Dr. Martin Luther King, Jr.'s nonviolent principles in schools*. Atlanta, GA: The Martin Luther King, Jr. Center for Nonviolent Social Change.

PRESENTATIONS

- Aguilar, J. A. & Teitelbaum, S. (Under Review). "Digital shifts in civic education: Youth apprenticeship to civic action in a community-based program." For presentation at the 2011 Annual Conference of American Education Association (AERA) Conference, New Orleans, LA.
- DeJean, W., Aguilar, J. A., Elsbree, A. R., Letts, W. J., Macintosh, L. B. & Sapp, J. (2009, April). "Disrupting academic butchness." Presented on the panel "Queer Teacher Educators and Queer Preservice Teachers: International Perspectives of Support, Mentoring, and Hope." Presented at the Annual Conference of the American Educational Research Association (AERA), San Diego, CA.
- Bedau, D. J., Aguilar, J. A. & Anthony, C. A. (2008, May). "The beautiful community: Towards an aesthetic in community-based youth arts collaborations." Presented at the International Theatre for Young Audiences Research Network (ITYARN) of the Annual World Congress and Performing Arts Festival of the *Association International du Theatre pour l'Enfance et la Jeunesse* (ASSITEJ), Adelaide, Australia.
- Bedau, D. J., Aguilar, J. A. & Anthony, C. A. (2008, April). "Excavating Shakespeare." Presentation at The NYU Steinhardt *Shakespeare Forum: Page, Stage, Engage*. New York City, NY.
- Aguilar, J. A., Bedau, D. J. & Anthony C. M. (2007, March). "Arts and Outcomes: Multiple Literacies, Singular Students." Presented at the Annual Conference of the Association for Supervision and Curriculum Development (ASCD), Anaheim, CA.
- Aguilar, J., Anthony, C., Giunta, D., Gullo, K. (2004, July). "Respect in a classroom culture of rigor." Workshop presented at the annual meeting of the National Coalition of Education Activists, Philadelphia, PA.

- Aguilar, J., Giunta, D., Yee, J. (2003, October). "e-Corazones: Technology as a Medium for Building Community and Raising Consciousness." Paper presented at the Technology, Learning, and Intellectual Development Conference of the American Association of Colleges & Universities, Cambridge, MA.
- Aguilar, J. (2003, April). "Adolescent Literacies in the Context of a Community-based Theater Arts Program." Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Aguilar, J. (2001, December). "Doing Shakespeare: Transmediation in a Community-based Theater Program." Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.
- Aguilar, J. & MacGillivray, L. (2000, April). "Latina educators and dominant school discourse: The costs of success." Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Aguilar, J. (2000, April). "Chicano street signs: Graffiti as public literacy practice." Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Walker, N. T., MacGillivray, L., Aguilar, J. (2000, April). "Negotiating higher education: Latina teachers' memories of striving for success." Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Aguilar, J. (1999, December). "Who am I to study you?: White literacy researchers' reflections on cross-cultural research settings." Paper presented at the annual meeting of the National Reading Conference, Tampa, FL.
- Aguilar, J., Walker, N. & MacGillivray L. (1999, December). "You still have to be loyal: Considering gender, culture, and literacy in Latina teachers' early childhood memories." Poster session presented at the annual meeting of the National Reading Conference, Tampa, FL.
- MacGillivray, L., Walker, N. & Aguilar, J. (1999, November). "Latina teachers reflect on the cultural tensions in their teacher education experience." Paper presented at the annual meeting of the National Council of Teachers of English, Denver, CO.
- Aguilar, J. & Bedau, D. (1999, June). "Will Power to Youth: Local solutions: Youth theater arts programs." Workshop conducted at the annual meeting of the Pedagogy and Theater of the Oppressed Organization, New York.
- Walker, N. & Aguilar, J. (1999, March). "Latina teachers: Finding a place in higher education." Paper presented at Thinking Gender Conference, Los Angeles, CA.
- MacGillivray, L., Walker, N. & Aguilar, J. (1998, December). "Dreams and dragons: Latina teachers' early literacy memories." Poster session presented at the annual meeting of the National Reading Conference, Austin, TX.

UNIVERSITY SERVICE

Department Course Chair (2006-present)
 Retention, Tenure & Promotion Committee (2009-10)

	Curriculum Committee (2006-08)
	Performance Assessment for California Teachers Trainer (2008)
	Adjunct Faculty Salary Review Committee (2008-09)
<i>College</i>	Curriculum Committee (2009-11, chair; 2008-09, member)
	College of Education Strategic Planning Committee (2008-09)
	Ed.D. Program Planning Committee (2007-2009)
	School of Education Scholarship Reception, Master of Ceremonies (2009)
<i>University</i>	Educational Policy Committee of Academic Senate (2010-2011)
	Strategic Enrollment Management Task Force (2009-2010)
	Leaves & Honors Committee (2008-09)
	General Education Committee (2007-08)
	Provost/VP for Academic Affairs Search Committee (2007-08, 2008-09)
	<i>Ad Hoc</i> Task Force on <i>Parents Interested in Education</i> (2006-2009)
	CSUDH Lavender Graduation, Master of Ceremonies (2009)

CONSULTANT/COMMUNITY ACTIVITIES

2010	LAUSD South Region High School #4 Design Team , Member Co-Chair, School Culture and Climate
2010	CSUDH Gay, Lesbian, Bisexual, Transgender, Questioning, & Ally Mentor Program , Mentor
2010	YouTHink Teacher Network , Invited Speaker
March	Topic: Social Justice and Rigor
October	Topic: Civic Involvement 2.0
2009, Nov	Pre-Collegiate Program, Diplomatic School of Yangon , Consultant Redesigned critical reading and writing curriculum
2008-	Mount St. Mary's College Summer Teaching Institute , Designer & Instructor 32-hour professional development institutes for adjunct & permanent faculty: undergraduate adjunct faculty (2008) nursing, science and math faculty (2009), undergraduate tenured faculty (2010)
2009-2011	About Productions , Board Chair Independent, Los Angeles-based theatre company that creates original interdisciplinary theater work and educational programs that provoke new perspectives on history and humanity
2008-	<i>Multicultural Perspectives</i> , Associate Editor Journal of the National Association of Multicultural Education

2005-2010	ENCOMPASS , Consultant, Curriculum Developer & Facilitator Organization whose mission is to spark compassion, personal responsibility and an appreciation of differences among California teenagers. Focus on arts and youth development.
2004, July	Long Beach City College, Race & Ethnicity Course , Invited Lecturer Lecture on the relationships between politics and education in the United States.
2004, June	Sivananda Yoga Teacher Training Course , Graduate Certification in Hatha Yoga earned through 200-hour residential training at NY ashram.
2004, May	Hill 'n' Dale Preschool , Invited Speaker Lecture for parents on the processes of early reading development.
2004, May	Human Relations Awareness Training , Co-Director 20-hour City of Los Angeles-sponsored training designed to support improved dialogue between members of San Fernando Valley's Neighborhood Council.
2004, March	Notre Dame Academy , Invited Presenter Private college-prep girls' high school All-day faculty inservice on developing strategic reading practices among high-performing adolescents.
2004, January	Shakespeare Lab , Participant Shakespeare Festival/LA 36-hour professional theater training in textual analysis, acting, and collaboration with youth.
2003	MSMC Title V Faculty Online Course , Co-Instructor with Debbie Giunta <i>"Chicanismo: The Chicano Roots of LA"</i>
2003	youTHink , Advisory Board Member An innovative, non-profit educational initiative that engages students in contemporary social issues analysis through the arts.
2002-2003	MSMC Irvine Foundation Campus Diversity Initiative, Diversity Action Council , Assistant Coordinator
2002, April	The Los Angeles Times Festival of Books , Invited Panelist "Getting Your Adolescent Kids to Read"
2002, May Panelist	Symposium: Youth Theater of the Oppressed in a Globalized World , Invited "Class Struggle—Theater of the Oppressed in Education"
2002	National Reading Conference (NRC) , Reviewer Annual Conference of the NRC
2001-2002	National Reading Conference (NRC) Yearbook , Editorial Board Advisory Committee Annual Publication of the NRC Conference Proceedings
2000, February	Research in the Teaching of English , Reviewer

- 2000, March **Qualitative Methods in Education Research**, Invited Speaker on Ethics in Research
USC Rossier School of Education, Dr. Nelly Stromquist, Professor
- 2000-2002 **Diversity Matters**, Consultant
Human Relations Dialogue in Higher Education
- 2000- **Shakespeare Festival/LA** (www.shakespearefestivalla.org), Education Consultant
"Will Power to Youth" Theater Arts Program, "Will Power to Schools" Teacher Workshop
- 1996- 2003 **Empower Perspectives**, Associate Consultant
Multicultural Organizational Development
- 1994 **National Education Association**, Delegate
Representative Assembly, New Orleans
- 1994-1997 **California Teacher's Association**
Advisory Committee on Gay and Lesbian Issues, Member (1995-1997)
Student Diversity and CLAD Training Cadres, Trainer (1994-1997)
- 1989-1996 **Stonewall Alliance for Youth**, Founding Co-director
Task force to facilitate a supportive and respectful campus climate for gay and lesbian youth in Long Beach Unified School District
- 1988-1997 **Teachers Association of Long Beach**
Various leadership positions, both elected and appointed, involving bargaining, teacher representation, leadership training, and multicultural training
- 1988-1992 **Friends of Public Education**, First Vice-President
Grassroots organization against censorship in schools
- 1987-2002 **The National Conference for Community & Justice** (www.nccjla.org)
Volunteer Leadership Staff and Education Consultant
Various leadership positions involving assessment, program design, volunteer leadership training, volunteer supervision, and evaluation

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
National Reading Conference (NRC)
International Reading Association (IRA)
National Council of Teachers of English (NCTE)

AWARDS & HONORS

- 2010 **California Association of Teachers of English**, Classroom Excellence Award, Higher Education
- 1998 **University of Southern California**, All-University Graduate Merit Fellowship
- 1996 **Phi Kappa Phi**, National Graduate Honor Society, Lifetime Member
- 1989 **The National Conference for Community & Justice (NCCJ)** Distinguished Merit

Citation

- 1988 **Martin Luther King, Jr. Center for Nonviolent Social Change**
Model Teaching Project (Federal curriculum-writing grant)
- 1986 **Delta Kappa Gamma Society**, New Teacher of the Year

LYNNE HARRIS COOK, PH.D.

School of Education
Division of Graduate Education
California State University, Dominguez Hills

EDUCATION

1978 Ph.D. University of Michigan, Ann Arbor; Special Education, (Behavior Disorders; Learning Disabilities)

1969 M.S. University of Michigan, Ann Arbor; Special Education, (Mental Retardation)

1968 B.S. University of Michigan, Ann Arbor; Special Education, (Emotional Disturbance)

California Credentials: Basic (K-9), Resource Specialist Certificate (K-12), Educational Specialist (K-12)
Learning Handicapped and Severely Handicapped

California Standard Services Credential in Administration

Michigan Continuing (Life) Certificates: Elementary Education (K-6), Learning Disabilities (K-12), Emotional Impairments (K-12), and Mental Impairments (K-12)

ACADEMIC HONORS, AWARDS, and GRANTS

Honors and Awards *(Fellowship details provided in Employment Section)*

Excellence in Teaching and Teacher Education Award, Council for Exceptional Children, Teacher Education Division, 2008.

University Distinguished Teaching Award, CSU Northridge, 2005.

Pathways to Excellence Award, CSU Channel Islands Associated Students, 2004.

Outstanding Publication Award, Teacher Education Division, The Council for Exceptional Children, 1999.

Fellow, Association of Educational Therapists, 1990-

Congressional Science Fellowship, Society for Research in Child Development (SRCD) and American Association for the Advancement of Science (AAAS), 1986-87.

Bush Foundation Fellowship in Child Development and Social Policy, UCLA, 1980-81.

Policy Fellow, Office of Policy Evaluation, CA Department of Education, Sacramento, 1980.

Grants and Cooperative Agreements

Teacher Education for the Advancement of a Multicultural Society (TEAMS). Subcontract with the University of San Francisco AmeriCorps Project, 2009-12, \$374,667/year.

Integrated Special Education and Teacher Education Program (H325T070037). Cooperative agreement funded by USDE/OSEP, 2007-12, \$500,000.

Early Start Pathway. Subcontract with Santa Monica College and Los Angeles Universal Preschool (LAUP) for developing early childhood teacher preparation pipeline and transfer program, 2007-10, \$60,000/year.

Gear Up Partnership with Los Angeles Unified School District. Subcontract with Local District 8, 2007-09, \$300,036/year.

California Teacher Recruitment Center Partnership. Subcontract with Tulare County, funded by California Department of Education, 2007-08, \$87,000.

- *Trends in the National Prevalence of Teacher Education, Induction, and Workload Policies and Practices for Beginning Teachers in Special Education (H0324C040115). Funded by USDE/OSEP, 2005-07, \$540,000.
- *Trends in Teacher Entry, Turnover, and Shortage (H0324C020002). Funded by USDE/OSEP, 2002-05, \$540,000.
- *Productivity of Teacher Preparation Programs (H308F70031). Funded by USDE/OERI, 1998-99, \$225,000.
- *Teacher Supply, Turnover, and Shortage (H023C40102). Funded by USDE/OSEP, 1994-98, \$680,000.
- *Teacher Retention, Transfer, and Attrition (H023C10088). Funded by USDE/OSEP, 1991-93, \$360,000.
- National Clearinghouse for Professions in Special Education (H030E3002). Subcontract with the Council for Exceptional Children, 1993-94, \$140,511.
- National Clearinghouse for Professions in Special Education (H030E0001). Contract funded by USDE/OSEP, 1990-93, \$1,435,822.
- Adolescent Seriously Emotionally Disturbed (GOO8635017). Funded by USDE/OSEP, 1986-89. \$323,748.
- Secondary School Resource Specialist Training Project (GOO8535037). Funded by USDE/OSEP, 1985-88, \$280,268.
- Preservice Special Education Training Program (GOO8535048). Funded by USDE/OSEP, 1985-88, with C. Cavallaro, \$166,856.
- Preservice Training for Teachers of Autistic Students (GOO8535036). Funded by USDE/OSEP, 1985-88, with R. Mesaros, \$185,908.
- Experimental Internships in Seriously Emotionally Disturbed (GOO830I304). Funded by USDE/OSEP, 1985-88, \$210,000.
- Materials Development and Field-based Training for Preservice Resource Specialists (GOO8200478). Funded by USDE/OSEP, 1982-85, \$115,620.
- * Senior Researcher and Co-author with E. E. Boe, University of Pennsylvania

Academic Employment

- 2009- Professor of Education and Director of the Ed. D. Program Educational in Leadership and the Carson-Wilmington Alliance of Schools, School of Education, California State University, Dominguez Hills, Carson, CA.
Teach graduate courses in special education and educational leadership, administer a new Ed.D. degree program in urban educational leadership and serve as director of a newly formed alliance of four low performing, urban schools in which SOE faculty and students collaborate with school partners to close the achievement gap and enhance community connections on behalf of Pre K-12 students and their families.
- 2006-09 Dean, College of Education, California State University, Dominguez Hills, Carson, CA.
Administered an NCATE and CCTC accredited college that prepares highly effective educators in a variety of urban-focused programs including an undergraduate Liberal Studies degree, 17 teaching credentials for general and special educators, 11 M.A. programs, 7 advanced credentials for school counselors, school psychologists,

- educational administrators, and several certificate programs. Oversaw 21 grants funded at \$4.7/year and facilitated the work and academic programs for 57 full-time and 90 part-time faculty, 22 staff and approximately 3,000 culturally and linguistic diverse full time equivalent students who are 36% Hispanic, 31% African American, 27% white, and 6% Asian and Pacific Islanders. Led and implemented significant strategic planning, refocusing the college on community and school-based partnerships, collaborative development of a charter high school, and design and approval of a new Education Doctorate program. Established faculty mentoring program and funded faculty seminars to support the scholarly interests and productivity of faculty.
- 1980-05 Professor, Department of Special Education, California State University, Northridge, CA. (reassigned 1989-91; leave of absence 1991-93).
Associate Professor (198-86); Assistant Professor (1980-82) Department Chair, 1984-86.
- 1990-93 Director, National Clearinghouse for Professions in Special Education, National Association of State Directors of Special Education and Council for Exceptional Children, Alexandria, VA. Directed federal center that published and disseminated information and provided technical assistance to state and local educational agencies for recruiting and retaining teachers and related services professionals to serve students with disabilities and their families. Also provided technical assistance to assist IHEs in meeting accreditation standards.
- 1989-90 Research Analyst, Directed Research Branch, Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education, Washington, DC. Served as a research analyst, Contracting Officer's Technical Representative, and Project Officer for research grants. Developed research priorities on teacher retention; collaborative, interdisciplinary service delivery; teacher education; and services for children with behavior disorders and their families. (8/89-12/90).
- 1986-87 Congressional Science Fellow, Society for Research in Child Development (SRCD) and American Association for the Advancement of Science (AAAS), Washington, DC.
Legislative Associate, Subcommittee on Elementary, Secondary, and Vocational Education; Committee on Education and Labor; U.S. House of Representatives (Representative William Goodling [R], Ranking Minority Member).
Legislative Associate, Subcommittee on the Handicapped; Committee on Labor and Human Resources; U.S. Senate (Senator Tom Harkin [D], Chair).
- 1984-86 Chair, Department of Special Education, California State University, Northridge, CA. Chaired a department of 21 full-time and 15-20 part-time faculty serving 250 + FTE students in five credential programs, four master's degree options, an undergraduate interdisciplinary major in Deaf Studies, and a post-masters certificate program.
- 1978-80 Lecturer, Graduate School of Education, University of California, Los Angeles, CA.
- Summers 1978-79 Director, Research and Clinical Services, Fresh Air Camp, University of Michigan, Ann Arbor
- 1977 Instructor and Field Coordinator (Adjunct), Oakland University, Rochester, MI. Taught courses on students with emotional impairment and learning disabilities.
- 1975-78 Instructor (Adjunct), University of Michigan campuses at Flint and Grand Rapids, MI. Taught courses in education of students with emotional impairment and learning disabilities.

- 1973-75 Lead Teacher and Reading/Language Specialist, Learning Center for Children with Educational Handicaps (EH) and Learning Handicaps (LH), Lennox School District, Lennox, CA.
- 1971-72 Head Teacher, Program for Emotionally Disturbed, Norfolk City Schools, Norfolk, VA.
- 1970-71 Instructor, Special Education and Psychology, Norfolk State College, Norfolk, VA. Taught full-time graduate seminars and inservice workshops in behavior management, developmental psychology, and individualized instruction.
- 1970 Teacher and Teacher Consultant, Mental Retardation Programs, Escambia County Public Schools, Pensacola, FL.
- 1968-70 Demonstration Teacher (K-12), Children's Psychiatric Hospital, University of Michigan, Ann Arbor, MI.

