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### ***Carver Middle School***

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**(1.a) Assurances – Signed Statements not required (internal organization)**

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Dr. George Washington Carver Middle School

## SCHOOL REFORM PROCESS TIMELINE

DATE	ACTIVITY
September 14, 2009	Carver was identified as a FOCUS SCHOOL
October 6, 2009	Faculty meeting to notify staff
October 8, 2009	First community meeting to discuss process
October 13, 2009	Formed 5 committees based on application topics. Redesigned CPT to focus on committee work
October 15, 2009	Second community meeting to obtain input
October 16, 2009	Principal attended Focus Schools' meeting at LD 5
October 20, 2009	Committee work
October 27, 2009	Committee work
October 29, 2009	Third community meeting discuss survey results and synthesize feedback from Oct. 15 meeting
November 3, 2009	Committee work – whole group in cafeteria- clarify our work
November 7, 2009	Saturday – approx. 30 committee members worked on finalizing mission, vision, philosophy and goals & other areas of the plan
November 10, 2009	Committee work – review letter of intent and notes from Saturday's work
November 12, 2009	Met with Dr. Howard from California Schools to Watch – Taking Center Stage to discuss collaborating with us to write the plan
November 13, 2009	Staff and committee facilitators met with Jefferson HS team for articulation around our school plans.
November 16, 2009	Letter of Intent due
November 17, 2009	Committee work – whole group in cafeteria – meet Dr. Howard summarize where we are so far and identify next steps
November 24, 2009	Committee work
December 1, 2009	Committee work
December 8, 2009	Committee work

**George Washington carver Middle school  
INTER-OFFICE CORRESPONDENCE**

**Carver Plan Writing Committees**

<b>Executive summary</b>	<b>Curriculum &amp; Instruction I</b>	<b>Curriculum &amp; Instruction II</b>	<b>Leadership</b>	<b>Operations</b>	<b>Serving Special Populations</b>
<b>COTTO</b>	<b>MORIUCHI</b>	<b>BOUNDS</b>	<b>COTTO</b>	<b>RAMOS</b>	<b>HARRIS</b>
Harris	Mayaki	Vela	R. Martinez	Stephens	Paiz
Bounds	Perez	Manalo	Alvarez	Aguilar	Triche
Ramos	Ilich	R. Ward	Robinson	Andrews	Oser
Moriuchi	Miyata	Jamison	Recendez	Harley	Walker
Cotto	Haber	Tyler-Aikens	Buenabad	A. Martinez	Chandna
Sanchez	Liu	Grubbs	Kelso	Castillo	Mitchell
Mendez	Mauldin	Acosta	Robbins	Schultz	Cary-Dubrin
Trojahn	Thompson	W.George	Lalas	Zimmerman	Stevens-White
Aguilar	Young	A. Ward	Robles	Bhamra	Sanchez
	Ellis	Graf	Bautista	Berhanu	Mendez
	Pash	Romero-Arciniega	Orellana	Weinberg	Trojahn
	Browne	A. Gonzalez	Varela	Morgan	Broady
	Lopez	Hafeli	Romain	Bravo -Juarez	Jamison
	Herrera	Turner	Oakley	Jordan	Scherr
	Udeh	White	Guenver	Bhatt	Callahan
	Zytko	Williams	Achara	Mejia	Pearsall
	Glynn	Edwards		Stamper	Lee
		Soden		Hernandez	De Loach
		Rueda		Tutino	Settlage
		Bueno-Hill		Cuevas	
		Starzinsky		Guijarro	
				Toyama	
				Cobbs	

**2. Committee work dates and times:**

- Oct. 20, 2009 from 2-4:00pm
- Oct. 27, 2009 from 2-4:00pm
- Nov. 3, 2009 from 2- 3:15pm (election day)
- Nov. 7, 2009 from 9:00- 3:00pm (Saturday)
- Nov. 10, 2009 from 2- 4:00pm
- Nov. 12, 2009 Letter of Intent due
- Nov. 17, 2009 from 2-4:00pm
- Nov. 24, 2009 from 2-4:00pm
- Dec. 1, 2009 from 2-4:00pm
- Dec. 8, 2009 from 2:4:00pm



**(2.a) Curriculum Map and Summary – Scope and Sequence not required (internal organization)**

## Dr. G.W. Carver Middle School

## KEY QUESTIONS IN LESSON PLANNING

<b>COVERAGE</b> What knowledge, skill, or concept am I teaching?	
<b>ACTIVITIES</b> What activities could students do to gain understanding or develop these skills?	
<b>INVOLVEMENT</b> How can I get students really engaged?	
<b>MASTERY OBJECTIVES</b> What do I want students to know or be able to do when the lesson is over?  How will I know if they know it or can do it?	
<b>THINKING SKILLS OBJECTIVES</b> What thinking skills do I want students to be able to use?	

DR. G.W. CARVER MIDDLE SCHOOL  
LESSON AGENDA

<b>STANDARD:</b>	<b>MASTERY OBJECTIVES (CONTENT):</b>
<b>ACTIVITIES:</b>	<b>LANGUAGE OBJECTIVES:</b>  <b>THINKING SKILLS OBJECTIVE:</b>
<b>EVIDENCE OF LEARNING(Comprehension):</b>	<b>HOMEWORK:</b>

# ***CARVER MIDDLE SCHOOL***

## ***BELL SCHEDULES***

### ***2010 -2011***

***REGULAR BELL SCHEDULE***

Period 1	7:25	8:20
Period 2	8:25	9:15
Nutrition	9:15	9:30
Period 3	9:35	10:25
Period 4	10:30	11:20
Period 5	11:25	12:15
Lunch	12:15	12:45
Period 6	12:50	1:35
Advisory	1:40	2:15
FLEX	2:20	3:10

***SHORTENED DAY SCHEDULE***

Period 1	7:25	8:14
Period 2	8:19	9:03
Nutrition	9:03	9:18
Period 3	9:23	10:07
Period 4	10:12	10:56
Period 5	11:01	11:45
Lunch	11:45	12:15
Period 6	12:20	1:04
Advisory	1:09	1:21
FLEX	1:26	2:10

***TUESDAY'S (Professional Development)***

Period 1	7:25	8:10
Period 2	8:15	8:55
Nutrition	8:55	9:10
Period 3	9:15	9:55
Period 4	10:00	10:40
Period 5	10:45	11:25
Lunch	11:25	11:55
Period 6	12:00	12:40
Advisory	12:45	12:55
FLEX	1:00	1:40

***MINIMUM DAY***

Period 1	7:25	8:03
Period 2	8:08	8:41
Period 3	8:46	9:19
Period 4	9:26	9:57
Brunch	9:57	10:17
Period 5	10:22	10:55
Period 6	11:00	11:33
Advisory	11:38	11:54
FLEX	11:59	12:32



Los Angeles Unified School District  
Dr. George Washington Carver Middle School

**Be Safe, Be Respectful & Be Responsible**

## **DISCIPLINE POLICY AND PROCEDURES**

The goal of any discipline process is to change inappropriate student behavior to appropriate behavior. Students are expected to treat peers, teachers, and staff members with respect. It is our responsibility to guide students toward this goal.

Student discipline is based on the concepts of due process and progressive measures of discipline. In order for this process to be effective, disciplinary measures should range from fairly mild to more severe consequences depending upon the circumstances.

### **PROGRESSIVE DISCIPLINE**

The classroom teacher is responsible for maintaining a classroom atmosphere that is conducive to learning. In order to assist the teacher with this task, the following procedures have been established:

1. The following behaviors are remedied by the teacher:

- gum chewing
- name calling
- loud talking
- tardiness
- failure to do class assignments
- lack of cooperation
- inattentiveness
- lack of materials (pencil, paper, book, P.E. clothes)

2. Teacher procedures for resolving pupil conflicts include the following:

- Teacher counsels pupil.
- Teacher seeks assistance from other teachers.
- Teacher contacts parents by phone or letter.
- teacher initiates parent conference
- Teacher refers case to counselor or dean on the official referral

3. The acts of behavior listed below should be referred to the appropriate counselor without sending the student:

- Personal problems
- Chronic tardiness

4. Dean/Counselor responsibilities and procedures for resolving pupil conflicts may include one or more of the following:
  - telephone call to parent
  - parent conference
  - suspension
  - referral to school psychologist
  - teacher/counselor/pupil conference
  - referral to other interventions
  - outside agency referral
  - referral to/or conference with administrator
5. The following behaviors should be referred directly to the appropriate dean of discipline:
  - threats to staff/students
  - assault
  - gang activities
  - fighting
  - graffiti
  - thefts
  - possession of controlled substance
  - possession/use of a weapon or explosives
  - profanity toward teachers
  - destruction of school property

#### IMPORTANT REMINDERS

- When a student is referred, the course of action to be taken becomes the decision of the person to whom the referral is made. Please DO NOT indicate the action that you want taken. For example, do not refer a student and include a statement like "I want this student suspended from school, transferred to another class, opportunity transferred, etc."
- 10 minute rule - Do not send students out of class during the first and last 10 minutes.
- If it becomes necessary to refer a student to his/her counselor or to one of the deans, it is imperative that a referral form be completed in the classroom. Students sent to an office without a written referral will be returned to the classroom.
- Please do not ask a student who misbehaves to wait in the hall outside of your classroom.

**DR. GEORGE WASHINGTON CARVER MIDDLE SCHOOL  
BE SAFE, BE RESPECTFUL & BE RESPONSIBLE  
CODE OF CONDUCT**

As a student of Carver Middle School, I will uphold the rules of conduct to make my education at Carver more meaningful and successful.

1. I will show respect for people and property at all times.
2. I will follow the class rules established by my teachers.
3. I will be in an assigned seat and ready to work before the tardy bell rings.
4. I will not leave class without a proper office summons or an official hall pass.
5. I will put all litter in trash containers.
6. I will not bring any gum, food or drinks into classrooms or buildings.
7. I will bring all necessary materials to class; daily-notebook, textbooks, pen, pencil, and other appropriate materials.
8. I will be responsible for making up all missing work.
9. I will always bring a written excuse to the Track Center following an absence before going to my first class.
10. I will not do any personal grooming in the classroom.
11. I will not ditch class or attempt to leave campus during school hours.

Violation of the Rules of Conduct may result in parent visitations, parent conferences, detention, or suspension.

In addition to the eleven rules above, I will adhere to the following school policies to enhance the learning environment at my school.

1. I will dress appropriately and in good taste. No apparel containing profanity and no muscle shirt.
2. I will not wear or bring hats or caps to school as they frequently identify gang affiliations.
3. I will not bring skateboards, electronic devices, radios, electronic games, etc. to school.
4. I will not write GRAFFITI in any part of the school property.

Violation of these rules may result in items being confiscated and returned to parents at the end of the semester. The school does not assume responsibility for the loss of these items.

I am also aware that the more serious offenses listed below, are not acceptable behavior and will result in appropriate disciplinary action, including suspension, possible opportunity transfer or expulsion:

- Possession or use of alcohol, tobacco, matches, weapons, fireworks or drugs.
- Disruption of school activities, property damage or obscene acts or language, stealing, fighting, or defiance.



## High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																																																
<b>Increase the number of schools that meet or exceed their API targets</b>  2008-09 282 out of 613 = 46%	10%	All students	It is our expectation that by implementing the new Carver Middle School philosophy, vision and mission, our school will meet its API target		2009 API Growth = 541 2010 API Target = 553		July 2010- June 2011																																																																
<b>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math</b>  <b>% Proficient/Advanced CST ELA by grade:</b> <table><tr><th></th><th>2008</th><th>2009</th><th>Change</th></tr><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 2</td><td>44%</td><td>48%</td><td>+4%</td></tr><tr><td>Grade 3</td><td>29%</td><td>34%</td><td>+5%</td></tr><tr><td>Grade 4</td><td>45%</td><td>51%</td><td>+6%</td></tr><tr><td>Grade 5</td><td>37%</td><td>42%</td><td>+5%</td></tr><tr><td>Grade 6</td><td>33%</td><td>37%</td><td>+4%</td></tr><tr><td>Grade 7</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 8</td><td>31%</td><td>31%</td><td>0%</td></tr><tr><td>Grade 9</td><td>31%</td><td>32%</td><td>+1%</td></tr><tr><td>Grade 10</td><td>29%</td><td>31%</td><td>+2%</td></tr><tr><td>Grade 11</td><td>27%</td><td>31%</td><td>+4%</td></tr></table> <b>Carver's Data</b> <b>% Proficient/Advanced CST ELA by grade:</b> <table><tr><th></th><th>2008</th><th>2009</th><th>Change</th></tr><tr><td>Grade 6</td><td>14.8%</td><td>14.0%</td><td>-0.8%</td></tr><tr><td>Grade 7</td><td>16.8%</td><td>14.0%</td><td>-2.8%</td></tr><tr><td>Grade 8</td><td>14.8%</td><td>12.1%</td><td>-2.7%</td></tr></table>		2008	2009	Change	District	34%	38%	+4%	Grade 2	44%	48%	+4%	Grade 3	29%	34%	+5%	Grade 4	45%	51%	+6%	Grade 5	37%	42%	+5%	Grade 6	33%	37%	+4%	Grade 7	34%	38%	+4%	Grade 8	31%	31%	0%	Grade 9	31%	32%	+1%	Grade 10	29%	31%	+2%	Grade 11	27%	31%	+4%		2008	2009	Change	Grade 6	14.8%	14.0%	-0.8%	Grade 7	16.8%	14.0%	-2.8%	Grade 8	14.8%	12.1%	-2.7%	10%	All students	Our focus at Carver MS is ensuring that all students learn. To that end we have identified differentiated instruction as a major area of focus to improve student achievement in all content areas. We have identified Guided Language Acquisition Design (GLAD) and American English Mastery & Proficiency (AEMP) as research based strategies designed to provide access to core for all students. In addition, we will expand our goal of a college going culture by applying school wide Advancement Via Individual Determination (AVID) strategies.  All Carver MS teachers will receive training and support in using these strategies.  GLAD and AEMP strategies include: <ul style="list-style-type: none"><li>• instructional conversation</li><li>• academic language</li><li>• cooperative learning</li><li>• graphic organizers</li><li>• making cultural connections</li><li>• contrastive analysis</li></ul> AVID strategies include: <ul style="list-style-type: none"><li>• Cornell notes</li><li>• Socratic seminar</li><li>• AVID tutorials</li></ul>	Prof. Dev. (registration fees)  Prof. Dev. Tchrr Regular  Prof. Dev. Tchrr XIZ  Staff Training Rate  Teacher Replacement Pay  Staff Conference Attendance  Day to Day Substitutes  Instructional Materials & General Supplies  Technology	<b>Grades 6, 7, 8:</b> <ul style="list-style-type: none"><li>• There will be an increase of at least 10% of students scoring proficient or above on the CST ELA</li><li>• There will be an increase of at least 30% of students scoring proficient or above on the Secondary ELA Periodic Assessments</li></ul> Teachers will use My Data as a tool for accessing CST, CELDT and Periodic Assessment data to track their students' progress and respond promptly to address deficiencies.  The addition of a full-time Data Analyst to our staff will provide the necessary means by which teachers and staff can receive immediate feedback on the results of teacher created tests to help inform instruction. Daily interventions will be coordinated by the Data Analyst based upon assessment outcomes.	Principal Teachers Carver Middle School Leadership Team (CMSLT)  This newly formed team at Carver is comprised of instructional leaders, content specialists and support personnel.  GLAD/AEMP: <ul style="list-style-type: none"><li>• Access to Core Coach</li><li>• ELA Coach</li><li>• ELL Coordinator</li></ul> AVID: <ul style="list-style-type: none"><li>• Access to Core Coach</li><li>• ELA Coach</li><li>• GATE Coordinator</li></ul> <ul style="list-style-type: none"><li>• Principal</li><li>• Teachers</li><li>• CMSLT</li><li>• Grade Level House AP</li><li>• Department Chairs</li><li>• Access to Core</li></ul>	July 2010- June 2011
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## High Academic Achievement Action Plan

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Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)			<p>Our response when students don't learn will be to utilize the Response to Intervention and Instruction (RI<sup>2</sup>) problem solving model. Formative assessments such as the Periodic Assessments and teacher created common tasks will provide data to inform instruction. In addition, faculty and staff will participate in ongoing professional development built around identified student needs and close coordination between general education, special education, and English Language Development staff.</p> <p>All teachers will use the standards-based ELA Instructional Guide to develop lessons with a focus on reading comprehension and writing strategies which have been identified as areas of weakness. Teachers are expected to consistently check for understanding throughout the lesson to ensure that students are learning.</p> <p>All ELA teachers will use test release questions and test preparatory materials such as Buckle Down and Measuring Up to expose the student to the academic language embedded in standardized test.</p> <p>The new school plan for carver includes a seven period day in which students will receive intervention during period 7</p>	<p>Teacher Assistants and other paraprofessionals</p> <p>Instructional Materials</p> <ul style="list-style-type: none"> <li>Lap size white boards</li> <li>Classroom libraries</li> <li>Dictionaries</li> <li>Chart paper</li> <li>Markers</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Document readers</li> <li>Printers</li> </ul> <p>Instructional Materials</p> <ul style="list-style-type: none"> <li>Supplemental test prep materials</li> </ul> <p>Teacher Assistants</p> <p>Instructional Materials</p>		<p>Coach</p> <ul style="list-style-type: none"> <li>ELA Coach</li> <li>ELL Coordinator</li> <li>ELA/ELD Dept. Chair</li> </ul> <ul style="list-style-type: none"> <li>Teachers</li> <li>Data Analyst</li> <li>Grade Level House AP</li> <li>Coaches</li> <li>Coordinators</li> </ul>	July 2010-June 2011

## High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																																																								
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Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</p> <p>(FLEX) based on information gathered by the teachers and the Data Analyst.</p> <p>All Carver MS teachers will receive training and support in using these strategies.</p> <p>GLAD and AEMP strategies include:</p> <ul style="list-style-type: none"><li>• instructional conversation</li><li>• academic language</li><li>• cooperative learning</li><li>• graphic organizers</li><li>• making cultural connections</li><li>• contrastive analysis</li></ul> <p>AVID strategies include:</p> <ul style="list-style-type: none"><li>• Cornell notes</li><li>• Socratic seminar</li><li>• AVID tutorials</li></ul> <p>We will utilize the Response to Intervention and Instruction (RtI<sup>2</sup>) problem solving model. 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## High Academic Achievement Action Plan

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Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)			areas of weakness. Teachers will be expected to consistently check for understanding throughout the lesson to ensure that students are learning.	<p>readers</p> <ul style="list-style-type: none"> <li>Printers</li> </ul>		<ul style="list-style-type: none"> <li>Teachers</li> <li>Data Analyst</li> <li>Grade Level House AP</li> <li>Coaches</li> <li>Coordinators</li> </ul>	
			All Math teachers will use test release questions and test preparatory materials such as Buckle Down and Measuring Up to expose the student to the academic language embedded in standardized test.	<p>Instructional Materials</p> <ul style="list-style-type: none"> <li>Supplemental test prep materials</li> </ul>			
			The new school plan for carver includes a seven period day in which students will receive intervention during period 7 (FLEX) based on information gathered by the teachers and the Data Analyst.	<p>Teacher Assistants</p> <p>Instructional Materials</p>		<ul style="list-style-type: none"> <li>Teachers</li> <li>Math Interv. Coordinator</li> <li>Data Analyst</li> <li>Math Coach</li> </ul>	
			Carver MS will use the technology grant (ISTEM) which will be used by both math and science teachers to get immediate feedback from quizzes and tests. This technology aligns with our focus of determining student needs more frequently to differentiate instruction in a timely manner.	<p>Prof. Dev. Tch</p> <p>Regular</p> <p>Prof. Dev. Tch</p> <p>X/Z</p> <p>Staff Training Rate</p>			
			8 <sup>th</sup> grade students will take the Algebra Readiness course that utilizes SRA materials to receive math intervention.	<p>Instructional Materials</p> <ul style="list-style-type: none"> <li>Supplemental SRA materials</li> </ul>			

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<p>Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math</p> <table><tr><td></td><td>07-08</td><td>08-09</td><td>Change</td></tr><tr><td>ELA</td><td>33%</td><td>31%</td><td>-2%</td></tr><tr><td>MATH</td><td>42%</td><td>40%</td><td>-2%</td></tr></table> <p>Carver's Data</p>		07-08	08-09	Change	ELA	33%	31%	-2%	MATH	42%	40%	-2%	-10	All students	<p>It is our expectation that by implementing the GLAD, AEMP &amp; AVID strategies in combination with the constant checking for understanding through the formative and summative assessments, we will not only increase the number of student scoring Proficient and Advanced on the CST but also decrease the number of</p>	<p>Prof. Dev. Tchr Reg. Prof. Dev. Tchr X/Z Staff Training Rate Staff Conference Attendance Day to Day Substitutes</p>	<ul style="list-style-type: none"><li>There will be an decrease of at least 10% of students scoring Below Basic and Far Below Basis on the CST in ELA and Math</li></ul>	Principal CMSLT	July 2010- June 2011
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<b>ELA</b> 07-08 53.2% 08-09 58.5% <u>Change +5.3%</u> <b>MATH</b> 07-08 64.4% 08-09 66.9% <u>Change +2.5%</u>			Students scoring Below Basic and Far Below Basic on the CST for ELA and Math	Instructional Materials & General Supplies Technology			
<b>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</b>  <u>Carver's Data</u> 07-08 9.3% 08-09 9.2% <u>Change -.1%</u>  07-08 5.0% 08-09 5.7% <u>Change +0.7%</u>	varies by school	All students with an emphasis on African American and Hispanic students	The GATE Coordinator and CMSLT will review the current system for identifying gifted and talented students and make any necessary changes to the system in order to increase the number of GATE students.		<ul style="list-style-type: none"> <li>The percent of students identified as Gifted and Talented will increase at least 2% from 5.7% to 7.7%</li> <li>The percent of African American students identified as Gifted and Talented will increase at least 2.5% from 3.5% to 6.0%</li> <li>The percent of Hispanic students identified as Gifted and Talented will increase at least 2% from 5.9% to 7.9%</li> </ul>	<ul style="list-style-type: none"> <li>CMSLT</li> <li>GATE Coordinator</li> <li>Title I Coordinator</li> <li>ELL Coordinator</li> <li>Data Analyst</li> </ul>	July 2010- June 2011
<b>Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.</b>  <u>Carver's Data</u> 07-08 6.6% 08-09 6.6% <u>Change .0%</u> 07-08 6.9% 08-09 7.0% <u>Change .1%</u>  07-08 3.0% 08-09 3.5% <u>Change +0.5%</u> 07-08 5.1% 08-09 5.9% <u>Change +0.8%</u>	2.5% 1.0%						
<b>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</b>  <b>Prof/Adv CST ELA Subgroups:</b> 07-08 25% 08-09 27% <u>Change +2%</u>	10%	African American, Hispanic, SELs, and SWD students	It is our expectation that by implementing the GLAD, AEMP & AVID strategies in combination with the constant checking for understanding through the formative and summative assessments, we will increase the number of student scoring Proficient and Advanced on the CST ELA for all our	Prof. Dev. Tchr Reg. Prof. Dev. Tchr X/IZ Staff Training Rate Staff Conference Attendance Day to Day Substitutes	<ul style="list-style-type: none"> <li>There will be an increase of at least 10% of students scoring Proficient or above on the CST in each of our subgroups (African American, Hispanic, English Learners, and Students with Disabilities)</li> </ul>	Principal CMSLT	July 2010- June 2011



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Hispanic 31% 33% +2% English Learners 20% 23% +3% Sts. w/ Disabilities 11% 12% +1% <u>Carver's Data</u> <b>Prof/Adv CST ELA Subgroups:</b> African American 07-08 10.1% 08-09 5.4% <u>Change</u> -4.7% Hispanic 15.9% 14.0% -1.9% English Learners 0.9% 0.5% -0.4% Sts. w/ Disabilities 0.5% 0.9% +0.4%			subgroups	Instructional Materials & General Supplies Technology			
<b>Accelerate the performance of Standard English Learners (SEL)</b>	10%	SELS	It is our expectation that by implementing the GLAD, AEMP & AVID strategies in combination with the constant checking for understanding through the formative and summative assessments, we will accelerate the performance of our SELs	Prof. Dev. Tchr Reg. Prof. Dev. Tchr XIZ Staff Training Rate Day to Day Substitutes Instructional Materials & General Supplies Technology	<ul style="list-style-type: none"> <li>There will be an increase of at least 10% of students scoring Proficient or above on the CST within our SELs population</li> </ul>	Principal CMSLT	July 2010- June 2011
<b>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</b> 07-08 54.8% 08-09 55.7% <u>Change</u> +0.9% 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1% <u>Carver's Data</u> 07-08 38.6% 08-09 29.3% <u>Change</u> -9.3%	3%	All English Learners	We will ensure that all EL students are placed appropriately according to their language needs and taught by teachers authorized to teach ELs.  All teachers assigned to teach ESL will use the High Point curriculum and monitor student progress by maintaining updating the High Point portfolios each semester. When necessary, teachers will be released from their classes to work on portfolios individually or in groups.  We have identified a major deficit in	Day to Day Subs	<ul style="list-style-type: none"> <li>All English Learners will achieve at least one level of English proficiency per year as measured by CELDT and student's ELA/ELD academic grade.</li> <li>ELSSA Data will be used to help track progress.</li> </ul>	• Principal • CMSLT • Grade Level House APs • ELL Coordinator • Counselors	July 2010- June 2011

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Single Plan for Student Achievement Accountability Matrix

## High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
			Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.
			functions and forms in the intermediate level. To address this need we are going to extend the Intermediate ESL 2A and 2B from being one semester courses to two semester courses.  We will monitor student progress and use the LAT referral system to identify students' areas of weakness and offer intervention. This will be used for all EL students (Beg thru PRP)				
<b>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</b>  % Early Adv/Adv 07-08      08-09      Change 36.3%      39.3%      +3%  2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%  <u>Carver's Data</u>  % Early Adv/Adv 07-08      08-09      Change 30.6%      22.9%      -7.7%	5%	All English Learners	We will continue to train teachers on the use of CELDT like activities in the lessons in order to ensure that students get a strong foundation in functions and forms in language development.  We will set up a monitoring system and intervention system whereby we will use the results of other most recent CELDT scores to identify ELs who will participate in intervention afterschool.	Prof. Dev. Tchr Reg. Prof. Dev. Tchr X/Z Staff Training Rate Day to Day Substitutes Instructional Materials & General Supplies Technology	• There will be an increase of at least 5% of students scoring Early Advanced and Advanced on the CELDT	• Principal • CMSLT • ELL Coordinator • Access to Core Coach	July 2010- June 2011
<b>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST</b>  ELA 07-08      08-09      Change 24.3      27.0      +2.7% Math 34.1      36.3      +2.1%	10%	All English Learners	It is our expectation that by implementing the GLAD, AEMP & AVID strategies in combination with the constant checking for understanding through the formative and summative assessments, we will increase the number of student scoring Proficient and	Prof. Dev. Tchr Reg. Prof. Dev. Tchr X/Z Staff Training Rate Staff Conference Attendance Day to Day Substitutes	• There will be an increase of at least 10% of EL students scoring Proficient or above on the CST in both ELA and Math	• Principal • CMSLT • ELL Coordinator	July 2010- June 2011





Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<b>Graduation rate will increase</b> <u>06-07</u> <u>07-08</u> <u>Change</u> 67.1%    72.4%    +5.3%  <b>Not applicable to Carver</b>	8%		Not applicable		<ul style="list-style-type: none"> <li>• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)</li> <li>• Decrease rate of drop-outs</li> <li>• Increase the percentage of 9<sup>th</sup> to 10<sup>th</sup> grade students accumulating 55 credits</li> <li>• 4-year longitudinal graduation rate (9<sup>th</sup> grade to graduation)</li> </ul>		
<b>Increase percent of 10th graders passing both parts of CAHSEE on the first attempt</b>  <u>07-08</u> <u>08-09</u> <u>Change</u> 57%    60%    +3%  <b>Not Applicable to Carver</b>	6%		Not applicable		<ul style="list-style-type: none"> <li>• Increased participation in CAHSEE preparation</li> </ul>		
<b>Dropout rate will decrease.</b> <u>06-07</u> <u>07-08</u> <u>Change</u> 31.7%    26.4%    -5.3%  <b>Not Applicable to Carver</b>	6%		Not applicable		Monitor students at risk: <ul style="list-style-type: none"> <li>• 85% of students are in attendance for 96% or more of the time</li> <li>• Increase in pass rates in English and/or math courses</li> <li>• Increase in number of students receiving an E or S in Work Habits or Cooperation</li> <li>• Increase attendance rates for both students and teachers to 96%.</li> </ul>		

Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</p> <p>07-08 25%      08-09 TBD%      Change + %</p>	80%	All students	<p>Although our students do not begin their A-G coursework at Carver MS, we believe that exposure to this information early on increases their likelihood of success in high school. To this end, all students will become knowledgeable of the A-G requirements for college admission. Teachers and counselors will discuss the A-G requirements as part of the Individual Culmination Plans (ICP).</p> <p>Parent workshops will be held to familiarize all parents with the A-G requirements, as well as college entrance requirements, funding, scholarships, grants, and other financial opportunities.</p> <p>The Carver MS library will feature a reference section of college and university catalogs, brochures and information files which can be accessed by student and parents. Each college and university with information in the reference file will also have a direct link on a computer located in the library to provide additional print and video information on specific college and university programs. The Librarian and the Counselors will regularly update this information as well as provide presentations to Grade Levels Houses.</p> <p>College and university logos, banners and flags will be located throughout the Carver MS campus as a reminder of our overall goal for all students.</p>	<p>Parent training allowance</p> <p>Instructional Materials</p> <ul style="list-style-type: none"> <li>College/ Univ. reference guides (English &amp; Spanish)</li> <li>College/ Univ. planning books (English &amp; Spanish)</li> <li>College/ Univ. banners &amp; flags</li> </ul>	<p>A-G enrollment and passing rates</p> <ul style="list-style-type: none"> <li>• Increase the percent of students earning C's or higher in all content area courses.</li> <li>• Assessment data will be shared with each student regularly by all content subject matter teachers. All students are encouraged to review A-G Requirements and set goals for themselves in discussion with their counselor, advisory teacher or any other teacher on campus. Individual goal-setting plays an important role in the overall preparedness of all Carver Middle School students.</li> </ul>	<ul style="list-style-type: none"> <li>• CMSLT</li> <li>• Grade Level House Counselors</li> <li>• Advisory Teachers</li> <li>• Title I Coordinator</li> <li>• ELL Coordinator</li> <li>• DPA</li> <li>• Intervention Counselor</li> <li>• Grade Level House Counselors</li> <li>• Grade Level House Counselors</li> <li>• Librarian</li> </ul>	<p>July 2010- June 2011</p>



Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<b>Increase the enrollment in Advanced Placement course</b>  07-08 1.8%      08-09 1.9%      Change +.1%  <b>Increase pass rates on AP tests</b>  07-08 44.1%      08-09 TBD%      Change +TBD%	5%  5%		Not applicable		Advanced Placement courses – • Increase Advanced Placement offerings at all high schools. • Increase the number of subject matter tests administered by: • At least 2 (if the school administrators less than 15 subject matter tests) • At least 1 (if the school administrators less than 20 subject matter tests)		
<b>Increase students preparedness for College Career Readiness</b>		All students	At Carver MS we will expand our goal of a college going culture by applying school wide Advancement Via Individual Determination (AVID) strategies.  AVID strategies include: • Cornell notes • Socratic seminar • AVID tutorials	Staff Training Rate  Staff Conference Attendance  Day to Day Substitutes  Instructional Materials Technology	Middle Schools • There will be an increase in the number of students passing core classes with C or better	• CMSLT • Access to Core Coach • ELA Coach • GATE Coordinator • Grade Level House Counselors • Intervention Counselor • Librarian	July 2010- June 2011

Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that</p> <ul style="list-style-type: none"> <li>there are opportunities for parent involvement</li> <li>they feel welcome at this school</li> <li>there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).</li> </ul>	At least 90% of parents respond "Strongly agree" or "agree"	All students	<p>Parent trainings and workshops will be organized to assist parents in becoming true educational advocates and partners in the education of their children. A variety of topics will be offered such as school and District policies, health &amp; nutrition, college preparedness, and free services and resources available in the community. Advertisment of all meetings and conferences will be done via flyers, Connected phone messages, and the school marquee.</p> <p>Grade Level House meetings/conferences will be held regularly.</p> <p>Within the next two years, we propose to begin planning for a partnership with local medical centers, hospitals and nursing schools (USC, UCLA, CSU) to establish a health clinic on the Carver MS campus which would provide basic services (i.e. school physicals, required inoculations, diabetes screening, vision and hearing exams) to Carver families as well as other community members. Grants will be sought to fund this project beyond that which the partnerships can provide.</p> <p>In addition, we will regularly update the Carver Middle School website to keep information current (in both English and Spanish) and provide important information and references.</p>	<p>Parent Training Allowance</p> <p>Childcare</p> <p>Instructional Materials &amp; General Supplies</p>	<p>Increased response rates – At least 40% of our parents will complete the School Experience Survey in 2009-10.</p> <p>Welcoming environment and opportunities to participate – At least 80% of respondents will indicate agreement that Carver MS offers a welcoming environment and opportunities to participate.</p> <p>Parent home involvement – At least 50% of respondents will indicate agreement that Carver MS has a high level of parent involvement</p> <p>Parent centers – At least 80% of respondents will indicate agreement that Carver MS has a high level of awareness and participation in the Parent Center.</p> <p>Communication – At least 80% of respondents will indicate agreement that Carver MS has a high level of communication with parents.</p>	<ul style="list-style-type: none"> <li>CMSLT</li> <li>All Assistant Principals</li> <li>Title I Coordinator</li> <li>ELL Coordinator</li> <li>Bridge Coordinator</li> <li>All Counselors</li> <li>PSA</li> <li>PSW</li> <li>DPA</li> <li>Nurse</li> <li>Deans</li> <li>Community Representatives</li> <li>Clerical staff</li> </ul>	July 2010- June 2011
<p>As indicated on the annual School Experience Survey for parents (School Report Card):</p> <ul style="list-style-type: none"> <li>86.6% agree there are opportunities for parent involvement</li> <li>83.9% feel welcome at this school</li> <li>32.2% feel there is a high level of reported involvement at the school</li> <li>15.9% of parents responded to the survey</li> </ul>							



Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental/intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)  29.4% of the students "strongly agree" or "agree" that they feel safe in the school as indicated on the annual School Experience Survey for Students (School Report Card)  69.4% of students responded to the survey	At least 90% of students respond "strongly agree" or agree	All students	Starting in the fall of 2010, Carver MS will implement Personalized Learning Environments (PLEs) in the form of clean, safe and inviting 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade houses where teacher teams collaborate in Professional Learning Communities (PLCs) to provide shared groups of students with a grade-appropriate, rigorous, California Content Standards-based, culturally and socio-emotionally relevant educational program.  Carver MS will offer Intramural sports programs daily after school. Students not participating in intervention programs may choose to participate in any intramural sports program. Intramural sports programs may include soccer, softball, volleyball, flag football, basketball and other activities as space and equipment allows.  All Carver MS students will continue to wear a uniform.	Staff training rate  Professional Development          Instructional Materials • Sports equipment	60% of students will report feeling safe at school by the end of 2010-11 75% of students will report their campus was clean by the end of 2010-11 75% of students will report they had opportunities for learning by the end of 2010-11 75% of students will report involvement with their school by the end of 2010-11  There will be increased and improved parent partnerships and welcoming environments There will be increased external partnerships to support instructional incentives and parent participation support There will be increased clear and accurate, updated communication regarding school policy and procedures, between school and home	Principal • CMSLT • All Assistant Principals • Teachers • Counselors • PSA • PSW • DPA • Nurse • Deans • School Police	July 2010- June 2011
Decrease the number of suspensions  06-07 07-08 08-09 Change 83,542 75,049 TBD TBD  Decrease the number of suspensions  07-08 08-09 Change 7.8% 13.0 +5.2	25%	All students	Research indicates that with PLEs, there are fewer negative student social behaviors: less suspensions, expulsions and reduction in graffiti and property damage. Increased parent involvement and improved parent-teacher communication are also associated with PLEs.  Discipline on campus will be addressed at varying levels and with consistency	Parent Training Allowance	Decrease non-mandatory suspension rates by 25%. Increase the number of preventive school-wide discipline plans that are effectively implemented Team Implementation Checklist Increase use of Discipline Policy Rubric of Implementation by Support Staff	Principal • CMSLT • Grade Level House APs • Grade Level House Counselors • PSA • Deans • Psychologist • PSW	July 2010- June 2011



Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

**Safe Schools**

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			among all faculty and staff. Each year students and parents will be advised of our school policy and their responsibility to follow campus and classroom rules. Our focus will be on individual responsibility, and students will be held to specific acceptable standards of behavior as found in the discipline handbook Students will also be aware of procedures in place to safely report any incident which disregards this policy.				
<b>Increase attendance of staff and students</b>  07-08      08-09 <u>Change</u> Students: 93.99%      TBD      TBD Staff:      93%      TBD  <b>Increase attendance of staff and students</b>  07-08      08-09 <u>Change</u> Students: 93.9%      94.4%      +0.6 Staff:      93.2%      91.2%      -1.9	96% 96%	All students	Research has shown that among the benefits of Personalized Learning Environments are:  <ul style="list-style-type: none"> <li>Increased student learning and academic performance</li> <li>Increased student engagement and motivation</li> <li>Improved student attendance</li> <li>Higher promotion rates</li> <li>Strikingly lower drop-out rates</li> <li>Lower mobility</li> </ul> Carver MS Grade Level Houses will hold regular awards assemblies to recognize students' achievements, including attendance.	General Supplies <ul style="list-style-type: none"> <li>Awards</li> <li>Certificates</li> </ul>	<ul style="list-style-type: none"> <li>Increase attendance incentives/rewards systems</li> <li>School-wide recognition</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CMSLT</li> <li>Grade Level House APs</li> <li>Grade Level House Counselors</li> <li>PSA</li> </ul>	July 2010- June 2011

Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of Title 1 Schools meeting AYP for two consecutive years			Not applicable to Carver		<ul style="list-style-type: none"> <li>Schools meet CST annual measurable objective targets or</li> <li>Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year</li> <li>Schools meet or exceed 95% participation rate</li> <li>Schools meet or exceed API target</li> <li>Schools meet or exceed graduation rate target</li> </ul>		
Decrease in the number of Title 1 Schools In PI status			Not applicable to Carver		<ul style="list-style-type: none"> <li>Schools meet CST annual measurable objective targets or</li> <li>Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year</li> <li>Schools meet or exceed 95% participation rate</li> <li>Schools meet or exceed API target</li> <li>Schools meet or exceed graduation rate target</li> </ul>		
Increase in the number of QEIA schools meeting annual targets			Not applicable to Carver		<ul style="list-style-type: none"> <li><math>\frac{2}{3}</math> implementation of Class Size Reduction target</li> <li><math>\frac{2}{3}</math> implementation of 300:1 student to counselor ratio.</li> </ul>		

## Data Analyst (Problem Solving/ Data Coordinator)

### Job Description

The role of the Problem-Solving/Data Coordinator is to provide support in using a process that utilizes all resources within the school and district in a collaborative manner to create a single, well-integrated system of instruction and intervention informed by student outcome data. The Problem-Solving/Data Coordinator builds capacity in a support position that serves teachers, students, and administrators. Under the direction of the school-site principal, the Problem-Solving/Data Coordinator will work closely with the Local District Leadership Team/personnel assigned to that school using a multi-tiered approach to high-quality instruction and evidence-based intervention. The focus will be on California's Core Components for RtI<sup>2</sup> that include evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff development and collaboration, and parent involvement. Key to the Problem-Solving/Data Coordinator's role will be the use of data based problem solving models and appropriate evidence-based strategies to provide access to core instruction and intervention.

By delegated authority to the Associate Superintendent, the Los Angeles Board of Education approves each schools' *Single Plan for Student Achievement* as required under the Education Code 64001 et seq. after review and recommendation for approval by the Local District Superintendent, Language Acquisition Branch, and other appropriate categorical program staff. Local District Superintendents of Program Improvement Year 3, 4, and 5 schools must review budgets and recommend the budget for approval to the Associate Superintendent to ensure that funding supports student needs.

The Problem-Solving/Data Coordinator is a support position and does not include the evaluation of teachers.

### **ROLES AND RESPONSIBILITIES**

- The Problem-Solving/Data Coordinator has three primary job responsibilities:
  - Staff Training:
    - Facilitate building based training for problem-solving (PS) and Response to Intervention (RtI)
    - Work collaboratively with the school-based problem-solving team to develop and implement the PS/RtI training agenda for the school year
  - Technical Assistance
    - Provide technical assistance to building administrators, teachers and the school-based team to facilitate implementation of the problem-solving and Response to Intervention activities.
    - Provide non-evaluative observation and feedback, modeling and other supportive assistance necessary to implement the PS/RtI process
  - Data Collection and Management
    - Serve as the site "data coordinator"
    - Facilitate the management and interpretation of data necessary to develop, implement and evaluate Tiers 1, 2 and 3 intervention
    - Serve as primary source of school data to support the evaluation plan.

### **REQUIRED QUALIFICATIONS**

- Permanent status in LAUSD or another school district
  - Meet standard performance ratings on Stull Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service
  - Minimum of three years of teaching experience at the elementary (K-6) or secondary (6-12) level
- Appropriate certification to teach English learners (CLAD, BCLAD)



Dr. George Washington Carver Middle School  
**Professional Development Days†**  
**2:00- 3:15 pm**  
**2010**

<b>TRACK A</b>	<b>TRACK B</b>	<b>TRACK C</b>
	July 13, 2010 <b>Effective Behavior Management Part 1</b>	July 13, 2010 <b>Effective Behavior Management Part 1</b>
	July 20, 2010 <b>Peer Coaching</b>	July 20, 2010 <b>Peer Coaching</b>
	August 10, 2010 <b>Using Technology to Support Your PLC Part 1- In the Class</b>	August 10, 2010 <b>Using Technology to Support Your PLC Part 1- In the Class</b>
	August 24, 2010 <b><i>The Problem Solving Method of RtI<sup>2</sup></i></b>	August 24, 2010 <b><i>The Problem Solving Method of RtI<sup>2</sup></i></b>
September 14, 2010 <b>Effective Behavior Management Part 1</b>		September 14, 2010 <b>Blood Born Pathogens, Chemical Safety, Ethics</b>
September 21, 2010 <b>Using Technology to Support Your PLC Part 1- In the Class</b>		September 21, 2010 <b>Using Technology to Support Your PLC Part 2- Data</b>
October 12, 2010 <b>Peer Coaching</b>		October 12, 2010 <b>Semester in Review</b>
November 16, 2010 <b>Using Technology to Support Your PLC Part 2- Data</b>	November 16, 2010 <b>Using Technology to Support Your PLC Part 2- Data</b>	
November 23, 2010 <b>Instructional Strategies for All Content Areas- Guided Language Acquisition Design (GLAD) Part 3</b>	November 23, 2010 <b>Instructional Strategies for All Content Areas- Guided Language Acquisition Design (GLAD) 3</b>	
November 30, 2010 <b>The Problem Solving Method of RtI<sup>2</sup></b>	November 30, 2010 <b>The Problem Solving Method of RtI<sup>2</sup></b>	
December 7, 2010 <b>Differentiation for English Learners and Standard English Learners</b>	December 7, 2010 <b>Differentiation for English Learners and Standard English Learners</b>	
December 14, 2010 <b>Blood Born Pathogens, Chemical Safety</b>	December 14, 2010 <b>Blood Born Pathogens, Chemical Safety</b>	

† Dates and topics subject to change Note: Faculty meetings will be the 1<sup>st</sup> Tuesday of the month.

Dr. George Washington Carver Middle School  
**Professional Development Days†**  
**2:00- 3:15 pm**  
**2011**

<b>TRACK A</b>	<b>TRACK B</b>	<b>TRACK C</b>
	January 11, 2011 <b>Instructional Strategies for All Content Areas- Guided Language Acquisition Design (GLAD) Part 4</b>	January 11, 2011 <b>Instructional Strategies for All Content Areas- Guided Language Acquisition Design (GLAD) Part 3</b>
	January 25, 2011 <b>Effective Behavior Management Part 2</b>	January 25, 2011 <b>Effective Behavior Management Part 2</b>
	February 8, 2011 <b>Advancement Via Individual Determination- AVID</b>	February 8, 2011 <b>Differentiation for English Learners and Standard English Learners</b>
March 1, 2011 <b>Instructional Strategies for All Content Areas- Guided Language Acquisition Design (GLAD) Part 4</b>		March 1, 2011 <b>Instructional Strategies for All Content Areas- Guided Language Acquisition Design (GLAD) Part 4</b>
March 22, 2011 <b>Advancement Via Individual Determination- AVID</b>		March 22, 2011 <b>Advancement Via Individual Determination- AVID</b>
April 5, 2011 <b>Collaboration with Special Education</b>		April 5, 2011 <b>Collaboration with Special Education</b>
April 26, 2011 <b>Effective Behavior Management Part 2</b>		April 26, 2011 <b>Semester in Review</b>
May 24, 2011 <b>Ethics Training</b>	May 24, 2011 <b>Ethics Training</b>	
June 7, 2011 <b>Semester in Review</b>	June 7, 2011 <b>Semester in Review</b>	

**Total days per track: 14**

† Dates and topics subject to change Note: Faculty meetings will be the 1<sup>st</sup> Tuesday of the month.





Four - Track

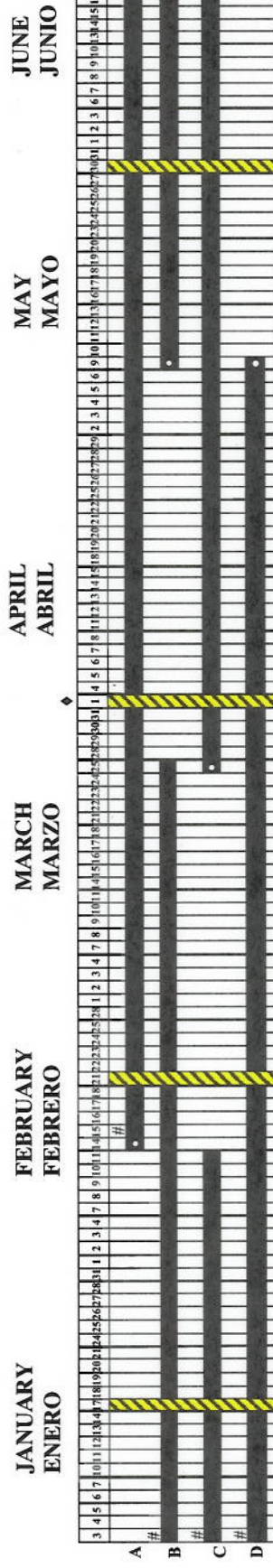
Cuatro Ciclos  
(90 / 30)

## LOS ANGELES UNIFIED SCHOOL DISTRICT

## DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

HOLIDAY  
DÍA DE FIESTADRAFTRevised

**YEAR-ROUND INSTRUCTIONAL SCHOOL CALENDAR 2010-2011**  
**CALENDARIO ESCOLAR DE INSTRUCCIÓN DE TODO EL AÑO 2010-2011**

IMPORTANT DATES:

07-02-2010	First Day of Instruction, Tracks B, C	02-21-2011	Presidents' Day
07-05-2010	July 4 <sup>th</sup> Observed	04-01-2011	Cesar E. Chavez Holiday Observed
08-17-2010	First Day of Instruction, Track A	05-06-2011	Last Day of Instruction, Track D
09-06-2010	Labor Day	05-30-2011	Memorial Day Observed
11-11-2010	Veterans Day	06-30-2011	Last Day of Instruction, Tracks A, B, C
			<input checked="" type="checkbox"/> Pupil Free Day

♦ Pending District Negotiations

School Management Services



## PROFESSIONAL DEVELOPMENT EVALUATION CHECKLIST

School : _____ Topic: _____ Date: _____	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
---	---------------------------	--------------	---	-----------------	------------------------------

### Content

1. The objectives for today's session were clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Today's session was aligned to its stated objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Today's session was useful and practical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Today's session advanced the development of my leadership capacity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Process

5. Today's activities (presentations, scenarios, group exercises, etc.) increased my capacity to use data to improve my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The facilitators of today's session effectively modeled appropriate instructional strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The facilitators of today's session incorporated our experiences into today's activities (presentations, scenarios, group exercises, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Time was allocated effectively today to deepen my understanding of the presented material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Context

9. There were opportunities during today's session to collaborate on shared activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Today's activities (presentations, scenarios, group exercises, etc.) were relevant for my job-related needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Today's sessions advanced my understanding of how to engage in a continuous improvement cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The organization of the learning environment (facilities, tools, materials, participant groupings, etc.) met my learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

Please indicate how much you agree with the following statements about this school.

	Nearly All	Most	Some	Few	Almost None
1 Carver Middle School is a welcoming place.	5	4	3	2	1
2 In the school there is little or no trash.	5	4	3	2	1
3 In the school there is little or no graffiti.	5	4	3	2	1
4 In school I feel as part of a community.	5	4	3	2	1
5 The students talk positively about the school.	5	4	3	2	1
6 The students feel valued and that they have a voice.	5	4	3	2	1
7 The majority of the students feel safe.	5	4	3	2	1
8 The majority of the adults feel safe.	5	4	3	2	1
9 The school has a vision and mission that is shared by everyone.	5	4	3	2	1

The adults at this school...

	Nearly All	Most	Some	Few	Almost None
10 really care about all students?	5	4	3	2	1
11 acknowledge and pay attention to students?	5	4	3	2	1
12 listen to what students have to say?	5	4	3	2	1
13 believe that every student can be successful?	5	4	3	2	1
14 treat all students fairly?	5	4	3	2	1
15 feel a responsibility to improve this school?	5	4	3	2	1

In your opinion, how many students at this school...

	Nearly All	Most	Some	Few	Almost None
16 are healthy and physically fit?	5	4	3	2	1
17 arrive at school alert and rested?	5	4	3	2	1
18 are motivated to learn?	5	4	3	2	1
19 are well-behaved?	5	4	3	2	1
20 are involved in extracurricular activities or enrichment opportunities?	5	4	3	2	1
21 respect themselves and they are respected by their peers?	5	4	3	2	1
22 are provided adequate counseling and support services?	5	4	3	2	1
23 are provided adequate health services?	5	4	3	2	1
24 are provided healthy food choices?	5	4	3	2	1

This school...

Strongly Agree      Agree      Disagree      Strongly Disagree

Some of the questions used on this survey were adapted from  
California Healthy Kids Survey, © 2005, CA Dept. of Education

Parent/Community Survey -October 2009



- 25 is a supportive and inviting place for students to learn.  
 26 encourages all students to earn the highest grades possible (A, B, C).  
 27 clearly communicates to students what is needed to earn good grades.  
 28 encourages all students to do their best on all tests.  
 29 creates student to teacher relationships that are positive and supportive.  
 30 clearly communicates to students the consequences for breaking school rules.  
 31 handles discipline problems fairly.  
 32 promotes grades that are focused on results and process.  
 33 supports teaching methods that respond to different learning styles.  
 34 promotes instruction that is dynamic, student-centered, and challenging.  
 35 promotes instruction where students work cooperatively and in teams.  
 36 promotes in class discussions that encourage critical thinking.

4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1

Please indicate how much you agree with the following statements about this school.

- 37 Parents and visitors to the school are greeted with a friendly smile all the time.  
 38 Parents and visitors are helped right away when they visit the school offices.  
 39 The people who work in the offices are very helpful in answering parent questions.  
 40 It is easy for parents to get information when they come to the school.  
 41 The procedure for scheduling parent-teacher conferences is clear and convenient for parents.  
 42 Parents are informed right away when there are issues or concerns with their student.  
 43 The school holds meetings and trainings at convenient times for parents.  
 44 The school sends out regular and timely communication to parents regarding events.  
 45 The topics offered at parent trainings are useful and meaningful to parents.  
 46 The school values the volunteers and promotes the volunteer program.  
 47 The Parent Center is welcoming and helpful for parents.  
 48 Parents know who to go to when they have school concerns.  
 49 Parents are encouraged to voice their opinions and there is a system in place for this.  
 50 The variety of acceptable colors for the uniform shirt/blouse is a positive thing at school.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1



## **Carver Middle School: List of Supporters**

### **Organizations Providing Programs for Students**

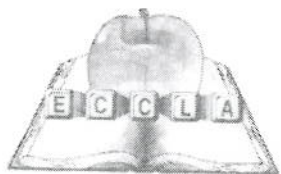
Annenberg Middle School Program Center Theatre Group, East Los Angeles Classic Theater  
East Los Angeles College, Trade Tech  
Facing History  
Focus on Female Students  
Gang Reduction & Youth Development  
LA84 Foundation  
L.A. Youth  
Los Angeles County Museum of Art  
Motivating Our Students Through Experience  
Museum of Tolerance  
Network for a Healthier California  
University of California at Los Angeles, School of the Arts and Architecture, ArtsBridge  
University of Southern California  
Woodcraft Rangers  
YouTHINK

### **Organizations Providing Programs for Teachers**

Mt. St. Mary's College

### **Organizations Providing Grant Funding for School**

Mind Research, ST Math  
EETT NCLB Technology Grant



# EDUCATION CONSORTIUM OF CENTRAL LOS ANGELES

2801 South Hoover Street

Los Angeles, CA 90007

Phone: (213) 743-4516 Fax: (213) 743-4511

December 22, 2009

To Whom It May Concern:

When the opportunity arose for Carver faculty to write a plan to assume school governance, Mr. Thomas Turner and Carver's new principal, Luz Cotto, approached ECCLA to ask for assistance in connecting to the resources of our other partners. ECCLA formed 20 years ago as a partnership among the nine primary institutions of learning in central Los Angeles. These included the three museums in Exposition Park, the colleges and universities (including USC), and the school districts then operating here: the Archdiocese of Los Angeles and the LAUSD. The organization has the mission of connecting educators with resources. Carver Middle School has been a part of ECCLA's target schools from the organization's inception.