Related Employment and Professional Experience

- 2009 Evaluator, U.S. Department of Education, Office of Special Education Programs, National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) (to conclude 9/09).
- 2007 Program Review and NCATE Consultant, Department of Specialized Educational Services, School of Education, University of North Carolina-Greensboro, NC. (2/07)
- 2000 Program Review and NCATE Consultant, College of Education, Florida International University, Miami, FL. (5/00).
- 1999-02 Consultant, Study of Personnel Needs in Special Education (SPeNSE), Westat Research Corporation, Rockville, MD. under contract with the U.S. Department of Education.
- 1999-02 Co-Teaching and Evaluation Consultant, Efficacy of Co-teaching: A Systemwide Implementation Study, University of South Florida and Hillsborough County Schools, Tampa, FL.
- 1999 Curriculum Development Consultant, Special Education Department, Southeastern Louisiana University, Hammond, LA.
- 1998 Program Review and NCATE Consultant, Department of Curriculum and Instruction, Arizona State University, Tempe, AZ. (12/98).
- 1998 Program Review and NCATE Consultant, Department of Exceptional Education, University of South Florida, Tampa, FL.
- 1993 Program Evaluation Consultant, Department of Curriculum and Instruction, Eastern Washington University, Cheney, WA. (11/93).
- 1991 Curriculum Development Consultant, Department of Special Education, Indiana University of Pennsylvania, Indiana, PA. (6/91).
- 1988 CEC/NCATE Consultant, Department of Special Education, San Diego State University, San Diego, CA. (9/88).
- CEC/NCATE Consultant, Department of Special Education, Northern Illinois University, Dekalb, IL. (12/88).

- 1980-81 Bush Fellow, The Bush Foundation Training Program in Child Development and Social Policy, Graduate School of Education, University of California, Los Angeles, CA.
- 1980 Policy Fellow, Office of Policy Evaluation, CA Department of Education, Sacramento, CA. (5/80-8/80).

PROFESSIONAL ACHIEVEMENTS

PUBLICATIONS

Books

- Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed.). Upper Saddle River: Pearson/Merrill.
- Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals* (5th ed.). Boston: Allyn & Bacon.
- Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals* (4th ed.). Boston: Allyn & Bacon.
- Friend, M., & Cook, L. (2000). *Interactions: Collaboration skills for school professionals* (3rd ed.). White Plains, NY: Longman.
- Friend, M., & Cook, L. (2000). *Interazione: Tecniche di collaborazione tra insegnanti, specialisti e dirigenti nella scuola*. Trento, Italy: Erickson. (Translation of the above book with a significantly different 1st chapter to establish the context for Italian schools)
- Friend, M., & Cook, L. (1996). *Interactions: Collaboration skills for school professionals* (2nd ed.). White Plains, NY: Longman.
- Cook, L. (1992). *Support groups for practicing professionals: Professional action series*. Reston, VA: Council for Exceptional Children. ERIC ED 347745.
- Friend, M., & Cook, L. (1992). *Interactions: Collaboration skills for school professionals*. White Plains, NY: Longman.

Chapters and Monographs

- Normore, A., & Cook, L. (in press). A new doctoral degree in urban educational leadership (Ed. D.) at a comprehensive university in Southern California. In D. Callejo- Perez, S. M. Fain, and J. J. Slater, (Eds.). *Higher education and human capital: Re/thinking the doctorate in America*. Amsterdam: Sense Publishers.
- Cook, L., & Hall, K. S. (2004). Making paperwork work for you and your students. In J. Burnett & C. Peters-Johnson (Eds.). *Thriving as a special education teacher* (pp. 49-61). Arlington, VA: Council for Exceptional Children.
- Friend, M., & Cook, L. (2004). Collaborating with professionals and parents without being overwhelmed: Building partnerships and teams. In J. Burnett & C. Peters-Johnson (Eds.). *Thriving as a special education teacher* (pp. 29-39). Arlington, VA: Council for Exceptional Children.
- Cook, L., & Friend, M. (1998). Co-teaching: Guidelines for creating effective practices. In E. Meyen, G. A. Vergason, & R. J. Whelen (Eds.). *Educating students with mild disabilities*. (pp. 453-481). Denver: Love.
- Boe, E. E., Bobbitt, S. A., Cook, L. H., & Weber, A. L. (1998). The production of degree graduates by teacher

- education programs in special and general education: Too much or not enough? *Series on Teacher Availability in Special Education*: Vol. 3. Reston, VA: Council for Exceptional Children.
- Boe, E. E., Cook, L. H., Bobbitt, S. A., & Weber, A. L. (1998). Retention and attrition of teachers at the district level: National trends in special and general education. *Series on Teacher Availability in Special Education*: Vol. 2. Reston, VA: Council for Exceptional Children.
- Cook, L. H., & Boe, E. E. (1998). How many qualified teachers are needed for students with disabilities? *Series on Teacher Availability in Special Education*: Vol. 1. Reston, VA: The Council for Exceptional Children.
- Cook, L., & Friend, M. (1996). Co-teaching guidelines for creating effective practices. In E. L. Meyen, G. A. Vergason, & R. J. Whelan (Eds.), *Strategies for teaching exceptional children in inclusive settings*. (pp. 155-182). Denver: Love.
- Cook, L. H., Weintraub, F. J., & Morse, W. C. (1995). Ethical dilemmas in the restructuring of special education. In J. L. Paul, H. Rosselli & D. Evans. (Eds.). *Integrating school restructuring and special education reform* (pp. 119-139). Fort Worth, TX: Harcourt Brace.
- Friend, M., & Cook, L. (1995). Inclusion: What it takes to make it work, why it sometimes fails, and how teachers really feel about it. In K. L. Freiberg (Ed.). *Educating exceptional children: Annual editions (8th Ed.)* (pp. 6-9). Guilford, CT: McGraw Hill/Dushkin.
- Cook, L., & Friend, M. (1993). Educational leadership for teacher collaboration. In B. Billingsley (Ed.), *Program leadership for serving students with disabilities*. Richmond, VA: State.
- Friend, M., & Cook, L. (1990). Assessing the climate for collaboration. In W. Secord & E. Wiig (Eds.), *Collaborative programming in the schools: Concepts, models, and procedures* (Best practices in school speech/language pathology, Vol. 1) (pp. 67-73). San Antonio, TX: Psychological Corporation.
- Friend, M., & Cook, L. (1988). Pragmatic issues in school consultation training. In J. F. West (Ed.), *School consultation: Interdisciplinary perspectives on theory, research, training, and practice* (pp. 127-142). Austin, TX: Association for Educational and Psychological Consultants.
- Kokaska, C., & Cook, L. (1983). Career development and behavior disorders: A review of definitions and concepts. In A. Fink, C. Kokaska, L. Cook, D. Eyde, & P. Sitlington (Eds.), *Career development for behaviorally disordered individuals* (pp. 10-25). Reston, VA: The Council for Exceptional Children.
- Fink, A., Kokaska, C., Cook, L., Eyde, D., & Sitlington, P. (Eds.). (1983). *Career development for behaviorally disordered individuals*. Reston, VA: Council for Exceptional Children.
- Cook, L., & Morris, S. (1977). Mainstreaming: Implications for public schools. In P. Bates, T. L. West, & R. B. Schmerl (Eds.), *Mainstreaming: Problems, potentials, and perspectives*. Minneapolis: Leadership Training Institute, University of Minnesota.

Articles in Refereed Journals

- Cook, L., & Friend, M. (in press). The state of the art of collaboration on behalf of children with disabilities. *Journal of Educational and Psychological Consultation*.
- Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (in press) Co-teaching: Collaboration in action. *Journal of Educational and Psychological Consultation*.
- Boe, E. E., Cook, L. H., & Sunderland, R. J. (2008). Teacher turnover in special and general education: Exit attrition, teaching area transfer, and school migration. *Exceptional Children*, 75 (1), 7-31.
- Cook, L. H., & Boe, E. E. (2007). National trends in the source of supply of teachers in special and general education. *Teacher Education and Special Education*, 30, 217-232.

- Boe, E. E., Shin, S., & Cook, L. H. (2007). Does teacher preparation matter for beginning teachers in either special or general education? *Journal of Special Education, 41*, 158-170.
- Boe, E. E., & Cook, L. H. (2006). The chronic and increasing shortage of fully-certified teachers in special and general education. *Exceptional Children, 72*, 444-460.
- Boe, E. E., Cook, L. H., Bobbitt, S. A., & Terhanian, G. (1998). The shortage of fully certified teachers in special and general education, *Teacher Education and Special Education, 21*, 1-21.
- Boe, E. E., Bobbitt, S. A., & Cook, L. H. (1997). Whither didst thou go? Retention, reassignment, migration, and attrition of special and general education teachers from a national perspective. *The Journal of Special Education, 30* (4), 371-389. Reprinted in Kasprzyk, D. (1994). *Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys (Working Paper No. 94-06)*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Boe, E. E., Bobbitt, S. A., Cook, L. H., Whitener, S. D., & Weber, A. L. (1997). Why didst thou go? Predictors of retention, transfer, and attrition of special and general education teachers from a national perspective. *Journal of Special Education, 30*, 390-411.
- Friend, M., & Cook, L. (1997). Student-centered teams in schools: Still in search of an identity. *Journal of Educational and Psychological Consultation, 8*, 3-20.
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Boe, E. E., Cook, L. H., & Sunderland, R. J. (2007). The prevalence of various aspects of teacher preparation, induction, mentoring, extra support, professional development, and workload factors for beginning teachers in special and general education (*Data Analysis Report 2007-DAR1*). Philadelphia: University of Pennsylvania, Graduate School of Education, Center for Research and Evaluation in Social Policy.

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Boe, E. E., Cook, L. H., & Sunderland, R. J. (2006) Attrition of beginning teachers: Does teacher preparation matter (*Research Report 2006-TSDQ2*)? Philadelphia: University of Pennsylvania, Graduate School of Education, Center for Research and Evaluation in Social Policy.

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- Boe, E. E., Bobbitt, S. A., Cook, L. H., Whitener, S. D., & Weber, A. L. (1996). Retention and attrition of teachers at the district level: National trends in special and general education (*Research Report 1996-TSD6*). Philadelphia: University of Pennsylvania, Graduate School of Education, Center for Research and Evaluation in Social Policy.
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- Boe, E. E., Bobbitt, S. A., Cook, L. H., Whitener, S. D., & Weber, A. L. (1996). Predictors of retention, transfer, and attrition of special and general education teachers: Data from the 1988-89 Teacher Followup Survey. (*Working Paper No. 96-12*). Washington, DC: National Center for Education Statistics, U.S. Department of Education.
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- Boe, E. E., Bobbitt, S. A., & Cook, L. H. (1993). Whither didst thou go? Retention, reassignment, migration, and attrition of special education teachers in national perspective (*Research Report 1993-TSD2*). Philadelphia: University of Pennsylvania, Graduate School of Education, Center for Research and Evaluation in Social Policy. Reproduced in Working Paper No. 94-06, Washington, DC: National Center for Education Statistics, U.S. Department of Education.
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- Cook, L. (1978). *Problems and issues of teacher consultation in Michigan (TCM Special Report)*. Detroit, MI: Teacher Consultants of Michigan.

- Price, J. P., & Cook, L. (1977). *Strategies to combat violence and vandalism in school settings. (PFASD Report)*. Ann Arbor, MI: University of Michigan, Project for the Fair Administration of Student Discipline.
- Price, J. P., & Cook, L. (1976). *Teachers' perceptions of students' social behavior problems and related management issues in Michigan secondary schools (PFASD Report)*. Ann Arbor, MI: University of Michigan, Project for the Fair Administration of Student Discipline.
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SELECTED PRESENTATIONS

National and International

- Normore, A., & Cook, L. (2009, November). *Reflecting on innovative practices and partnerships: An interdisciplinary doctoral program in educational leadership*. To be presented in the symposium, The New California State University Ed.D. Programs in Educational Leadership: Continuity or Change? at the Annual Conference of the University Council for Educational Administration, Anaheim, CA.
- Cook, L., & Friend, M. (2009, November). *Stability in program commitment to inclusionary practices during uncertain, fast-changing times*. Paper to be presented at the 32nd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, NC.
- Friend, M., & Cook, L. (2009, November). *Preparing teachers for co-teaching*. Paper to be presented at the 32nd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, NC.
- Cook, L. (2009, August). *Collaborating for young children with special needs. What? Why? How?* Two-day institute for the Aurora, Colorado Public Schools Preschool Programs and Early Childhood and Special Education Collaborative, Aurora, CO.
- Cook, L. (2009, July). *Co-teaching: Building inclusive schools for student success*. Full day workshop for the Leadership Institute of the Kentucky Council of Administrators of Special Education, Lexington, KY.
- Cook, L. (2009, July). *Planning for program sustainability in uncertain, fast-changing times*. Presented in the symposium, From the East Coast to the West Coast: Two Teacher Education Models for General Education/Special Education Collaboration and Buy-in at the 2009 U.S. Department of Education, Office of Special Education Programs Project Directors' Conference, Washington, DC.
- Cook, L., & Mooney, J. (2009, April). *Public-private development of an unconventional Urban Teacher Pathway*. Paper presented at the Effective Pathways to Teaching Conference, National Center for Alternative Certification, Washington, DC.
- Friend, M., Cook, L., & Hurley-Chamberlain, D. (2008, April). *Co-teaching: Beyond the basics*. Preconvention Workshop at the 85th Annual Convention of the Council for Exceptional Children, Boston, MA.
- Friend, M., Cook, L., Hamby, L., & Hurley-Chamberlain, D. (2008, April). *The evidence base on co-teaching: Are we there yet?* Presentation made at 85th Annual Convention of the International Council for Exceptional Children, Boston, MA.
- Cook, L. H., & Miller, J. (2007, July). *The power of two: Co-teaching for improved services for students with disabilities*. A full day workshop presented at the University of Northern Colorado's 2007 Bresnahan-Halstead and Kephart Center Symposia, Vail, CO.

- Boe, E. E., Cook, L. H., & Sunderland, R. J. (2007, July). *The supply, qualifications, and attrition of teachers from traditional and alternative routes of preparation* (Panel on NCLB policy and research on alternative route preparation). Paper presented at the 2007 U.S. Department of Education, Office of Special Education Programs Project Directors' Conference, Washington, DC.
- Millar, T., Braun, J., Krinsky, E., Furtado, L., & Cook, L. (2007, February). *Improving science teachers from college freshmen to veterans*. Presentation at the 59th Annual Meeting of the American Association of Colleges of Teacher Education, New York, NY.
- Boe, E. E., Sunderland, R. J., & Cook, L. H. (2006, November). *Special education teachers: Supply and demand* (Keynote Panel). Paper presented at the 29th Annual TED Conference of the Teacher Education Division of the Council for Exceptional Children, San Diego, CA.
- Boe, E. E., Cook, L. H., & Sunderland, B. (2006, November). *The supply of teachers from traditional and alternative routes of preparation*. Paper presented at the 29th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, San Diego, CA.
- Cook, L., Friend, M., & Rush, C. (2006, April). *I know what to do for the students...But what about the grown-ups?* Workshop at the 84th Annual Convention of the Council for Exceptional Children, Salt Lake City, UT.
- Friend, M., Hurley-Chamberlain, D., & Cook, L. H. (2006, April). *NCLB and IDEA: Disaster or golden opportunity for co-teaching?* Presentation at the 84th Annual Convention of the Council for Exceptional Children, Salt Lake City, UT.
- Boe, E. E., Cook, L. H., & Sunderland, R. J. (2005, July). *Turnover of special education teachers: New research on the extent and impact of exit attrition, transfer to general education, and school transfer*. Presentation at the U. S. Department of Education, Office of Special Education Programs, Annual Research Project Director's Conference, Washington, DC.
- Boe, E. E., Cook, L. H., Sunderland, R. J., McGrew, S. P., & May, H. (2005, April). *Three factor framework for understanding chronic teacher shortages: Causes and solutions*. Paper presented at the 83rd Annual Convention of the Council for Exceptional Children, Baltimore, MD.
- Cook, L., & Friend, M. (2005, April). *Co-Teaching—Challenging traditional structures to meet diverse student needs*. Presentation made at the 2005 Convention of the Association for Supervision and Curriculum Development, Orlando, FL.
- Cook, L., & Friend, M. (2005, April). *What do I do about the grown-ups? Hints for new teachers*. Workshop presented at the 83rd Annual Convention of the Council for Exceptional Children, Baltimore, MD.
- Cook, L., Hubble, S., & McLeskey, J. (2005, April). *Implications for preparing and hiring highly qualified teachers. Panel organizer and presenter in the Conference Strand on Highly Qualified Teachers: Challenges and Responses to NCLB and IDEA*. 83rd Annual Convention of the Council for Exceptional Children, Baltimore, MD.
- Friend, M., & Cook, L. (2005, April). *Co-teaching: Educators' classroom practices and preferences*. Paper presented at the 83rd Annual Convention of the Council for Exceptional Children, Baltimore, MD.
- Sindelar, P., Boe, E. E., Cook, L. H., Kealy, M., & Rosenberg, M. (2005, April). *Meeting NCLB's highly-qualified requirement via alternative route training: Opportunities and pitfalls*. TED Showcase panel presentation at the 83rd Annual Convention of the Council for Exceptional Children, Baltimore, MD.
- Cook, L., Williams, J. M., & Weintraub, F. (2005, March). *Highly qualified teachers: Meeting the needs of students with learning disabilities*. Presentation at the 2005 International Learning Disabilities Association Conference, Lake Tahoe, NV.
- Boe, E. E., & Cook, L. H. (2004, November). *The serious shortage of qualified teachers in special education:*

- Scope, sources, solutions.* Paper presented at the 27th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Albuquerque, NM.
- Cook, L., & Friend, M. (2004, November). *Preparation for collaboration among highly qualified teachers.* Presentation at the 27th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Albuquerque, NM.
- Cook, L., & Friend, M. (2004, April). *Co-teaching: Promises, challenges, and pragmatics.* Full day preconvention workshop presented at the 82nd Annual Convention of the Council for Exceptional Children, New Orleans, LA.
- Friend, M., & Cook, L. (2004, April). *Roles of co-teachers: The good, the bad, and the ugly.* Presentation at the 82nd Annual Convention of the Council for Exceptional Children, New Orleans, LA.
- Hertzog, H., Montano, T., Cook, L., & Eaton, A. (2004, February). *Reconstructing teacher education is everybody's business - Teachers for a New Era at CSU Northridge: One year later.* Presentation at the Annual meeting of American Association of Colleges of Teacher Education, Chicago, IL.
- Cook, L., Friend, M., & Spencer, S. (2003, November). *Preparing candidates for collaboration through standards based instruction and assessment.* Presentation at the 26th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Biloxi, MS.
- Boe, E. E., Cook, L. H., & Barkanic, G. (2003, February). *Teacher education does make a difference: National data on first-time teachers with and without teacher preparation.* Presentation at the U. S. Department of Education, Office of Special Education Programs Personnel Preparation Project Director's Conference, Washington, DC.
- Cook, L., Valesy, B., & Crutchfield, M. (2002, November). *Developing a candidate assessment system.* Presentation at the 25th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Blanton, L., & Cook, L. (2002, November). *Interviewing for a higher education position.* Doctoral Student Kaleidoscope presentation at the 25th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Cook, L., Friend, M., & Murawski, W. (2002, November). *Ensuring better outcomes in collaboration through standards-based instruction and assessment.* Presentation at the 25th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Kappner, A., Cook, L., Breneman, D., & Floden, R. (2002, July). *Teachers for a New Era.* A panel presentation for a conference of the National Governor's Association Center for Best Practices and the National Conference of State Legislatures. Conference on Colleges and Classrooms: Redesigning Teacher Preparation Policies, San Francisco, CA.
- Friend, M., & Cook, L. (2002, April). *But how do I get it all done? Managing and scheduling.* Presentation at the 80th Annual Convention of the Council for Exceptional Children, New York, NY.
- Cook, L., & Friend, M. (2001, November). *Preparing special educators to create collaborative schools: Looking at the big picture.* Presentation at the 24th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, St. Petersburg, FL.
- Cook, L., & Friend, M. (2001, April). *But what do I do about the grown ups? Some hints for new teachers.* Presentation at the 79th Annual Convention of the Council for Exceptional Children, Kansas City, MO.
- Friend, M., & Cook, L. (2001, March). *Measuring faculty members' and preprofessionals' knowledge about, perceptions of, and participation in interprofessional collaboration.* Poster session at the 53rd Annual Meeting of the American Association of Colleges and for Teacher Education, Dallas, TX.