In addition to networking and referrals, ECCLA operates scholarship and essay contests annually, and we recognize teaching excellence in central L.A. each year with a reception to honor those who go above and beyond the call of duty. Individual Carver teachers have long participated in ECCLA's essay contests, and their students have applied frequently for our 8<sup>th</sup> grade higher education scholarship contest, which aims to acquaint students with the scholarship and college admission process. Over the years, Carver teachers have been honored as "Teacher of the Year" from among all of the schools and teachers participating in our teacher recognition event. Two years ago, our involvement with Carver strengthened with the creation of the Ernestine Turner Memorial Scholarship specifically targeted at Carver 8<sup>th</sup> graders, and the appointment of long-time Carver teacher Thomas Turner to ECCLA's Board of Directors. This year Carver took advantage of a new opportunity to gain a \$45,000 grant available through a partnership between ECCLA and the MIND Research Institute, bringing a proven and innovative new program for algebra readiness to its students.

We have been happy to help with Carver's new plan, arranging meetings with USC faculty, helping to make connections with the pool and other physical education opportunities at EXPO Center, and advising on other resources that might be brought to the effort to serve Carver students. As the faculty and administration finalize and begin to implement their plan, ECCLA will continue this effort to connect Carver to the rich resources of its central L.A. neighbors.

We are hopeful that Carver can turn its long history in this community into success for its students. ECCLA looks forward to playing a productive part in that transformation. Please contact me with any questions at the phone number below or at [jhamilton@eccla.org](mailto:jhamilton@eccla.org).

Sincerely,

  
Jacqueline Hamilton  
Executive Director

# MIND

Research Institute

October 2009

Luz Cotto, Principal  
Dr. George Washington Carver Middle School  
44190 McKinley Avenue  
Los Angeles, CA 90011

Dear Principal Cotto,

Congratulations! The MIND Research Institute is pleased to announce that Dr. George Washington Carver Middle School has been selected as a Los Angeles Math Initiative school to implement the ST Math: Secondary Intervention program for the 2009-2010 school year.

If our support team has not already done so, they will be contacting you soon to arrange for the full day professional development training for teachers and school support staff, required before implementation begins.

Enclosed you will find the standard Participation Agreements for the ST Math program, which need to be signed and returned to us as part of your acceptance of the Math Initiative grant by October 30, 2009. The first document delineates the terms of use of the program. It talks about the "Program," which is described on your quote on the last page of the second document. The program description includes music training, which is not applicable at your school.

The second document is the New Client Perpetual License Agreement, which we call Exhibit A. As a Los Angeles Math Initiative school, the Math Initiative sponsors cover your perpetual license fees. The only mandatory fee you will incur is the annual support and maintenance fee of \$3,500, which will not begin until 2010-2011, next year, if you decide to continue with the program.

Please complete the attached documents and return them to us as quickly as possible.

Again, congratulations and welcome to the MIND Research family of partner schools.



Andrew Coulson  
President, Education Division



Fran Antenore  
Director, Math Initiative Program





January 4, 2010

TreePeople  
12601 Mulholland Drive  
Beverly Hills, CA 90210  
(818) 753-4600 Phone  
(818) 753-4645 Fax

To Whom It May Concern:

As a local community group, TreePeople is excited to be a part of educational programs that advocate service learning and/or project based learning. Research has proven the efficacy of these teaching strategies including dropout prevention, improvement in overall test scores, a decrease in school tardiness & absenteeism and building a lifelong commitment to civic participation.

TreePeople currently provides environmental education to secondary schools through the Los Angeles County, Department of Public Work's Generation Earth program. This program provides training, support and resources to teachers in the Los Angeles County area. We are already supporting teachers and administrative staff at Carver Middle School in doing high quality environmental service learning projects and are interested in continuing and expanding that support.

Specifically, through the Generation Earth program, we will be able to provide Carver Middle School educators with professional development training that focuses on implementing environmental service learning in the classroom. We provide year long support to all teachers who are interested in completing a service learning project. This support may include researching and locating curricula, field trip resources and classroom speakers. In addition, Carver Middle School would be eligible to receive transportation for project-related field trips via two buses each school year.

Providing this kind of hands on experience through courses at the middle school level gives students an advantage as they continue on to high school and eventually compete in the job market. TreePeople would be proud to be a part of enriching the lives of young people and contributing to the success of Carver Middle School and its surrounding community.

If you have any questions, please feel free to contact me.

Sincerely,

Mary Dotson  
Director of Secondary Education, TreePeople  
[mdotson@treepeople.org](mailto:mdotson@treepeople.org)



Ms. Luz Cotto, Principal  
Carver Middle School  
4410 McKinley Avenue  
Los Angeles, CA 90011

RE: Letter of Support

Dear Ms. Cotto:

We support and applaud your efforts to be responsive to the community's statement of needs, their goals and their vision for a vibrant and productive George Washington Carver Middle School.

In the 17 years since we first began our collaboration, Woodcraft Rangers and Carver have built one of the most notably successful partnerships in the afterschool field, a partnership which has earned the admiration and support of not just the greater Carver school community, but that of educators across the nation who have come to regard our united afterschool efforts as a highly effective program model.

From the beginning, Carver's administration, teachers and other personnel have been welcoming, professional and highly participatory in our programs – contributing a significant pool of talent and support which has enabled us to provide the highest quality afterschool programs possible for an entire generation of Carver students.

As a result of the School's on-going commitment to fostering community involvement, there is a solid infrastructure in place which the families and students at this school and in this community can rely upon to provide our young students with a safe and enriching afterschool environment. Currently, more than 300 Carver students per day are enrolled in Nvision Afterschool Programs, thus sparing Carver parents the worry and expense of alternative arrangements for their children.

As our partnership continues to grow and evolve, we hope to increase the depth of our interdisciplinary work for all Carver students, so that they continue to improve their academic performance, maintain sound physical and emotional health, and make wise choices in regards to their school, community and personal experiences.

We eagerly look forward to continuing our collaboration and the innovative blending of our 87-year-old community based organization with Carver's students, families and school community.

Regards

Cathie Mostovoy  
Chief Executive Officer





CREATING COMMUNITIES THAT WORK

520 West 23rd Street • Los Angeles, CA 90007  
Tel 213.763.2520 • Fax 213.763.2729 • www.cdtech.org

December 18, 2009

To Whom It May Concern:

This letter is intended to describe the ongoing working relationship between the Community Development Technologies Center (CDTech), a community economic development nonprofit organization, and George Washington Carver Middle School (Carver) as a part of CDTech's comprehensive community development initiative in Vernon-Central (zip code area 90011).

In early 2007, CDTech entered into a signed agreement with Carver to provide Vernon-Central youth with wrap-around and integrated education, technology access/training and essential family/social/life supports to help them graduate from high school, connect with a technology career path, link to postsecondary education opportunities and become active civic participants. Since that time, CDTech has worked with Carver administration, staff, faculty, parents and students in implementation of the following programs that have provided over 500 students with technology-related education and training:

- Summer Pilot Technology Leadership Program (July-August 2007)
- Technology Career Exploration (April 2008 and December 2008)
- 6<sup>th</sup> Grade Intersession Program that included professional development for Carver's 6<sup>th</sup> grade teachers in technology project-based instruction (September 2008 – June 2009)
- Involvement of the Carver Band and Cadet Corps in the statewide launch of One Economy's *Bring IT Home* broadband deployment initiative; the launch was a public event held at the Central Avenue Jazz Park and involved local and state elected officials, major corporate and civic leadership. (October 2008)
- Saturday Tech Classes (Spring 2009)
- Building the 6<sup>th</sup> Grade Technology Lab & supporting the development of the technology class curriculum and instruction (September 2009 to present)
- Building the Carver Tech Squad by training 6<sup>th</sup> – 8<sup>th</sup> grade students in computer repair and technical assistance; Carver students have been part of a larger partnership between CDTech and the LAUSD Computer Warehouse that has resulted in the refurbishing of over 200 computers; 110 of those computers have been placed back into service in Carver classrooms and labs. (June 2009 to present)

Most recently, CDTech has engaged the Carver principal, Ms. Luz Cotto, and technology faculty with the principals and faculty of its pipeline partnership schools, Jefferson High School and Harmony Elementary, in the launch of the Vernon-Central Education Network. The purpose of the Network is to construct a viable K-16+ technology-focused education and career pathway for the students in the neighborhoods surrounding our CDTechLink technology center (located at 4201 S. Central Avenue, Los Angeles, CA 90011) to improve academic outcomes and build skills that will ensure their full participation in the 21<sup>st</sup> century regional and global marketplace.

We are also currently under review for a major grant from the National Broadband Technology Opportunities Program (BTOP) of the National Telecommunications and Information Administration (NTIA), U.S. Department of Commerce that will allow CDTech to further build out Carver's capacity to engage residents and students in the neighborhoods surrounding the Carver campus through the development of two (2) new computer labs equipped with CDTech staff to provide youth and adult digital literacy instruction and to connect the school with additional vital partnerships for the students and parents such as the ACME Animation program.

Please see attached signed agreements between Carver and CDTech that are currently in effect for more details of our working relationship. Additional program descriptions are also included.

Sincerely,

A handwritten signature in black ink, appearing to read "Denise Fairchild".

Denise Fairchild, Ph.D.  
President



## VERNON-CENTRAL *READY* Project PARTNERSHIP AGREEMENT

This agreement, between Community Technologies Development Center (CDTech) and **Carver Middle School** details a cooperative partnership related to the proposed *Vernon-Central READY* project, a five-year community collaborative to insure that Vernon-Central youth aged 12-18 are ready to succeed in school, work and life.

The *Vernon-Central READY* project intends to: (1) support academic excellence; (2) connect youth to career pathways; (3) develop leadership skills and (4) build a community environment rich in opportunities and supportive networks that help youth develop "achievement motivation, school engagement, a sense of purpose and a positive view of a personal future."<sup>1</sup>

### WHEREAS:

#### CDTech Description and Mission:

CDTech is a not-for-profit, community organization dedicated to building livable and economically viable neighborhoods in Los Angeles' low-income communities by focusing on community strengths and strategic partnerships. CDTech believes that the youth of Vernon-Central will benefit from a neighborhood-wide effort to support their achievement of academic proficiency and their acquisition of essential developmental assets.

#### Carver Middle School Description and Mission:

Carver Middle School is a supportive community of parents and staff committed to providing students with a rigorous curriculum and engaging instructional activities that will enable them to meet or exceed California State Standards. Through a student-centered curriculum, students will become competent and enthusiastic learners.

#### Program Description and Mission:

CDTech proposes to establish the *Vernon-Central READY* project (The Project) in order to help insure that Vernon-Central youth aged 12-18 are ready to succeed in school, work and life. The Project intends to provide Vernon-Central youth with wrap-around and integrated education, technology access/training and essential family/social/life supports to help them graduate from high school, connect with a career path, link to postsecondary education opportunities and become active civic participants. Program objectives include helping youth participants develop:

- Achievement motivation
- School engagement
- Sense of purpose
- Positive view of a personal future

#### Intent to Enter Partnership

CDTech and Carver Middle School desire to enter into an agreement, under which Carver Middle School will assist CDTech in preparing Carver Middle School students to succeed in school, work and life and support The Project in other ways outlined in this agreement, for the purpose of The Project.

NOW THEREFORE, CDTech and Carver Middle School both agree to the terms of this agreement as follows:

<sup>1</sup> Search Institute, *40 Developmental Assets for Adolescents Ages 12-18*, [www.search-institute.org](http://www.search-institute.org), 2006

VERNON-CENTRAL *READY* Project  
PARTNERSHIP AGREEMENT

1. Scope of Services: CDTech

CDTech agrees to sponsor the development of The Project to the extent of convening a Leadership Council to plan and coordinate education and youth services in Vernon-Central for a period of up to 12 months. Sponsorship includes: recruiting membership, organizing and leading meetings and providing a basic level of coordinated activities resulting from the collaborative planning work. CDTech also agrees to raise funding for The Project. Contingent upon available funding, CDTech agrees to provide some or all of the following services to the extent possible with the amount of funds raised:

- To employ and oversee professional and volunteer staff as deemed appropriate to the level of work afforded by available funds.
- To coordinate and integrate all institutions and organizations involved in The Project, including funders, schools, employers and community partners.
- To design and coordinate education, technology and life supports training and wrap-around supporting opportunities for all Project participants in order to prepare them to succeed in school, work and life.
- To design and manage a centralized database system to capture Project programming and participant data and produce Project reports for review of the collaborative, funders and key stakeholders.
- To list Carver Middle School as a key Project sponsor and partner in Project literature and publicity efforts.
- To develop a Project advisory board to guide major Project design and administrative decisions and to offer Carver Middle School the option to be represented on the advisory board through one seat.

2. Scope of Services: Carver Middle School

Carver Middle School agrees to provide as time, priorities and resources allow, the following services associated with The Project:

- Provide representation on The Project's Leadership Council and work collaboratively to build an integrated educational infrastructure and service learning environment for students/parents in Vernon-Central.
- Facilitate the collection of data deemed critical to measuring impact of The Project.
- Work with CDTechLink Center to coordinate technology access/training for students.
- Identify and engage key faculty members in The Project.
- Conduct student/parent outreach to connect them with programs of The Project; connect The Project to parent leadership groups at Carver.


3. Payment

It is understood and agreed that neither party to this agreement assumes any financial obligation to the other as a consequence of this agreement.

4. Term and Duration

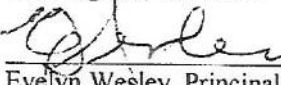
This agreement shall be in effect from the date of the latest signature below. Changes can be made to this agreement by mutual written consent. The agreement can be terminated with 60 days notice, upon written request from either party to the other.

CDTech  
520 W. 23<sup>rd</sup> Street  
Los Angeles, CA 90007

  
Denise Faichild, Ph.D., President

4-23-07  
Date

Carver Middle School  
4410 McKinley Ave.  
Los Angeles, CA 90011

  
Evelyn Wesley, Principal

4-19-07  
Date



MEMORANDUM OF UNDERSTANDING  
between  
Community Development Technologies Center (CDTech)  
and  
George Washington Carver Middle School

The Community Development Technologies Center (CDTech) and the George Washington Carver Middle School (Carver) enter into this Memorandum of Understanding (MOU) for the purpose of implementing the Public Computer Centers proposal being submitted to the Broadband Technology Opportunities Program (BTOP) of the National Telecommunications and Information Administration (NTIA), U.S. Department of Commerce.

### Background

The vast majority of children, youth and adults residing in the Vernon-Central community (zip code area 90011) of South Los Angeles are not connected to broadband at home. Communities like ours in Los Angeles County represent the largest number of households and individuals lacking connectivity in California. Through a three-year grant received in July 2007 from the California Emerging Technology Fund (CETF), CDTech has been working with local schools, families and businesses to ensure digital and broadband inclusion of Vernon-Central residents as a means of revitalizing the community and connecting it to the 21<sup>st</sup> century regional and global marketplace.

CDTech has been working in partnership with Carver Middle School since July 2007 through the TechREADY project to ensure that Vernon-Central youth aged 12-18 are ready to succeed in school, work and life. This effort has been framed within the context of building a 21<sup>st</sup> Century Learning Environment at Carver and a K-20 education pipeline to technology-related careers. Programming has consisted of the following to date: a Summer Pilot Program in 2007 with newly culminated 8<sup>th</sup> grade students; technology career exploration opportunities; the 6<sup>th</sup> Grade Intersession Program; Saturday Tech Classes; recruitment of Carver parents to adult computer classes; professional development with Carver faculty in technology project-based instruction; helping to build the 6<sup>th</sup> Grade Technology Lab and class on Carver's campus; a computer repair and refurbishing program with 6<sup>th</sup> grade students that have placed to date 110 computers back into use on the Carver campus and the continuing training of the students as a tech support team at the school; and, the development of STEM enrichment curriculum and learning opportunities through a 3-year, ongoing relationship developed by CDTech with the University of Southern California's Engineering Writing Class.

The Public Computer Centers proposal being submitted to the Broadband Technology Opportunities Program (BTOP) of the National Telecommunications and Information Administration (NTIA), U.S. Department of Commerce will allow CDTech to further build out Carver's capacity to engage residents and students in the neighborhoods surrounding the Carver campus through the development of two (2) new computer labs equipped with CDTech staff to provide youth and adult digital literacy instruction and to connect the school with additional vital partnerships for the students and parents such as the ACME Animation program.

In order to further the goals of broadband and digital inclusion for the Vernon-Central community, CDTech and Carver enter into this MOU for the express purpose of summarizing the responsibilities of each in relation to the implementation of the Public Computer Centers proposal being submitted to NTIA. Both parties understand that these responsibilities apply only in the eventuality that this proposal is funded by the NTIA, and that the relationship between the two will be further governed by the terms of the grant agreement entered into by CDTech and CETF on behalf of the CETF Economic Recovery Partnership as well as all relevant federal and state of California rules and regulations including those promulgated by the American Recovery and Reinvestment Act of 2009 (ARRA).

In furtherance of this effort, this MOU establishes the framework for a formal working relationship between the parties to this agreement and summarizes the services and resources that each commits to this program. Both parties recognize that in the event that NTIA does not fully fund the proposal submitted, CETF will make grant awards and/or budget adjustments based on direction from NTIA and a variety of criteria including: geography, consumer groups, job placements, broadband adoption and others. In this event, CDTech may be required to withdraw fully from the MOU or revise their Responsibilities as presented below:



### Responsibilities of Community Development Technologies Center:

CDTech will be responsible for coordinating all BTOP activities described in the *TechREADY PLUS* proposal submitted to CETF and NTIA. This will include implementing systems and procedures to comply with grant requirements, including monitoring and evaluation systems, and, in general, all systems required to support the realization of the proposed outcomes.

CDTech will:

- Employ and oversee professional and volunteer staff as deemed appropriate to the level of work afforded by available funds.
- Coordinate and integrate all institutions and organizations involved in The Project, including funders, schools, employers and community partners.
- Build a Youth Computer Lab with 30 iMac workstations on the Carver campus and provide an instructor/coordinator for both open access hours for students and at least two (2) hours of digital literacy instruction a week for a period of four (4) weeks for at least 300 students over the 18 month period of the grant.
- Build an Adult/Parent Computer Lab with 30 PC workstations on the Carver campus and provide a bilingual instruction/coordinator for both open access hours for parents and neighborhood adults and at least two (2) hours of digital literacy instruction a week for a period of four (4) weeks for at least 300 adults over the 18 month period of the grant.
- Design and manage a centralized database system to capture Project programming and participant data and produce Project reports for review of the partners, funders and key stakeholders.
- List Carver Middle School as a key Project sponsor and partner in Project literature and publicity efforts.
- Manage a Project advisory board to guide major Project design and administrative decisions and to offer Carver Middle School the option to be represented on the advisory board through one seat.

### George Washington Carver Middle School Responsibilities:

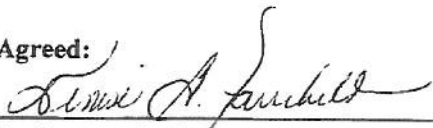
Carver is committed to the successful implementation of the proposal submitted for BTOP funding and to the realization of the outcomes it seeks. Carver's specific commitments of financial, personnel and/or in-kind resources include the following:

- Create a welcoming environment for CDTech as an educational partner and provide official recognition of CDTech staff as part of the Carver professional team serving the students, their parents and the public.
- Provide two (2) dedicated and secured classrooms to serve as the Youth Computer Lab and the Adult/Parent Computer Lab to contain 30 iMac and 30 PC computers and accompanying equipment and wiring throughout the 18-month period of the grant and through a sustained relationship following the grant period.
- Ensure that at least 300 Carver students participate in the digital literacy and other instruction provided by TechREADY PLUS partners over the 18-month period.
- Assist with adult digital literacy instruction outreach to Carver parents to ensure that at least 300 parents and/or adult neighborhood residents participate in the programming.
- Facilitate the collection of data deemed critical to measuring impact of The Project.
- Identify and engage key faculty members in The Project.

### Terms of the Agreement

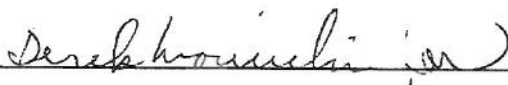
The terms of this MOU shall be from November 1, 2009 to December 31, 2011, and are subject to annual evaluations. They may be extended by written agreement of both parties. Either party, upon 30 days written notice to the other party, may terminate this agreement.

Agreed:

  
Denise G. Fairchild, President & CEO  
Community Development Technologies Center

11/23/09

Date

  
Luz Cotto, Principal  
George Washington Carver Middle School

11/23/09

Date





May 9, 2008



Contact: Denise Fairchild  
 Telephone: 213-763-2520 x 222  
 Email: [denfaire@cdtech.org](mailto:denfaire@cdtech.org)

FOR IMMEDIATE RELEASE

### CARVER STUDENTS LOOK TO THE FUTURE

*Community College Initiative Connects Vernon-Central Youth with 21<sup>st</sup> Century Careers at Technology Career Expo*

Saturday, April 26<sup>th</sup>, a determined group of 15 volunteers descended on Carver Middle School in the South Los Angeles community of Vernon-Central loaded down with the tools of their trade -- a monster truck, video equipment, rockets, robots and lots of computers. These technology professionals were on a mission to spark the career aspirations of 200 Carver students towards a wide array of 21<sup>st</sup> century jobs. This 60 minute "career blitz" was a critical first step in giving the students of this impoverished neighborhood hope that they have a place in the regional and global marketplace while simultaneously building L.A.'s skilled workforce of tomorrow.



*Jesiel Bermudez, seated at computer, engages students in learning how technology is used in fashion design.*

"Without specific intervention, Carver students will not be included in the next wave of prosperity in Los Angeles," states REDI Director Dr. Denise Fairchild. "Just two months ago, eight people, among them five Carver Middle School students, were shot at a city bus stop in Vernon-Central just as school was letting out. We know that this violence is linked to the dire economic prospects that young people face in this drastically underserved neighborhood. It is our intention through REDI to saturate the community with educational opportunities and training and build a direct pipeline to jobs in the new economy." LA Trade-Tech and its non-profit community development partner, the Community Development Technologies Center (CDTech) are joined in this effort by five major funders -- Bank of America, California Emerging Technology Fund (CETF), City of Los Angeles, U.S. Department of Housing and Urban Development and the United Way of Greater Los Angeles.

Evelyn Wesley, Carver principal, has committed the school's leadership, faculty and facilities to ensure that Carver students are the first to benefit from these programs and educational opportunities. And, the students are enthusiastic. Over 90% gave the Career Expo a "thumbs up." Nearly a quarter responded that they "...want to do this career" and another 60% indicated that they were interested in the career they experienced. Student comments indicate a hunger to learn more -- "I would like to try a website when you come back," "I want to create a [video] game nobody has made," "I can draw now and build buildings."

The Expo was organized into 14 workshops with 15-20 students each. The volunteer presenters shared their personal stories on finding their own career paths in technology and then provided the students with an interactive demonstration of at least one aspect of that career. The workshops included demonstrations on video editing, automotive technology, graphic design and illustration, web design, video game design, robotics, computer troubleshooting, architecture, CAD-designed rocketry, fashion design, social services and radio hosting.



*LA Trade-Tech Automotive Technology instructor Tony Lopez takes students under the hood to see technology in action.*

- more -





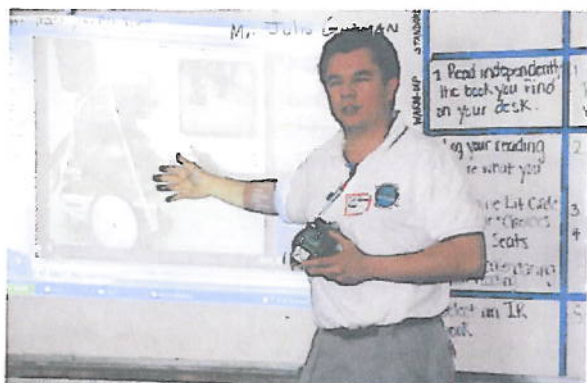
*Students explore the world of video editing.*

The video editing workshop was conducted in Spanish to enable students in the English Language class to fully participate in the Expo. They were very excited that their workshop presenter, J.R. Lizarraga, was from a well-known family in the *banda* music industry. They were also able to use the new Mac laptops purchased through grant funds provided by CETF to the CDTechLink Center, CDTech's 40-station, state-of-the-art technology center located just three blocks from Carver in the heart of Vernon-Central.

Two of the presenters, Marcus Fairchild and Neil Johnson, attend high school at the California Academy of Math and Science in Carson. Their workshop explored CAD-designed rocketry where they stressed the importance of education in this field. They encouraged interested students

to take college-level classes in science and math at LA Trade-Tech to earn college credit and learn advanced applications. Several students noted on their evaluations that they wanted to take classes at the college. As follow up, Ms. Wesley is organizing a field trip to LA Trade-Tech and CDTech is linking students to the 21<sup>st</sup> Century Program, a middle school intercession program on the Trade-Tech campus.

One of the classes offered through the 21<sup>st</sup> Century Program is robotics. Julio Guzman, a teacher at Bellflower High School, provided the students in his workshop with a live demonstration of a "robot mouse." He stressed that technicians and engineers with robotics education and training are in high demand in LA's technology-based businesses.



*Julio Guzman tells students about opportunities in robotics.*

USC's Engineering Writing Class has provided CDTech with six project teams over

the past 12 months to conduct research on expanding technology access, applications and assistance in Vernon-Central using the CDTechLink Center and Carver Middle School. Many of the USC students have expressed a desire to stay involved with the community and two of them – Kyle Wheeler and Ivona Edry – presented workshops on architecture and video game design respectively. To the delight of the Carver students, Ivona provided them with their first exposure to the Wii and walked them through the steps of creating a video game.



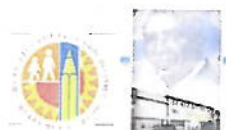
*Marcus Fairchild demonstrates CAD.*

Many of the students commented that it was important to hear from presenters who had grown up in communities like Vernon-Central and had faced many of the same life challenges that the students are experiencing. It was clear from their evaluations that Carver students need role models who understand them.

Last week, a Carver counselor who learned about CDTechLink Center at the Career Expo, drove one of his students over to the Center. He introduced the student to the staff and encouraged him to participate in the ongoing programs that prepare youth for technology careers and help them build their community's technology capacity. This simple act of taking the time to open a door for a student who didn't know how to open it himself is how Los Angeles will build its 21<sup>st</sup> century skilled workforce – one South LA youth at a time.

###





## **CARVER MIDDLE SCHOOL/CDTECH/LA TRADE-TECH PARTNERSHIP**

*Working Together to Insure that Vernon-Central Youth Are Ready to Succeed in School, Work & Life in the 21<sup>st</sup> Century*

In the summer of 2006, Carver Middle School, CDTech and Los Angeles Trade-Technical College launched a partnership to provide Carver Middle School youth with wrap-around and integrated education and technology training to –

- Support academic excellence
- Connect youth to 21<sup>st</sup> Century career pathways
- Develop leadership skills
- Build a community rich in opportunities and support networks that help youth develop "achievement motivation, school engagement, a sense of purpose and a positive view of a personal future."<sup>1</sup>

Starting with a pilot summer program involving 17 "graduated" 8<sup>th</sup> graders, the program now engages hundreds of Carver Middle School students and their parents in an extensive array of learning and skill building opportunities that include:

**6<sup>th</sup> grade technology-based intersession program:** The partnership provides six 4-week technology project-based learning intersession programs for 20-40 students per session. CDTechLink staff provides professional development for Carver 6<sup>th</sup> grade teachers in technology-based, project-based instruction. The trained faculty are paid by Carver/LAUSD to conduct the classes, with CDTechLink assistance, that run from 7:15 a.m. – 11:45 a.m., five days a week and then are available to serve as trainers and coaches for other Carver faculty. Results include project-based academic curriculum development, advanced technology skills and engaged students. The students also develop 21<sup>st</sup> Century skills in team building, internet research, multi-media software applications and presentations. Trained teachers diffuse the innovation of technology project-based learning in the education environment through their attainment of advanced skills and their enthusiasm over student results.

**21<sup>st</sup> Century Saturday School Program:** In partnership with LA Trade-Tech's 21<sup>st</sup> Century middle school program, we are designing a technology-based middle school program with Carver administrators and faculty to provide college classes on Carver's campus for 300 Carver Accelerated Program (CAP) students. The program includes interlocking college classes in education and career planning, basic skills (English Language Arts and Math) and six options for career-technical training. Concurrently enrolled students can earn college credit and work toward skills certificates and Associates degrees.

**mLAB After-School Program:** CDTechLink Center engages middle school youth in a 10 module, six-month, project-based technology skills building program 3-days a week from 5:00 p.m.-7:00 p.m.. The modules include: Illustrator, PhotoShop, Flash, Photography and Video Production.

**Technology Career Expos:** CDTech organizes Career Expos to expose Carver students and their parents to a wide-range of ICT-based careers with workshops provided by volunteer ICT professionals. Through the Career Expos, we are marketing the 21<sup>st</sup> Century Program classes, the 6<sup>th</sup> grade intersession programs and mLab to Carver students and their parents.

**Our funding partners for these programs include:** California Emerging Technology Fund, Bank of America, United Way, California Consumer Protection Foundation and AT&T.

<sup>1</sup> Search Institute, *40 Developmental Assets for Adolescents Ages 12-18*, [www.search-institute.org](http://www.search-institute.org), 2006





## PILOT 6<sup>TH</sup> GRADE TECHNOLOGY INTERSESSION PROGRAM

CDTech and Carver Middle School launched the planned series of 6<sup>th</sup> Grade Technology Intersession programs with a pilot that was conducted from September 9<sup>th</sup> – October 6<sup>th</sup>. Mr. John Stephens stepped forward as the first Carver teacher to participate in CDTech's technology, project-based instruction professional development program and to serve as faculty for the intersession program. Results of the pilot are summarized below:

**Project-Based Learning Professional Development:** Shawn Mitchell, CDTech's TechREADY Project Director, provided Mr. Stephens with a notebook of materials on project-based learning strategies. Mr. Stephens was asked to select an academic lesson that he wanted to explore during the intersession period. Shawn then met with Mr. Stephens for five-hours of paid professional development to develop the selected lesson – plate tectonics – into a 4-week technology, project-based curriculum outline. The two of them then co-taught the students and experimented with the curriculum. Results include: (1) Mr. Stephan's new technology skills in using Adobe Flash multi-media application; (2) technology project-based curriculum on plate tectonics that can be shared with other 6<sup>th</sup> grade teachers; and, (3) Mr. Stephan's ability to build the capacity of Carver faculty in technology project-based learning and enhance Carver as a 21<sup>st</sup> Century learning environment.

**Student Engagement & Retention:** 20 Carver 6<sup>th</sup> graders, including 10 girls and 10 boys, participated in the 20-day program on a totally volunteer basis, reliant on their parent's ability to transport them to the CDTechLink Center. Eleven (55%) of the students participated 15 or more days. The average number of days attended by all 20 students was 12.45. Of the four students who participated 19 days (the highest rate of participation), three were girls.

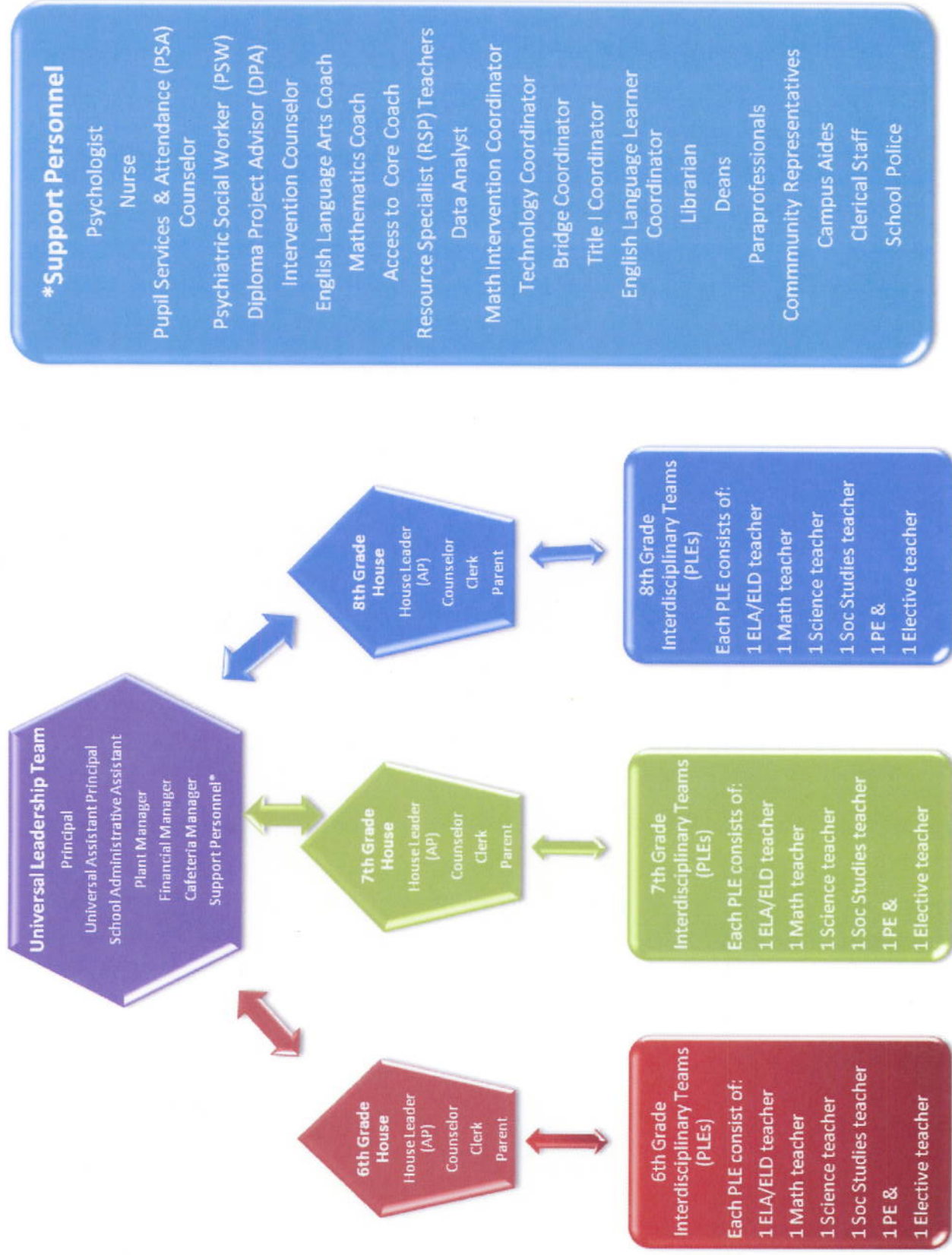
**Relevance:** The curriculum was designed to engage and interest the students by making the geo-earth science topic of plate tectonics (theory of geology that explains the large scale movement of the earth's crust) and Adobe Flash interactive animation software relevant to their everyday lives. The students were first engaged in animation by creating fun action sequences relevant to their interests and, later, as they learned the science of plate tectonics, used these skills to create Adobe Flash presentations. They were also escorted through their neighborhood equipped with digital cameras to identify real-life examples of the four plate tectonic "boundaries" which they incorporated into their presentations. They were given the opportunity to view their community through new eyes.

**Academic Skills:** The students experienced three weeks of concentrated instruction that meets A-G instructional standards on plate tectonics and are now conversant on the finer aspects of the topic. They expanded their knowledge of internet research. Their presentations can shed light on the subject for other students at Carver. Mr. Stephens conducted a pre-test and we have plans to conduct a post-test in the new term to determine retention of the material.

**21<sup>st</sup> Century Skills:** The students possess a working knowledge of Adobe Flash which is industry-standard interactive animation, motion graphics software and were able to prepare animated presentations with audio on their plate tectonic "boundary" topic. They were organized into project teams and took one of four roles: animator, photographer, researcher, audio/sound "technician." They gained project management, team building and social skills. They also conducted both group and individual project presentations, learning how to orally and visually communicate information about their projects to their peers and adults. They all far exceeded expectations on how quickly and proficiently they were able to work with the technology and topic, **highlighting the need for youth to have access to broadband technologies in their homes, schools and community to make possible internet research, downloads & communication.**

LOS ANGELES UNIFIED SCHOOL DISTRICT  
G. W. CARVER MIDDLE SCHOOL

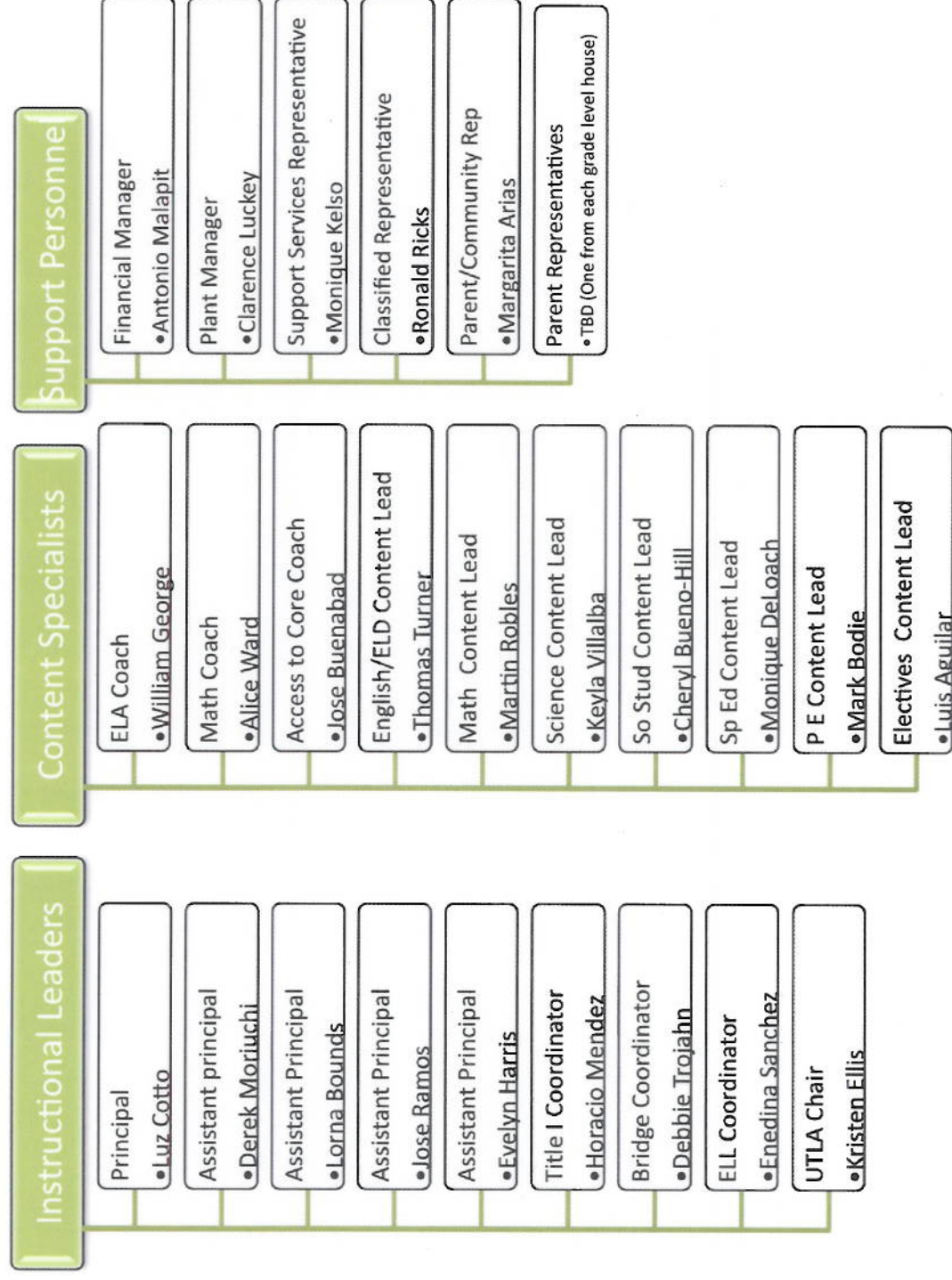
# Carver Middle School Organization Chart





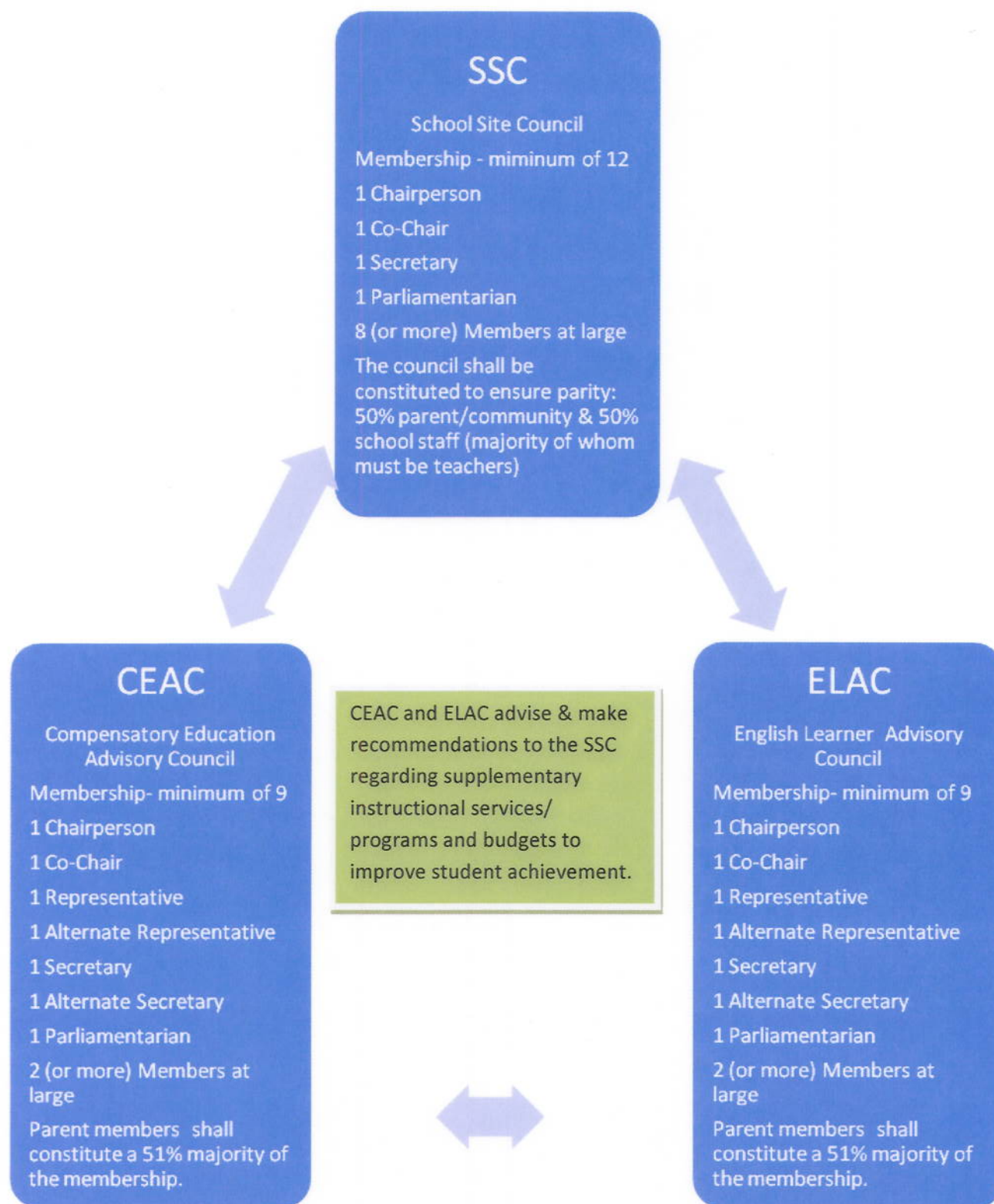
LOS ANGELES UNIFIED SCHOOL DISTRICT  
G. W. CARVER MIDDLE SCHOOL

## Carver Middle School Leadership Team (CMSLT)



LOS ANGELES UNIFIED SCHOOL DISTRICT  
G W CARVER MIDDLE SCHOOL

# Categorical Programs Advisory Councils







# LUZ N. COTTO- PRINCIPAL

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133 Pismo Drive • Carson, CA 90745  
Home (310) 549-6269 • Office (323) 224-3373  
luz.cotto@lausd.net  
Employee Number: 604826

## EDUCATION

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**Master of Arts, Major: Education: Educational Administration**  
California State University, Dominguez Hills, Carson, CA, 1996

**Baccalaureate of Arts, Major: English**  
University of Puerto Rico, Rio Piedras, PR, 1972

## CREDENTIALS

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- Professional Clear Administrator Services, 2003
- Professional Clear Single Subject Teaching Credential, 1995
- Bilingual Certificate of Competence, 1990

## EXPERIENCE

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July 2009 – Present

***Principal***

Los Angeles Unified School District

**GEORGE W. CARVER MIDDLE SCHOOL** (1,800 students)

- Supervise day to day implementation of a standards-based instructional program school-wide
- Manage school funds allocated for ensuring a quality instructional program for all students
- Establish and implement components of a professional learning community throughout the school
- Plan, implement and oversee professional development for all school staff

2005 – June 2009

***Administrator of Instruction***

Los Angeles Unified School District

**LOCAL DISTRICT 5** (85,037 students)

- Oversee and Coordinate K-12 content specialists, experts and advisors in designing and delivering professional development for literacy and math coaches, lead teachers and administrators.
- Plan and implement professional development for Pre-K-12 principals and assistant principals
- Manage local district funds allocated for the implementation of all instructional initiatives

2002 – 2005

***Coordinator, English Learners***

Los Angeles Unified School District

**LOCAL DISTRICT 5** (39,741 English Learners)

- Structured and implemented an articulation system for the local district to improve student placement and communication
- Planned and implemented diagnostic testing for English Learners in all middle schools in the local district to identify instructional needs
- Planned and implemented professional development for all elementary Leadership Teams and K-12 Categorical Program Coordinators
- Reviewed all secondary master schedules and provided assistance and recommendations to Assistant Principals, SCS to ensure appropriate student placement
- Trained and monitored English Learner Coordinators in the implementation of compliant programs for all English Learners





## LUZ N. COTTO

133 Pismo Drive • Carson, CA 90745  
 Home (310) 549-6269 • Office (323) 224-3373  
 luz.cotto@lausd.net  
 Employee Number: 604826

### EXPERIENCE

2001 – 2002

Los Angeles Unified School District

***Coordinator, Secondary Literacy***

**LOCAL DISTRICT H** (currently Local District 5)

- Organized Secondary Content Literacy Cadres in all secondary schools in the local district
- Planned and implemented professional development for all cadre members
- Organized and implemented identification and testing procedures for the Developing Readers and Writers Course (intervention)
- Selected, trained and monitored secondary literacy coaches
- Managed allocated funds for the Content Literacy program

2000 – 2002

Los Angeles Unified School District

***Assistant Principal***

**GEORGE W. CARVER MIDDLE SCHOOL** (2,387 students)

- Supervised the English Language Arts and electives departments, clerical staff, Teacher Assistants, and Categorical Coordinators
- Coordinated student activities, staff evaluations, sexual harassment, activities, assemblies, yearbook, student leadership, class sponsors, department Chairs, LA Reads and Saturday School
- Planned and implemented school wide professional development

1999 – 2000

Los Angeles Unified School District

***English Learner Program Specialist*** **DIVISION OF INSTRUCTION**, Language Acquisition Branch

- Maintained a system within the District's central office to assure that schools in each geographic area identified and resolved EL compliance issues
- Wrote and coordinated *ELD Handbook for Secondary Students*
- Developed District wide professional development for the ELD Handbook for Secondary Students and presented standards-based instructional practices to teachers of English Learners

1996 – 1999

Los Angeles Unified School District

***Lead Advisor***

**DIVISION OF INSTRUCTION**, Language Acquisition Branch

- Coordinated and trained a team of 20 English Learner Program Advisors responsible for monitoring compliance in 660 elementary and secondary schools
- Collaborated with the State department of education in planning and implementing District wide CCR training
- Represented the Language Acquisition Branch in:
  - Superintendent's Charter Schools Advisory Committee
  - Coordinated Professional Staff Development Committee
  - The CAFE '99 Planning Committee
- Provided technical assistance to administrators
- Participated as a Field Colleague in statewide Coordinated Compliance Reviews conducted by the State Department of Education
- Planned and implemented professional development to present the revisions to *The Master Plan for English Learners* to 3,000 key personnel in LAUSD
- Collaborated with representatives from CRESST to review Language Arts performance assessments
- Participated in designing a contingency plan for the district wide implementation of Proposition 227



## LUZ N. COTTO



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 luz.cotto@lausd.net  
 Employee Number: 604826

### EXPERIENCE

1994 – 1996

Los Angeles Unified School District

***English Learner Advisor***

**DIVISION OF INSTRUCTION**, Language Acquisition Branch

- Served as the Secondary EL Program Advisor for three cluster offices
- Assisted with master schedules, staff assignments and instruction
- Participated in the District's Master Plan Revision Committee
- Planned and implemented the Language Arts in the Primary Language Academy and the Advanced ESL Academy

1989 – 1994

Los Angeles Unified School District

***ESL Teacher, Bilingual Coordinator*** **ALAIN LEROY LOCKE HIGH SCHOOL**

- Increased parental involvement in the Bilingual Advisory Committee
- Increased the number of teachers enrolled in course to obtain appropriate authorization to teach English Learners
- Advised and assisted the Assistant Principal, SCS in preparing a compliant master schedule that included sufficient primary language and SDAIE core classes for English Learners
- Served as the ESL Department Chair
- Taught ESL and Language Arts in the Primary Language

### PROFESSIONAL ORGANIZATIONS

- California Association for Bilingual Education
- National Association for Bilingual education
- Phi Delta Kapp





**Derek Moriuchi**  
 4410 McKinley Avenue  
 Los Angeles, CA 90011  
 (323) 846-2900  
 derek.moriuchi@lausd.net

**PROFESSION:** **ASSISTANT PRINCIPAL, Secondary School Services**

**EDUCATION:** California Lutheran University  
 Doctor of Education, Administrative Leadership, 05/2010

California State University, Dominguez Hills  
 Master of Arts, 2005

California State University, Los Angeles  
 Master of Arts, 1982

University of California, Los Angeles  
 Bachelor of Arts, 1981

**CREDENTIALS:**

1. Administrative Services Credential
2. Single-Subject Teaching Credential, Mathematics
3. CLAD Certificate
4. National Board Certification in Mathematics (NBCT)

**PROFESSIONAL:** Assistant Principal, Instruction (July 2006 - )  
**EXPERIENCE** Dr. George Washington Carver Middle School, LAUSD

Expert and Specialist, Secondary Mathematics (2004-2006)  
 Local District 5, LAUSD, Instructional Support Services

Mathematics Teacher (2003-2004)  
 Wilson High School, LAUSD, Trigonometry, Math  
 Analysis, Algebra 2, Algebra 1, and Geometry

Mathematics Teacher (1993-2003)  
 Stevenson Middle School, LAUSD, Algebra 1, General  
 Math, and Honors Math

Mathematics Teacher (1991-1993)  
 Montebello High School, Algebra 1, Geometry, Honors

Mathematics Teacher (1986-1991)  
 Ganesha High School and Marshall Middle School  
 Algebra 1, Geometry, Integrated Mathematics

**Lorna K. Bounds**  
 21403 Weiser Avenue  
 Carson, CA 90745  
 (310) 834-8022  
 533076-2  
 lbounds@lausd.net

## **Assistant Principal, Extended Learning Academy**

### **Qualification Highlights**

- Exceptional leadership and collaboration skills
- Over 25 years as an effective educator, coordinator, counselor and administrator
- Excellent communication skills

### **Professional Experiences**

- Analyze student data to identify eligible students for intervention programs
- Coordinate, plan, implement, monitor and evaluate all intervention programs
- Administer the Intersession Program
- Coordinate the intervention budgets, resources and services
- Supervise instruction in the core and intervention programs
- Establish small learning communities for at-risk students
- Organize and conduct parent outreach, orientation meetings and trainings
- Organize and conduct teacher & staff trainings on intervention programs

### **Employment History**

Extended Learning Administrator	Carver Middle School	2003 - Present
Intervention Counselor	Carver Middle School	2000 - 2003
Instructional Specialist	Jefferson Cluster Office	1997 - 2000
Organization Facilitator	Jefferson Cluster Office	1996 - 1997
Acting A.P., S.C.S	Carver Middle School	1995 - 1996
Counselor	Carver Middle School	1994 - 1995
Language Arts Lab Coordinator	Carver Middle School	1991 - 1994
English Teacher	Carver Middle School	1990 - 1991
Counselor/Teacher	Carver Middle School	1989 - 1990
English/History Teacher	Carver Middle School	1984 - 1989
Teacher Assistant	Locke High School	1982 - 1984

### **Professional Credentials**

AB75	LAUSD	2005
Administrative Credential	Cal State Dominguez Hills	1999
MA, Counseling	Cal State Dominguez Hills	1989
BA, Social Work	Cal State Northridge	1982

JOSE M. RAMOS JR.