- Friend, M., & Cook, L. (2001, March). *Co-teaching as a strategy for school renewal*. Presentation at the 56th Annual Conference of the Association for Supervision and Curriculum Development, Boston, MA.
- Lindahl, C., Cook, L., & Servatius, J. (2001, March). *Developing and implementing a systemwide distance learning program*. Presentation at the 2001 National Conference of the American Association for Higher Education, Washington, DC.
- Friend, M., & Cook, L. (2000, November). *If you build it, will they come? Collaboration in higher education*. Presentation at the 23rd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Las Vegas, NV.
- Martin, S., Cook, L., Epanchin, B., & Siders, J. (2000, November). *The leadership challenge: Leading the academic program in the new millennium*. Featured session presented at the 23rd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Las Vegas, NV.
- Voltz, D. L., Brazil, N. R., Worthman, J. F., & Cook, L. H. (2000, October). *Professional development for culturally responsive instruction: Teachers taking the lead*. Presentation made at the Council for Exceptional Children/Division for Culturally and Linguistically Diverse Learners Symposium on Culturally and Linguistically Diverse Exceptional Learners, Albuquerque, NM.
- Cook, L. H., Voltz, D. L., & Sparling, S. (2000, October). *Considering cultural frames of reference: A prerequisite to successful working relationships with parents and colleagues*. Presentation at the Council for Exceptional Children/Division for Culturally and Linguistically Diverse Learners Symposium on Culturally and Linguistically Diverse Exceptional Learners, Albuquerque, NM.
- Cook, L. (2000, April). *Exceeding the standards; using professional judgment*. In panel discussion with E. Kozleski, R. Mainzer, S. Martin, K. Paloukas, & J. Vaughan: *Teaching and learning in teacher preparation: What do standards have to do with it?* Presentation at the 78th Annual Convention of the Council for Exceptional Children, Vancouver, British Columbia.
- Campbell-Whatley, G. D., Cook, L., Webb-Johnson, G., Dooley, E., & Jeffries, P. (1999, November). *Diversity in the special education teaching force*. Paper presented at the 22nd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Palm Springs, CA.
- Ritter, S. A., Cook, L., & Hall, K. S. (1999, November). *Reforming teacher education: International perspectives*. Paper presented at the 22nd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Palm Springs, CA.
- Ritter, S., Cook, L., & Hall, K. S. (1999, July). *Reforming teacher education in the United States*. Paper presented at the 6th Biennial International Conference of the International Association of Special Education, University of Sydney, Australia.
- Cook, L. (1999, April). *Directions for teacher education in special education: Understanding the context*. A Showcase presentation at the 77th Annual Convention of the Council for Exceptional Children, Charlotte, NC.
- Cook, L., & Friend, M. (1999, April). *Secrets for successful relationships as beginning teachers*. Presentation at the 77th Annual Convention of the Council for Exceptional Children, Charlotte, NC.
- Friend, M., & Cook, L. (1998, November). *Sharing about sharing: Teachers' experiences in school collaboration*. Presentation at the 21st Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.
- Boe, E. E., & Cook, L. H. (1998, April). *Yield of graduates from teacher preparation programs for the teaching force*. Paper presented at the 76th Annual Convention of the Council for Exceptional Children, Minneapolis, MN.

- Friend, M., & Cook, L. (1998, April). *Teaming for students: What's happening in the field?* Presentation at the 76th Annual Convention of the Council for Exceptional Children, Minneapolis, MN.
- Kozleski, E., Blanton, L., Cook, L., Epanchin, B., & Sears, S. (1998, April). *Merging special and general education knowledge bases through teacher preparation*. Showcase presentation at the 76th Annual Convention of the Council for Exceptional Children, Minneapolis, MN.
- Cook, L., Friend, M., & Hall, K. S. (1997, November). *Strategies for teaching collaboration skills*. Presentation at the 20th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Boe, E. E., Bobbitt, S. A., Cook, L. H., & Paulson, C. A. (1997, November). *The yield of degree graduates from teacher preparation programs: Initial results*. Paper presented for the Research and Information Committee, the American Association of Colleges of Teacher Education (AACTE), Washington, DC.
- Boe, E. E., Cook, L. H., & Bobbitt, S. A. (1997, August). *Special education teachers: Demand and shortage trends in national perspective*. Paper presented to the U.S. Department of Education, Office of Special Education Programs, Priority Setting Seminars, Washington, DC.
- Cook, L. H., & Friend, M. (1996, November). *Student-centered teams—In search of an identity*. Presentation at the 19th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Washington, DC.
- Cook, L., & Friend, M. (1996, April). *Secrets for co-teaching success*. Presentation made at the 73rd Annual Convention of the Council for Exceptional Children, Orlando, FL.
- Boe, E. E., Cook, L. H., Bobbitt, S. A., & Terhanian, G. (1995, November). *National trends in teacher supply and demand: The significance of recently graduated teachers in special and general education*. Paper presented at the 18th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Honolulu, HI.
- Cook, L., Robinson, S., & Friend, M. (1995, November). *Designs for teaching about co-teaching*. Presentation made at the 18th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Honolulu, HI.
- Boe, E. E., Bobbitt, S. A., Cook, L. H., & Weber, A. L. (1995, July). *Teaching field transfer: A major component of teacher supply, demand, and shortage*. Paper presented at the 1995 OSEP Research Project Directors' Conference, Washington, DC.
- Boe, E. E., Bobbitt, S. A., Cook, L. H., & Weber, A. L. (1995, May). *Retention, transfer, and attrition of special and general education teachers in national perspective*. Paper presented at the U.S. Department of Education's National Dissemination Forum: Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition. Washington, DC. (ERIC Document Reproduction Service: ED 389 158)
- Cook, L., & Friend, M. (1995, April). *Does co-teaching really make a difference?* Presentation made at the 72nd Annual Convention of the Council for Exceptional Children, Indianapolis, IN.
- Cook, L., & Sindelar, P. (1993, November). *National certification: What are the issues?* Debate held at a plenary session at the 16th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Orlando, FL.
- Cook, L., & Schnorr, J. (1993, November). *Attracting talented and diverse individuals into special education careers*. Presentation made at the 16th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Orlando, FL.
- Friend, M., & Cook, L. (1993, November). *Preparing special educators for co-teaching roles*. Presentation made at the 16th Annual Conference of the Teacher Education Division of the Council for Exceptional

Children, Orlando, FL.

- Boe, E. E., Bobbitt, S. A., & Cook, L. H. (1993, April). *Whither didst thou go? Retention, reassignment, migration, and attrition of special and general education teachers in national perspective*. Paper presented at the 7th Annual Convention of the Council for Exceptional Children, San Antonio, TX. (ERIC Document Reproduction Service No. ED 361 990)
- Boe E. E., & Cook, L. (1993, April). *Retention, transfer, and attrition of special education teachers*. Paper presented at the 71st Annual Convention of the Council for Exceptional Children, San Antonio, TX.
- Cook, L. (1993, April). *Preparing special educators: Can we have both quantity and quality?* Invited presentation made for the Strand on Ethical and Legal Issues at the 71st Annual Convention of the Council for Exceptional Children, San Antonio, TX.
- Cook, L., & Parshall, L. (1993, April). *Teacher supply and demand: Data availability to states and institutions of higher education*. Presentation made at the 71st Annual Convention of the Council for Exceptional Children, San Antonio, TX.
- Cook, L. (1993, April). *Who will teach? Who will serve? A national personnel agenda*. Paper presented at the 71st Annual Convention of the Council for Exceptional Children, San Antonio, TX.
- Friend, M., & Cook, L. (1992, November). *Teaching interaction patterns as a strategy for preparing special educators to collaborate*. Presentation made at the 15th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Cincinnati, OH.
- Friend, M., & Cook, L. (1992, May). *Professional collaboration: From concept to practice*. Invited full day seminar presented at the 1992 Annual Conference of the Canadian Association for Speech Language Pathologists and Audiologists, Saskatoon, Saskatchewan, Canada.
- Friend, M., & Cook, L. (1992, April). *What to say and how to say it: Communication patterns to facilitate collaboration*. Presentation made at the 70th Annual Convention of the Council for Exceptional Children, Baltimore, MD.
- Cook, L. (1992, April). *Support groups for practicing professionals*. Professional action workshop at the 70th Annual Convention of the Council for Exceptional Children, Baltimore, MD.
- Cook, L. (1992, April). *Multiple perspectives, multiple purposes: Sorting out personnel data*. Presentation at the 70th Annual Convention of the Council for Exceptional Children, Baltimore, MD.
- Cook, L., & Suter, C. (1992, April). *Members and units network with 1,000+ potential special educators*. Presentation made at the 70th Annual Convention of the Council for Exceptional Children, Baltimore, MD.
- Price-Ellingstad, D., Cook, L., & Weintraub, F. (1992, April). *Energizing your chapter through recruitment and retention*. Workshop presented at the 70th Annual Convention of the Council for Exceptional Children, Baltimore, MD.
- Cook, L. (1992, January). *Designing local strategies for personnel recruitment, development, and retention*. Presentation at the International Policy Conference of the Council for Administrators of Special Education, San Diego, CA.
- Cook, L., Friend, M., & Lessen, E. (1991, November). *Preparing teachers for empowerment*. Presentation at the 14th Annual Conference of the Teacher Education Division, Council for Exceptional Children, Charlotte, NC.
- Cook, L. (1991, November). *Personnel needs: Multiple perspectives*. Presentation at the Annual Conference of the National Association of State Directors of Special Education, Cincinnati, OH.
- Cook, L., & Murray, K. (1991, November). *Cracker-barrel: Promoting CSPD*. Conducted at the Annual

Conference of the National Association of State Directors of Special Education, Cincinnati, OH.

Cook, L., & Friend, M. (1991, April). *Interactions: Working together to achieve better results*. Preconvention keynote paper presented at the 69th Annual Convention of the Council for Exceptional Children, Atlanta, GA.

Friend, M., & Cook, L. (1991, April). *What they never prepared you for in school: Specific communication skills to help you collaborate*. Presentation at the 69th Annual Convention of the Council for Exceptional Children, Atlanta, GA.

Cook, L. (1991, March). *Emerging trends in recruiting and retaining special education and related services personnel*. Presentation at the U.S. Department of Education's 5th Annual Federal/State Data Managers' Meeting, Washington, DC.

Friend, M., & Cook, L. (1991, February). *A conceptual framework for collaboration in special education*. Invited workshop at the 1991 Annual Conference of the Learning Disabilities Association of America, Chicago, IL.

Cook, L., & Weintraub, F. J. (1991, January). *Personnel shortages--It's everybody's problem*. Presentation at the International Policy Conference of the Council for Administrators of Special Education, Orlando, FL.

Cook, L., & Friend, M. (1990, November). *Identifying competencies and developing curriculum to prepare personnel for professional collaboration*. Presentation at the 13th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Anchorage, AK.

Friend, M., & Cook, L. (1990, October). *Collaboration for the 1990's: Looking for the right questions instead of the right answers*. Invited presentation made at the Annual Conference of the Council for Learning Disabilities, Austin, TX.

Cook, L., & Friend, M. (1990, April). *A conceptual framework for collaboration in special education*. Preconvention keynote paper presented at the 68th Annual Convention of the Council for Exceptional Children, Toronto, ON.

Friend, M., & Cook, L. (1990, April). *A blueprint for collaborative school programs and practices*. Preconvention keynote presented at the 68th Annual Convention of the Council for Exceptional Children, Toronto, ON.

Cook, L., & Friend, M. (1990, April). *The fundamentals of collaboration*. Presentation made at the 68th Annual Convention of the Council for Exceptional Children, Toronto, ON.

Cook, L., & Weintraub, F. J. (1990, February). *Collaborating: Skills for professionals and parents or a strategy for eliminating special education?* Paper presented at the Annual Conference of the Learning Disabilities Association of America, Anaheim, CA.

Regional/State (Selected since 1990)

Cook, L. (2009, August). *Collaborating before school: Specialists and parents working together for preschoolers with disabilities*. A two-day workshop to be presented to the Aurora Public Schools, Aurora, CO.

Cook, L. (2009, July). *Co-teaching: Building inclusive schools for student success*. A full-day workshop presented at the 2009 Summer Leadership Institute of the Kentucky Council for Administrators in Special Education, Lexington, KY.

Cook, L. (2009, April). *Creating a viable Urban Teacher Pathway for our neediest students: Partnerships with foundations, non-profit organizations and community colleges*. Presentation to the Semi-Annual Meeting of the California State University Deans of Education, Sycamore Springs, CA.

- Cook, L. (2008, November). *Annual Report of the California Committee on Accreditation*. Presented to the California Commission on Teacher Credentialing, Sacramento, CA.
- Cook, L. (2008, October). *Response to Intervention: Big picture imperatives*. Presentation to the Annual Professional Development Conference of the Antelope Valley Special Education Local Plan Area (SELPA), Lancaster, CA.
- Cook, L. (2008, March). *It takes a community*. Keynote for the District-wide Division of Special Education Leadership Conference, Los Angeles Unified School District, Los Angeles, CA.
- Cook, L., & Griggs, D. (2007, March). *Annual Report of the Committee on Accreditation*. Presented to the California Commission on Teacher Credentialing, Sacramento, CA.
- Lyons, J., & Cook, L. H. (2006, March). *CSUDH's Mathematics and Science Teacher Initiative (MSTI): A strategic response to a chronic problem*. Presentation at Meeting California's Challenge: the CSU's Mathematics and Science Teacher Recruitment and Preparation Summit, City of Industry, CA.
- Cook, L., Gollnick, D., Hoffman, N., Kuhn, J., & Solomon, L. (2006, February). *Quality of teacher education: "Does teacher education program assessment and accountability improve schools and student learning and how do we move toward that goal?"* Presentation and panel discussion at the Association of California Independent Colleges and Universities' Conference on Accountability in Teacher Education, Loyola University, Los Angeles, CA.
- Cook, L., & Griggs, D. (2006, February). *Annual Report of the Committee on Accreditation*. Presented to the California Commission on Teacher Credentialing, Sacramento, CA.
- Cook, L. (2004, April). *Co-teaching: Principles, practices, and pragmatics. Collaborative teaching models*. Full day presentation made at the New Mexico Public Education Department's Quarterly Meeting of Special Education Directors, Albuquerque, NM. (Participant's Guide: ERIC Document Reproduction Services No. Ed 486 454)
- Cook, L., Murawski, W., & Spencer, S. (2004, February). *Improving instruction through collaboration*. Presentation at the Annual Convention of California Association of Resource Specialists-Plus (CARS+), Palm Springs, CA.
- Cook, L. (2003, October). *Effective collaborative practices*. Presentation at the Kentucky Inclusive Education Initiative, Richmond, KY.
- Cook, L., Weintraub, F., Rucker, P., Schrup, M., & Hine, G. (2002, October). *California responds to No Child Left Behind and its implications for IDEA reauthorization*. A panel presentation for IHE Connections: Addressing the Shortage of Highly Qualified Special Education Teacher, a conference of the California State Department of Education and CalTeach, Sacramento, CA.
- Cook, L., Gallagher, K., Justice, J., & Fortune, M. G. (2002, August). *Leading in a culture of change*. Panel response to Michael Fullan's address at Transitioning to New Standards, New Roles, New Assessments, a workshop of the California Commission on Teacher Credentialing, San Diego, CA.
- Cook, L., & Novosel, N. (2002, February). *Negotiating the credential maze*. Presentation made at Southern California Student CTA Conference, Los Angeles, CA.
- Spence, D., Cook, L., Berry, B., Cherny, R., & Kegley, J. (2001, December). *Implementing California's new teacher education standards: Resources and other big questions*. A panel presentation at the CSU System-wide Conference: Subject Matter Preparation of Multiple Subject Teachers, Los Angeles, CA.
- Cook, L. (2001, December). *Subject matter preparation of teachers: What should we teach?* Presentation at the CSU System-wide Conference: Subject Matter Preparation of Multiple Subject Teachers, Los Angeles, CA.