302860

919 N. Raymond Ave.  
 (626) 797-1095  
 Pasadena, CA 91103

## Assistant Principal

### EDUCATION:

Administrative Academy, LAUSD. CA 2002-2003.  
 Tier II completed June 2006.  
 National University, Inglewood, CA 1999-2001  
 Administrative Services Credential June 19, 2002.  
 Master of Science in School Administration, January 21, 2001.  
 California State University Northridge, Northridge, CA 1972 - 1979  
 Bachelors of Arts -History  
 Bachelors of Arts-Chicano Studies  
 Bilingual Cross Cultural Credential Social Science/Spanish

### TEACHING EXPERIENCE:

Social Studies Department, Pacoima Middle School Los Angeles, CA 1978-1980.  
 High School: Garfield High School, Los Angeles, CA 1980- 2000.  
 Social Science: ELL, Gifted, U.S. History, World History,  
 and Electives.  
 ESL Department: Garfield High School, Los Angeles, CA 1980-1983  
 ESL Levels 1-4.  
 Adult Education: Garfield and Lincoln Adult School Los Angeles, CA  
 ESL, Levels 1-5.

### PROFESSIONAL AND ORGANIZATIONAL EXPERIENCE:

Carver Middle School, Los Angeles, Ca. July/08-Present.  
 Generic Assistant Principal: Operations, Discipline, Attendance.  
 Los Angeles Academy Middle School, Los Angeles, Ca. July/07-June/08  
 Beyond the Bell Administrator/Assistant Principal.  
 Roosevelt High School, Los Angeles, CA. September/02-JUNE/07  
 Instructional API/ELD/Administrator  
 Local District H, Los Angeles, CA. 2001-2002  
 Secondary ELD Advisor  
 Garfield High School, Los Angeles, CA 1999 to 2001  
 Bilingual Coordinator  
 Garfield High School, Los Angeles, CA 1990 to 1992  
 School Based Management/School Reform Coordinator  
 Garfield High School, Los Angeles, CA 1995-2001  
 Facing History and Ourselves Coordinator

### RESEARCH, WRITING, & PUBLIC SPEAKING EXPERIENCE:

ELL Instructional API at Roosevelt High School: Presentations and trainings on SDAIE Instruction. Reports on: State Audit, ELL Intervention reports to Local and Central Districts. Data Collection on ELL Progress and Compliance for Local District LDH, LD5 and Roosevelt High School. CCR reports for Local District H secondary schools, intervention Budgets, trainings on classroom strategies and compliance regulations to staff and administrators.

Masters Thesis-"*THE NEED FOR MORAL, ETHICAL AND CHARACTER EDUCATION IN THE CLASSROOM*"

### SKILLS:

**Knowledgeable on issues of:** Content Standards Based Instruction, ELD compliance, ELD programming, Matrix Development, ELD/SDAIE Instructional Strategies, ELA Standards Alignment to ELD Standards, Performance Assignments, Data Collection, State Audit Compliance, SLC(Smaller Learning Communities)Development, Copernican Schedule, 4x4 schedule, budgets, operations, discipline, attendance, instructional supervision and compliance.

**Bilingual:** English and Spanish.

**Cultural Development:** Well versed on Latin American Music (play an assortment of Latin American folk instruments) familiar with the Boyle Heights community as well as the ELA community (grew up and worked in both communities).

**Evelyn J. Harris**

4410 McKinley Av  
 Los Angeles, CA 90011  
[eharris@lausd.k12.ca.us](mailto:eharris@lausd.k12.ca.us)

## **Assistant Principal, Student Counseling Services**

### **Qualification Highlights**

- Exceptional leadership and collaboration skills
- Over 15 years as an effective educator, administrator, coordinator, and counselor
- Great communication skills

### **Professional Experiences**

- Facilitate professional development for middle school faculty
- In charge of the Special Education Program for the school
- Responsible for the development and implementation of the master schedule for a multi-track middle school
- Implements supervision of instruction
- Administer IEP meetings
- Evaluate teachers, special education assistants, Bridge Coordinator and Counselors
- Analyze student data
- Provide ISIS & SIS support to staff
- Coordinate STAR testing
- Oversees the GATE program

### **Employment History**

Assistant Principal, Student Counseling	Carver Middle School	2005 – present
Student Intervention Specialist Counselor	Carver Middle School	2003 - 2005
Intersession Coordinator	Carver Middle School	2000 - 2005
GATE Coordinator	Carver Middle School	1998 – 2000
STAR Testing Coordinator	Carver Middle School	1996 - 1998
Student Information System Coordinator	Carver Middle School	1995 – 2003
8 <sup>th</sup> Grade Mathematics Teacher	Carver Middle School	1993 – 1995
7 <sup>th</sup> & 8 <sup>th</sup> Grade Computer Teacher	Muir Middle School	1993 – 1993
Domestic Violence Director	Carson Women Shelter	1988 – 1993
7 <sup>th</sup> & 8 <sup>th</sup> Grade Mathematics Teacher	Clay Middle School	1983 – 1988

### **Professional Credentials**

MS, Counseling	National University, Los Angeles	2003
CLAD	National University, Los Angeles	1997
CA Teaching Credential	CSUDH, Carson, CA	1994
BA, Business	St. Andrews College, NC	1974



**ENEDINA SANCHEZ**

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Whittier, California 90604

exs5671@lausd.net  
(323) 493-8705 (cell)

**English Language Learners Coordinator****EDUCATION/CREDENTIALS**

2007	Master of Education – Curriculum and Instruction	University of Phoenix
2003	BCLAD Single Subject Credential, Biological Sciences	CSULA
1997	Bachelor of Arts- Biology	Whittier College

**LEADERSHIP/ TEACHING EXPERIENCE**

**2007 – Present English Learner Coordinator Dr. George Washington Carver Middle School**

- ❖ Analyze test and other pertinent data for identification and placement of English Learner (EL) students
- ❖ Assist with the development and implementation of the Single School Plan for Student Achievement
- ❖ Assist in hiring, supervising and evaluating EL Program paraprofessionals
- ❖ Plan and conduct monthly English Learner Advisory Council (ELAC) meetings
- ❖ Conduct monthly parent workshops to support academic progress of English Learners
- ❖ Translate and assist in the dissemination of information to parents and guardians
- ❖ Collect and maintain documentation to support all aspects of the program including annual monitoring letters, assessment data, instructional material and equipment inventories, budgets, and committee meetings

**2005-2007 Science Lead Teacher Dr. George Washington Carver Middle School**

- ❖ Support implementation of Instructional Guide and Periodic Assessments by providing instructional support to other science teachers at the school
- ❖ Support implementation of District Immersion Units and instructional units/model lessons in science
- ❖ Facilitate collaborative planning meetings and post assessment discussion of results and implications for practice

**2000-2007 Science Department Chair Dr. George Washington Carver Middle School**

- ❖ Organize departmental meetings and professional development for mandated science and health curriculums
- ❖ Coordinate department activities (i.e. Annual Science Fair) and science grants
- ❖ Maintain inventory of equipment and materials; Chemical Safety Coordinator beginning 2004-2005 school year

**1997 – 2007 Single Subject Teacher Dr. George Washington Carver Middle School**

- ❖ Develop and implement Standards Based lessons for 8th Grade Science, 7th Grade Science and Health
- ❖ Use appropriate instructional and learning strategies, activities, and equipment that reflect understanding of the learning styles and needs of students, including the use of technology
- ❖ Conduct ongoing assessment of student achievement through formal and informal testing
- ❖ Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students

**SPECIALIZED TRAINING**

2008	English Language Skills Course	Los Angeles Unified School District
2007	Five Day High Point Training	Los Angeles Unified School District
2007	Title III Master Plan Institute	Los Angeles Unified School District
2005-2007	Variation & Natural Selection with Fast Plants	Los Angeles Unified School District
2005	Chemical Safety Seminar	Flinn Scientific, Inc
2003-2004	Secondary Literacy Cadre	Los Angeles Unified School District
2004	Project Alert Training	BEST Foundation for a Drug-Free Tomorrow
2004	HIV/AIDS Prevention	Los Angeles Unified school District

**LUIS E. AGUILAR** 7811 COMOLETT ST.  
DOWNEY, CA 90242; 323-314-8319; EMAIL:  
LXA8686@LAUSD.NET

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**Electives Content Lead**

**EDUCATION**

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**Preliminary Administrative Services Credential, May 2007**

California State University Dominguez Hills, Carson, CA

**Single Subject BCLAD Credential, December 2003**

California State University Dominguez Hills, Carson, CA

**Bachelor's of Arts, *Cum Laude*, May 2000**

**Major:** History      **Minor:** Economics

California State University Dominguez Hills, Carson, CA

**2009–Present Carver Middle School Los Angeles, CA**

**PROFESSIONAL**

Technology/Testing Coordinator

**EXPERIENCE**

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- Assist teachers and staff with technology, equipment, and hardware.
- Maintain records and inventory of technology on campus.
- Order, inventory, and administer CST school wide.
- Develop special bell schedules and staff assignments during testing.

**2007–2009 Carver Middle School Los Angeles, CA**

Dean of Students

- Enforced school wide and district discipline policies.
- Participated and helped support campus supervision.
- Liaison between school and community, formed part of community support groups.

**2000–2007 Carver Middle School Los Angeles, CA**

Social Studies Teacher

- 7<sup>th</sup> and 8<sup>th</sup> Grade History.
- 6<sup>th</sup> Grade ESL and Ancient History.
- High Point - District Trained.
- History Alive! Level 1 - Trained.

**2003–2008 Adult School Los Angeles/South Gate, CA**

Adult Education Teacher

- ESL 1A Instructor, Lab Instructor (Social Studies, Math, and Language Arts), GED Instructor (Spanish).  
**Fremont/South Gate/Jefferson CAS**
- AIS trained.

**2001–2006 Carver Middle School Los Angeles, CA**

8<sup>th</sup> Grade Sponsor

- Assist in planning and enforcing eligibility guidelines.
- Organize and supervise various 8<sup>th</sup> Grade activities.
- Coordinate, prepare, and direct 8<sup>th</sup> Grade Culmination Ceremony.



**Alice V. Ward**  
 4423 Victoria Park Place  
 Los Angeles, CA 90019  
[award@lausd.net](mailto:award@lausd.net)  
**Mathematics Coach**

### **Qualification Highlights**

- 3+ years as a full time math coach and 3 years as a part time math coach High school and middle school
- Assisted in the application process for the Technology Grant
- Great communication skills

### **Professional Experiences**

- Led many professional development
- Thinking Maps trainer
- Facilitate Carver's first Family Math Night in 1997
- Assisted in the addition of 7<sup>th</sup> grade Algebra 1 and 8<sup>th</sup> grade Geometry
- Analyzed student data
- Assisted in the formation of a math/computer lab
- Literacy Cadre team member at Bravo Medical Magnet H.S. 2000 – 2003
- STEPS LAUSD scorer in 2000
- Testing Coordinator of the STEPS test at Bravo Medical Magnet H.S. in 1999
- Wrote MASTRR Grant – Received Eisenhower Mathematics and Science Program Grant in 1993 & 1994

### **Employment History**

Mathematics Instructional Coach	Carver Middle School	2006 – present
Mathematics Instructional Coach	Bravo Medical Magnet H.S.	2003 – 2006
Mathematics Department Chair	Bravo Medical Magnet H.S.	2000 – 2003
9 <sup>th</sup> through 12 <sup>th</sup> grade Math teacher	Bravo Medical Magnet H.S.	1996 – 2006
Mathematics Department Chair	Nobel Middle School	1992 – 1996
7 <sup>th</sup> & 8 <sup>th</sup> Grade Computer Teacher	Nobel Middle School	1984 – 1986
7 <sup>th</sup> to 9 <sup>th</sup> Grade Mathematics Teacher	Nobel Middle School	1980 – 1996
7 <sup>th</sup> to 9 <sup>th</sup> Grade Mathematics Teacher	Hughes Middle School	1979 – 1980
7 <sup>th</sup> to 9 <sup>th</sup> Grade Mathematics Teacher	Parkman Middle School	1978 – 1979

### **Professional Credentials**

Preliminary Administrative Credential	CSUN	2007
Single Subject: Math examination		2006
Single Subject: Art/basic math	USC	1979
Masters Degree: Educational Leadership	CSUN	2008
Masters Degree: Math Education	CSUN	1997
Masters Degree: Art Education	USC	1976

### **Professional Awards**

Who's Who Among America's Teachers 2004 – 2006

# Cheryl M. Bueno-Hill

103 E. 124<sup>th</sup> Street Los Angeles, CA 90061  
 323/757-9871 home 714/272-6852 cell  
 cbn2105@lausd.net

## Science Teacher

### OBJECTIVE:

- To better facilitate student learning in the areas of 7<sup>th</sup> grade World History and 8<sup>th</sup> grade US History.
- To create life-long learners and productive members of society.

### EXPERIENCE:

#### July 2004 – Present George Washington Carver Middle School

##### Teacher, 7<sup>th</sup> grade World History/8<sup>th</sup> grade US History

- Teaching lessons that accommodate the multiple learning modalities of all students and assessing students' progress and performance
- Planning and preparing rigorous, standards-based lessons, grading papers, and preparing report cards
- Employing technology and GLAD strategies into my lessons to maximize student engagement and success
- Providing constructive feedback and guidance to students experiencing educational or personal challenges
- Maintaining structure and a positive classroom environment that is conducive to learning
- Communicating with parents, teachers, and other professionals, both formally and informally

##### Department Chair (2007-2008), Department Co-Chair (2009-2010)

- Planning and facilitating department meetings
- Ensuring that proper materials and resources are available to the department
- Overseeing the distribution and delivery of periodic assessments
- Acting as a liaison between teachers and school administrators

##### Learning Teams Facilitator (2007-2008), (2009-2010)

- Cooperatively devising students' needs and planning standards-based lessons that address these needs
- Assessing student work and modifying lessons to better serve the needs of our students
- Planning and facilitating Learning Team meetings
- Attending conferences to ensure updated techniques are used to guide our team
- Acting as a liaison between our team and school/district administrators

### TRAINING:

#### January–June 2004 Westchester Senior High School

##### Student Teacher, 11<sup>th</sup> grade US History

- Working with a master teacher to explore and develop classroom management skills tailored to my own personal teaching style
- Applying knowledge and strategies learned in my teacher education courses to real-world situations

### QUALIFICATIONS / EDUCATION:

Professional Clear Single Subject Credential, History  
 Bachelor of Arts, Psychology, California State Dominguez Hills 2001  
 Minor in Communications

**José Antonio Buenabad**



4410 McKinley Ave  
 Los Angeles, CA 90011  
 jbuena@lausd.net

## English Language Development Coach

### Qualification Highlights

- Exceptional leadership and collaboration skills
- Over 10 years as an effective educator, coordinator
- Great communication skills

### Professional Experiences

- St. Malachy's Church Grammar School 6<sup>th</sup> Grade Teacher
- St. Aloysius Grammar School (1997 – 1999) 6<sup>th</sup> Grade Teacher
- Job Starts, Inc. – Program Coordinator for Employment Office and Business Start-ups (1999-2001)
- G. W. Carver Middle School (2000- Present) – 6 – 8<sup>th</sup> Grade Language Arts Teacher / ELD Instructional Coach
- Tech. Coordinator - St. Aloysius – Responsible for planning and implementation of technology program.
- Interim Tech. Coordinator – Carver Middle School – Responsible for assisting and supporting in the implementation of **ISIS** and assistance with technology related equipment.
- Website Designer – Carver Middle School – Initial design and Maintenance of the School's Web Page.
- Tech. Consultant – Consultant for wireless network design, and web page design.
- Class Sponsor for the Culminating Class for 5 years

### Employment History

ELD Instructional	Carver Middle School	2007 – present
Coach 6 – 8 <sup>th</sup> ELA Teacher	Carver Middle School	2000 – 2007
6 <sup>th</sup> Grade Teacher	St. Aloysius Gram. School	1997 – 1999
6 <sup>th</sup> Grade Teacher	St. Malachy's Gram. School	1996 – 1997

### Professional Credentials

MA, Education Administration	CSUDH, Carson, CA	2008
CLAD Teaching Credential	CSUDH, Carson, CA	1999
BA, English Literature	St. John's Seminary College	1996

**Monique D. Kelso**  
 4410 McKinley Ave

Los Angeles, CA 90011  
mdp0391@lausd.net

## **Counselor**

### **Qualification Highlights**

- Utilizes leadership, advocacy, and collaboration to promote student success
- 8 years of experience as a counselor in an urban school and over 15 years of experience working with children
- Great Communication and Listening Skills

### **Professional Experiences**

- Assists students in the areas of academic and career planning and in social/emotional development
- Promotes an understanding and appreciation of diverse populations and cultures
- Designs and implements the master schedule for a multi-track middle school
- Provides small group counseling to students with identified needs and concerns
- Makes appropriate referrals of students and families to outside agencies and specialists
- Consults and collaborates with teachers, staff and families in understanding and meeting the needs of students in the school setting
- Coordinates STAR testing
- Monitors and advises students and their families as to progress towards promotion and culmination
- Provides recognition ceremonies for students
- Coordinates Annual College and Career Fair
- Administers IEP meetings
- Analyzes student data

### **Employment History**

Secondary Counselor	Carver Middle School	2003 - present
STAR Testing Coordinator	Carver Middle School	2008 - 2009
PHBAO Counselor	Carver Middle School	2002 - 2003
Childcare Provider	Saugus Union School District	1995 - 2002
Childcare Provider	Los Angeles YMCA	1992 - 1995

### **Professional Credentials**

Pupil Services Credential	California State University, Northridge	2001
BA, History	California State University, Northridge	1999
AA, Social Sciences	College of the Canyons, Valencia, CA	1997



**William A. George**  
 8108 S. 2nd Avenue-Inglewood, California 90305  
 (323)759-8267

### -LITERACY COACH-

**Core competencies include:**

- |                               |                           |
|-------------------------------|---------------------------|
| *Reading Instruction          | *ESL Methodology          |
| *Computer-Managed Instruction | *Readers/Writers Workshop |
| *Differentiated Instruction   | *Data Analysis            |
| *Cognitive Coaching           | *Data-Driven Dialogue     |
| *Culturally Relevant Pedagogy | *DSS Training             |

### EDUCATION/CREDENTIALS

- 2009 California State University, Dominguez Hills**  
Single Subject Credential, English
- 2008 California State University, Dominguez Hills**  
Education Administration Credential
- 2005 California State University, Dominguez Hills**  
Masters of Arts-Literature and Rhetoric
- 2002 California State University, Dominguez Hills**  
Accounting Certificate
- 1998 California State University, Dominguez Hills**  
Masters of Arts-Education, Curriculum Development
- 1997 California State University, Dominguez Hills**  
Masters of Arts-Education, Teaching/Curriculum
- 1997 California State University, Dominguez Hills**  
Professional Clear Multiple Subject, Diversified with Cross-Cultural,  
Language and Academic Development (CLAD) Emphasis
- 1994 California State University, Dominguez Hills**  
Bachelor of Arts, Interdisciplinary Studies  
Concentration: Future Studies and Global Politics  
Minor: Psychology
- 1978 University of Southern California**  
Accounting

### TEACHING EXPERIENCE

- |                     |  |
|---------------------|--|
| <b>2006-Present</b> | <b>Carver Middle School</b><br>Literacy Coach  |
| <b>1998-2006</b>    | <b>Carver Middle School</b><br>Sixth Grade Teacher<br>Avid<br>Literacy Cadre<br>Sixth grade dept. co-chair |
| <b>1994-1998</b>    | <b>Worthington Elementary School</b><br>Second, Third, Fourth Grade Instructor                             |

**DEBBIE J. TROJAHN**  
 1530 E. Appleton Street

Long Beach, CA 90802  
 djt1957@lausd.net  
 \* Cell: 562-225-3462 \*Work: 3223-846-2938

## **Special Education Bridge Coordinator**

### **Qualification Highlights**

- Exceptional leadership and collaboration skills
- Ten years as an effective educator and coordinator
- Excellent communication skills

### **Professional Experiences**

- |  |   |
|--|---|
| * IEP Compliance Issues                | * Monitor Special Education Data Systems                |
| * Administrative Designee              | * Accurate IEP Completion                               |
| * Team Approach                        | * Create Learning Center                                |
| * Provide Behavior Management Training | * SST & 504 Committees                                  |
| * IEP Meeting Scheduling               | * Communication with Parents, Teachers, Students, Staff |
| * Social Skills Training               | * Monitor Progress of Spec Ed Students in Gen Ed        |

### **Employment History**

Bridge Coordinator	Carver Middle School	2006 – Present
Special Day Program & Resource Specialist Program Teacher	Clay Middle School	2000 - 2006

## **EDUCATION AND TEACHING CREDENTIALS**

### **Crosscultural, Language and Academic Development Certificate**

(Issued 1/30/2008)

University of San Diego, San Diego, CA

### **Education Specialist Instruction Credential Clear Level II Mild/Moderate**

**Disabilities** (Issued 11/01/2007)

California State University Dominguez Hills, Carson, CA

**Bachelor of Arts** (1997); Major: History; Minor: Political Science

California State University Dominguez Hills, Carson, CA

### **Currently working towards MA and Tier 1 Credential in Administration**

California State University Dominguez Hills, Carson, CA

Urban School Leaders Program

**Clarence Luckey**  
 19943 Gridley



Cerritos, CA 90703  
 (562) 402-4624  
 calrence.luckey@alucd.net

## **Plant Manager**

### **Qualification Highlights**

- Exceptional leadership and group organizational skills
- Excellent at training and evaluate custodial personnel
- Excellent knowledge of materials and methods of custodial work
- Over 8 years as an effective Manager
- Excellent communication skills with school personal and the public

### **Professional Experiences**

- Analyze and identify school site needs and apply appropriate action.
- Routinely make and adjust schedules
- Organize and supervise large scale school site clean up projects after man made and natural disasters
- Maintain record and prepare concise reports
- Conduct staff safety trainings

### **Employment History**

Plant Manager III	Carver Middle School	2009 – Present
Plant Manager III	Year Round Cleaning	2007-2009
Sir Window Wall Washer	Year Round Cleaning	2000 - 2007
Window Wall Washer	Year Round Cleaning	1989 – 2000

**Monique Yvette De Loach**  
 4410 McKinley Ave.

Los Angeles, CA 90011  
310.463.3240  
monique.deloach@gmail.com

## **Special Education Teacher**

### **Professional Teaching Experience**

#### **Education Specialist July 2007 - Present**

Los Angeles Unified School District

Carver Middle School

- Instructing 6<sup>th</sup>-8<sup>th</sup> grade students with Mild/Moderate disabilities in a Special Day Class setting
- Individualized Education Program (IEP) Case Manager
- Special Education Department Chair
- 

#### **Resource Specialist September 2006 – June 2007**

Los Angeles Unified School District

Henry Clay Middle School

- Instructed 6<sup>th</sup>-8<sup>th</sup> grade students with Mild/Moderate disabilities in a General Education setting using a Co-Teaching model
- Individualized Education Program (IEP) Case Manager.

#### **Education Specialist September 2000 - 2006**

Los Angeles Unified School District

Henry Clay Middle School

- Instructed 6<sup>th</sup>-8<sup>th</sup> grade students with Mild/Moderate disabilities in a Special Day Class setting
- IEP Case Manager
- Special Education Department Chair
- Impact Coordinator

#### **Substitute Teacher May 1999 – June 2003**

Los Angeles Unified School District

- Day-to-day and long-term substitute for grades K-12<sup>th</sup>

#### **California State University, Dominguez Hills October 2008 – June 2003**

Clear Level II Education Specialist Instruction Credential

Preliminary Level I Educational Specialist Instruction Credential

#### **California State University, Long Beach January 2000**

Bachelor of Arts

History with Honors

**MARTIN ROBLES**  
10838 Newville Avenue  
Downey, CA 90241



(562) 544-7685

## Mathematics Teacher

### EXPERIENCE

- |                |   |
|----------------|---|
| 1994 - 1995    | Los Angeles Unified School District, Gage Middle School<br>Los Angeles, CA<br>- Mathematics Teacher (6 <sup>th</sup> Grade)   |
| 1995 - 2006    | Los Angeles Unified School District, George Washington<br>Carver Middle School, Los Angeles, CA<br>- Mathematics Teacher (7/8 <sup>th</sup> Grade)<br>- 8 <sup>th</sup> Grade Sponsor (9 years)<br>- Angel Gate Coordinator (2 years)<br>- Dean (1 year - off-track)<br>- CELT Testing (during off- track)<br>- Referral Room Coordinator (2 year)<br>- Intersession Teacher (during off-track)<br>- Long Term Teaching positions (during off-track)<br>- Urban Classroom Teacher Program Coordinator (5 years) |
| 2006- 2007     | Los Angeles Unified School District, Jefferson Clinton<br>Middle School, Los Angeles, CA<br>- Mathematics Teacher (7/8 <sup>th</sup> Grade)<br>- 8 <sup>th</sup> Grade Sponsor  |
| 2007 - present | Los Angeles Unified School District, George Washington<br>Carver Middle School, Los Angeles, CA<br>- Mathematics Teacher (7/8 <sup>th</sup> Grade)<br>- 8 <sup>th</sup> Grade Sponsor   |

### EDUCATION

- |      |   |
|------|---|
| 1989 | BS - DeVry Institute of Technology, Los Angeles, CA<br>- Major, Computer Programming Engineer |
| 2004 | Cal State Dominguez Hills, Los Angeles, CA<br>- CA Teacher Credential, BCLAD                  |

Keyla Beatriz Villalba  
51 Lucille Street

Arcadia, CA 91006  
keyla.villalba@lausd.net

## Science Teacher

### QUALIFICATION HIGHLIGHTS

Excellent Science Teacher  
Great communication, collaboration, and leadership skills

### TEACHING EXPERIENCE

2008-Present	Carver Middle School	7 <sup>th</sup> and 8 <sup>th</sup> Grades
2000-2004	Teen Group Counselor	LA Church of Christ
1999-2001	Children's Community School	2 <sup>nd</sup> and 3 <sup>rd</sup> Grades
1999	Children's Community School	After School Program
1996	Hollywoodland Camp	Summer Counselor

### EDUCATION

Bachelor of Science	Cal State Northridge, CA	2000
CA Teaching Credential	Cal State Northridge, CA	In Progress

### Ronald Ricks

444 N Oakhurst Dr suite A, Beverly Hills CA. 90210 Email: fightactor1@yahoo.com Phone: 310-728-9894

## Campus Security Aide



**Objective**

To better facilitate student learning in the areas of Safety, Health and Fitness

**Experience**

July 2008 to Present Los Angeles Unified School District Campus Aide, Los Angeles CA

- Protect property and persons on campus
- Treat or arrange for medical assistance
- Assist Campus Police in securing campus
- Assist teachers and faculty in maintaining class structure

Dec 2001 to Jan 2008 Woodcraft Rangers/LA Bridges, Los Angeles CA

- Facilitate student learning and conduct homework assistants.
- Assist in the coordination and implementation of community service and student affairs
- Physical Fitness/Martial Arts training for youth throughout the United States
- Developed and implemented programs to encourage student participation
- Participated in leadership training and community building workshops
- Collected field data, drafted reports, and provided feedback to supervisors
- 2001 to present, Lights on After Day, Arnold Schwarzenegger's After School Programs.
- LA Bridges, Peace in the Street Youth Rally

Aug 1998 to Dec 2008 Hand to Hand combat for Law Enforcement officers, Greensboro N.C.