- Boyer, L., Cook, L. H., & Weintraub, F. (2001, November). *How do you know if you have a special education teacher retention problem and what can you do about it?* Presentation at the Annual California Federation of the Council for Exceptional Children Conference, San Diego, CA.
- Cook, L., & Hall, S. (2001, March). *Career awareness and early field experience*. Presented at the Los Angeles Community Colleges' Teacher Recruitment and Development Symposium, Los Angeles, CA.
- Cook, L., Cates, M., Dinielli, G., & Williams, D. (2001, March). *Intersegmental policy challenges and opportunities in teacher education*. Panel discussion at the Los Angeles Community Colleges' Teacher Recruitment and Development Symposium, Los Angeles, CA.
- Berry, B., & Cook, L. (2002, March). *Teacher quality: Standards for effective teacher preparation programs*. Presentation at the Los Angeles Community Colleges' Teacher Recruitment and Development Symposium, Los Angeles, CA.
- Cook, L., & Weichel, W. (2001, February). *Successful strategies for staff development and professional development by resource specialists*. Workshop presented at the 20th Annual Convention of the California Association of Resource Specialists-Plus (CARS+), Sacramento, CA.
- Cook, L., & Weichel, W. (2000, February). *Paving the way to co-teaching*. Workshop presented at the 19th Annual Convention of the California Association of Resource Specialists-Plus (CARS+), Los Angeles, CA.
- Cook, L., Weichel, W., & Adams, M. H. (2000, February). *Winning strategies for staff development and inservice training*. Workshop presented at the 19th Annual Convention of the California Association of Resource Specialists-Plus (CARS+), Los Angeles, CA.
- Cook, L. (1999, November). *Collaboration: Strategies for success*. Presentation at the Annual Conference of the California Federation of the Council for Exceptional Children, Costa Mesa, CA.
- Cook, L. (1999, May). *Co-teaching: When 1+1 is greater than 2!* Full day workshop presented for elementary and special education faculty and graduate students, Southeastern Louisiana University, Hammond, LA.
- Cook, L., Adams, M. H., & Weichel, W. (1999, February). *Winning strategies for staff development and inservice education*. Workshop for the 18th Annual California Association of Resource Specialists-Plus (CARS+) Convention, San Francisco, CA.
- Cook, L. (1992, October). *Casualty or catalyst of change?* Keynote presentation at the 1st Annual Meeting of the Teacher Education Division of the FL Federation of the Council for Exceptional Children, Orlando, FL.
- Cook, L. (1992, October). *Collaboration: Hardly a "feel-good" approach to teacher consultation*. Presentation at the Arizona Leadership Conference of the Arizonian Department of Education, Phoenix, AZ.
- Cook, L. (1992, September). *Collaboration: School-university partnerships*. Presentation made at the Boston College-Newton Schools Collaborative, Boston University, Boston, MA.
- Cook, L. (1992, August). *Planning for collaboration*. Full day workshop presented to the Kaiser Public Schools, Kaiser, WV.
- Cook, L. (1992, February). *Critical personnel shortages and innovative state responses*. Teleconference presentation to Indiana Special Education Administrative Services/University Forum, Indianapolis, IN.
- Cook, L., & Weintraub, F. J. (1991, December). *School-university partnerships in establishing professional development schools*. Presentation to South Florida Educational Planning Council, Tampa, FL.
- Cook, L., & Rostetter, D. (1991, November). *Planning for change and making it happen*. Keynote at the 2nd Annual Collaboration Conference, College of William and Mary, Williamsburg, VA.

Cook, L. (1991, May). *Reassessing the knowledge base about recruitment and retention of special education professionals*. Keynote at the Georgia Department of Education Administrative Institute, Atlanta, GA.

Cook, L. (1991, May). *Action planning for personnel recruitment and retention*. Workshop for Georgia Council for Administrators of Special Education Leadership Conference, Atlanta, GA.

Cook, L. (1991, April). *Back to the future*. Keynote presented at the Annual Conference of the Oregon Federation of the Council for Exceptional Children, Seaside, OR.

Cook, L. (1990, April). *Strategies for gathering information during interactions*. Presentation at the University of Arkansas, Little Rock, State Department of Education School Consultants, Little Rock, AR.

Cook, L., & Friend, M. (1990, March). *Excitement and anxiety: The realities of school collaboration*. Invited presentation at the 1990 Regional Conference of the Council for Learning Disabilities, Williamsburg, VA.

Cook, L. (1990, February). *Educational research and students with emotional and behavior disorders*. Paper presented at the 3rd Annual Research Conference of the Research and Training Center for Children's Mental Health, Florida Mental Health Center, Tampa, FL.

Over 200 additional international, national and state presentations and 250 local presentations/workshops completed. Topics: collaboration; inclusion; professional preparation; strategies for attracting and retaining diverse students in professional preparation programs; supply and demand of teachers and related professionals; team building; ethics and standards of practice; curriculum development and assessment. Full list available upon request.

PROFESSIONAL SERVICE

Accreditation Experience

California Committee on Accreditation

Co-Chair, California Commission on Teacher Credentialing, Committee on Accreditation, 2004-08.

Member, California Commission on Teacher Credentialing, Committee on Accreditation, 2001-10.

National Council for the Accreditation of Teacher Education

Member, Appeals Panel, 2005-09.

Member, Board of Examiners. Participated in ten site visits and chaired three BOE teams, 1993-02.

Steering Committee, CSUN College of Education NCATE Team, 2001-02.

Folio Reviewer, Council for Exceptional Children/NCATE, 1987-92.

Western Association of Schools and Colleges

Author, CSUDH Substantive Change Proposal for Ed.D. degree program

Member, WASC Steering Committee, CSU Dominguez Hills, 2006-09.

Co-Accreditation Liaison Officer, CSU Channel Islands, 2000-01.

Member, WASC Steering Committee, CSU Northridge, 1997-98.

Editorial Responsibilities (*Consulting Editor*)

Exceptional Children, 2009-present.

Teacher Education and Special Education, 1995- present.

Journal of Behavioral and Emotional Disorders, 1993-95; 1998-03.

Journal of Disability Policy Studies, 1999- present.

University Service

California State University System

Senator, Academic Senate of the CSU, 1998-05.

Executive Committee, Member at Large, 2003-05.
 Chair (1999-03), Teacher Education and K-12 Relations Committee of the ASCSU; Member, 1998.
 Member, Joint CSU/UC Ed.D. Board, 2001-05.
 Co-chair, Institute for Teaching and Learning Advisory Board, 2004-05; Member 2002-05.

California State University Channel Islands

Chair, Faculty Council, CSU Channel Islands, 2000-03.
 Chair, Search Committee for 25 founding faculty, CSU Channel Islands, 2001.
 Member, Search Advisory Committee for CSU Channel Islands President, 2001.
 Member, Curriculum Committee and Governance Committee, CSU Channel Islands Professional Development Charter School, 2000-03.

California State University, Northridge

Evidence Team Co-chair, Teachers for a New Era, Carnegie Funded Initiative at CSUN, 2002-04.
 Contributing Author, Teachers for a New Era Proposal, CSUN, 2001.
 Faculty Senate, 1983-86; 1994-05.
 President of the Faculty and Senate Chair, 1998.
 Vice President of the Faculty, 1996-98.
 Immediate Past President, 1998-00.
 Secretary-Treasurer of the Faculty, 1983-85.
 Senator-At-Large, 1985-86; 1994-96.
 Member, Senate Executive Committee, 1983-86; 1994-95; 1996-99, 2001-05.

College of Education, California State University, Northridge

President of the Education Faculty and Chair, Faculty Council, 1998-02; 1994-96.
 Member, Administrative Council, 1998-02; 1994-96.
 Faculty Chair, Strategic Planning Steering Committee, 1998-01

Department of Special Education, California State University, Northridge

Chair, Personnel Committee, 1987-88, 1998-00.
 Mentor, New Faculty, 1998-03.
 Member, Budget Committee, 1999-00.
 Chair, Search Committee for positions in mild/moderate disabilities, 2001-03, 1987-88, 1997-99.
 Member, Faculty Merit Increase Committee, 1999.

Community Service

Member and Founding Board of Directors, New Millennium Secondary School (Charter School)) Carson, CA, 2007-present
 Member, CA Department of Education Team, Center for Improving Teacher Quality, Chief State School Officers (CSSO), Interstate New Teachers Assessment and Support Consortium (INTASC), 2004-07.
 Member, CA Department of Education Committee on Teacher Recruitment and Retention, 2001-05.
 Vice President, TRIPOD Board of Directors, a non-profit organization in support of early intervention and inclusive education for deaf and hard-of-hearing students, 1999-2006, Director, 1996-05.
 Member, State Education Council, California Teachers' Association (CTA), 1998-05.
 Member, Committee on Credentials and Professional Development, CTA State Council, 1998-05.
 Chair, Induction Subcommittee, CTA, 2002-04.
 Chair, Credential Standards Subcommittee, 2004 -05.

Professional Organizations

Council for Exceptional Children

Member, Program Advisory Committee, 83rd Annual Convention, Salt Lake City, Utah, 2005-06.
 Member, Program Advisory Committee, 82nd Annual Convention, Baltimore, MD, 2004-05.
 Co-Chair, Strand on Highly Qualified Teachers: Challenges and Responses to NCLB and IDEA for the 82nd Annual Convention, Baltimore, MD, 2004-05.
 Member, Program Advisory Committee, 81st Annual Convention, New Orleans, LA, 2003-04.
 Member, Program Advisory Committee, 73rd Annual Convention, Orlando, FL, 1996-97.
 Member, Subcommittee on Accreditation, Professional Standards and Practices Committee, 1988-94.

Member, Subcommittee on Recruitment/Retention, Professional Standards and Practices Committee, 1992-93.

Member, Program Advisory Committee, 69th Annual Convention, Atlanta, GA, 1991-92.

Co-Chair, Preconvention Program on Collaboration for the 69th Annual Convention, Atlanta, GA, 1991-92.

Co-Chair, Preconvention Program on Collaboration for the 68th Annual Convention, Toronto, ON, 1990-91.

Co-Chair, Strand on Collaboration for the 67th Annual Convention, San Francisco, CA.

President, Student Council for Exceptional Children, University of Michigan Chapter, 1976-78.

Teacher Education Division, Council for Exceptional Children

Chair, Governmental Affairs Committee, 1988-90, 1998-02.

Children's Action Network (CAN) Coordinator, 1998-02.

Director, Teacher Education Division, 1998-01.

President, 1997-98; President Elect, 1996-97; Vice President, 1995-96.

Immediate Past President, 1998-99.

Governor, Council for Exceptional Children, Representing Teacher Education Division, 1992-95.

Chair, Research and Professional Issues Committee, 1991-93.

Council for Children with Behavior Disorders, Council for Exceptional Children

Member, Public Policy Committee, 1988-90.

Regional Coordinator, 1983-86.

Member, Nominations Committee, 1979-86.

**MICHAEL BUTLER
EXECUTIVE VICE PRESIDENT
PUBLIC WORKS, INC.**

Relevant Experience

Executive Vice President, Public *Works*, Inc., Pasadena, California (1998-present)

Co-founded a private, non-profit 501c(3) corporation focused on public policy consulting in the areas of public education, social services, and workforce development. Started in 1997-98, Public *Works*, Inc. is now a \$1.9m business with more than 20 full-time employees.

In the last twelve years, Mr. Butler has directed over 100 program evaluation, research, and technical assistance projects in public education. These projects encompass a wide array of areas including: school transformation and restructuring, instructional audits, professional development and professional learning communities, teacher induction, in-service and retention, academic intervention programs, K-16 articulation, college access, and school-to-career transitions. He has worked with educational decision-makers at the local, state, and national level in enhancing accountability, measuring effectiveness, disseminating best practices, and assisting implementation of research-based strategies for improvement.

His primary responsibilities include the direction of evaluation and research projects; report and grant writing; quantitative analysis of student achievement and school performance data; training/coaching of teachers, principals, and central district staff; survey administration and analysis; and qualitative research including case studies, site visits, focus groups and interviews. A sample of major projects directed by Mr. Butler includes:

School and School District Transformation

- ◆ High School Restructuring. Directed the evaluation of more than 30 high schools in LAUSD, Inglewood USD, and Bassett USD receiving U.S. Department of Education grants to implement Smaller Learning Communities, thematically organized schools-within-schools aimed at augmenting academic rigor with curricular relevance and a more personalized high school educational experience. Provided coaching and training on implementing wholesale secondary reforms to master schedule, teacher collaboration, curriculum design, instructional strategies, use of data, distributed leadership and parent/community outreach.
- ◆ School Assistance Intervention Team (SAIT). Served as co-lead in directing an audit of Blair High School in Pasadena USD. Blair was one of the first schools to exit the SAIT process, earning 52 points on the State's Academic Performance Index (API) after one year of implementing corrective actions from the audit. Also, co-led the SAIT process at Echo Valley Elementary in North Monterey County USD. Audit focused on making better use of instructional time, targeting academic

intervention, restructuring teacher collaboration time, and enhancing access to formative assessment data instructional. After two years, Echo Valley was deemed to have made sufficient academic progress on the API and has been the highest-performing elementary school in NMCUSD.

- ◆ District Assistance Intervention Team (DAIT) Program Improvement. Assisted Whittier Union High School District (WUHSD) in an audit of instructional delivery, student scheduling, and professional development as part of the development of a district wide Program Improvement (PI) Plan. WUHSD exited DAIT after one year of implementing corrective actions from the audit. Currently working with North Monterey County USD in a “preventative” DAIT mode to ensure that the district exits from PI status (currently in Year 1).
- ◆ Public Schools Accountability Act (PSAA). Served as a State-approved External evaluator for 25 elementary, middle, and high schools receiving grants under the Immediate Intervention/ Underperforming Schools Program (II/USP) in three school districts. Served as the State approved external evaluator for seven schools in three districts (LAUSD, Inglewood USD, and NMCUSD) receiving the High Priority Schools Grant (HPSG), discretionary State funds for schools ranked in the bottom 20% of public schools in California.
- ◆ Comprehensive School Reform Demonstration (CSRD) Program. Directed an evaluation of the CSRD program in LAUSD involving 32 schools. This project focused on assessing the implementation of research-based models for whole school reform intended to improve student achievement.
- ◆ Los Angeles Annenberg Metropolitan Project (LAAMP). Evaluated a five-year comprehensive educational reform aimed at increasing K-12 articulation, enhancing parent involvement, and creating systems of educational accountability in three school districts (LAUSD, Little Lake City, and Pasadena USD).
- ◆ Charter Schools. Directed the evaluations of three LAUSD charter schools as part of the required five-year charter renewal process. Evaluations focused on assessing student performance of charter school students compared to similar, non-charter student participants, as well as auditing the instructional program of the charter schools in terms of fidelity to the original charter petition benchmarks. Reviewed charter school petitions for the LAUSD Charter Schools Office prior to approval in the areas of Educational Program, Assessment, and Accountability. Provided feedback and coaching to charter school developers on strengthening alignment of charter school designs to research-based strategies and reform models.

Curriculum /Content Areas Projects

- ◆ English Learners. Evaluated the English Language Learner Acquisition Pilot Program (ELLPP), a California grant program in 43 school districts with positive results in closing the achievement gap among English Learners. This study sought to identify best practices in EL instruction, assessment, and teacher professional development in order to better serve this student population. Also assisted in the development of the EL Master Plan for Whittier Union High School District (WUHSD) as part of an Office of Civil Right investigation.
- ◆ Reading Intervention. Directed an evaluation on the effectiveness of *Success for All* (SFA), a reading intervention program developed by Johns Hopkins University, at Title I elementary schools in LAUSD. Evaluated double-blocked Reading classes for the lowest-performing students in multiple secondary schools.
- ◆ Math Intervention. Evaluated a Weingart Foundation funded project aimed at deepening instructional reforms in secondary (grades 6-12) Mathematics instruction through the creation of site-based data teams, involvement in professional development, and implementation of Professional Learning Communities. Assisted in the development of a system of formative assessments in Mathematics. Coached principals, teachers, and central office staff on Math standards, structuring teacher collaboration, common lesson plan development, use of assessment data, and intervention programs.

- ◆ Mathematics Professional Development. Served as director for five California Math Science Partnership (CaMSP) partnerships which paired a school district (Lennox, Alhambra, Little Lake, Lawndale, and Downey) with postsecondary institution (UCLA Math Content Program for Teachers) for intensive professional development in Mathematics. The study focused on examining changes in teacher content knowledge and pedagogical effectiveness in implementing constructivist and conceptual approaches to Mathematics instruction. The study also linked student outcomes to teacher participants to assess the long-term impact of targeted professional development. Research from the project served to shape district and state policy regarding Mathematics professional development and informed discussions regarding the move to Algebra for 8th graders as a recommended state policy.
- ◆ Arts Education. Led the evaluation of a pilot integrated arts education program aimed at bringing the Los Angeles County Museum's (LACMA) collection and expertise to public schools in LAUSD. Examined the impact of teaching artists in the classroom and arts-related professional development for participating teachers in relation to English/Language Arts and Visual Arts standards.

Personnel Evaluations & Induction/In-service/Retention

- ◆ Principal Accountability. Helped design a system for evaluating the performance of principals in Pomona USD. This project focused on identifying "leadership exemplars" and developing rubrics to evaluate principal effectiveness. To assess impact, the evaluation correlated personnel ratings with school performance and student achievement targets. The study also employed a mechanism for soliciting teacher input into principal evaluation.
- ◆ Teacher Induction and In-service. Directed the evaluation of a Professional Development School operated by the Los Angeles Educational Partnership (LAEP) to increase the proficiency levels and retention rates of uncredentialed teachers enrolled in a district-sponsored credential program who were assigned to "hard to staff" public schools in Los Angeles.
- ◆ Teacher Recruitment and Retention. As part of a national study of urban school districts for the National Commission on Teaching and America's Future (NCTAF), evaluated teacher recruitment and retention policies in the Pasadena Unified School District (PUSD) to identify key factors influencing the mobility of the teacher workforce.

Educational Intervention and Support Programs

- ◆ Response to Intervention. Evaluated the implementation of a "Pyramid of Interventions" for Whittier Union High School District involving six high schools. The study focused on creating a systematic process for delivering first best instruction, tiered academic interventions for at-risk and struggling students, and intensive case managed individual support in English/Language Arts and Mathematics.
- ◆ Early Childhood Education. Assessed the quantitative impact of an early childhood program in Pasadena USD. The study compared a foundation funded early childhood program relative to Head Start participants and students who did not receive early childhood education, tracking student outcomes in terms of Kindergarten Readiness and through 5th grade.
- ◆ After School Programs. Directed evaluations of after-school programs in LAUSD and the Whittier City School District (WCSD) funded by the U.S. Department of Education through the 21st Century Learning Centers grant. These programs provided structured after-school tutorials, intervention, and enrichment aimed at increasing student achievement.
- ◆ Safe Schools/Healthy Students. Directed the evaluation of a federally funded grant impacting 20 schools (K-12) in south Los Angeles aimed at integrating county and private providers of health and social services with school-based Coordination of Service Teams and Wellness Facilitators. The evaluation examined impact of the project in relation to school safety, alcohol and drug use, bias-related harassment, mental health services, and teen pregnancy.

School-to-Career and Workforce Development

- ◆ School-to-Career Transitions. Documented the impact of School-to-Career (STC) on student outcomes as part of a project assessing the impact of UNITE-LA one of the largest School-to-Career partnerships funded in California. Directed an in-depth analysis of six career academy programs within LAUSD intended to prepare students for post-secondary education and career entry.
- ◆ High School to Community College Articulation. Evaluated the California Tech-Prep initiative, a structured and competency-based degree program built around a common core of required proficiency in mathematics, science, communications, and technologies for the Chancellor's Office of the California Community Colleges.
- ◆ Career Pathways and Workforce Development. Worked with selected state departments of education as part of a national project through the National Center for Research in Vocational Education to provide technical assistance in the areas of accountability, using data for program improvement, and standards-driven curriculum and assessment related to Federal Carl D. Perkins III legislation.