- Supervised officers in the maintenance and enforcement of street tactics and policies
- Conducted research in community, neighborhood development and economic policy
- Coordinated special outreach projects to promote the department's research interest

May 1995 to Present Ricks Ju-Jitsu Academy/Wolfone Productions, Los Angeles CA

- CEO / Martial Arts Instructor
- Organize Community Outreach Programs
- Producer of Television and Movie Productions
- Design and Create Advertising and Marketing Ads for Entertainment Agencies

**Education**

Sept 2008 School Security Certificate Program LAUSD

Sept 2008/2009 Child Abuse Awareness Training Certificate LAUSD

March 2005 to May 2005 [VES Inc. Los Angeles, CA]

- Job Seeking Skills Workshop (how to interview perspective employees)

Sept 2004 UCLA [Child Development and Behavior Science]

May 2004 to July 2005 [Career College Consultants, Los Angeles, CA]

- Diploma in Computer Graphics/Web Design (graduated with honors)

Aug 1987 to June 1991 [Brooks College, Long Beach, CA]

- Degree in Marketing (specialty – economic development, organizational learning)
- Post Graduate Certificate in Education (completed seminars on teaching and technology strategies)

April 1986 Certified Black Belt Instructor [United States Ju-Jitsu Federation, USA]

**HORACIO MENDEZ**

5051 O'Sullivan Drive • Los Angeles, CA 90032 • hmendezz@yahoo.com  
Telephone: 626.482.5419    Message: 310.892.4516

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**MULTIPLE SUBJECT ELEMENTARY TEACHER**

I am a self driven leader with excellent communication and interpersonal skills, a wealth of experience in pedagogy and a genuine interest in students' cognitive and social growth. With a strong passion for advocating for rigorous and meaningful instruction aligned to the state standards while actively motivating and inspiring children to learn. I am actively involved in many areas of education which include curriculum development, response to intervention, professional learning communities, as well as, community and parent outreach.

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**EDUCATION AND CERTIFICATION**

**CALIFORNIA STATE UNIVERSITY LOS ANGELES**

**Master of Education, December 2009**

*Educational Administration*

**CALIFORNIA STATE UNIVERSITY OF CALIFORNIA LOS ANGELES**

**Bachelor of Arts, June 2001**

*Major: Liberal Studies*

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**PROFESSIONAL EXPERIENCE**

**CARVER MIDDLE SCHOOL**

***Title I Coordinator, August 2009 – Present***

Facilitate monthly CEAC and SSC council meetings. Provide and recruit outside organization to provide monthly parent workshops. Oversee compliance on all categorical programs at the school; maintain records of all categorical meetings, purchases, and the distribution of memorandums addressing federal mandated publications, and other duties as assigned.

***Sixth Grade Teacher, August 2001 – August 2009***

***MATH, SCIENCE, AND HISTORY***

Developed and implemented standard-based lesson plans for math and science. I implemented instructional techniques and strategies such as differentiated instruction, SDAIE strategies, cooperative learning groups, individualized support, and modified curriculum to meet the needs of diverse groups of students. Utilized graphic organizers and the writing process to improve student reading and writing development. Maintained and created standards based bulletin boards to display anchor papers and rubrics, and publish student work.

**DEPARTMENT OF SOCIAL SERVICES**

***Eligibility Worker, February 1997 – October 2001***

I determined eligibility of social services for programs, such as, CalWorks, MediCal, and Foodstamps. Interviewed family members, collected legal documents, verified income, made D.A. referrals, and issued monetary and health benefits as required.

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Mark C. Bodie  
 4410 McKinley Avenue  
 Los Angeles, CA 90011  
 mxb4273@lausd.net

#### Qualification Highlights

Outstanding asset to community  
 Over 11 years as an educator  
 Vast experiences bring unique perspectives

#### Professional Experiences

Over 4 years teaching in inner city school  
 Serves as Secretary on School Site Council  
 Provides educational opportunities outside of classroom  
 Veteran of Desert Storm  
 Numerous accolades in military service  
 Active with church while serving community  
 Develops and maintains positive rapport with  
 parents in community

#### Employment History

Teacher	Carver Middle School	2006 – Present
Teacher	Fairfax County Public Schools	1999-2006
Firefighter	U.S. Air Force	1990-1994

#### Professional Credentials

M.Ed. University of Virginia Adapted Physical Education  
 B.S. Longwood College Physical Education  
 Postgraduate Professional Teaching Certificate Virginia  
 California Teaching Credential

**Thomas K. Turner**  
 Los Angeles, California 90019  
 (323) 934-6274  
[tk1880@lausd.net](mailto:tk1880@lausd.net)

### **Qualification Highlights**

- Over 34 years of public service
  - Teacher Leader
- Effective Convener of Stakeholders

### **Professional Experiences**

- 7<sup>th</sup> and 8<sup>th</sup> Grade English / Language Arts Instruction
- Trained and Certified : AVID, AEMP, ELL and ELS
- Current English Department Chairperson
- Former Lead Teacher: Nutrition Network and Middle School Arts Initiative
- Teacher Point person to Arts and Community Partners, including: LAUSD Arts Ed. Branch, youTHINK, LACMA, UCLA School of Education and School of Arts and Architecture (Artsbridge), Center Theatre Group's Annenberg Middle School Theatre program, Facing History and Ourselves and others
- Current Board Member: ECCLA ( Educational Consortium of Central LA)

### **Employment History**

English Teacher	Carver Middle School	1999- present
Substitute Teacher	LAUSD	1999
Bus Operator/ Instructor	SCRTD/ LACMTA	1975-1999

### **Professional Credentials**

Supplementary Mathematics Authorization	CSULA/LAUSD	2005
Calif., Secondary Clear/CLAD English	CSULA	2002
B.A., English	UCLA	1975



**LUZ N. COTTO- PRINCIPAL**

133 Pismo Drive • Carson, CA 90745  
Home (310) 549-6269 • Office (323) 224-3373  
luz.cotto@lausd.net  
Employee Number: 604826

**EDUCATION**

**Master of Arts, Major: Education: Educational Administration**  
California State University, Dominguez Hills, Carson, CA, 1996

**Baccalaureate of Arts, Major: English**  
University of Puerto Rico, Rio Piedras, PR, 1972

**CREDENTIALS**

- Professional Clear Administrator Services, 2003
- Professional Clear Single Subject Teaching Credential, 1995
- Bilingual Certificate of Competence, 1990

**EXPERIENCE**

July 2009 – Present

***Principal***

Los Angeles Unified School District

**GEORGE W. CARVER MIDDLE SCHOOL** (1,800 students)

- Supervise day to day implementation of a standards-based instructional program school-wide
- Manage school funds allocated for ensuring a quality instructional program for all students
- Establish and implement components of a professional learning community throughout the school
- Plan, implement and oversee professional development for all school staff

2005 – June 2009

***Administrator of Instruction***

Los Angeles Unified School District

**LOCAL DISTRICT 5** (85,037 students)

- Oversee and Coordinate K-12 content specialists, experts and advisors in designing and delivering professional development for literacy and math coaches, lead teachers and administrators.
- Plan and implement professional development for Pre-K-12 principals and assistant principals
- Manage local district funds allocated for the implementation of all instructional initiatives

2002 – 2005

***Coordinator, English Learners***

Los Angeles Unified School District

**LOCAL DISTRICT 5** (39,741 English Learners)

- Structured and implemented an articulation system for the local district to improve student placement and communication
- Planned and implemented diagnostic testing for English Learners in all middle schools in the local district to identify instructional needs
- Planned and implemented professional development for all elementary Leadership Teams and K-12 Categorical Program Coordinators
- Reviewed all secondary master schedules and provided assistance and recommendations to Assistant Principals, SCS to ensure appropriate student placement
- Trained and monitored English Learner Coordinators in the implementation of compliant programs for all English Learners



## LUZ N. COTTO



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 luz.cotto@lausd.net  
 Employee Number: 604826

### EXPERIENCE

2001 – 2002

***Coordinator, Secondary Literacy***

Los Angeles Unified School District

**LOCAL DISTRICT H** (currently Local District 5)

- Organized Secondary Content Literacy Cadres in all secondary schools in the local district
- Planned and implemented professional development for all cadre members
- Organized and implemented identification and testing procedures for the Developing Readers and Writers Course (intervention)
- Selected, trained and monitored secondary literacy coaches
- Managed allocated funds for the Content Literacy program

2000 – 2002

***Assistant Principal***

Los Angeles Unified School District

**GEORGE W. CARVER MIDDLE SCHOOL** (2,387 students)

- Supervised the English Language Arts and electives departments, clerical staff, Teacher Assistants, and Categorical Coordinators
- Coordinated student activities, stull evaluations, sexual harassment, activities, assemblies, yearbook, student leadership, class sponsors, department Chairs, LA Reads and Saturday School
- Planned and implemented school wide professional development

1999 – 2000

***English Learner Program Specialist***

Los Angeles Unified School District

**DIVISION OF INSTRUCTION**, Language Acquisition Branch

- Maintained a system within the District's central office to assure that schools in each geographic area identified and resolved EL compliance issues
- Wrote and coordinated *ELD Handbook for Secondary Students*
- Developed District wide professional development for the ELD Handbook for Secondary Students and presented standards-based instructional practices to teachers of English Learners

1996 – 1999

***Lead Advisor***

Los Angeles Unified School District

**DIVISION OF INSTRUCTION**, Language Acquisition Branch

- Coordinated and trained a team of 20 English Learner Program Advisors responsible for monitoring compliance in 660 elementary and secondary schools
- Collaborated with the State department of education in planning and implementing District wide CCR training
- Represented the Language Acquisition Branch in:
  - Superintendent's Charter Schools Advisory Committee
  - Coordinated Professional Staff Development Committee
  - The CABE '99 Planning Committee
- Provided technical assistance to administrators
- Participated as a Field Colleague in statewide Coordinated Compliance Reviews conducted by the State Department of Education



- Planned and implemented professional development to present the revisions to *The Master Plan for English Learners* to 3,000 key personnel in LAUSD
- Collaborated with representatives from CRESST to review Language Arts performance assessments
- Participated in designing a contingency plan for the district wide implementation of Proposition 227



## LUZ N. COTTO



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 luz.cotto@lausd.net  
 Employee Number: 604826

### EXPERIENCE

1994 – 1996

***English Learner Advisor***

Los Angeles Unified School District

**DIVISION OF INSTRUCTION, Language Acquisition Branch**

- Served as the Secondary EL Program Advisor for three cluster offices
- Assisted with master schedules, staff assignments and instruction
- Participated in the District's Master Plan Revision Committee
- Planned and implemented the Language Arts in the Primary Language Academy and the Advanced ESL Academy

1989 – 1994

***ESL Teacher, Bilingual Coordinator***

Los Angeles Unified School District

**ALAIN LEROY LOCKE HIGH SCHOOL**

- Increased parental involvement in the Bilingual Advisory Committee
- Increased the number of teachers enrolled in course to obtain appropriate authorization to teach English Learners
- Advised and assisted the Assistant Principal, SCS in preparing a compliant master schedule that included sufficient primary language and SDAIE core classes for English Learners
- Served as the ESL Department Chair
- Taught ESL and Language Arts in the Primary Language

### PROFESSIONAL ORGANIZATIONS

- California Association for Bilingual Education
- National Association for Bilingual education
- Phi Delta Kapp

**Derek Moriuchi**  
 4410 McKinley Avenue  
 Los Angeles, CA 90011  
 (323) 846-2900  
 derek.moriuchi@lausd.net

**PROFESSION:** **ASSISTANT PRINCIPAL, Secondary School Services**

**EDUCATION:** California Lutheran University  
 Doctor of Education, Administrative Leadership, 05/2010

California State University, Dominguez Hills  
 Master of Arts, 2005

California State University, Los Angeles  
 Master of Arts, 1982

University of California, Los Angeles  
 Bachelor of Arts, 1981

**CREDENTIALS:**

1. Administrative Services Credential
2. Single-Subject Teaching Credential, Mathematics
3. CLAD Certificate
4. National Board Certification in Mathematics (NBCT)

**PROFESSIONAL:** Assistant Principal, Instruction (July 2006 - )  
**EXPERIENCE** Dr. George Washington Carver Middle School, LAUSD

Expert and Specialist, Secondary Mathematics (2004-2006)  
 Local District 5, LAUSD, Instructional Support Services

Mathematics Teacher (2003-2004)  
 Wilson High School, LAUSD, Trigonometry, Math  
 Analysis, Algebra 2, Algebra 1, and Geometry

Mathematics Teacher (1993-2003)  
 Stevenson Middle School, LAUSD, Algebra 1, General  
 Math, and Honors Math

Mathematics Teacher (1991-1993)  
 Montebello High School, Algebra 1, Geometry, Honors

Mathematics Teacher (1986-1991)  
 Ganesha High School and Marshall Middle School  
 Algebra 1, Geometry, Integrated Mathematics



**Lorna K. Bounds**  
 21403 Weiser Avenue  
 Carson, CA 90745  
 (310) 834-8022  
 533076-2  
 lbounds@lausd.net

## **Assistant Principal, Extended Learning Academy**

### **Qualification Highlights**

- Exceptional leadership and collaboration skills
- Over 25 years as an effective educator, coordinator, counselor and administrator
- Excellent communication skills

### **Professional Experiences**

- Analyze student data to identify eligible students for intervention programs
- Coordinate, plan, implement, monitor and evaluate all intervention programs
- Administer the Intercession Program
- Coordinate the intervention budgets, resources and services
- Supervise instruction in the core and intervention programs
- Establish small learning communities for at-risk students
- Organize and conduct parent outreach, orientation meetings and trainings
- Organize and conduct teacher & staff trainings on intervention programs

### **Employment History**

Extended Learning Administrator	Carver Middle School	2003 - Present
Intervention Counselor	Carver Middle School	2000 - 2003
Instructional Specialist	Jefferson Cluster Office	1997 - 2000
Organization Facilitator	Jefferson Cluster Office	1996 - 1997
Acting A.P., S.C.S	Carver Middle School	1995 - 1996
Counselor	Carver Middle School	1994 - 1995
Language Arts Lab Coordinator	Carver Middle School	1991 - 1994
English Teacher	Carver Middle School	1990 - 1991
Counselor/Teacher	Carver Middle School	1989 - 1990
English/History Teacher	Carver Middle School	1984 - 1989
Teacher Assistant	Locke High School	1982 - 1984

### **Professional Credentials**

AB75	LAUSD	2005
Administrative Credential	Cal State Dominguez Hills	1999
MA, Counseling	Cal State Dominguez Hills	1989
BA, Social Work	Cal State Northridge	1982

JOSE M. RAMOS JR.  
302860

919 N. Raymond Ave.  
(626) 797-1095  
Pasadena, CA 91103

### Assistant Principal

#### EDUCATION:

Administrative Academy, LAUSD. CA 2002-2003.  
Tier II completed June 2006.  
National University, Inglewood, CA 1999-2001  
Administrative Services Credential June 19, 2002.  
Master of Science in School Administration, January 21, 2001.  
California State University Northridge, Northridge, CA 1972 - 1979  
Bachelors of Arts -History  
Bachelors of Arts-Chicano Studies  
Bilingual Cross Cultural Credential Social Science/Spanish

#### TEACHING EXPERIENCE:

Social Studies Department, Pacoima Middle School Los Angeles, CA 1978-1980.  
High School: Garfield High School, Los Angeles, CA 1980- 2000.  
Social Science: ELL, Gifted, U.S. History, World History,  
and Electives.  
ESL Department: Garfield High School, Los Angeles, CA 1980-1983  
ESL Levels 1-4.  
Adult Education: Garfield and Lincoln Adult School Los Angeles, CA  
ESL, Levels 1-5.

#### PROFESSIONAL AND ORGANIZATIONAL EXPERIENCE:

Carver Middle School, Los Angeles, Ca. July/08-Present.  
Generic Assistant Principal: Operations, Discipline, Attendance.  
Los Angeles Academy Middle School, Los Angeles, Ca. July/07-June/08  
Beyond the Bell Administrator/Assistant Principal.  
Roosevelt High School, Los Angeles, CA. September/02-JUNE/07  
Instructional API/ELD/Administrator  
Local District H, Los Angeles, CA. 2001-2002  
Secondary ELD Advisor  
Garfield High School, Los Angeles, CA 1999 to 2001  
Bilingual Coordinator  
Garfield High School, Los Angeles, CA 1990 to 1992  
School Based Management/School Reform Coordinator  
Garfield High School, Los Angeles, CA 1995-2001  
Facing History and Ourselves Coordinator

#### RESEARCH, WRITING, & PUBLIC SPEAKING EXPERIENCE:

ELL Instructional API at Roosevelt High School: Presentations and trainings on SDAIE Instruction. Reports on: State Audit, ELL Intervention reports to Local and Central Districts. Data Collection on ELL Progress and Compliance for Local District LDH, LD5 and Roosevelt High School. CCR reports for Local District H secondary schools, intervention Budgets, trainings on classroom strategies and compliance regulations to staff and administrators.

Masters Thesis-"*THE NEED FOR MORAL, ETHICAL AND CHARACTER EDUCATION IN THE CLASSROOM*"  
**SKILLS:**

**Knowledgeable on issues of:** Content Standards Based Instruction, ELD compliance, ELD programming, Matrix Development, ELD/SDAIE Instructional Strategies, ELA Standards Alignment to ELD Standards, Performance Assignments, Data Collection, State Audit Compliance, SLC(Smaller Learning Communities)Development, Copernican Schedule, 4x4 schedule, budgets, operations, discipline, attendance, instructional supervision and compliance.

**Bilingual:** English and Spanish.

**Cultural Development:** Well versed on Latin American Music (play an assortment of Latin American folk instruments) familiar with the Boyle Heights community as well as the ELA community (grew up and worked in both communities).



**Evelyn J. Harris**  
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 Los Angeles, CA 90011  
[eharris@lausd.k12.ca.us](mailto:eharris@lausd.k12.ca.us)

## **Assistant Principal, Student Counseling Services**

### **Qualification Highlights**

- Exceptional leadership and collaboration skills
- Over 15 years as an effective educator, administrator, coordinator, and counselor
- Great communication skills

### **Professional Experiences**

- Facilitate professional development for middle school faculty
- In charge of the Special Education Program for the school
- Responsible for the development and implementation of the master schedule for a multi-track middle school
- Implements supervision of instruction
- Administer IEP meetings
- Evaluate teachers, special education assistants, Bridge Coordinator and Counselors
- Analyze student data
- Provide ISIS & SIS support to staff
- Coordinate STAR testing
- Oversees the GATE program

### **Employment History**

Assistant Principal, Student Counseling	Carver Middle School	2005 – present
Student Intervention Specialist Counselor	Carver Middle School	2003 - 2005
Intersession Coordinator	Carver Middle School	2000 - 2005
GATE Coordinator	Carver Middle School	1998 – 2000
STAR Testing Coordinator	Carver Middle School	1996 - 1998
Student Information System Coordinator	Carver Middle School	1995 – 2003
8 <sup>th</sup> Grade Mathematics Teacher	Carver Middle School	1993 – 1995
7 <sup>th</sup> & 8 <sup>th</sup> Grade Computer Teacher	Muir Middle School	1993 – 1993
Domestic Violence Director	Carson Women Shelter	1988 – 1993
7 <sup>th</sup> & 8 <sup>th</sup> Grade Mathematics Teacher	Clay Middle School	1983 – 1988

### **Professional Credentials**

MS, Counseling	National University, Los Angeles	2003
CLAD	National University, Los Angeles	1997
CA Teaching Credential	CSUDH, Carson, CA	1994
BA, Business	St. Andrews College, NC	1974

**ENEDINA SANCHEZ**

11819 Loma Drive Unit #1  
Whittier, California 90604

exs5671@lausd.net  
(323) 493-8705 (cell)

**English Language Learners Coordinator****EDUCATION/CREDENTIALS**

2007	Master of Education – Curriculum and Instruction	University of Phoenix
2003	BCLAD Single Subject Credential, Biological Sciences	CSULA
1997	Bachelor of Arts- Biology	Whittier College

**LEADERSHIP/ TEACHING EXPERIENCE****2007 – Present English Learner Coordinator****Dr. George Washington Carver Middle School**

- ❖ Analyze test and other pertinent data for identification and placement of English Learner (EL) students
- ❖ Assist with the development and implementation of the Single School Plan for Student Achievement
- ❖ Assist in hiring, supervising and evaluating EL Program paraprofessionals
- ❖ Plan and conduct monthly English Learner Advisory Council (ELAC) meetings
- ❖ Conduct monthly parent workshops to support academic progress of English Learners
- ❖ Translate and assist in the dissemination of information to parents and guardians
- ❖ Collect and maintain documentation to support all aspects of the program including annual monitoring letters, assessment data, instructional material and equipment inventories, budgets, and committee meetings

**2005-2007 Science Lead Teacher****Dr. George Washington Carver Middle School**

- ❖ Support implementation of Instructional Guide and Periodic Assessments by providing instructional support to other science teachers at the school
- ❖ Support implementation of District Immersion Units and instructional units/model lessons in science
- ❖ Facilitate collaborative planning meetings and post assessment discussion of results and implications for practice

**2000-2007 Science Department Chair****Dr. George Washington Carver Middle School**

- ❖ Organize departmental meetings and professional development for mandated science and health curriculums
- ❖ Coordinate department activities (i.e. Annual Science Fair) and science grants
- ❖ Maintain inventory of equipment and materials; Chemical Safety Coordinator beginning 2004-2005 school year

**1997 – 2007 Single Subject Teacher****Dr. George Washington Carver Middle School**

- ❖ Develop and implement Standards Based lessons for 8th Grade Science, 7th Grade Science and Health
- ❖ Use appropriate instructional and learning strategies, activities, and equipment that reflect understanding of the learning styles and needs of students, including the use of technology
- ❖ Conduct ongoing assessment of student achievement through formal and informal testing
- ❖ Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students

**SPECIALIZED TRAINING**

2008	English Language Skills Course	Los Angeles Unified School District
2007	Five Day High Point Training	Los Angeles Unified School District
2007	Title III Master Plan Institute	Los Angeles Unified School District
2005-2007	Variation & Natural Selection with Fast Plants	Los Angeles Unified School District
2005	Chemical Safety Seminar	Flinn Scientific, Inc
2003-2004	Secondary Literacy Cadre	Los Angeles Unified School District
2004	Project Alert Training	BEST Foundation for a Drug-Free Tomorrow
2004	HIV/AIDS Prevention	Los Angeles Unified school District



**LUIS E. AGUILAR** 7811 COMOLETT ST.  
 DOWNEY, CA 90242; 323-314-8319; EMAIL:  
 LXA8686@LAUSD.NET

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**Electives Content Lead**

**Preliminary Administrative Services Credential, May 2007**

California State University Dominguez Hills, Carson, CA

**Single Subject BCLAD Credential, December 2003**

California State University Dominguez Hills, Carson, CA

**Bachelor's of Arts, *Cum Laude*, May 2000**

**Major:** History **Minor:** Economics

California State University Dominguez Hills, Carson, CA

**EDUCATION**

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**2009–Present Carver Middle School Los Angeles, CA**

Technology/Testing Coordinator

- Assist teachers and staff with technology, equipment, and hardware.
- Maintain records and inventory of technology on campus.
- Order, inventory, and administer CST school wide.
- Develop special bell schedules and staff assignments during testing.

**PROFESSIONAL**

**EXPERIENCE**

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**2007–2009 Carver Middle School Los Angeles, CA**

Dean of Students

- Enforced school wide and district discipline policies.
- Participated and helped support campus supervision.
- Liaison between school and community, formed part of community support groups.

**2000–2007 Carver Middle School Los Angeles, CA**

Social Studies Teacher

- 7<sup>th</sup> and 8<sup>th</sup> Grade History.
- 6<sup>th</sup> Grade ESL and Ancient History.
- High Point - District Trained.
- History Alive! Level 1 - Trained.

**2003–2008 Adult School Los Angeles/South Gate, CA**

Adult Education Teacher

- ESL 1A Instructor, Lab Instructor (Social Studies, Math, and Language Arts), GED Instructor (Spanish).  
**Fremont/South Gate/Jefferson CAS**
- AIS trained.

**2001–2006 Carver Middle School Los Angeles, CA**

8<sup>th</sup> Grade Sponsor

- Assist in planning and enforcing eligibility guidelines.
- Organize and supervise various 8<sup>th</sup> Grade activities.
- Coordinate, prepare, and direct 8<sup>th</sup> Grade Culmination Ceremony.

**Alice V. Ward**  
 4423 Victoria Park Place  
 Los Angeles, CA 90019  
[award@lausd.net](mailto:award@lausd.net)  
**Mathematics Coach**

### Qualification Highlights

- 3+ years as a full time math coach and 3 years as a part time math coach High school and middle school
- Assisted in the application process for the Technology Grant
- Great communication skills

### Professional Experiences

- Led many professional development
- Thinking Maps trainer
- Facilitate Carver's first Family Math Night in 1997
- Assisted in the addition of 7<sup>th</sup> grade Algebra 1 and 8<sup>th</sup> grade Geometry
- Analyzed student data
- Assisted in the formation of a math/computer lab
- Literacy Cadre team member at Bravo Medical Magnet H.S. 2000 – 2003
- STEPS LAUSD scorer in 2000
- Testing Coordinator of the STEPS test at Bravo Medical Magnet H.S. in 1999
- Wrote MASTRR Grant – Received Eisenhower Mathematics and Science Program Grant in 1993 & 1994

### Employment History

Mathematics Instructional Coach	Carver Middle School	2006 – present
Mathematics Instructional Coach	Bravo Medical Magnet H.S.	2003 – 2006
Mathematics Department Chair	Bravo Medical Magnet H.S.	2000 – 2003
9 <sup>th</sup> through 12 <sup>th</sup> grade Math teacher	Bravo Medical Magnet H.S.	1996 – 2006
Mathematics Department Chair	Nobel Middle School	1992 – 1996
7 <sup>th</sup> & 8 <sup>th</sup> Grade Computer Teacher	Nobel Middle School	1984 – 1986
7 <sup>th</sup> to 9 <sup>th</sup> Grade Mathematics Teacher	Nobel Middle School	1980 – 1996
7 <sup>th</sup> to 9 <sup>th</sup> Grade Mathematics Teacher	Hughes Middle School	1979 – 1980
7 <sup>th</sup> to 9 <sup>th</sup> Grade Mathematics Teacher	Parkman Middle School	1978 – 1979

### Professional Credentials

Preliminary Administrative Credential	CSUN	2007
Single Subject: Math examination		2006
Single Subject: Art/basic math	USC	1979
Masters Degree: Educational Leadership	CSUN	2008
Masters Degree: Math Education	CSUN	1997
Masters Degree: Art Education	USC	1976

### Professional Awards

Who's Who Among America's Teachers 2004 – 2006



# Cheryl M. Bueno-Hill

103 E. 124<sup>th</sup> Street Los Angeles, CA 90061  
 323/757-9871 home 714/272-6852 cell  
 cbn2105@lausd.net

## Science Teacher

### OBJECTIVE:

- To better facilitate student learning in the areas of 7<sup>th</sup> grade World History and 8<sup>th</sup> grade US History.
- To create life-long learners and productive members of society.

### EXPERIENCE:

#### July 2004 – Present George Washington Carver Middle School Teacher, 7<sup>th</sup> grade World History/8<sup>th</sup> grade US History

- Teaching lessons that accommodate the multiple learning modalities of all students and assessing students' progress and performance
- Planning and preparing rigorous, standards-based lessons, grading papers, and preparing report cards
- Employing technology and GLAD strategies into my lessons to maximize student engagement and success
- Providing constructive feedback and guidance to students experiencing educational or personal challenges
- Maintaining structure and a positive classroom environment that is conducive to learning
- Communicating with parents, teachers, and other professionals, both formally and informally

#### Department Chair (2007-2008), Department Co-Chair (2009-2010)

- Planning and facilitating department meetings
- Ensuring that proper materials and resources are available to the department
- Overseeing the distribution and delivery of periodic assessments
- Acting as a liaison between teachers and school administrators

#### Learning Teams Facilitator (2007-2008), (2009-2010)

- Cooperatively devising students' needs and planning standards-based lessons that address these needs
- Assessing student work and modifying lessons to better serve the needs of our students
- Planning and facilitating Learning Team meetings
- Attending conferences to ensure updated techniques are used to guide our team
- Acting as a liaison between our team and school/district administrators

### TRAINING:

#### January–June 2004 Westchester Senior High School Student Teacher, 11<sup>th</sup> grade US History

- Working with a master teacher to explore and develop classroom management skills tailored to my own personal teaching style
- Applying knowledge and strategies learned in my teacher education courses to real-world situations

### QUALIFICATIONS / EDUCATION:

Professional Clear Single Subject Credential, History  
 Bachelor of Arts, Psychology, California State Dominguez Hills 2001  
 Minor in Communications

**José Antonio Buenabad**  
 4410 McKinley Ave  
 Los Angeles, CA 90011  
 jbuenaba@lausd.net

## **English Language Development Coach**

### **Qualification Highlights**

- Exceptional leadership and collaboration skills
- Over 10 years as an effective educator, coordinator
- Great communication skills

### **Professional Experiences**

- St. Malachy's Church Grammar School 6<sup>th</sup> Grade Teacher
- St. Aloysius Grammar School (1997 – 1999) 6<sup>th</sup> Grade Teacher
- Job Starts, Inc. – Program Coordinator for Employment Office and Business Start-ups (1999-2001)
- G. W. Carver Middle School (2000- Present) – 6 – 8<sup>th</sup> Grade Language Arts Teacher / ELD Instructional Coach
- Tech. Coordinator - St. Aloysius – Responsible for planning and implementation of technology program.
- Interim Tech. Coordinator – Carver Middle School – Responsible for assisting and supporting in the implementation of **ISIS** and assistance with technology related equipment.
- Website Designer – Carver Middle School – Initial design and Maintenance of the School's Web Page.
- Tech. Consultant – Consultant for wireless network design, and web page design.
- Class Sponsor for the Culminating Class for 5 years

### **Employment History**

ELD Instructional	Carver Middle School	2007 – present
Coach 6 – 8 <sup>th</sup> ELA Teacher	Carver Middle School	2000 – 2007
6 <sup>th</sup> Grade Teacher	St. Aloysius Gram. School	1997 – 1999
6 <sup>th</sup> Grade Teacher	St. Malachy's Gram. School	1996 – 1997

### **Professional Credentials**

MA, Education Administration	CSUDH, Carson, CA	2008
CLAD Teaching Credential	CSUDH, Carson, CA	1999
BA, English Literature	St. John's Seminary College	1996



**Monique D. Kelso**  
 4410 McKinley Ave  
 Los Angeles, CA 90011  
[mdp0391@lausd.net](mailto:mdp0391@lausd.net)

## **Counselor**

### **Qualification Highlights**

- Utilizes leadership, advocacy, and collaboration to promote student success
- 8 years of experience as a counselor in an urban school and over 15 years of experience working with children
- Great Communication and Listening Skills

### **Professional Experiences**

- Assists students in the areas of academic and career planning and in social/emotional development
- Promotes an understanding and appreciation of diverse populations and cultures
- Designs and implements the master schedule for a multi-track middle school
- Provides small group counseling to students with identified needs and concerns
- Makes appropriate referrals of students and families to outside agencies and specialists
- Consults and collaborates with teachers, staff and families in understanding and meeting the needs of students in the school setting
- Coordinates STAR testing
- Monitors and advises students and their families as to progress towards promotion and culmination
- Provides recognition ceremonies for students
- Coordinates Annual College and Career Fair
- Administers IEP meetings
- Analyzes student data

<b>Employment History</b>		
Secondary Counselor	Carver Middle School	2003 - present
STAR Testing Coordinator	Carver Middle School	2008 - 2009
PHBAO Counselor	Carver Middle School	2002 - 2003
Childcare Provider	Saugus Union School District	1995 - 2002
Childcare Provider	Los Angeles YMCA	1992 - 1995

<b>Professional Credentials</b>		
Pupil Services Credential	California State University, Northridge	2001
BA, History	California State University, Northridge	1999
AA, Social Sciences	College of the Canyons, Valencia, CA	1997

**William A. George**  
**8108 S. 2nd Avenue-Inglewood, California 90305**  
**(323)759-8267**

### -LITERACY COACH-

#### Core competencies include:

- |                               |                           |
|-------------------------------|---------------------------|
| *Reading Instruction          | *ESL Methodology          |
| *Computer-Managed Instruction | *Readers/Writers Workshop |
| *Differentiated Instruction   | *Data Analysis            |
| *Cognitive Coaching           | *Data-Driven Dialogue     |
| *Culturally Relevant Pedagogy | *DSS Training             |

#### EDUCATION/CREDENTIALS

- 2009 California State University, Dominguez Hills**  
Single Subject Credential, English
- 2008 California State University, Dominguez Hills**  
Education Administration Credential
- 2005 California State University, Dominguez Hills**  
Masters of Arts-Literature and Rhetoric
- 2002 California State University, Dominguez Hills**  
Accounting Certificate
- 1998 California State University, Dominguez Hills**  
Masters of Arts-Education, Curriculum Development
- 1997 California State University, Dominguez Hills**  
Masters of Arts-Education, Teaching/Curriculum
- 1997 California State University, Dominguez Hills**  
Professional Clear Multiple Subject, Diversified with Cross-Cultural,  
Language and Academic Development (CLAD) Emphasis
- 1994 California State University, Dominguez Hills**  
Bachelor of Arts, Interdisciplinary Studies  
Concentration: Future Studies and Global Politics  
Minor: Psychology
- 1978 University of Southern California**  
Accounting

#### TEACHING EXPERIENCE

- |                     |  |
|---------------------|--|
| <b>2006-Present</b> | <b>Carver Middle School</b><br>Literacy Coach  |
| <b>1998-2006</b>    | <b>Carver Middle School</b><br>Sixth Grade Teacher<br>Avid<br>Literacy Cadre<br>Sixth grade dept. co-chair |
| <b>1994-1998</b>    | <b>Worthington Elementary School</b><br>Second, Third, Fourth Grade Instructor                             |



**DEBBIE J. TROJAHN**

1530 E. Appleton Street  
 Long Beach, CA 90802  
 djt1957@lausd.net

\* Cell: 562-225-3462 \*Work: 3223-846-2938

**Special Education Bridge Coordinator****Qualification Highlights**

- Exceptional leadership and collaboration skills
- Ten years as an effective educator and coordinator
- Excellent communication skills

**Professional Experiences**

- |  |   |
|--|---|
| * IEP Compliance Issues                | * Monitor Special Education Data Systems                |
| * Administrative Designee              | * Accurate IEP Completion                               |
| * Team Approach                        | * Create Learning Center                                |
| * Provide Behavior Management Training | * SST & 504 Committees                                  |
| * IEP Meeting Scheduling               | * Communication with Parents, Teachers, Students, Staff |
| * Social Skills Training               | * Monitor Progress of Spec Ed Students in Gen Ed        |

**Employment History**

Bridge Coordinator	Carver Middle School	2006 – Present
Special Day Program & Resource Specialist Program Teacher	Clay Middle School	2000 - 2006

**EDUCATION AND TEACHING CREDENTIALS****Crosscultural, Language and Academic Development Certificate**

(Issued 1/30/2008)

University of San Diego, San Diego, CA

**Education Specialist Instruction Credential Clear Level II Mild/Moderate**

**Disabilities** (Issued 11/01/2007)

California State University Dominguez Hills, Carson, CA

**Bachelor of Arts (1997); Major: History; Minor: Political Science**

California State University Dominguez Hills, Carson, CA

**Currently working towards MA and Tier 1 Credential in Administration**

California State University Dominguez Hills, Carson, CA

Urban School Leaders Program

**Clarence Luckey**  
 19943 Gridley  
 Cerritos, CA 90703  
 (562) 402-4624  
 calrence.luckey@alucd.net

## **Plant Manager**

### **Qualification Highlights**

- Exceptional leadership and group organizational skills
- Excellent at training and evaluate custodial personnel
- Excellent knowledge of materials and methods of custodial work
- Over 8 years as an effective Manager
- Excellent communication skills with school personal and the public

### **Professional Experiences**

- Analyze and identify school site needs and apply appropriate action.
- Routinely make and adjust schedules
- Organize and supervise large scale school site clean up projects after man made and natural disasters
- Maintain record and prepare concise reports
- Conduct staff safety trainings

### **Employment History**

Plant Manager III	Carver Middle School	2009 – Present
Plant Manager III	Year Round Cleaning	2007-2009
Sir Window Wall Washer	Year Round Cleaning	2000 - 2007
Window Wall Washer	Year Round Cleaning	1989 – 2000



## **Monique Yvette De Loach**

4410 McKinley Ave.  
Los Angeles, CA 90011  
310.463.3240  
monique.deloach@gmail.com

### **Special Education Teacher**

#### **Professional Teaching Experience**

##### **Education Specialist July 2007 - Present**

Los Angeles Unified School District

Carver Middle School

- Instructing 6<sup>th</sup>-8<sup>th</sup> grade students with Mild/Moderate disabilities in a Special Day Class setting
- Individualized Education Program (IEP) Case Manager
- Special Education Department Chair
- 

##### **Resource Specialist September 2006 – June 2007**

Los Angeles Unified School District

Henry Clay Middle School

- Instructed 6<sup>th</sup>-8<sup>th</sup> grade students with Mild/Moderate disabilities in a General Education setting using a Co-Teaching model
- Individualized Education Program (IEP) Case Manager.

##### **Education Specialist September 2000 - 2006**

Los Angeles Unified School District

Henry Clay Middle School

- Instructed 6<sup>th</sup>-8<sup>th</sup> grade students with Mild/Moderate disabilities in a Special Day Class setting
- IEP Case Manager
- Special Education Department Chair
- Impact Coordinator

##### **Substitute Teacher May 1999 – June 2003**

Los Angeles Unified School District

- Day-to-day and long-term substitute for grades K-12<sup>th</sup>

##### **California State University, Dominguez Hills October 2008 – June 2003**

Clear Level II Education Specialist Instruction Credential

Preliminary Level I Educational Specialist Instruction Credential

##### **California State University, Long Beach January 2000**

Bachelor of Arts

History with Honors

**MARTIN ROBLES**  
**10838 Newville Avenue**  
**Downey, CA 90241**  
**(562) 544-7685**

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## **Mathematics Teacher**

### **EXPERIENCE**

- 1994 - 1995      Los Angeles Unified School District, Gage Middle School  
Los Angeles, CA  
    - Mathematics Teacher (6<sup>th</sup> Grade)
- 1995 - 2006      Los Angeles Unified School District, George Washington  
Carver Middle School, Los Angeles, CA  
    - Mathematics Teacher (7/8<sup>th</sup> Grade)  
    - 8<sup>th</sup> Grade Sponsor (9 years)  
    - Angel Gate Coordinator (2 years)  
    - Dean (1 year - off-track)  
    - CELT Testing (during off-track)  
    - Referral Room Coordinator (2 year)  
    - Intersession Teacher (during off-track)  
    - Long Term Teaching positions (during off-track)  
    - Urban Classroom Teacher Program Coordinator (5 years)
- 2006- 2007      Los Angeles Unified School District, Jefferson Clinton  
Middle School, Los Angeles, CA  
    - Mathematics Teacher (7/8<sup>th</sup> Grade)  
    - 8<sup>th</sup> Grade Sponsor
- 2007 - present      Los Angeles Unified School District, George Washington  
Carver Middle School, Los Angeles, CA  
    - Mathematics Teacher (7/8<sup>th</sup> Grade)  
    - 8<sup>th</sup> Grade Sponsor

### **EDUCATION**

- 1989      BS - DeVry Institute of Technology, Los Angeles, CA  
    - Major, Computer Programming Engineer
- 2004      Cal State Dominguez Hills, Los Angeles, CA  
    - CA Teacher Credential, BCLAD



Keyla Beatriz Villalba  
51 Lucille Street

Arcadia, CA 91006  
keyla.villalba@lausd.net

### Science Teacher

## QUALIFICATION HIGHLIGHTS

Excellent Science Teacher  
Great communication, collaboration, and leadership skills

## TEACHING EXPERIENCE

2008-Present	Carver Middle School	7 <sup>th</sup> and 8 <sup>th</sup> Grades
2000-2004	Teen Group Counselor	LA Church of Christ
1999-2001	Children's Community School	2 <sup>nd</sup> and 3 <sup>rd</sup> Grades
1999	Children's Community School	After School Program
1996	Hollywoodland Camp	Summer Counselor

## EDUCATION

Bachelor of Science	Cal State Northridge, CA	2000
CA Teaching Credential	Cal State Northridge, CA	In Progress

**Ronald Ricks**

444 N Oakhurst Dr suite A, Beverly Hills CA. 90210 Email: fightactor1@yahoo.com Phone: 310-728-9894

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**Campus Security Aide****Objective**

To better facilitate student learning in the areas of Safety, Health and Fitness

**Experience**

July 2008 to Present Los Angeles Unified School District Campus Aide, Los Angeles CA

- Protect property and persons on campus
- Treat or arrange for medical assistance
- Assist Campus Police in securing campus
- Assist teachers and faculty in maintaining class structure

Dec 2001 to Jan 2008 Woodcraft Rangers/LA Bridges, Los Angeles CA

- Facilitate student learning and conduct homework assistants.
- Assist in the coordination and implementation of community service and student affairs
- Physical Fitness/Martial Arts training for youth throughout the United States
- Developed and implemented programs to encourage student participation
- Participated in leadership training and community building workshops
- Collected field data, drafted reports, and provided feedback to supervisors
- 2001 to present, Lights on After Day, Arnold Schwarzenegger's After School Programs.
- LA Bridges, Peace in the Street Youth Rally

Aug 1998 to Dec 2008 Hand to Hand combat for Law Enforcement officers, Greensboro N.C.

- Supervised officers in the maintenance and enforcement of street tactics and policies
- Conducted research in community, neighborhood development and economic policy
- Coordinated special outreach projects to promote the department's research interest

May 1995 to Present Ricks Ju-Jitsu Academy/Wolfone Productions, Los Angeles CA

- CEO / Martial Arts Instructor
- Organize Community Outreach Programs
- Producer of Television and Movie Productions
- Design and Create Advertising and Marketing Ads for Entertainment Agencies

**Education**

Sept 2008 School Security Certificate Program LAUSD

Sept 2008/2009 Child Abuse Awareness Training Certificate LAUSD

March 2005 to May 2005 [VES Inc. Los Angeles, CA]

- Job Seeking Skills Workshop (how to interview perspective employees)

Sept 2004 UCLA [Child Development and Behavior Science]

May 2004 to July 2005 [Career College Consultants, Los Angeles, CA]

- Diploma in Computer Graphics/Web Design (graduated with honors)

Aug 1987 to June 1991 [Brooks College, Long Beach, CA]

- Degree in Marketing (specialty – economic development, organizational learning)
- Post Graduate Certificate in Education (completed seminars on teaching and technology strategies)

April 1986 Certified Black Belt Instructor [United States Ju-Jitsu Federation, USA]



**HORACIO MENDEZ**

5051 O'Sullivan Drive • Los Angeles, CA 90032 • hmendez@yahoo.com  
Telephone: 626.482.5419    Message: 310.892.4516

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**MULTIPLE SUBJECT ELEMENTARY TEACHER**

I am a self driven leader with excellent communication and interpersonal skills, a wealth of experience in pedagogy and a genuine interest in students' cognitive and social growth. With a strong passion for advocating for rigorous and meaningful instruction aligned to the state standards while actively motivating and inspiring children to learn. I am actively involved in many areas of education which include curriculum development, response to intervention, professional learning communities, as well as, community and parent outreach.

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**EDUCATION AND CERTIFICATION**

CALIFORNIA STATE UNIVERSITY LOS ANGELES  
**Master of Education, December 2009**  
*Educational Administration*

CALIFORNIA STATE UNIVERSITY OF CALIFORNIA LOS ANGELES  
**Bachelor of Arts, June 2001**  
**Major:** *Liberal Studies*

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**PROFESSIONAL EXPERIENCE****CARVER MIDDLE SCHOOL*****Title I Coordinator, August 2009 – Present***

Facilitate monthly CEAC and SSC council meetings. Provide and recruit outside organization to provide monthly parent workshops. Oversee compliance on all categorical programs at the school; maintain records of all categorical meetings, purchases, and the distribution of memorandums addressing federal mandated publications, and other duties as assigned.

***Sixth Grade Teacher, August 2001 – August 2009******MATH, SCIENCE, AND HISTORY***

Developed and implemented standard-based lesson plans for math and science. I implemented instructional techniques and strategies such as differentiated instruction, SDAIE strategies, cooperative learning groups, individualized support, and modified curriculum to meet the needs of diverse groups of students. Utilized graphic organizers and the writing process to improve student reading and writing development. Maintained and created standards based bulletin boards to display anchor papers and rubrics, and publish student work.

**DEPARTMENT OF SOCIAL SERVICES*****Eligibility Worker, February 1997 – October 2001***

I determined eligibility of social services for programs, such as, CalWorks, MediCal, and Foodstamps. Interviewed family members, collected legal documents, verified income, made D.A. referrals, and issued monetary and health benefits as required.

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Mark C. Bodie  
4410 McKinley Avenue  
Los Angeles, CA 90011  
mxb4273@lausd.net

Qualification Highlights

Outstanding asset to community  
Over 11 years as an educator  
Vast experiences bring unique perspectives

Professional Experiences

Over 4 years teaching in inner city school  
Serves as Secretary on School Site Council  
Provides educational opportunities outside of classroom  
Veteran of Desert Storm  
Numerous accolades in military service  
Active with church while serving community  
Develops and maintains positive rapport with  
parents in community

Employment History

Teacher	Carver Middle School	2006 – Present
Teacher	Fairfax County Public Schools	1999-2006
Firefighter	U.S. Air Force	1990-1994

Professional Credentials

M.Ed. University of Virginia Adapted Physical Education  
B.S. Longwood College Physical Education  
Postgraduate Professional Teaching Certificate Virginia  
California Teaching Credential



**Thomas K. Turner**  
 Los Angeles, California 90019  
 (323) 934-6274  
[tk1880@lausd.net](mailto:tk1880@lausd.net)

### **Qualification Highlights**

- Over 34 years of public service
  - Teacher Leader
- Effective Convener of Stakeholders

### **Professional Experiences**

- 7<sup>th</sup> and 8<sup>th</sup> Grade English / Language Arts Instruction
- Trained and Certified : AVID, AEMP, ELL and ELS
- Current English Department Chairperson
- Former Lead Teacher: Nutrition Network and Middle School Arts Initiative
- Teacher Point person to Arts and Community Partners, including: LAUSD Arts Ed. Branch, youTHINK, LACMA, UCLA School of Education and School of Arts and Architecture (Artsbridge), Center Theatre Group's Annenberg Middle School Theatre program, Facing History and Ourselves and others
- Current Board Member: ECCLA ( Educational Consortium of Central LA)

### **Employment History**

English Teacher	Carver Middle School	1999- present
Substitute Teacher	LAUSD	1999
Bus Operator/ Instructor	SCRTD/ LACMTA	1975-1999

### **Professional Credentials**

Supplementary Mathematics Authorization	CSULA/LAUSD	2005
Calif., Secondary Clear/CLAD English	CSULA	2002
B.A., English	UCLA	1975

**Antonio G. Malapit**  
 4410 McKinley Avenue  
 Los Angeles, CA 90011  
 agm4600@lausd.k12.ca.us

### **Qualification Highlights**

- Keen in the operation of financial aspect especially in determining unusual pattern of routine activities.
- 14 years experience in banking industry. 5 years in the Cash Dept. and 9 years at Internal Audit Department.
- 16 years with Student Body Finance Section and 9 years at Carver M.S. as Financial Manager

### **Professional Experiences**

- As bank auditor, I was in-charge in the operational audit of various branches in 2 regions with 30 branches. Our Internal Audit Dept. report directly to the Board of Directors of the bank.
- At LAUSD Student Body Finance Section, I was in-charge in coordinating with Athletic Director Fiege with all sports activities relating to the financial aspect of the game.
- I was responsible in establishing Insurance premium for Student Body money and equipments to all Senior High, Middle Schools, ROC, Adult & Skill Centers at LAUSD. Likewise, Trust Funds were also established at various programs including City Wide.
- As Financial Manager at Carver M.S. , I handle the operation of Student Store including Cafeteria funds. I also process Imprest Fund disbursement request and replenishments.

### **Employment History**

Financial Manager	M.S. Carver Middle School	2001- present
Accounting Tech II	Student Body Finance Section	1985 – 2001
Accountant	Fire Control System Company	1984 – 1985
Accountant	Modern Materials Company	1983 – 1984
Internal Auditor	Insular Bank of Asia & America	1974 – 1983
Bookkeeper/Teller	Insular Bank of Asia & America	1969 – 1974

### **Professional Credential**

B.S.C. – Accounting University of San Jose-Recoletos, Cebu City, Phils. 1968



# Natalie G. Neal-Peters

Employee # 758667

1043 North Central Ave. ♦ Glendale, CA 91202 ♦ (818) 640-4629 ♦ natalie.neal-peters@lausd.net

## PROFESSIONAL EXPERIENCE

### ELD Access to Core Expert

*July 2009- Present**Los Angeles Unified School District (LAUSD), District 5, Los Angeles, CA*In Addition to *High Point* Expert duties outlined below:

- Plan, lead and evaluate presentations to shareholders regarding program implementation while utilizing research and assessment tools to ensure high standards of accountability and program improvement
- Make follow-up site visits to clarify program components and support administrators, coordinators, and participating teachers.
- Review annual state and internal data to plan future professional development and program support
- Collaborate with administrators, coaches, and other school support staff to provide advisement to and monitoring progress of beginning teachers

### High Point Expert

*August 2006- June 2009**Los Angeles Unified School District (LAUSD), District 5, Los Angeles, CA*

- Conduct needs analyses through individual and department meetings to formulate appropriate implementation of support systems for administrators and teachers in middle and high schools
- Design, ameliorate and implement engaging, relevant, computer-assisted, district-wide professional development for English as a Second Language (ESL), and content area teachers concerning district and state assessments and rigorous course design using the English Language Development (ELD) and content area standards
- Coach *High Point* teachers in pacing, grading, and portfolios through observation, model lessons and professional development
- Create and edit content for online courses for the University of California, San Diego Professional Development Institute (UCPDI) regarding reading, writing and speaking instruction

### IMAP (Instructional Materials Advisory Panel) Member

*2008 RLA/ELD Adoption**California Department of Education, Sacramento, CA*

- Serve as appointee of the State Board of Education (SBE) to evaluate *Imaginalo*, a K-6 Spanish primary language RLA/ELD instructional program submitted for adoption in California
- Review submitted materials according to SBE-adopted criteria and ensure that the content of the materials aligns with the curriculum framework and content standards
- Evaluate program organization, assessment, universal access, and instructional planning and support

### Beyond the Bell Writer, Part-time Trainer

*November 2005- present**LAUSD, Los Angeles, CA*

- Develop, edit and present instructor-friendly, informative manual for teacher training
- Use extensive knowledge of *High Point* program and state standards to write culturally relevant lessons that reinforce the district-adopted text and incorporate ELD strategies
- Revise the *Beyond the Bell* ESL intervention curriculum for content relevance, rigor, and consistency

*ESL/ELA Teacher, ELA Department Chair**August 2001- August 2006**LA Academy Middle School, LAUSD, Los Angeles, CA*

- Instruct 6<sup>th</sup> - 8<sup>th</sup> grade students at all ESL levels using state-adopted *High Point* curriculum while staying on pace, maintaining portfolios and a positive, well-managed classroom environment
- Use state standards to design and teach original author studies in English classes
- Maintain a model classroom that represents the apex of organization, functionality and attractiveness
- Establish and retain positive parent contact through frequent correspondence and syllabi that outline the high expectations and course requirements of the class
- Write and amend the school wide pacing plan and standards correlation for all levels *High Point*
- Participate in Literacy Cadre and head school site professional development

**PROFESSIONAL EXPERIENCE (CONT.)****ESL Handbook Writer, Studio Program**

May 2004- February 2005

*Local District 5, LAUSD, Los Angeles, CA*

- Write a supplemental, teacher-friendly handbook that utilizes state standards and SDAIE strategies such as graphic organizers and cooperative learning to give students better access to the district-adopted ELA curriculum

**EDUCATION***M. A. Secondary English Education*

2003 Loyola Marymount University

California Clear Professional Credential – CLAD emphasis

2003

Dual B.A. English and Women's Studies

2001 Syracuse University

**ADDITIONAL PROFESSIONAL ACTIVITIES AND SKILLS****Certification**

- *Write... for the Future Teacher Trainer* 2008- present
- AB472 Trainer 2007- present
- *Thinking Maps Teacher Trainer* 2007- present
- *LAUSD Beyond the Bell Teacher Trainer* 2005- present
- *LAUSD High Point Teacher Trainer – Follow-Ups 4- 6, 8-11* 2004- present
- AB466 Trainer 2006
- LACOE *High Point PELP Teacher Trainer* 2006

**Training**

- "Problem Solving & Response to Intervention" online training course 2009
- *Small Secondary Schools that Work for English Learners (ELs)* with Dr. Laurie Olsen 2008
- Attendee California Association of Bilingual Educators Conferences 2002- 2005, 2007- 2009
- *Planning for Success for Your ELs* with Kathleen Kenfield 2007
- *Infusing Culturally and Linguistically Responsive Instruction into Teaching* with Dr. Sharroky Hollie 2006 Everyday
- Learning Communities Training with Adrienne Mack-Kirshner 2005
- *Team Coaching for Teacher Leaders*, LA County Office of Education 2004
- National Association of Bilingual Educators Conference 2003
- *EIEP Markets to Malls, Welcome to California* 2003

**Other**

- Presenter, California Association of Bilingual Educators Conferences 2007- 2009
- Reviewer, *Win Win Solutions: An Introduction to Fair Trade and Economics* 2008 Cooperative
- Reviewer, LAUSD LD5 Algebra Textbook Selection Process 2008
- Beginning Teacher Support and Assessment Support Provider 2006
- Featured in *High Point Training Videos*, UCSD for LAUSD 2003, 2006
- Team Teacher, Los Angeles Academy Middle School, LAUSD 2003, 2004
- *Teach For America* member 2001- 2003