Project Manager, Evaluation and Training Institute, Los Angeles, California (1991-1992 and 1995-1998)

Directed evaluation projects in the areas of public education, environmental planning, and workforce development. Primary responsibilities in the area of education reform included: serving as a liaison to the LAUSD Superintendent's Cabinet and Accountability Subcommittee as part of the evaluation of Los Angeles Educational Alliance for Restructuring Now (LEARN), one of the first, large-scale national education reform initiatives aimed at decentralizing decision-making and coupling autonomy with increased school accountability. This three-year evaluation involving nearly 150 K-12 schools shaped district policy regarding site-based management, professional development, and set the stage for later accountability reforms.

Research Fellow, RAND Corporation, Santa Monica, California (1992-1994)

Assisted in a variety of federally funded research projects for the International Policy Division focused on regional economic policies, demographic analyses, survey research, and statistical projections tied to fiscal decentralization.

Education

A.B. Political Science, 1991, Occidental College, Los Angeles, CA. Graduated *summa cum laude* and Phi Beta Kappa.

M.A. Political Science, 1995, University of California, Los Angeles. Recipient of the 1992 RAND/UCLA Center for Soviet Studies Fellowship.

Ellen J. Rodrigues Pomella

Experience

2010 – Present Los Angeles School Development Institute (LASDI)

LASDI Consultant

- Providing technical assistance to Gardena High School to implement their Public School Choice plan.
- Providing technical assistance to South Region High School #4 as it creates its Public School Choice plan.

2007-2010 Local District 8 Gardena, CA

Secondary Literacy Coordinator, Local District 8

- Responsible for supervision of secondary Literacy Coaches, implementation of LAUSD Secondary Literacy Plan and Initiatives, development of curriculum, designed lessons, and instructional strategies to address the needs of all learners.
- Coordinate and provide professional development and support for all secondary English teachers in LD 8.
- Coordinate and provide professional development and support for LD 8 secondary administrators to assist in their supervision of instruction.

2005-present San Pedro High School San Pedro, CA

Assistant Principal

- Responsible for Accreditation, AVID, Bilingual/ESL, Budgets, Parent Communication and Activities, Literacy, Student Body, Graduation, Master Calendar, Smaller Learning Communities, Professional Development, Student Teachers, Support Providers, Textbooks, Title I, Title IX, Website
- Supervision of English, Bilingual/ESL, Art, and Culinary Arts Departments

2004-2005 San Pedro High School San Pedro, CA

Assistant Principal, SSS

- Responsible for Attendance, Bell Schedules, Cap Program, Pep Squads, Detention Program, Tardy Prevention, Field Trips, SIS, Pictures, Lockers, Performing Arts, PSA, Registration and Enrollment, SST, Transportation, Yearbook
- Supervision of Art, Foreign Language, Music, Performing Arts, and Science Departments
- Wrote and won grants to fund Smaller Learning Communities

2003-2004 San Pedro High School San Pedro, CA

Literacy Coach, Title I Coordinator, Testing Coordinator

- Initiated Title I Program and created the Single Plan for Student Achievement
- Supported English teachers in their use of Periodic Assessments and Instructional Guides; implemented Professional Development school-wide to support Literacy

Program.

- Facilitated testing program and brought participation rate from 74% to 96%

1987-2003

San Pedro High School

San Pedro, CA

English and Drama Teacher, Department Chair, Gifted Coordinator, Decathlon Coach, Summer School Principal

- Taught remedial to Advanced Placement English, grades 9-12
- Planned and implemented Professional Development for both the English Department and entire school
- Facilitated creation of Benchmark Assignments grades 9-12, developed curriculum, and instituted State Standards implementation
- Directed and produced performing arts events

1983-1987

Dana Middle School

San Pedro, CA

Performing Arts Coordinator, Counselor, Drama and English Teacher

- Taught remedial to honors English grades 7-9
- Wrote and won grants to fund Performing Arts Program
- Provided leadership and professional development for Performing Arts teachers, produced arts events, and worked with parents groups

1979-1983

Peary Middle School

Gardena, CA

Magnet Coordinator, English Teacher

- Taught communication skills, speech, drama and English
- Built and maintained a successful magnet program serving a diverse student population.
- Created an effective parent academic booster organization
- Provided instructional leadership for magnet teachers

1974-1979

Gardena High School

Gardena, CA

English Teacher, Leadership Advisor

- Taught remedial to honors English grades 10-12
- Worked with Dr. Roger Hyndman and Dr. Helen Lodge to create the LAUSD Write Test and supplementary materials

Education

California State University, Dominguez Hills

- 1972 - B.A., English and Theater Arts.
- 1973 - Secondary Teaching Credential in English and Theater Arts
- 1982 - M.S. In Curriculum, Administrative Credential

Publications

The Write Test, Write to Succeed, Write to Grow

RESOLUTION NO. 10-116

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF CARSON,
CALIFORNIA, SUPPORTING LOS ANGELES UNIFIED SCHOOL
DISTRICT LOCAL DISTRICT 8's PLAN FOR SOUTH REGION HIGH
SCHOOL NO. 4 TO BE INCLUDED IN THE PUBLIC SCHOOL CHOICE
PROGRAM

Whereas, In August 2009, the Los Angeles Unified School District (LAUSD) Board of Education adopted the Public School Choice resolution which allows the District to provide quality educational options to all its students; and

Whereas, LAUSD commitment to provide quality education for all students and that success begins with partnerships between parents, teachers, administrators, community organizations and businesses; and

Whereas, LAUSD has developed a more thoughtful and creative process for how these schools will be operated to provide better educational results for students; and

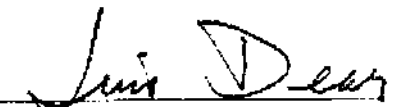
Whereas, Local District 8 has developed a proposal that addresses all areas of a student's school experience and looks closely at data and how to close the achievement gap for all students attending LAUSD schools; and

Whereas, the City Council highly supports Local District 8's proposal for the South Region High School No. 4; and

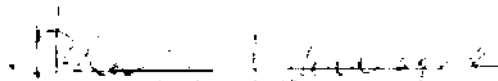
Whereas, the Carson City Council strongly agrees with the school district that goal is for 100% of LAUSD students graduate with a high school diploma.

NOW, THEREFORE BE IT RESOLVED, that the city of Carson encourages the Local District 8's plans South Region High School No. 4 to be included in the Public School Choice program.

PASSED, APPROVED, and ADOPTED by the City Council of the city of Carson, California, at its regular meeting held this 3rd day of November, 2010.


Mayor Jim Dear

ATTEST:


City Clerk Helen S. Kawagoe

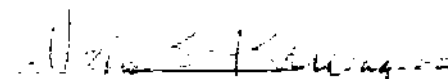
APPROVED AS TO FORM:


City Attorney

STATE OF CALIFORNIA)
COUNTY OF LOS ANGELES) ss.
CITY OF CARSON)

I, Helen S. Kawagoe, City Clerk of the City of Carson, California, do hereby certify that the whole number of members of the City Council is five; that the foregoing resolution, being Resolution No. 10-116 was duly and regularly adopted by said Council at an adjourned regular meeting duly and regularly held on the 3rd day of November, 2010, and that the same was passed and adopted by the following vote:

AYES:	COUNCIL MEMBERS:	Mayor Dear, Santarina, Davis-Holmes and Ruiz-Raber
NOES:	COUNCIL MEMBERS:	None
ABSTAIN:	COUNCIL MEMBERS:	None
ABSENT:	COUNCIL MEMBERS:	Gipson


City Clerk Helen S. Kawagoe



**California State University
Dominguez Hills**

College of Professional Studies ▲ School of Education
Division of Teacher Education
Ph (310) 243-3496 • Fax (310) 217-6936

11 November 2010

Ms. Veronica Aragon,

I am excited to know that LAUSD will open a new high school soon near the CSUDH campus. I look forward to working with you and your faculty there, especially towards partnerships that support the development of our teacher credential candidates.

Specifically, I look forward to placing our candidates with you for our TED 453 Teaching Practices Seminar, as I have in the past at Wilmington Middle School. TED 453, you will recall, matches second-semester single-subject teacher credential candidates with excellent fully-credentialed teachers in the same content area for sixty hours of observation and participation in the Host Teacher's classroom.

Candidates observe the Host Teacher as s/he plans, instructs, assesses, and reflects, that is engages in the cycle of reflective teaching. Additionally, candidates provide service to Host Teachers by assisting with record-keeping, organizing materials, working with small groups, and supporting the Host Teacher's classroom management plan—in short, providing any activities of "real teachers." They also conduct and analyze a literacy assessment, and teach and reflect upon a content-based literacy lesson they have created in their TED 406 Teaching Secondary Reading course, as well as teach and reflect upon a lesson they have created in their TED 468 Secondary Methods course.

We are convinced of the importance and value of this course in preparing candidates for their final student-teaching semester. We are grateful for your past partnership and look forward to working with you in your role as interim principal at the new high school. Of course, we would love to place student teachers at South Region HS #4 as well. Please let me know how I can further support this effort.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jill Aguilar'.

Jill A. Aguilar, PhD
Associate Professor
Teacher Education
jaguilar@csudh.edu



November 11, 2010

Mr. Ramon Cortines
 Superintendent of Schools
 Los Angeles Unified School District
 333 S. Beaudry Avenue, 24th Floor
 Los Angeles, CA 90017

Rossier School
 of Education

MAT@USC Program

Dear Mr. Cortines:

On behalf of USC's **Rossier School of Education Master of Arts in Teaching Program**, I am pleased to support Local District 8's application to the Los Angeles Unified School District in response to the Request for Proposals for the Public School Choice process for South Region High School #4, located in Carson, CA. I am well aware of the district's commitment to provide quality education for all students and that success begins with partnerships between parents, teachers, administrators, community organizations, businesses and universities.

I understand that Local District 8 has developed a proposal that addresses all areas of a student's school experience and looks closely at data and how to close the achievement gap for children in Carson. I further understand that the community, district team, board members and the superintendent will do a comprehensive evaluation of this proposal. I am pleased that this proposal uses a variety of strategies and opportunities with important problem solving, decision-making and communication skills to assist the children in becoming college prepared and career ready. These critical skills will boost their self-confidence and their belief that 100% of students will graduate and become successful in their future endeavors.

The USC Rossier School of Education is one of the world's premier centers for graduate study in urban education. We prepare and develop educational leaders who are change agents, we lead the search for innovative, efficacious and just solutions through collaborative action research, and we create mutually beneficial partnerships to rethink curriculum, develop sound policy and improve educational environments. The USC School of Education has worked for 100 years to better serve the city of Los Angeles and its surrounding cities, including the community of Carson. We are ready and willing to partner with South Region High School #4 in order to offer student teaching opportunities to our USC teacher candidates. We are certain our teacher candidates will be paired with exemplary master teachers. These select master teachers will be offered a stipend in exchange for their work with our USC teacher candidates. We believe that the involvement of our university will enhance experiences for South Region High School #4 as well as for our USC teacher candidates. The staff and faculty in the Rossier School of Education are dedicated to working with the new high school and look forward to a mutually beneficial partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "Erika C. Klein".

Erika C. Klein
 Director, MAT Program

University of
 Southern California
 1149 S. Hill St.
 Suite 13375
 Los Angeles,
 California 90015-2240
 Tel: 213 743 1525
 Fax: 213 743 1556
 rossier@usc.edu

November 1, 2012

Mr. Antonio Cortez
Superintendent
Los Angeles Unified School District
133 S. Beatty Avenue, 24th floor
Los Angeles, CA 90015

Dear Mr. Cortez:

On behalf of the Dominguez Area Property Owners Association, I strongly support Local District 8's innovative, comprehensive plan for South Region High School #4, located in Carson, CA. L.A.U.S.D. and Local District 8 have provided a quality education for all students in Carson in part through successful partnerships with parents and the community. We have had Veronica Aragon, Interim Principal, visit our association meeting where she explained the plan the Local District is developing for the school.

Many members of our association were surprised by the plan to include the middle school and those parents have some safety concerns regarding the grade levels and the general safety of the community. This association president approached the city council to form a task force. Veronica Aragon willingly joined the task force and is ready to work with the community on all areas of concern regarding the safety of our students and the security of our property in the Dominguez area.

As a homeowners' association we are limited in what we can offer a school, but many of us are willing to serve as a volunteer at the school site to help in a variety of areas. In addition, our association has a small building, somewhat like a social hall that is located within easy walking distance of the school. We have already offered use of our facility to Veronica Aragon for any meetings she may need to have with community or staff members.

From our experience as parents of students in Carson schools and as community members with homes in the area of Local District 8 school, we have complete confidence in Local District 8 doing an outstanding job on the school site with students and responding to community needs. The Dominguez Area Property Owners Association wholeheartedly supports the Local District 8 concept of a grade 6-12 school that functions with four small Academies. If you wish to further discuss our support of the school please contact me at 310-831-6742.

Sincerely,

Ray Parks
President
Dominguez Area Property Owners Association

#

DESIGN TEAM CERTIFICATED MEMBERS				
1. Jean Arce, Teacher				South Gate High School
2. Ryan Gillespie, Teacher				Carnegie Middle School
3. Peter Olson, Teacher				Harbor Teacher Prep
4. Agnes Pitlik , Teacher				Wilmington Middle School
5. Kari Robert, Teacher				Carnegie Middle School
6. Elizabeth Rodriguez, Teacher				Wilmington Middle School
7. Alma Shahabi, Teacher/Coordinator				Carson High School
8. Lilia Storey, Counselor				Carson High School
9. Samuel Thompson, Teacher				Wilmington Middle School

LOS ANGELES UNIFIED SCHOOL DISTRICT
SOUTH REGION HIGH SCHOOL #4

INITIAL SELECTION COMMITTEE

SRIIS #4 INTENDS TO FORM STANDING COMMITTEES FOR THE SELECTION OF ALL EMPLOYEE POSITIONS, CERTIFICATED AND CLASSIFIED. AN INITIAL SELECTION COMMITTEE WILL BE FORMED FROM THE DESIGN TEAM MEMBERS IN ORDER TO STAFF THE SCHOOL FOR OPENING IN THE FALL OF 2011; THE INITIAL SELECTION COMMITTEE WILL SELECT ALL POSITIONS PRIOR TO THE OPENING OF THE SCHOOL. AFTER THE SCHOOL OFFICIALLY OPENS, WE WILL FORM THE STANDING COMMITTEES.

1 PARENT	IDA TAYLOR OR EARNEST JEFFERSON
1 STUDENT	DAISY FERNANDEZ OR JULIA CRUZ
PRINCIPAL OR DESIGNEE	VERONICA ARAGON
UTLA CHAPTER CHAIR, CO-CHAIR, OR DESIGNEE	PETER OLSON OR RYAN GILLESPIE
1 TEACHER FROM THE DEPARTMENT BEING SOUGHT	AGNES PITLIK, ENGLISH KARI ROBERT, SCIENCE JEAN ARCE, VISUAL ARTS SAM THOMPSON, PERFORMING ARTS RYAN GILLESPIE, SOCIAL STUDIES ELIZABETH RODRIGUEZ, MATH
1 TEACHER FROM THE GRADE LEVEL	AGNES PITLIK, GRADE 8 KARI ROBERT, GRADE 7 SAM THOMPSON, GRADE 6 PETER OLSON, GRADE 11 ALMA SHAIABI GRADE 10 LILIA STOREY, GRADE 9
1 CLASSIFIED EMPLOYEE	SCHOOL ADMINISTRATIVE ASSISTANT
ADDITIONAL PERSONS AS NECESSARY TO ENSURE ALL ACADEMIES ARE REPRESENTED.	

LOS ANGELES UNIFIED SCHOOL DISTRICT
SOUTH REGION HIGH SCHOOL #4

ELECT TO WORK AGREEMENT 2011-2012

SOUTH REGION HIGH SCHOOL #4 (GRADES 6-12) HAS SELECTED ESBMM AS THE SCHOOL GOVERNANCE MODEL. THE EXPANDED SCHOOL BASED MANAGEMENT MODEL PROGRAM WILL BE BASED ON THE SIX ELEMENTS OF SCHOOL BASED MANAGEMENT. THESE SIX ELEMENTS ARE THE BELIEF THAT A SCHOOL BASED MANAGEMENT PROGRAM CAN THRIVE ONLY IF THE SCHOOL HAS:

- INCREASED FUNDING TO THE LOCAL SCHOOL SITE BASED ON THE STATE ADA AND CATEGORICAL FUNDING FRAMEWORK
- ABSOLUTE CONTROL OVER ITS FINANCIAL RESOURCES
- ABSOLUTE CONTROL OVER THE HIRING OF ADMINISTRATIVE, CERTIFICATED, AND CLASSIFIED EMPLOYEES, WITH NO MUST-PLACE PLACEMENTS
- ABSOLUTE CONTROL OVER CURRICULUM
- ABSOLUTE CONTROL OVER PROFESSIONAL DEVELOPMENT
- ABSOLUTE CONTROL OVER BELL SCHEDULES

IN KEEPING WITH THESE ELEMENTS AND WITH CALIFORNIA EDUCATION CODE PROVISIONS ENCOURAGING SCHOOL BASED MANAGEMENT, OUR EXPANDED SCHOOL BASED MANAGEMENT PROPOSAL SEEKS TO FACILITATE IMPROVED STAFFING PRACTICES, BUDGET MANAGEMENT, PARENT INVOLVEMENT, AND SCHEDULING OF TIME. ESBMM WILL IMPLEMENT ALL ASPECTS OF EXPANDED SCHOOL-BASED MANAGEMENT CONSISTENT WITH APPLICABLE LAWS AND THE TERMS OF EXISTING AND FUTURE COLLECTIVE BARGAINING AGREEMENTS.

SRHS #4 AS AN ESBMM SCHOOL WILL PROVIDE A POSITIVE STUDENT CENTERED ENVIRONMENT IN WHICH ALL STUDENTS WILL DEVELOP ACADEMIC, SOCIAL, EMOTIONAL AND PRACTICAL SKILLS INCLUDING TECHNOLOGY, OCCUPATIONAL SKILLS AND ATTITUDES IN ORDER TO ENABLE THEM TO BE LIFELONG LEARNERS AND PRODUCTIVE, RESPONSIBLE CITIZENS IN A DIVERSE SOCIETY. ALL STUDENTS WILL BE PROVIDED THE INTELLECTUAL TOOLS NECESSARY TO BECOME SUCCESSFUL STUDENTS AND ACTIVE CITIZENS. SRHS #4 WILL ALLOCATE THEIR FINANCIAL AND STAFFING RESOURCES TO CREATE A SCHOOL WHERE ALL STUDENTS ARE ACTIVELY ENGAGED, INSTRUCTIONAL PROGRAMS ARE SUPPORTED, AND PARENTS ARE INFORMED AND INVOLVED IN THIS LEARNING ENVIRONMENT OF VARYING STUDENT ABILITIES, CULTURES, AND SOCIO-ECONOMIC BACKGROUNDS. A GOAL OF SRHS #4 WILL BE TO CREATE THE ABILITY TO REINVEST EXCESS FUNDS BACK INTO THE INSTRUCTIONAL PROGRAM AND/OR THE SCHOOL'S INFRASTRUCTURE.