**Languages**

Spanish proficient, Russian beginning

**Computer Skills**

PC and Mac proficient, Microsoft Office: Word, Excel, Power Point, Publisher, and Outlook e-mail



**Consultant (Plan Writer): Katie Winchell**

16942 Lynn Ln., Unit E      Huntington Beach, CA 92649  
(714) 469-8837      katiewinchell@gmail.com

**EXPERIENCE*****DIRECTOR OF MARKETING AND COMMUNICATIONS, Calif. League of Schools, Long Beach, CA, 1/04–Present***

- Develop integrated marketing and public relations campaigns that helped raise gross income 33%
- Write and edit effective communications materials, including newsletters, Web sites, speeches, email campaigns, press releases, brochures, and social media; take and upload video and pictures
- Initiated digital inbound marketing strategy, leveraging email, Ning, Twitter and Facebook to increase interaction with targeted customer segments
- Instituted company's first-ever customer focus groups and in-depth interviews to research customer needs
- Created first-ever state leadership training program linking mentoring, model site visits and research-based improvement criteria, funded program through grants, program now represents 21% of gross income
- Improved customer perceptions of brand quality by focusing professional development events on hot button issues, recruiting expert presenters, and establishing event partnerships with other statewide organizations
- Advise executive suite on program development, marketing strategies and tactics
- Build productive relationships with crucial publics, including media, association members, board members, grantors, volunteers, area- and state-level organizations, and state agencies
- Research complex topics and create compelling campaigns based on that research

***MARKETING COMMUNICATIONS CONSULTANT, Self-Employed, Huntington Beach, CA, 12/2002–12/2003***

- *Provided effective marketing and public relations services to businesses including Muntasser & Sons (petroleum consulting engineers), Ingram Micro, Ameron, California League of Schools, Archrival Marketing Agency, Water Investment Newsletter, Stone-Buhr Flour, Schepens Eye Research Institute, U.S. Water News*
- *Conceptualized/wrote marketing plans, press releases, brochures, newsletters, Web sites, articles, ads, scripts, presentations, curriculum and more*
- *Handled sales, marketing, accounting, negotiating, customer service, networking*
- *Established successful long-term relationships with clients in other states, time zones and countries*
- *Created consultancy Web site that ad agency CEO called "the best communicator's site I've seen"*
- *Achieved profitability in year one, unlike majority of new businesses*

***DIRECTOR OF GRANTS AND COMMUNICATIONS, Families Forward, Irvine, CA, 2/2001–12/2002***

- Managed federal, state, county and foundation grants that were primary source of income to support staff, over a dozen facilities, and programs serving hundreds of clients per year
- Built strong relationships with stakeholders so new career, housing, food and health programs could be funded to assist homeless and struggling families
- Developed concepts and wrote marketing and special event communications that helped raise over \$600,000 in donations; wrote government and foundation grant applications to fund programs that reduce family homelessness, won \$1.2 million
- Created integrated marketing/public relations strategies to raise brand awareness; Orange County Register and Los Angeles Times-OC placements; television and radio spots
- Gave tours to donors and dignitaries

**PUBLICATIONS DIRECTOR, California League of Middle Schools, Long Beach, CA, 12/1996–10/2000**

- Conceptualized, wrote and edited newsletters, brochures, direct mail and web sites that persuaded thousands of teachers and administrators to attend professional development conferences
- Worked with publics – volunteers, board members, other education organizations, government agencies, and others – to produce and implement events and programs
- Founded/edited national peer-reviewed academic journal, “Voices from the Field,” coordinated editorial board of professors
- Won TV and print media placements in New Orleans, Oregon, San Francisco and other conference locations

**CHIEF RESEARCH EDITOR, American MPC Research, Santa Fe Springs, CA, 7/1995–12/1996**

- Conceptualized, pitched 12-title line of educational CDs on ocean life that was accepted, produced
- Wrote and narrated 11 CD titles ranging from robots to earthquakes, initiated scientist reviews for content accuracy, assigned work to/edited copy of three writers
- Wrote Wonders of the Sea, company’s best-selling non-military title, and World Spacecraft Encyclopedia, a Family PC magazine Top 20 Christmas Pick
- Was promoted to management within three months

## **EDUCATION/PROFESSIONAL DEVELOPMENT**

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**NATIONAL UNIVERSITY—Costa Mesa, CA**

- Master of Education
- Cross-Cultural Teaching Emphasis
- Awarded Distinction, Overall GPA 3.9

**UNIVERSITY OF CALIFORNIA AT SANTA CRUZ—Santa Cruz, CA**

- Bachelor of Arts
- Art, Scientific Illustration Emphasis

**HUBSPOT INBOUND MARKETING UNIVERSITY—Cambridge, MA**

- Certification in Inbound Marketing

**PUBLIC RELATIONS SOCIETY OF AMERICA—New York, NY**

- Candidate: Accreditation in Public Relations

**THE GRANT INSTITUTE—Los Angeles, CA**

- Certification in Professional Grant Writing

## **ACTIVITIES**

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- Lifetime member/career mentor, UC Santa Cruz Alumni Association
- Member, Public Relations Society of America (PRSA)
- Contributor to Tactics, PRSA’s award-winning national newspaper
- Web 2.0 enthusiast: WordPress, Flip Video, YouTube, Twitter, Facebook, Ning
- Interests include cooking, hiking, surfing, printmaking, reading, guitar



## Vitae for Dr. Irvin Howard

**Address:** 1392 Brandon Court, Redlands, California 92373  
**Phone:** (909)748-0479  
**Fax:** (909)748-0489  
**Email:** ihoward944@aol.com

Rank: Professor Emeritus of Education

Year of Appointment to CSUSB: 1981

Primary Assignments: Credential and Graduate Programs in Middle Grades Teacher Education

### 1. Academic Degrees, Licenses and Credentials

- Ed.D. 1980 Illinois State University, Normal, Illinois – Major: Curriculum and Instruction. Emphasis areas: early adolescent education, language arts, diversity education, reading education
- MS. Ed. 1977 Illinois State University, Normal, Illinois – Major: Supervision and Curriculum Development. Emphasis areas: junior high/middle school education, diversity education, reading education
- BS.Ed. 1974 Illinois State University, Normal, Illinois – Major: Junior High/Middle School Education. Emphasis areas: diversity education, language arts and reading
- 1974 – present State of Illinois Middle Level Teaching License
- 1978 – present State of Illinois School Administration License
- 1978 – present State of Florida Reading Specialist Credential
- 1981 – present State of California Multiple Subjects Credential
- 1981 – present State of California Single Subject Credential– English/Language Arts
- 1981 – present State of California Administrative Services Credential

### 2. Professional Experience

2004- Present Professor Emeritus, California State University, San Bernardino

2004 - Present Board of Directors, National Forum to Accelerate Middle Grades Reform

2003 - Present National Training Co-Chair, Schools to Watch Organizing Committee, National Forum to Accelerate Middle Grades Reform

2002- Present Director, California Schools-to-Watch...Taking Center Stage Program, an affiliate of the National Forum to Accelerate Middle School Reform

2002- 2005 Western Trustee, Board of Directors, National Middle School Association

1989- 2004 Professor of Education, California State University, San Bernardino.

1990-Present Senior Adjunct Faculty, Nova Southeastern University

2002-present Dissertation Committee, University of Southern California

2000- Present Immediate Past President, California League of Middle Schools

1998- 2000 President, California League of Middle Schools

1996 – 1998 President Elect, California League of Middle Schools

1995-1997 Dissertation Committee, University of LaVerne

1990-1996 Board of Trustees, California League of Middle Schools

1989-2001 Professor of Education, Coordinator of Middle Grade Programs and Liaison to Middle Grades Partnership Schools, California State University, San Bernardino

1985-1988 Associate Professor, California State University, San Bernardino and Team Leader, Credential Year Program and Internship, elementary reading; social studies; language arts; curriculum; communications; supervision of student teachers (undergraduate and graduate levels).

1985-1988 M.A. Coordinator, School of Education, California State University, San Bernardino

1982–1984 Assistant Professor, California State College, San Bernardino



California State Assembly AB537 Committee – State of California Student Violence Prevention Act  
 California State Assembly AB537 Ad-Hoc committee on recommendations for  
 implementation of AB537 by State Superintendent of Public Instruction  
 California State Board of Education Committee on Moral and Civic Education  
 California Senate Education Committee testimony on SB1020-California Middle Grades Extended Year  
 Incentive and High Priority Schools Act  
 California State Senate Committee on Educational Standards and Teacher Training testimony on SB1422 –  
 Advisory Panel Addressing Teacher Recruitment and Preparation

Program/ Department/College/University Service:

Department RPT Committee, Merit Pay Committee, Recruitment Committee. Served on the CSUSB Faculty  
 Senate, Diversity Committee, Special Events Committee, Evaluation Committees for Dean of College of  
 Education and other University Administrators.

## **6. Professional Development:**

Recent Publications (partial listing-earlier publications available upon request):

- 2003 Human Behavior in the Social Environment Doctoral Candidates Study Guide, Nova Southeastern  
 University Doctoral Programs, Nova Press, Dania, Florida
- 2003 Current Issues in Human Development Study Guide for Doctoral Candidates, Nova Southeastern  
 University, Nova Press, Dania, Florida
- 2002 Grant Application: California Schools to Watch Program, National Forum to Accelerate Middle School  
 Reform, awarded June, 2002 through California League of Middle Schools
- 2001 *Taking Center Stage*: California State Department of Education Middle Grades Reform Document,  
 selected chapter material
- 2001 President's Corner, *I'm Not Ready*, CLMS Newsletter, May/June 2001
- 2001 President's Corner, *Front and Center in Middle School Reform*, CLMS Newsletter, February/March, 2001
- 2000 President's Corner, *Allowing the Media to Describe US*, CLMS Newsletter, November/December, 2000
- 2000 President's Corner, *Public Relations for Public Schools*, CLMS Newsletter, May/June 2000

Recent Presentations (partial listing)

- 2003 Jan. *Creating and Exemplary Middle School*, American School of London, UK
- Jan. *Bullying Behavior in Early Adolescent Students*, American School of London, UK
- Jan. *Bullying Behavior in Early Adolescent Student*, American School of Cobham, UK
- Jan. *Creating an Exemplary Middle School*, American School of The Hague, Netherlands
- Jan. *Bullying Behavior of Early Adolescent Students*, American School of The Hague, Netherlands
- Feb. *AB537 – Student Safety and the Role of School Counselors*, Azusa Pacific University, Azusa, CA
- Mar *Schools-To-Watch – Creating Exemplary Middle Schools in California*, CLMS Conference, San  
 Diego, CA
- Mar *Schools Which Are Academically Excellent: California Schools-To Watch Program Criteria*,  
 CLMS Conference, San Diego, CA
- Mar *Social Equity in California Schools-to-Watch*, CLMS Conference, San Diego, CA
- Mar *Creating Schools Which Are Developmentally Responsive to Early Adolescent Needs*, CLMS  
 Conference, San Diego, CA
- Mar *Organization Structure and Processes for Exemplary Middle Schools in California*, CLMS  
 Conference, San Diego, CA

## **Vitae for Dr. Irvin Howard (2000-present- Continued)**

- 2002 Jan *Early Adolescent Youth Suicide: Reading the Signs, Stopping the Pain*, European League of  
 Middle Schools Conference, Stockholm, Sweden



- Jan *Sticks and Stones: Protecting the Rights of Gay and Lesbian Youth*, European League of Middle Schools, Stockholm, Sweden
- Feb *The Warning Signs at Columbine That Were Ignored*, Student Safety and Violence Prevention Conference, CSU Fresno
- Mar *Sticks and Stones: Name Calling and Bullying on Middle Grade Campuses*, CLMS Conference, San Francisco, CA
- Mar *Taking Center Stage: Middle Grade Reform in California*, CLMS Conference, San Francisco, CA
- May *Combating Homophobia: A Program for Jewish Community Leaders and Professionals*, ADL Orange County
- Oct *Strategies for Combating Hate Crimes and Bias*, GLSEN Conference, Los Angeles
- Nov *AB537: Campus Responsibility in Creating A Safe Environment for ALL Students*, California High School Conference, Monterey, CA
- 2001 Sept. *Dealing With Fear and Stress After a Tragedy*, Paradise USD, Paradise, California
- July *Critical Thinking in Literacy Across the Curriculum*, National High School Conference, Maui, HI
- July *Taking Center Stage: California Middle Schools Meeting the Standards*, NHSA Retreat, Las Vegas, NV
- June *The State of Diversity Education in California Public Schools*, Unity in Diversity Committee, Anti-Defamation League, New York City
- May *Effective Middle Schools in California*, Board of Education presentation, Jurupa USD
- March *AB537-Protecting the Rights of ALL Students*, CLMS Conference, San Diego, CA
- March *Sticks and Stones: Safe Environments of Gay and Lesbian Students and Staff*, CLMS Annual Conference, San Diego
- Feb. *Teams That Make A Difference*, National Middle School Association, Westerville, Ohio
- Feb. *Middle School Reform in California*, Region P Partnership Meeting, LaVerne, CA
- Jan *Equality in the Classroom*, ELMLE Conference, Budapest, Hungary
- Jan *Adolescent Suicide Realities-What Can We Do?*, ELMLE Conference, Budapest, Hungary
- 2000 Nov *That's A Family-Raising Awareness of Family Diversity*, NHSA Conference, Los Angeles, CA
- Nov *Creating Safe Environments for Gay, Lesbian and Bisexual Students and Professionals*, CLHS Conference, Los Angeles, CA
- Oct *Carnegie Task Force Report on middle Grade Reform*, Redding USD, Redding, California
- Oct *It's Elementary: Talking About Gay Issues in School*, NMSA Conference, St. Louis, MO
- Oct *Creating Graduate Programs That Rekindle Middle Level Teaching*, NMSA Conference, St. Louis, MO
- Oct *No Excuses – Safe Schools for All Students*, NHSA School Safety Conference, Sacramento, CA
- July *It's Elementary-Talking About Gay Issues in Classrooms*, AAHE Conference, Anaheim, CA
- July *Instructional Strategies for Improving Learning and Literacy*, NHSA Conference, Maui, HI

## PROFESSIONAL ALLIANCES AND ORGANIZATIONS

- 1990-PRESENT
- Past President, California League of Middle Schools
  - Director, California Schools to Watch Program
  - Board of Directors, National Forum to Accelerate Middle Grades Reform
  - California Middle Grades Alliance
  - California League of High Schools
  - National High School Association

LOS ANGELES UNIFIED SCHOOL DISTRICT  
G W CARVER MIDDLE SCHOOL

Staffing Model  
Carver Middle School Staff Positions

<b>Position</b>	<b>Number</b>
Principal	1
Assistant Principal	4
Teachers	90
Counselors	6
Plant Manager	1
Custodians	8
Financial Manager	1
Cafeteria Manager	1
Cafeteria Staff	15
SAA	1
Clerical Staff	13
Psychologist	1
Nurse	1
Pupil Services & Attendance Counselor	1
Psychiatric Social Worker	1
Diploma Project Advisor	1
Coaches (Math, ELA, & Access to Core)	3
Data Analyst	1
Deans	2
RSP Teachers	3
Coordinators (Bridge, Title I, & English Language Learner)	3
Community Representatives	3
Categorical Program Paraprofessionals	18
Special Education Program Paraprofessional	23
Campus Aides	10
<b>Total</b>	<b>212</b>



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Human Resources Division

Class Description  
**PRINCIPAL, SECONDARY SCHOOL**

**A. Job Purpose**

Serves as the instructional leader, chief fiscal officer, and the chief administrator of a secondary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

**B. Responsible to**

Local District Superintendent or designee

**C. Subordinates**

Assistant Principal, Secondary School; Assistant Principal, Secondary Student Services as assigned; Assistant Principal, Secondary Counseling Services. Any of the following, unless assigned as subordinates to an Assistant Principal: Library Media Teacher; Teachers; JROTC Instructors and Senior Instructors as assigned; Career Adviser, Secondary School Counselors, and Counseling-Assistants as assigned; School Nurse, Student Attendance and Adjustment Services Counselor, Plant Manager, Cafeteria Manager, and Financial Manager as assigned for administrative direction when functioning at the school site; technical assistance received from appropriate supervisory personnel attached to central or field units; School Secretary or School Office Manager as assigned; Education Aide as assigned; other certificated and classified personnel as assigned.

**D. Functions**Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, special education, and Gifted and Talented students.
4. Provides leadership for and 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.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, District policy, and procedures, and the school's student responsibility code.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.

10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

#### Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

### **E. Qualifications**

#### Education

##### *Required*

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least four semester units in multicultural education or equivalent study (effective July 1, 2007). Multicultural understanding coursework must pertain to a minority group represented in the District student enrollment.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the District's Master Plan for English Language Learners.

For additional information on Master Plan requirements refer to Human Resources Division bulletin on "Culture, Language and Methodology Requirements for Administrators."

#### Experience

##### *Required*

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
  - a. At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
  - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
  - c. Certificated experience at a minimum of two locations.

##### *Desirable*

Successful full-time active service as a dean, head counselor, vice-principal, or an assistant principal in a middle, senior, four-year, or six-year day high school or in a position of a commensurate level requiring supervision of or leadership in the instructional program and teaching personnel in such school.

**NOTE:** *No more than one year of service may be credited for any school year except that service used to satisfy experience requirement 2. above may have been concurrent with the service listed in requirement 1. For definitions of years of service refer to Policy Guide E23.*



Knowledge, Skills, Abilities, and Personal Characteristics

1. Professional growth appropriate for educational administration at the secondary level; awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
2. Evidence of educational leadership at the secondary level, including ability to:
  - a. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
  - b. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
3. Capacity to lead, direct, and supervise fellow workers in education on a democratic basis, including:
  - a. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
  - b. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
  - c. Ability to recognize, use, and credit ideas of others;
  - d. Recognition that differences in background present an educational challenge toward the improvement of working relationships.
4. Ability to direct the management activities associated with the positions of middle school principal and senior high school principal.
5. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of the District's resources relating to multicultural development and instructional materials.
6. Knowledge of District policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
7. Knowledge of effective administrative and managerial practices and ability to implement them.
8. Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
9. Leadership skill in facilitating groups process, including consensus building and conflict resolution.
10. Ability to communicate effectively with students, parents, peers other District personnel and community representative, both individually and as a group.
11. Ability to compose and comprehend written communication.
12. Knowledge of and skill in budget preparation and control.
13. Ability to observe and evaluate subordinates' activities.
14. Mobility to traverse all areas of the work site.
15. Ability to travel to other sites/locations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services
2. Standard or General Administration Credential
3. General Supervision Credential

4. The Supervision or Standard Supervision Credential and the appropriate basic credential(s) authorizing service in the areas of this class description.
5. One elementary and one secondary level credential from among the following:
  - a. Elementary School Administration or Supervision Credential
  - b. Secondary School Administration or Supervision Credential.

*NOTE: This is a management class.*



George Washington Carver Middle School  
Teacher Roster

LAST	FIRST	CONTENT AREA
ACHARA	IROHAM	MATH/SCIENCE
ACOSTA	JOSE	SCIENCE
AGUILAR	ELSA	SPECIAL ED
AGUILAR	LUIS	TECH COORD
ALVAREZ	SERAFIN	ENGLISH
ANDREWS	DAPHNE G	SPECIAL ED
BAUTISTA	JOSE LUIS	MATH
BERHANU	EMEBET	SCIENCE
BHAMRA	AVINASH	ELECTIVE
BHATT	RAKESH	MATH
BODIE	MARK	PHYS ED
BOUNDS	LORNA K	ASSIST. PRIN
BRAVO-JUAREZ	HEDY	ENG/SS
BROADY	LA SHAWN	SPECIAL ED
BROWNE	CHRIS	SPECIAL ED
BUENABAD	JOSE A	ELD COACH
BUENO-HILL	CHERYL	HIST/SOCIAL STUD
CALLAHAN	MELINDA	MATH/SCIENCE
CARY-DUBRIN	GEORGIA	ENGLISH
CASTILLO	SOCRATES	SPECIAL ED
CHANDNA	REKHA	ESL
COBBS	SHANTI V	COUNSELOR
COTTO	LUZ	PRINCIPAL
CUEVAS	LETICIA	6TH SELF CONTAIN
DE LOACH	MONIQUE	SPECIAL ED
EDWARDS	HARDY K	ENGLISH
ELLIS	KIRSTEN	RSP TEACHER
GEORGE	WILLIAM	LITERACY COACH
GLOOR	JOSEPH	ENGLISH
GLYNN	JOSEPH	HIST/SOCIAL STUD
GONZALEZ	ARACELY	PSYCH SOC
GONZALEZ	DIANA	PSA
GRAF	BARRET	ENG/SS
GRUBBS	BLAIR	HIST/SOCIAL STUD
GUENVER	PATRICK	MATH
GUIJARRO	AMANDA	PHYS ED
HABER	MARY E	ENGLISH
HAFELI	JOHN	COUNSELOR
HANKER	FREDERICK P	PHYS ED

George Washington Carver Middle School  
Teacher Roster

HARLEY	KENNETH	PHYS ED
HARRIS	EVELYN J	ASSIST. PRIN
HERNANDEZ	JOSE	ENG/SS
HERRERA	JOSE	MATH
ILICH	ALEKSANDRA	ENGLISH
JAMISON	ERNEST	INTERV COACH
JORDAN	CAROL	HIST/SOCIAL STUD
KELSO	MONIQUE	COUNSELOR
LALAS	JEREMY JOSE	HIST/SOCIAL STUD
LEE	AUDREY MINHEE	SPECIAL ED
LIU	JOHNSON	SCIENCE
LOPEZ	BERNARDO	SCIENCE
MANALO	DAVID	ENG/SS
MARTINEZ	ALICE S	PHYS ED
MAULDIN	WILLIAM	PSYCHOLOGIST
MAYAKI	HUSSAIN J	MATH
MCCLOUD	MICHAEL	DEAN
MEJIA	JOSE	PHYS ED
MENDEZ	HORACIO	TITLE I COORD
MITCHELL	MICHELE	INTERV COACH
MIYATA	GREGORY	INTERV COACH
MORGAN	CONI	ENG/SS
MORIUCHI	DEREK	ASSIST. PRIN
NGUYEN	JANEAN	COUNSELOR
OAKLEY	HAROLD	MATH/SCIENCE
OLSON	ROSALIE E	RSP TEACHER
ORELLANA	VLADIMIR	DEAN
OSER	LES	PHYS ED
PAIZ	VIANEY	SPECIAL ED
PASH	RACHEL	ENGLISH
PATTERSON	LOTTIE	NURSE
PEARSALL	TAMI D.	ESL
PEREZ	PEDRO	MATH
RAMOS JR	JOSE M	ASSIST. PRIN
REZENDEZ	JAVIER	HIST/SOCIAL STUD
REX	ANDRE CORTES JR	MATH
ROBBINS	CASSANDRA L	COUNSELOR
ROBINSON	GEORGE LARRY	ENG/SS
ROBLES	MARTIN	MATH
ROMAIN	JOHNNIE B	RSP TEACHER
ROMERO-ARCINIEGA	ERIKA	MATH/SCIENCE



George Washington Carver Middle School  
Teacher Roster

RUEDA	SYLVIA	SCIENCE
SANCHEZ	ENEDINA	ELL COORD
SCHERR	GAIL	ELECTIVE
SCHULTZ	ROXANNE	HIST/SOCIAL STUD
SETTLAGE	MABIE	SCIENCE
SODEN	GREGORY	HIST/SOCIAL STUD
SPENCER	JOHN	ELECTIVE
STAMPER	KEITH	PHYS ED
STARZYNSKI	DAWN	ELECTIVE
STEPHENS	JOHN	MATH/SCIENCE
STEVENS-WHITE	NEMAHUN	RSP TEACHER
THOMAS	TONI	ELECTIVE
THOMPSON	KIP	ENGLISH
TOYAMA	NORMAN	ENG/SS
TRICHE	LORELEI	SPECIAL ED
TROJAHN	DEBBIE	BRIDGE COOR
TURNER	THOMAS K	ENGLISH
TUTINO	ANTHONY	ENGLISH
TYLER-AIKENS	ESTER	HIST/SOCIAL STUD
UDEH	KENNETH	MATH
VARELA	JOSE	MATH/SCIENCE
VELA	PATRICIA	6TH SELF CONTAIN
VILLALBA	KEYLA	SCIENCE
WALKER	LEONARD A	MATH/SCIENCE
WARD	ALICE	MATH COACH
WARD	ROBERT	ENGLISH
WEINBERG	JON	LIBRARIAN
WHITE	STEPHANIE S	PHYS ED
WILLIAMS	SONJA	MATH/SCIENCE
YOUNG	MARGARET	SCIENCE
ZIMMERMAN	CHRISTIAN	SPECIAL ED
ZYTKO	DEONNE N	MATH/SCIENCE

County: Los Angeles County  
 District: Los Angeles Unified School District  
 School: Carver Middle School

## Quality Education Investment Act 2008-09 Monitoring Results

Requirement	Rating	Notes	
Class Size Reduction	2	<b>Implementation Plan:</b> Reduced all grade levels to the 1/3 target (6 <sup>th</sup> grade-28.8, 7 <sup>th</sup> grade -27.7, 8 <sup>th</sup> grade-25.4). <b>Rating:</b> All grade levels met the 1/3 target through grade level averaging.	
Teacher Experience Index (TEI)	2	2008-09 Target <b>2.1</b>	School's 2008-09 TEI <b>7.2</b> School has exceeded the district target of 6.3 which is required at the end of 2010-11.
Highly Qualified Teachers (HQT)	2	2008-09 Target 1/3 of teachers are HQT	% of HQT Teachers <b>92%</b> 294 of 320 classes in 2008-2009 were taught by Highly Qualified teachers.
Professional Development	2	2008-09 Target 1/3 of teachers and instructional paraprofessionals	1/3 of teachers and instructional paraprofessionals have had professional development. <b>Professional development records must be updated annually.</b>
Williams	1	Instructional Materials <b>Sufficient</b>	Teacher Missassignments & Vacancies <b>10</b> School receives a one due to "Fair" facilities rating and misassignments.
Academic Performance Index	N/A	2009 Growth API <b>541</b>	Schoolwide API Growth Target <b>12</b> School's Actual API Growth <b>-29</b> The school did not meet the schoolwide API growth target in 2008-09. Must exceed the three-year average by the end of 2010-11.
Total Points	9	90%	A total score of 76% or more indicates the school has substantially met the QEIA requirements.

The County Superintendent uses the following benchmarks and rating process to determine if a school has substantially met all of the interim requirements. Progress toward meeting each requirement is rated on a scale of 0-2 based on the following progress benchmarks:

"2" indicates the requirement has been met or exceeded

"1" indicates significant progress toward meeting the requirement has been made

"0" means minimal or no progress in meeting the requirement has been made

A rating of "0" in any requirement automatically triggers an overall finding of "Not Substantially Met"