AT SOUTH REGION HIGH SCHOOL #4:

TEACHERS WILL:

- WORK COLLABORATIVELY IN PROFESSIONAL LEARNING COMMUNITIES (PLC)
- PARTICIPATE IN SCHOOL DECISION MAKING BY SERVING ON AT LEAST ONE COMMITTEE (TEACHERS IN THE FIRST YEAR OF TEACHING WILL BE EXEMPT FROM THIS EXPECTATION).
- USE INSTRUCTIONAL GUIDES AND PERIODIC ASSESSMENTS UNTIL SCHOOL-CREATED SUBSTANTIVE SUBSTITUTES FOR THESE DISTRICT GUIDELINES AND ASSESSMENTS ARE DEVELOPED; ACTIVELY PARTICIPATE IN THE DEVELOPMENT AND UTILIZATION OF COMMON, FORMATIVE ASSESSMENTS AND RE-SEQUENCED CURRICULAR PACING IN LINE WITH THE INSTRUCTIONAL PROGRAM AND PEDAGOGY OUTLINED IN SECTION 2 OF THIS PLAN.
- WORK AN EXTENDED DAY FOR STAFF COLLABORATION AND PROFESSIONAL DEVELOPMENT TWICE WEEKLY. THIS WILL BE A THREE HOUR WEEKLY COMMITMENT. EACH TUESDAY, 1.5 HOURS AFTER SCHOOL UNTIL 4:30 PM. THE ADDITIONAL 1.5 HOURS WILL BE SCHEDULED BY THE PLC THAT IS MEETING.
- TWO SATURDAY (4 HOURS) PROFESSIONAL DEVELOPMENT SESSIONS DURING THE SCHOOL YEAR.
- LEAD AN ADVISORY PERIOD ONCE PER WEEK AIMED AT PERSONALIZATION.
- PARTICIPATE IN A CO-TEACHING MODEL BASED ON COLLABORATION BETWEEN GENERAL EDUCATION AND SPECIAL EDUCATION TEACHERS AS PART OF ENSURING THE LEAST RESTRICTIVE ENVIRONMENT (LRE) FOR STUDENTS WITH INDIVIDUAL EDUCATION PLANS (IEPS).
- PARTICIPATE IN A "TRIAD OF TRUST" THAT INCLUDES PEER OBSERVATIONS AND PEER FEEDBACK AS PART OF THE EVALUATION OF CLASSROOM TEACHING AND LEARNING.
- PARTICIPATE IN PARENT CONFERENCES, BACK-TO-SCHOOL, OPEN HOUSE AND OTHER ACADEMY DESIGNED EVENTS.
- SUPERVISE STUDENT PASSING PERIODS, BY STANDING OUTSIDE THE CLASSROOM DOOR.

COMMUNICATIONS

ALL TEACHERS WILL HAVE ACCESS TO LAUSD EMAIL IN THEIR CLASSROOMS AND ARE EXPECTED TO CHECK IT AT LEAST ONE TIME PER DAY AS WELL AS TO READ EMAIL OUTLINING UPCOMING EVENTS SENT EACH WEEKEND IN PREPARATION FOR THE WEEK. EMAIL WILL INCREASINGLY BE USED AS A FORUM FOR COLLEGIAL DISCUSSION OF WHOLE SCHOOL ISSUES.

FIRST YEAR TEACHERS

IN LIEU OF TAKING ON KEY LEADERSHIP ROLES, SUCH AS POINT PERSON FOR A COMMITTEE, NEW TEACHERS WILL PARTICIPATE IN BTSA SUPPORT MEETINGS AND BE EXPECTED TO COMPLETE ALL REQUIREMENTS BY THE END OF THEIR 2ND YEAR.

MENTORING AND PROFESSIONAL SUPPORT

TEACHERS WITH A MINIMUM OF 5 OR MORE YEARS IN THE TEACHING PROFESSION MAY BE ASKED TO SUPPORT NEW TEACHERS AS BTSA SUPPORT PROVIDERS OR INFORMALLY BY WORKING WITH NEW TEACHERS ON LESSON PLANNING, CLASSROOM MANAGEMENT, GRADING SUPPORT, AND IN-CLASS ASSISTANCE.

BY SIGNING THIS DOCUMENT, I ACKNOWLEDGE THAT I HAVE READ ALL THE PROVISIONS OF THIS ELECT TO WORK AGREEMENT AND THAT I AGREE TO ALL ITS TERMS.

DATE _____

SIGNATURE _____

NAME (PRINT): _____

ADDRESS: _____

EMAIL: _____

School Summary of General Fund Unrestricted Revenues and Expenditures, 2010-11

Appendix R

Cost Center Name	South Region HS # 4
Cost Center	1886801
Type	S
Total Enrollment, K-12	1,287
Attendance Rate, P2 08-09	94.00%
Total ADA	1,209.78

Demographic Information

K-3 Enrollment	0
Enrollment	1,287
Attendance Rate	94.00%
K-6 ADA	0.00
6-8 ADA	288.58
9-12 ADA	921.20
Total ADA	1,209.78

Enrollment By Grade, 2010-11

K	-
1	-
2	-
3	-
4	-
5	-
6	110
7	102
8	95
9	418
10	298
11	264
12	-
Total, K-12 Non-SDC	1,287
SRLOP	-
PreK SDC	-
State PreSch	-
SDC	78
Total Enrollment	1,365

DRAFT

PER REQUEST

GF Unrestricted Revenues, 2010-11

Allocation (Rate x Enrollment x Att Rate)

Description	Rate	Enrollment	Att Rate	Cost Center
Elementary Per Pupil	\$3,511	0	0.00%	\$0
Middle Per Pupil	\$3,694	307	94.00%	\$1,066,015
Senior High Per Pupil	\$3,745	980	94.00%	\$3,449,894
Class Size Reduction				
Attendance Adjustment	\$0.00			\$0
Actual v Average Salary Adjustment	\$0.00			\$0
Other Adjustment (Positive)	\$0.00			\$0
Other Adjustment (Negative)	\$0.00			\$0
Total				\$4,515,909

2010-11 Expenditures (Based on District-Recommended Staffing Ratios and Resources)

Description	FTE	Total Cost
IMA		\$27,260
TPA		\$11,583
Substitutes		\$96,940
Teachers with Furlough	37.00	\$3,051,607
Teacher Credit		
Psychologists		\$5,177
Nurses		\$18,442
Differentials/Longevity (Salary)		\$7,457
Custodial Supplies		\$15,931
Arts Program		\$0
Testing Coordinatorship		\$1,421
Principal	1.00	\$128,412
Assistant Principals	1.00	\$117,957
AP-SCS	1.00	\$117,957
Counselors	2.00	\$171,452
SAA	1.00	\$69,707
Chanda Smith Office Tech	1.00	\$55,804
Office Technicians	2.00	\$111,608
Financial Mgr	0.75	\$59,930
Plant Mgr	1.00	\$84,408
Asst Plant Mgr	1.00	\$56,867
Bldg & Grounds Workers	4.00	\$217,744
Sch Facilities Att	2.00	\$75,724
Pool Custodian	0.00	\$0
Teacher Activity Differential		\$11,521
Total	54.75	\$4,515,909

Note: 2011-12 Enrollment data is based on email from V. Aragon, Interim principal.

ADA % is based on 09-10 P2 ADA and 09-10 Norm Enrollment

(for new schools, District Average was used).

Facilities personnel is based on allotment of 64 hrs (8 positions) - same as Esteban Torres HS.

Personnel expenditures are calculated with furlough.

Clerical personnel are all A-basis (based on Norm Bulletin guidelines).

	FTE
TIIG Teachers	6.00

LOCAL DISTRICT 8
SOUTH REGION HIGH SCHOOL #4

PRINCIPAL'S JOB DESCRIPTION

JOB TITLE: PRINCIPAL
REPORTS TO: PRINCIPAL LEAD/DIRECTOR
SUPERVISES: STUDENTS AND ALL STAFF OF THE SCHOOL

NATURE AND SCOPE OF JOB:

THE SCHOOL PRINCIPAL SERVES AS THE INSTRUCTIONAL LEADER, RESPONSIBLE FOR MANAGING THE POLICIES, REGULATIONS, AND PROCEDURES TO ENSURE THAT ALL STUDENTS ARE SUPERVISED IN A SAFE LEARNING ENVIRONMENT THAT MEETS THE INSTRUCTIONAL GOALS AND MISSION OF THE SCHOOL.

ACHIEVING ACADEMIC EXCELLENCE REQUIRES THAT THE SCHOOL PRINCIPAL WORK COLLABORATIVELY WITH ALL MEMBERS OF THE SCHOOL STAFF AND TO COMMUNICATE EFFECTIVELY WITH PARENTS. INHERENT IN THE POSITION ARE THE RESPONSIBILITIES FOR SCHEDULING, CURRICULUM DEVELOPMENT, EXTRACURRICULAR ACTIVITIES, PERSONNEL MANAGEMENT, EMERGENCY PROCEDURES, AND FACILITY OPERATIONS.

JOB FUNCTIONS AND RESPONSIBILITIES:

THE SCHOOL PRINCIPAL SHALL:

1. ESTABLISH AND PROMOTE HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS AND STAFF FOR ACADEMIC PERFORMANCE AND RESPONSIBILITY FOR BEHAVIOR.
2. MANAGE, EVALUATE AND SUPERVISE EFFECTIVE AND CLEAR PROCEDURES FOR THE OPERATION AND FUNCTIONING OF THE SCHOOL CONSISTENT WITH THE PHILOSOPHY, MISSION, VALUES AND GOALS OF THE SCHOOL INCLUDING INSTRUCTIONAL PROGRAMS, EXTRACURRICULAR ACTIVITIES, DISCIPLINE SYSTEMS TO ENSURE A SAFE AND ORDERLY CLIMATE, BUILDING MAINTENANCE, PROGRAM EVALUATION, PERSONNEL MANAGEMENT, OFFICE OPERATIONS, AND EMERGENCY PROCEDURES. ENSURE COMPLIANCE WITH ALL LAWS AND BOARD POLICIES.
3. COLLABORATIVELY ESTABLISH THE ANNUAL MASTER SCHEDULE FOR INSTRUCTIONAL PROGRAMS, ENSURING SEQUENTIAL LEARNING EXPERIENCES FOR STUDENTS CONSISTENT WITH THE SCHOOL'S PHILOSOPHY, MISSION STATEMENT AND INSTRUCTIONAL GOALS.
4. SUPERVISE THE INSTRUCTIONAL PROGRAMS OF THE SCHOOL, MONITORING LESSON PLANS AND OBSERVING CLASSES ON A REGULAR BASIS TO ENCOURAGE THE USE OF A VARIETY OF INSTRUCTIONAL STRATEGIES AND MATERIALS CONSISTENT WITH RESEARCH ON LEARNING AS EXPRESSED IN THE PUBLIC SCHOOL CHOICE PLAN.
5. FACILITATES COLLABORATION WITH ALL STAKEHOLDERS ON IDENTIFYING GOALS FOR STUDENT ACHIEVEMENT; ASSESSES PROGRESS TOWARD MEETING THE GOALS;

DEVELOPS THE SCHOOL'S SINGLE PLAN FOR STUDENT ACHIEVEMENT AND MEASURES THE OUTCOMES OF THESE GOALS.

6. PREPARES SCHOOL BUDGETS AND IS RESPONSIBLE FOR THE MONITORING OF EXPENDITURES OF ALL SCHOOL FUNDS IN COMPLIANCE WITH FEDERAL, STATE AND DISTRICT GUIDELINES.
7. SUPERVISE IN A FAIR AND CONSISTENT MANNER EFFECTIVE DISCIPLINE AND ATTENDANCE SYSTEMS WITH HIGH STANDARDS, CONSISTENT WITH THE PHILOSOPHY, VALUES, AND MISSION OF THE SCHOOL. ENSURE A SAFE, ORDERLY ENVIRONMENT THAT ENCOURAGES STUDENTS TO TAKE RESPONSIBILITY FOR BEHAVIOR AND CREATES HIGH MORALE AMONG STAFF AND STUDENTS. FILE ALL REQUIRED REPORTS REGARDING VIOLENCE, VANDALISM, ATTENDANCE AND DISCIPLINE MATTERS.
8. ESTABLISH A PROFESSIONAL RAPPORT WITH STUDENTS AND WITH STAFF THAT HAS THEIR RESPECT. DISPLAY THE HIGHEST ETHICAL AND PROFESSIONAL BEHAVIOR AND STANDARDS WHEN WORKING WITH STUDENTS, PARENTS AND SCHOOL PERSONNEL. SERVE AS A ROLE MODEL FOR STUDENTS, DEMONSTRATING THE IMPORTANCE AND RELEVANCE OF LEARNING, ACCEPTING RESPONSIBILITY, AND DEMONSTRATING PRIDE IN THE EDUCATION PROFESSION. ENCOURAGE ALL TEACHERS TO DO THE SAME.
9. NOTIFY IMMEDIATELY APPROPRIATE PERSONNEL AND AGENCIES WHEN THERE IS EVIDENCE OF SUBSTANCE ABUSE, CHILD ABUSE, CHILD NEGLECT, SEVERE MEDICAL OR SOCIAL CONDITIONS, POTENTIAL SUICIDE OR STUDENTS APPEARING TO BE UNDER THE INFLUENCE OF ALCOHOL OR CONTROLLED SUBSTANCES.
10. KEEP THE STAFF INFORMED AND SEEK IDEAS FOR THE IMPROVEMENT OF THE SCHOOL. SCHEDULE AND CONDUCT MEETINGS, AS NECESSARY.
11. ESTABLISH PROCEDURES THAT CREATE AND MAINTAIN ATTRACTIVE, ORGANIZED, FUNCTIONAL, HEALTHY, CLEAN, AND SAFE FACILITIES.
12. ASSUME RESPONSIBILITY FOR THE HEALTH, SAFETY, AND WELFARE OF STUDENTS, EMPLOYEES AND VISITORS.
13. DEVELOP CLEARLY UNDERSTOOD PROCEDURES AND PROVIDE REGULAR DRILLS FOR EMERGENCIES AND DISASTERS.
14. ESTABLISH SCHEDULES AND PROCEDURES FOR THE SUPERVISION OF STUDENTS IN NON CLASSROOM AREAS (INCLUDING BEFORE AND AFTER SCHOOL).
15. MAINTAIN VISIBILITY WITH STUDENTS, TEACHERS, AND PARENTS.
16. COMMUNICATE REGULARLY WITH PARENTS, SEEKING THEIR SUPPORT AND ADVICE, SO AS TO CREATE A COOPERATIVE RELATIONSHIP TO SUPPORT THE STUDENT IN THE SCHOOL.
17. USE EFFECTIVE PRESENTATION SKILLS WHEN ADDRESSING STUDENTS, STAFF, PARENTS, AND THE COMMUNITY INCLUDING APPROPRIATE VOCABULARY AND EXAMPLES, CLEAR AND LEGIBLE VISUALS, AND ARTICULATE AND AUDIBLE SPEECH.
18. USE EXCELLENT WRITTEN AND ORAL ENGLISH SKILLS WHEN COMMUNICATING WITH STUDENTS, PARENTS AND TEACHERS.
19. ORGANIZE AND SUPERVISE PROCEDURES FOR IDENTIFYING AND ADDRESSING SPECIAL NEEDS OF STUDENTS INCLUDING HEALTH-RELATED CONCERNS, AND PHYSICAL, AND SOCIO-EMOTIONAL NEEDS.

ASSURANCES FORM

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

- ☐ Traditional
 ☐ Pilot
 ☐ Network Partner
 ☒ **XX ESBMM**
☐ Independent Charter
 ☐ Affiliated Charter

Name of School South Region High School #4 (Grades 6-12)

Name of Applicant Group/Applicant Team Local District 8 (Juan A. Flecha)

Lead Applicant Juan A. Flecha

Title of Lead Applicant Director (Principal Leader)

Mailing Address 1208 Magnolia Avenue, Gardena, CA 90247

Phone Number (310) 354-3400 Fax Number (310) 532-4674

Email Address juan.flecha@lausd.net

Website (if available) _____

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 Enrolment Composition Compliance

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 attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B)

**PUBLIC SCHOOL CHOICE 2.0
REQUEST FOR PROPOSALS**

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.

1. 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 47514 ("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 Juan A. Flecha

Title of Lead Applicant Director (Principal Leader)

Signature of Lead Applicant  Date November 30, 2010

Name of Board President* _____

Signature of Board President* _____ Date _____

**The additional name and signature of the Board President is only applicable to organizations with*

REVISED - LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010**. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

APPLICANT TEAM INFORMATION			
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i> LOCAL DISTRICT 8 (JUAN A. FLECHA)			
Address: 1208 Magnolia Avenue Gardena, CA 90247		Phone Number: (310) 354-3400	
Website <i>(if applicable)</i>		Email Address: juan.flecha@lausd.net	
School site for which your team is submitting a Letter of Intent		South Region High School #4 (Grades 6-12) Four (4) Small Academies	
School type for which your team is applying		ESBMM Expanded School Based Management Model	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
1. Jean Arce			South Gate High School
2. Ryan Gillespie			Carnegie Middle School
3. Peter Olson			Harbor Teacher Prep
4. Agnes Pitlik			Wilmington Middle School
5. Kari Robert			Carnegie Middle School
6. Elizabeth Rodriguez			Wilmington Middle School
7. Alma Shahabi			Carson High School
8. Lilia Storey			Carson High School
9. Samuel Thompson			Wilmington Middle School
10. Travis Brandy			LD8 Special Education
11. Hope Mendoza-Loving			Dominguez Elementary
12. Ida Taylor			Parent/Community

Name:	Phone:	Email address:	School/Affiliation
13. Earnest Jefferson			Parent/Community
14. Julia Cruz			Carson HS Student
15. Daisy Fernandez			Carson HS Student
16. Jill Aguilar			CSU Dominguez Hills
17. Lynne Cook			CSU Dominguez Hills
18. Ellen Pomella			LASDI
19. Michael Butler			PublicWorks Inc.
20. Veronica Aragon			SRHS #4 Interim Principal
21. Sandra Winchell			LD8 Administrator
22. Michael Romero			LD8 Superintendent

South Region High School #4 (Grades 6-12) **Appendices**

Appendix V

Appendix V1 Staff Selection Process

<p align="center">Step 1</p>	<ul style="list-style-type: none"> • Host a meet and greet with Carson High School, Banning High School and Carnegie Middle School Staffs. The meet and greet will include members of the design team, the principal, and representatives from UTLA. The hiring process, the schools waivers, the elect to work agreement and contractual rights will be explained for new schools with boundary changes. • The presentation will also include an overview of the school plan and teacher expectations, including how teacher evaluations will occur. Highlights will include; <ul style="list-style-type: none"> ○ The school will be a lesson study design school, in which all teachers will be required to develop inter-disciplinary lessons, common assessments, analyze data regularly to inform instruction and intervention. ○ "Personalization" is another key feature of the school in which all staff will be counselors to students, where academies and lesson design teams meet regularly to create a student centered personalized learning environment for all students. ○ The academies interdisciplinary theme and lesson design teams will collaboratively create rigorous project based lessons and assessments that are aligned to the standards. ○ Regular, frequent peer and administrator classroom visits will be the norm. ○ Teachers in the academies will loop, 7-8 and 10-12 unless impossible due to credentials. ○ All teachers will hold high expectations of their students and themselves, participating in professional development on research-based strategies. ○ All teachers will teach six periods with two conference periods, one of which will be a common conference with their interdisciplinary team. ○ That teachers not just be willing to assist students but are willing to be inconvenienced by them. ○ Teachers will be asked to be prepared to teach a 10-minute lesson as part of the interview process. ○ Teachers will be asked to bring a course syllabus or course outline to the interview.
<p align="center">Step 2</p>	<ul style="list-style-type: none"> • Following the initial meeting each teacher at the relief schools will complete an "I want to be considered" form. Teachers who wish to move to SRHS #4 will be asked to sign they understand the above expectations and the evaluation system. • Once the forms have been completed and delivered to the design team all "eligible" candidates will go through the interview process with the understanding that an appropriate percentage of teachers (based on percentage of students) will come from the relief schools.
<p align="center">Step 3</p>	<ul style="list-style-type: none"> • Any positions not filled from Carson, Banning, and Carnegie will then be advertised in order to fill the vacancies. For hard to fill vacancies the school will rely on its connections to CSU Dominguez Hills, USC, and UCLA to seek highly qualified candidates who will complete the interview process.
<p align="center">Step 4</p>	<ul style="list-style-type: none"> • The school will continue to work with partner universities, with an emphasis on CSU Dominguez Hills to continue to develop a supportive environment for new teachers. • CSU Dominguez Hills and University of Southern California will partner with SRHS #4 to bring student teachers who will work collaboratively with teachers on campus. CSU Dominguez Hills and University of Southern California will hold the seminar classes for student teachers on the campus.

South Region High School #4 (Grades 6-12)

Appendix V

Appendices

Appendix V2

- i. Administrators and the Principal: Will be selected by the School Leadership Council directly.
- ii. Selection committee: The members of the SRHS#4 selection committee will depend on the position that is open and will include the following configurations:
 1. Teaching Positions:
 - a. 1 Parent
 - b. 1 Student
 - c. Principal or designee
 - d. UTLA Chapter Chair, Co-Chair, or designee
 - e. 1 Teacher from the department being sought
 - f. 1 Teacher from the grade level
 - g. 1 Classified employee
 - h. Additional persons as necessary to ensure all academies are represented.
 2. Classified Employees
 - a. 1 Parent
 - b. 1 Student
 - c. Principal or designee
 - d. UTLA Chapter Chair, Co-Chair, or designee
 - e. 1 Classified employee from the same classification being sought
 - f. 1 Classified employee
 - g. 1 Teacher
 - h. Additional persons as necessary to ensure all academies are represented.

South Region High School #4 (Grades 6-12)
Appendices

Appendix V

Appendix V3

Sample Teacher Interview Questions

1. How do you make personal connections with your students?
2. What kind of things would you do for students who fall behind in class?
3. How do you organize your classroom so that it is more student centered?
4. How do you foster student involvement?
5. How do you de-escalate a defiant student?
6. How do you integrate technology into the classroom?
7. How do you promote creating a safe environment in your classroom?
8. How do you see yourself in working with your lesson design team?
9. How willing are you to accept more work (such as extended hours/extended days) to meet the student's needs?
10. Tell us about collaborative committee work (such as a scheduling , professional development, discipline or other committee), you have done at a school site. What were the results of the collaboration?

SOUTH REGION LEARNING COMPLEX #4**VOLUNTEERING IS...**

Dear Parents/Guardians,

With your participation in our on campus Volunteer Program, you and the children of South Region Learning Complex will gain the following benefits:

Your Child

- ◆ Improved self esteem
- ◆ Understanding school wide expectations
- ◆ Better communication
- ◆ Building friendships
- ◆ Completing more homework
- ◆ Improving grades

You

- ◆ Serving as a Positive role model
- ◆ Connecting with the community
- ◆ Meeting school personnel
- ◆ Assisting with homework
- ◆ Understanding academic standards
- ◆ Participating on councils

Please check the areas of interest below:

- ___ Parent Center
- ___ Back to School Night
- ___ Parent Conferences
- ___ Lunch Supervision
- ___ 8th Grade Activities
- ___ School Leadership Council
- ___ Compensatory Education Advisory Council (CEAC)
- ___ Special Events

- ___ Math Madness
- ___ Open House
- ___ Morning Supervision
- ___ Dismissal Supervision
- ___ Parent Notices
- ___ School Site Council
- ___ English Learners Advisory Council (ELAC)
- ___ Other

If you are interested in volunteering, please be aware that there is a volunteer application to complete. The result of a recent TB test (within 6 months) is required to be turned in with the application. Please complete the requested information below. A volunteer from our Parent Center will contact you to clarify questions and provide you with further information on our volunteer program. Please call the Parent Center at (XXX) XXX-XXXX if you need any other information. Thank you.

Please Print

Adult's Name _____

Daytime Telephone _____

Evening Telephone _____

Email address _____

Your Child's Name _____

100% HIGH SCHOOL GRADUATES

SOUTH REGION LEARNING COMPLEX #4

De Ser VOLUNTARIO es...

Padres/Tutores,

Con su participación en la escuela South Region Learning Complex #4 hay resultados y beneficios.

Su Hijo/a

- ◆ Mejorar el auto-estima
- ◆ Mas comunicación
- ◆ Terminando la tarea
- ◆ Mas amigos
- ◆ Mejoramiento en las calificaciones

Usted

- ◆ Ejemplo positiva
- ◆ Conocer el personal de la escuela
- ◆ Ayudando con la tarea
- ◆ Conexiones con la comunidad
- ◆ Normas académicas

Favor de marcar las áreas de interés abajo:

- ___ Centro de Padres
- ___ Regreso a la Escuela
- ___ Conferencia de Padres
- ___ Supervisión de almuerzo
- ___ Actividades de 8o grado
- ___ Concilio Liderazgo (LSLC)
- ___ Consejero Compensatorio de Educación (CEAC)
- ___ Eventos Especiales

- ___ Locura de Matemáticas
- ___ Casa Abierta
- ___ Supervisión en la Mañana
- ___ Supervisión de despedida
- ___ Noticias de Padres
- ___ Concilio de Mejoramiento (SSC)
- ___ Concilio de Aprendizaje de Inglés (ELAC)
- ___ Otro

Si está interesado de ser voluntario en la escuela es necesaria de procesar una aplicación con los resultados de la vacuna de TB entre seis meses. Por favor llenar la información abajo. El personal apropiado va comunicarse con usted. Si tiene alguna pregunta o necesita mas información por favor de llamar (XXX) XXX-XXXX. Muchas gracias.

Por favor de usar letra molde

Nombre de Adulto _____

Numero de teléfono durante el día _____

Numero de teléfono en la tarde _____

Dirección de email _____

Nombre de su hijo/a _____ #

100% HIGH SCHOOL GRADUATES

3 Tiered Approach to Attendance

Targeted/Intensive

LEVEL

Far Below Basic
<87% in-seat attendance
25 + *days absent*

Selected

(At-risk Students)

LEVELS

Below Basic: 91-87 % in-seat attendance
15 - 24 *days absent*
Basic: 95-92 % in-seat attendance
8 - 14 *days absent*

Universal Level

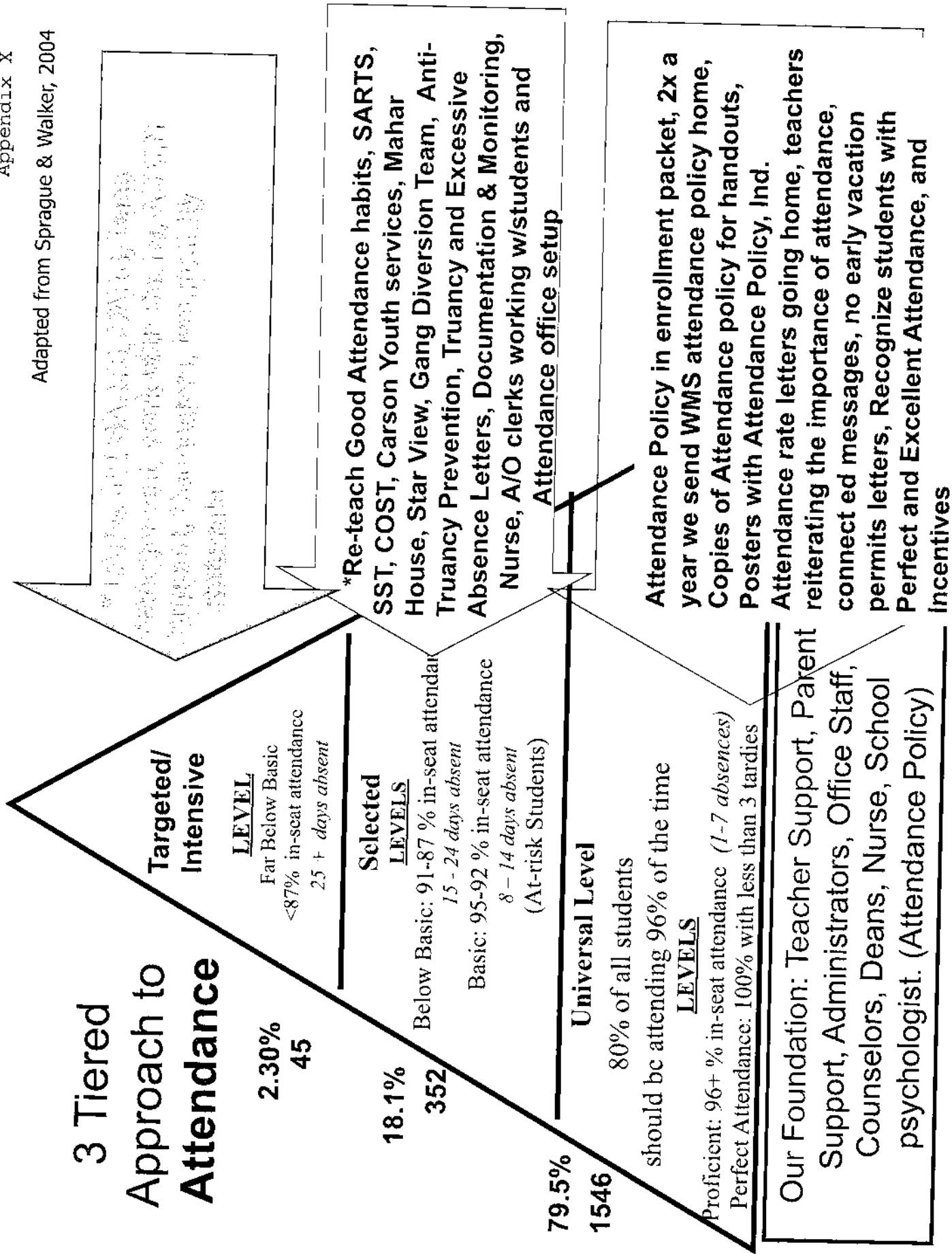
80% of all students
should be attending 96% of the time
LEVELS
Proficient: 96+ % in-seat attendance
Perfect Attendance: 100% with less than 3 tardies

Students may earn
credit for a course if they
complete the course with a passing grade
and meet the following criteria:

- * Re-teach Attendance
- * Systems of Identification
- * Student/family supports
- * Documentation & Monitoring
- * Team Meetings (COST/SST)

- * Teach Attendance
- * Reinforce good habits
- * Positive School Climate
- * Communicate goals
- * Attendance plans

Adapted from Sprague & Walker, 2004



COUNCIL COMPOSITIONS

Expanded School Based Management Model Council-School Leadership Council (ESLC)

16 members

Mandatory Members: School Principal and UTLA Chapter Chairperson

7 teachers, elected by teachers

1 classified, elected by classified staff

3 parent/community members, elected by parents and community

3 students, elected by students

English Learner Advisory Council (ELAC)

The ELAC must have a minimum of 9 members. Parent members (parents of EL students, not a district employee) shall comprise 51% or more of the membership. Other members from community, parents of non-EL students, faculty, classified, students, etc. shall comprise 49% or less. Elected parents on the ELAC shall approve non-parent community members. The principal is a non-voting member.

Compensatory Education Advisory Council (CEAC)

The CEAC must have a minimum of 9 members. Parent members shall comprise 51% or more of the membership. Other members from community, faculty, classified, students, etc. shall comprise 49% or less. The principal is a non-voting member.

School Site Council (SSC)

A School Site Council (SSC) comprised of 50% staff and 50% non-staff will function as the school's governing council. We envision the SSC consisting of 20 members:

Staff

Principal (1)

Assistant Principals (2)

Teachers (4)

Coordinator (2)

Counselor (1)

Non-Staff

Middle grades (6-8) parent (1)

Freshman (grade 9) parent (1)

Parents grades 10-12 (3)

Grade 8 Middle School student (1)

High School students, grade level 9-12 (4)

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Implement weekly Advisory Period	Year 1	Academy Administrators Lead Teachers	Proven Advisory curriculum from Wildwood Academy and Harbor Teacher Prep Time to review and revise it Training for staff Money for reproduction	Student, parent surveys Teacher surveys and structured feedback Referral and suspension rates lower than relieved schools Improved attendance and Improved matriculation from grade to grade than relieved schools	Quarterly review of data by SLC to progress-monitor Classroom observation and student work data measuring transference of skills taught in Advisory
Develop SRHS #4 Advisory Curriculum	Year 2	Principal Advisory Teachers College/Career Counselor Academy Counselors	Time set aside in after school meetings, money for reproduction	Survey Student, Teacher satisfaction Student Work Product A-G pass rates Improved attendance and lowered referral/suspension rates	Review of data and process by the School Leadership Team
Implement Instructional Guides and Periodic Assessments	Year 1	Principal Content Leads	Time set aside in after school meetings, money for reproduction	Review of Student Work and Data from Assessments	Reducing FBB and BB students by 10%, Increasing A and P by 10%
Develop/reformat Instructional Guides and Common Formative Assessments	Year 2	Principal Content Leads	Time set aside in after school meetings, money for reproduction	Review of Student Work and Data from Assessments	Reducing FBB and BB students by 10%, Increasing A and P by 10%

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Project-Based learning Units	Year 1	Principal Academy Lead Teachers	Time set aside in after school meetings and training, money for reproduction	Review of Student Work as rated by school-created common rubric for PBL Data from Assessments	Student Survey Teacher Observation SLC will monitor implementation of PBL through observations and assessment of student projects and their relation to content standards-mastery
Project-Based Learning Units-Defined Criteria	Year 2	Principal Academy Lead Teachers	Time set aside in after school meetings, money for reproduction	Review of Student Work and Data from Assessments	Student Survey Teacher Observation SLC will monitor implementation of PBL through observations and assessment of student projects and their relation to content standards-mastery
Senior Projects	Year 3	Principal Academy Lead Teachers Students	Time set aside in after school meetings, money for reproduction	Review of Student Work, including Presentations and Data from Assessments	Student Survey Survey intended audience of students, parents, community partners
Response to Instruction and Intervention Tier 1	Year 1	Principal Academy Administrator Teachers	Time set aside in after school meetings and training, money for reproduction	Students experiencing greater classroom success Fewer referrals/suspensions Improved attendance Improved A-G pass rate	Reducing FBB and BB students by 10%, Increasing A and P by 10% on Periodic Assessments, CSTs and CAHSEE

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
Response to Instruction and Intervention Tier 2 and 3	Year 2	Principal Academy Administrator Teachers	Time set aside in after school meetings, money for reproduction	Students experiencing greater classroom success Fewer referrals/suspensions Improved attendance Improved A-G pass rate	Reducing FBB and BB students by 10%, Increasing A and P by 10% on Periodic Assessments, CSTs and CAHSEE
SDAIE Training	Year 1	Principal Content Leads	Access to Core coach and Local District trainers Time for training	SDAIE and Access Strategies implemented school-wide Improved classification rate over relieved schools	Quarterly review by SLC of classroom observation data, grades of EL students, CELDT results
GLAD Training	Year 2	Principal Academy Administrator Teachers	Funding for teacher participant fee	Students experiencing greater classroom success	Reducing FBB and BB students by 10%, Increasing A and P by 10%
AVID Strategies Awareness	Year 1	Principal Content Leads AVID-trained teachers	Planning and training time for teachers Reproduction funds	Cornell Note-taking, Socratic Seminar, and other AVID strategies are used regularly in all classrooms	SLC will review classroom observations data and teacher and student surveys
AVID Training	Year 2	Principal Academy Administrator Teachers	Funding for teacher participant fees	Cornell Note-taking, Socratic Seminar, and other AVID strategies are used regularly in all classrooms	SLC will review classroom observations data and teacher and student surveys
Establish School-wide Data Team	Year 1	Principal Academy Administrator Lead Teachers Content Leads	Time set aside in after school meetings, money for reproduction	Regular data reviews are occurring and evidence of improved student data	Teachers using My Data and other resources to support re-teaching of concepts

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
WAC Training	Year 2	Principal Academy Administrator Teachers	Funding for teacher participant fee	Students experiencing greater classroom success Classroom observations show writing in every classroom	Reducing FBB and BB students by 10%, Increasing A and P by 10%
Instructional Rounds	Year 1	Principal Academy Administrator Lead Teachers Content Leads Parents Students	Time set aside in after school meetings, money for reproduction	Students experiencing greater classroom success Data gathered from rounds informs professional development Increased student engagement	Reducing FBB and BB students by 10%, Increasing A and P by 10% on Periodic and formative assessments Teacher Survey Student Survey
Peer Observations	Year 1	Principal Academy Administrator Teachers	Time set aside in after school meetings, money for reproduction	Agenda Sign In Sheets Pre, Post Surveys Completion of observation documentation by teachers	Teacher Survey
Implement Elect to Work Agreement	Year 1	Principal Design Team Teachers	Copies of the Elect to Work Agreement Willing Staff	Teachers willing to sign and evidence they adhere to the document throughout the school year.	Teachers voting to keep Elect to Work Agreement for Year 2
Implement Families in Schools Transition to Middle School and Transition to High	Year 1	Principal Counselors Community Rep Parents	Funding for Families in Schools Fee	Agenda Sign In Sheets Pre, Post Surveys	Parent Survey

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
School Program					
Implement Families in Schools Power of Teacher and Parent Partnerships	Year 2	Principal Counselors Community Rep Parents	Funding for Families in Schools Fee	Agenda Sign In Sheets Pre, Post Surveys	Parent Survey
Implement Families in Schools GOT College! Academy	Year 3	Principal Counselors Community Rep Parents	Funding for Families in Schools Fee	Agenda Sign In Sheets Pre, Post Surveys	Parent Survey

South Region High School #4 (Grades 6-12)

Instructional Rounds

Date:

Time:

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SOUTH REGION HIGH SCHOOL #4 (GRADES 6-12)
INSTRUCTIONAL ROUNDS

Agenda

Outcomes <ul style="list-style-type: none"> Observe and discuss instructional practice to link to school improvement efforts Identify instructional exemplars to explore strategies that can be launched systematically 	
<p style="text-align: center;">AGENDA</p> <ul style="list-style-type: none"> ○ Welcome and Purpose <ul style="list-style-type: none"> ○ Overview of Instructional Rounds ○ Problem of Practice: <i>What should teachers and students be saying and doing?</i> ○ Observation of Practice: <i>What are teachers and students saying and doing?</i> ○ Observation Debrief: <i>What did we see?</i> ○ Next Level of Work: <i>What will help us to know our teachers well instructionally to offer more targeted support?</i> ○ Preparing for the Observation <ul style="list-style-type: none"> ○ Define and Determine ○ Identify Problem of Practice ○ Observation Norms ○ Classroom Observation Schedule <ul style="list-style-type: none"> ○ Classroom 1 ○ Classroom 2 ○ Classroom 3 ○ Classroom 4 ○ Classroom 5 (Time Permitting) ○ Observation Debrief (10:30 - 11:15) <ul style="list-style-type: none"> ○ Discover, Design, Discern, Disseminate ○ Review of Next Steps (11:15 ~ 11:30) 	<p style="text-align: center;">NOTES</p>
<p style="text-align: center;">ACTION ITEMS / QUESTIONS</p>	

Appendix AA

SOUTH REGION HIGH SCHOOL #4 (GRADES 6 - 12)
INSTRUCTIONAL ROUNDS

Observation Schedule

Time	Teacher	Subject	Room

Regular Day BELL SCHEDULE			
Period	Start	End	Min

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SOUTH REGION HIGH SCHOOL #4 (GRADES 6-12)
INSTRUCTIONAL ROUNDS

THE FOUR ELEMENTS OF ROUNDS

Problem of Practice	Observation of Practice	Observation Debrief	Next Level of Work
<p>School identifies a problem of practice that</p> <ul style="list-style-type: none"> ▪ focuses on the instructional core; ▪ is directly observable; ▪ is actionable (is within the school/districts control and can be improved in real time); ▪ Connects to a broader strategy of improvement (school, system). ▪ Network of practice as the focus for the network's learning. 	<p>Observation teams collect data that is</p> <ul style="list-style-type: none"> ▪ descriptive not evaluative; ▪ specific; ▪ about the instructional core; ▪ related to the problem of practice 	<p>Observation teams discuss the data:</p> <ul style="list-style-type: none"> ▪ <i>Describe</i> what you saw. ▪ <i>Analyze</i> the description evidence (What patterns do you see? How might you group the data?). ▪ <i>Predict</i> what students are learning. If you were a student in this class/school and you did everything the teacher told you to do, what would you know and be able to do? 	<p>Brainstorm the next level of work:</p> <ul style="list-style-type: none"> ▪ Share district-level theory of action. ▪ Share district context, including resources, professional development, and current initiatives. ▪ Brainstorm the next level of work for this week/next month/by the end of the year. ▪ Brainstorm suggestions for school level and for district level. ▪ Tie suggestions to the district's (and school's) theory of action.
Additional Steps to Supports This Element of Rounds			
<p>Provide school-or-district-level context for the problem of practice. Describe optimal teaching and learning in relation to this problem of practice:</p> <ul style="list-style-type: none"> ▪ What would students be doing/saying? ▪ What would teachers be doing/saying? ▪ Create a working draft that captures the ongoing development of the group's learning. 	<p>May include a specific format for observation note-taking of a set of guidelines:</p> <ul style="list-style-type: none"> ▪ What are students doing/saying? ▪ What are teachers doing/saying? ▪ What is the task? 	<p>Use affinity protocol to group the data. Use external standards to group the data.</p>	<p>Ask additional questions:</p> <ul style="list-style-type: none"> ▪ What do teachers need to know to support optimal learning (described in the working draft)? ▪ What does the school/district need to know to support optimal learning? ▪ Build a working draft of what optimal leading and learning look like at the school and district level (What are teachers, principals, and central office administrators saying/doing?).

Instructional Rounds in Education

Elizabeth A. City, Richard F. Elmore, Sarah E. Fiorman, and Lee Teitel

The 6 Ds of Inquiry for Instructional Rounds

<p>Define</p> <p>What is the problem and what are the perceived causes?</p> <p>What would a successful solution/outcome look like (described as a behavioral or status outcome)?</p>	<p>Notes:</p>
<p>Determine</p> <p>Are there any individuals or entities in the community who already exhibit desired behavior or status?</p>	<p>Notes:</p>
<p>Discover</p> <p>What are the unique practices or behaviors that enable some to find better solutions to problems than others?</p>	<p>Notes:</p>

Design Design and implement an intervention that enables others in the community to experience and practice new behaviors (focus on doing rather than transfer of knowledge).	Action Plan:
Discern What is the effectiveness of the intervention (determined by ongoing monitoring and evaluation)?	Monitoring/Evaluation Plan:
Disseminate Make the intervention accessible to a wider constituency (replication/scaling up).	Communication Plan:
Reflection:	

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SOUTH REGION HIGH SCHOOL #4 (GRADES 6-12)
INSTRUCTIONAL ROUNDS

Instructional Rounds Observation Protocol
Quality Classroom Instruction

Teacher: _____ Room: _____ Period: _____ Subject: _____

Purpose <ul style="list-style-type: none"> • Disciplined observations of teacher practice to collect evidence • Debrief teacher practice to plan around the next level of work • Reflection on how to connect learning to overall instructional improvement 	NOTES:
1. <u>Instructional Delivery</u> <ul style="list-style-type: none"> • Instructional delivery is conducive to effective lesson planning; clear evidence of lesson planning. • Teacher uses differentiated instructional strategies, activities, and techniques to enhance the curriculum. • Teacher maximizes the use instructional time i.e. bell to bell teaching, transition between objectives and activities. 	
2. <u>Expectations</u> <ul style="list-style-type: none"> • Content Standard(s), objectives, lesson agenda and learning activities are clearly visible on whiteboard/overhead for students. • Students know what they are learning, know the criteria for proficient work from criteria charts/rubrics, and are involved in assessing their own learning. 	
3. <u>Engagement</u> <ul style="list-style-type: none"> • Students are on task, actively engaged and participating in the lesson (asking questions, answering questions, discussing lesson, working in groups, focused upon learning). • Students are taking notes (i.e. Cornell notes) on discussion, reading, given opportunities for accountability talk. 	
4. <u>Environment</u> <ul style="list-style-type: none"> • Classroom is clean and organized, attractive, comfortable, and current inviting to visitors with student work (standards-based) is displayed in a meaningful way with feedback on purposeful and attractive bulletin boards. • Students have access to a classroom library and resources with a range of levels available across all genres. 	

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SOUTH REGION HIGH SCHOOL #4 (GRADES 6-12)
INSTRUCTIONAL ROUNDS

Instructional Rounds Observation Protocol (Continued)

Quality Classroom Instruction

<p>5. <u>Rigor</u></p> <ul style="list-style-type: none"> Students are engaged in rigorous learning that requires them to think critically, reason, synthesize, make judgments, and solve problems. 	
<p>6. <u>Relevance</u></p> <ul style="list-style-type: none"> Activities/lessons and strategies are effective, culturally relevant and differentiated to maintain student focus, to engage diverse learning styles and to make learning relevant. Classroom instructional practices are organized so that students can find ways to be connected to the world. 	
<p>7. <u>Relationships</u></p> <ul style="list-style-type: none"> Teacher demonstrates a connectedness with all students in a positive learning environment. 	
<p>8. <u>Classroom Management</u></p> <ul style="list-style-type: none"> Teacher has established a set of rules and procedures including a social contract that allows them to frequently monitor the behavior of all students during whole class, small group, and seatwork activities. This includes transitions between activities. 	

Other Notes:

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SOUTH REGION HIGH SCHOOL #4 (GRADES 6 - 12)
INSTRUCTIONAL ROUNDS

Instructional Rounds Observation #1

Teacher:	Subject:	Period:
Purpose: <ul style="list-style-type: none">• <i>Disciplined observations of teacher practice to collect evidence.</i>• <i>Debrief teacher practice to plan around next level of work.</i>• <i>Reflection on who to connect learning to overall instructional improvement.</i>		
Identified Problem of Practice:		
NOTES:		

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SOUTH REGION HIGH SCHOOL #4 (GRADES 6-12)
INSTRUCTIONAL ROUNDS

Instructional Rounds Observation #2

Teacher:	Subject:	Period:
Purpose: <ul style="list-style-type: none">• <i>Disciplined observations of teacher practice to collect evidence.</i>• <i>Debrief teacher practice to plan around next level of work.</i>• <i>Reflection on who to connect learning to overall instructional improvement.</i>		
Identified Problem of Practice:		
NOTES:		

Instructional Rounds Observation #3

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SOUTH REGION HIGH SCHOOL #4 (GRADES 6 - 12)
INSTRUCTIONAL ROUNDS

Teacher:	Subject:	Period:
Purpose: <ul style="list-style-type: none"> • <i>Disciplined observations of teacher practice to collect evidence.</i> • <i>Debrief teacher practice to plan around next level of work.</i> • <i>Reflection on who to connect learning to overall instructional improvement.</i> 		
Identified Problem of Practice:		
NOTES:		

Instructional Rounds Observation #4

SOUTH REGION HIGH SCHOOL #4 (GRADES 6-12)
INSTRUCTIONAL ROUNDS

Teacher:	Subject:	Period:
Purpose: <ul style="list-style-type: none">• <i>Disciplined observations of teacher practice to collect evidence.</i>• <i>Debrief teacher practice to plan around next level of work.</i>• <i>Reflection on who to connect learning to overall instructional improvement.</i>		
Identified Problem of Practice:		
NOTES:		

Instructional Rounds Observation #5

Appendix AA

SOUTH REGION HIGH SCHOOL #4 (GRADES 6-12)
INSTRUCTIONAL ROUNDS

Teacher:	Subject:	Period:
Purpose: <ul style="list-style-type: none">• <i>Disciplined observations of teacher practice to collect evidence.</i>• <i>Debrief teacher practice to plan around next level of work.</i>• <i>Reflection on who to connect learning to overall instructional improvement.</i>		
Identified Problem of Practice:		
NOTES:		



**BOYS & GIRLS CLUBS
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John Hawkinson
The Carson Companies

Lori Henderson
Northrop Grumman

Kirk Johnson
Watson Land Company

Tamala Lewis
Home Depot Center Foundation

James McHale
Pacific Resource Credit Union

Executive Director:

Kim Richards

* Denotes Past President

November 1, 2010

Mr. Ramon Cortines
Superintendent of Schools
Los Angeles Unified School District
333 S. Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Dear Mr. Cortines:

On behalf of the Boys & Girls Clubs of Carson, I am pleased to support Local District 8's application to the Los Angeles Unified School District in response to the Request for Proposals for the Public School Choice process for South Region High School #4, located in Carson, CA. I am well aware of the district's commitment to provide quality education for all students and that success begins with partnerships between parents, teachers, administrators, community organizations and businesses.

I understand that Local District 8 has developed a proposal that addresses all areas of a student's school experience and looks closely at data and how to close the achievement gap for our children in Carson. I further understand that the community, district team, board members and the superintendent will do a comprehensive evaluation of this proposal. I am pleased that this proposal uses a variety of strategies and opportunities with important problem solving, decision-making and communication skills to assist our children in becoming college prepared and career ready. These critical skills will boost their self-confidence and their belief that 100% of our children will graduate and become successful in their future endeavors.

Our organization has worked for 19 years to better serve the students of our schools in Carson and we are ready and willing to partner with South Region High School #4 as well. We believe that the involvement of our organization will enhance experiences for the children in our community. The children of Carson are excited by the prospect of this new school and welcome the opportunity to show how successful they can be in this new school setting. The employees and volunteers in our organization are dedicated and caring individuals who will serve as positive role models for students. Our employees' and volunteers' professional relationship with the teaching and support staff of South Region High School #4 will be the key to the success of our partnership as we work collaboratively to ensure success for every student.

From our experience working with schools in Carson, I highly recommend Local District 8's proposal for the South Region High School #4. I support their concept of Small Learning Communities serving grades 6 through 12 in the Carson area whole-heartedly and wish them much success with this endeavor.

Sincerely,

Kim Richards
Executive Director

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the formed signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: November 30, 2010

School/Office: South Region High School #4 (Grades 6-12)

Local District/Division: LD-8

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

LAUSD/UTLA CBA

Waiver Description : (Describe the actions that require a waiver)

Inclusion of an Elect to Work Agreement, draft form is attached to the plan. The final document will be drafted and approved by the appropriate governing council.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

As part of the adoption of the (Expanded School Based Management Model (ESBMM) for school governance and oversight the design team has decided to include an Elect to Work Agreement. This Elect to Work agreement will allow the selection of like minded teachers who will be dedicated to implementing the Public School Choice plan as it was designed by the 23 member design team.

Requesting Administrator's Approval:

Veronica Aragon

Interim Principal/Administrator

November 30, 2010

Date

Michael Romero

Local District Superintendent/Division Head/Designee

November 30, 2010

Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

Appendix DD

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: November 30, 2010

School/Office: South Region High School #4 (Grades 6-12)

Local District/Division: LD-8

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article IX Hours, Duties, Work Year
Section 3.1

Waiver Description : (Describe the actions that require a waiver)

- Faculty will have an additional 3-hour on-site obligation per week; 1.5 hours every Tuesday and 1.5 hours to be collaboratively agreed upon by grade level content teams.
- Faculty will have a requirement for two 4-hour Saturday sessions each school year for the purposes of professional development as described above.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

The purpose of the three additional hours per week and two 4-hour Saturdays per year is to provide adequate time for professional development which will include content grade level teams (Learning Teams), which will look at the results of students work, analyze data, create common lessons and common formative assessments. It will also allow for time for in depth study of successful instructional strategies and time for teachers to serve on a WASC committee.

Year 1 is critical for the creation of curriculum for advisory, creating the common lessons and common assessments as well as preparing for the initial WASC visit.

Requesting Administrator's Approval:

Veronica Aragon
Veronica Aragon
Interim Principal/Administrator

November 30, 2010

Date

Michael Romero
Michael Romero
Local District Superintendent/Division Head/Designee

November 30, 2010

Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

Appendix EE

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: November 30, 2010

School/Office: South Region High School #4 (Grades 6-12)

Local District/Division: LD-8

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article IX Hours, Duties, Work Year
Section 4.1

Waiver Description : (Describe the actions that require a waiver)

An expected lesson plan format has been adopted and all teachers will be expected to use it.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

As part of PLC collaboration, teachers will develop lessons that incorporate elements of Understanding by Design, Specially Designed Academic Instruction in English (SDAIE), and Madeline Hunter's lesson plan template.

Part I: Evidence of Backwards Design

Part II. Lesson Plan Components

A. Anticipatory Set to hook and engage students – "I [the teacher] set it up."

B. Direct Instruction, Modeling, and Demonstration (Structured Practice) – "I [the teacher] do it."

C. Facilitation and Guided Practice to lead students step-by-step, clarifying, and using concrete representations of learning – "We [the class] do it together."

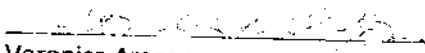
D. Structuring Collaborative Practice to monitor and provide corrective feedback – "You [the students] do it together."

E. Independent Practice – "You [the student] do it alone"

F. Closure and Wrap-Up – "We [the class] reflect on what has been learned."

It is our belief that the components of lesson planning described above will impart a common foundation that can assist teachers in moving toward in-depth PLC-style collaboration. The template is not intended to be a "cookbook" or a compliance exercise. Instead, we envision the template as providing a basis for common understandings of teaching practices and shared definitions of high-quality classroom teaching and student learning aligned to Tier 1 of RtI².


Requesting Administrator's Approval:


Veronica Aragon

Interim Principal/Administrator

November 30, 2010

Date


Michael Romero

Local District Superintendent/Division Head/Designee

November 30, 2010

Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

Appendix FF

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: November 30, 2010

School/Office: South Region High School #4 (Grades 6-12)

Local District/Division: LD-8

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article X Evaluation and Discipline
Section 2.0

Waiver Description : (Describe the actions that require a waiver)

An expansion to this section will allow teachers (with administrator agreement) to voluntarily participate in a Peer Evaluation system called the "Triad of Trust." An administrator will remain responsible for completing the LAUSD required paperwork in collaboration with the teacher triad.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

Teams of three teachers (who choose to participate and choose their team members) will be allowed and supported in a peer evaluation system in place of the traditional Stull evaluation method. This system will create and foster a trusting environment where peers hold each other accountable for excellence in teaching and where peers support each other in improving their instruction. Teachers with a previous Below Standard Stull will participate in the traditional Stull process.

Requesting Administrator's Approval:

Veronica Aragon

Interim Principal/Administrator

November 30, 2010

Date

Michael Romero

Local District Superintendent/Division Head/Designee

November 30, 2010

Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

Appendix GG

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: November 30, 2010

School/Office: South Region High School #4 (Grades 6-12)

Local District/Division: LD-8

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
Article XI Transfers
Section 16.0 Staffing a new school

Waiver Description: (Describe the actions that require a waiver)

Teachers will volunteer to transfer to follow students to the new school and then South Region High School #4 will implement an interview process to select teachers from the relieved schools. Seniority will determine the order of the interviews from those teachers who volunteer. If fewer teachers volunteer than needed, South Region High School #4 will interview any interested teachers from Local District 8.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

The staffing of the new school will be made from teachers from the relieved school who opt in-followed by an interview process. Teachers will be interviewed in seniority order with the most senior teachers given the first opportunity to be selected. South Region High School #4 is committed to selecting the correct percentage of teachers from each relieved school and will do so with the use of the interview process described in the Public School Choice plan.

The purpose of implementing the interview process is to create a dynamic team of like-minded teachers who are dedicated to implementing the Public School Choice plan as written.

Requesting Administrator's Approval:

Veronica Aragon
Interim Principal/Administrator

November 30, 2010

Date

Michael Romero
Local District Superintendent/Division Head/Designee

November 30, 2010

Date