

CLASS TITLE: ATTENDANCE CLERK

BASIC FUNCTION:

Under the direction of an assigned administrator, provides accurate accounting of student enrollment and attendance at a secondary school in accordance with the provisions of the California Education Code: communicates with staff, students and parents concerning student attendance.

PRIMARY DUTIES:

1. Assists in accounting for daily period-by-period attendance of students: processing and verifying student absence information from parents and teachers; issuing excuses to students for absence from class; issuing admission slips for students returning to assure absentee reporting.
2. Assists in entering attendance, data enrollment and change of status information into computer; verifying absences for each period in a secondary school setting.
3. Communicates as assigned with students, parents, faculty, administrators and authorities regarding attendance, truancy and suspension: makes and receives phone calls and notes regarding student absences: receives and relays messages to students and parents as necessary: receives phone calls from concerned parents.
4. Provides student attendance information to staff, parents and authorities as requested; maintains communication with faculty regarding field trips, athletic events, special programs and other special events to properly account for attendance.
5. Assists in maintaining accurate records of student attendance:
 - receiving absence information from teachers by means of student aides;
 - providing work direction to student aides as assigned.
6. Assists in the preparation and maintenance of a variety of records and reports regarding student attendance, tardiness, truancy, suspension and discipline.
7. Assists students, staff and visitors at counter as necessary.
8. Refers serious attendance problems according to established procedures.
9. Provides clerical assistance to administrators and other staff as required; types correspondence, lists and notices.

10. Operates a variety of office machines including a computer terminal, scantron, typewriter, adding machine and duplicating machines.
11. Performs related duties as assigned within classification.

KNOWLEDGE OF:

1. District attendance policies, procedures, terminology and accounting methods.
2. Modern office practices, procedures and equipment.
3. Record-keeping techniques.
4. Correct English usage, grammar, spelling, punctuation and vocabulary.
5. Oral and written communications skills.
6. Applicable sections of State Education Code and other applicable laws.
7. Interpersonal skills using tact, patience and courtesy.
8. Telephone techniques and etiquette.
9. Operation of a computer terminal.

ABILITY TO:

1. Learn methods, procedures, policies and terminology used in accounting for student attendance enrollment.
2. Type accurately at 40 words per minute from clear copy.
3. Pass District Business Skills tests.
4. Make arithmetic calculations quickly and accurately.
5. Understand and follow oral and written directions.
6. Work cooperatively with others.
7. Establish and maintain effective working relationships with others.

8. Operate a variety of office machines including a computer terminal, scantron, typewriter, adding machine and duplicating machines.
9. Meet schedules and time lines.
10. Maintain records and prepare reports.
11. Communicate effectively both orally and in writing.
12. Read, interpret and follow rules, regulations, policies and procedures.
13. Perform clerical duties such as filing, duplications, typing and maintaining simple records.
14. Complete work with many interruptions.
15. Work effectively in a multiethnic setting.
16. Pass District Word Processing Skills test.

EDUCATION AND EXPERIENCE:

Graduation from high school or GED. One-year clerical experience.

DESIRABLE QUALIFICATIONS:

Clerical experience involving public contact with some experience working with children.

WORKING CONDITIONS:

Secondary school attendance office environment; subject to constant interruptions and interactions with staff, students and parents.

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CAREER CENTER TECHNICIAN

BASIC FUNCTION:

Under the direction of the Program Administrator, plans, organizes and operates a Career Center and provides a wide variety of career information and materials; communicates with students, faculty/staff and community representatives to facilitate career education programs.

PRIMARY DUTIES:

1. Assists in the planning, organization, and operation of a Career Center to provide career information and assistance to students, faculty, staff, parents and counselors.
2. Based on the assignment, recruits and enrolls adult school students for assessment and courses; maintains related files and records and prepares reports.
-or-
Recruits and enrolls students in the Regional Occupational Program (ROP); arranges transportation for ROP students; tabulates ROP student hours for credit purposes; maintains related files and records and prepares reports.
3. Orders, reviews and catalogs for use by students a wide variety of career and vocational guidance materials; maintains inventory of materials, supplies and equipment.
4. Assists in the planning, organization development and implementation of career events and publications; publicizes Career Center services, resources and speaker programs; posts and circulates bulletins where appropriate; updates and maintains master calendar for Career Center and related activities.
5. Assists in the scheduling, introducing, posting and evaluating of the community speaker programs for the Career Center.
6. Obtains information from computer files concerning occupations, colleges, financial aid and military programs as requested; assists and supervises students using Career Center; assists students with education program and occupation planning.
7. Communicates with business community to enhance Career Center services by receiving and providing information.

8. Arranges for repairs and servicing of Career Center equipment; requisitions supplies and materials as required for Career Center operation.
9. Identifies special student career problems and refers students to appropriate personnel.
10. If assigned at a high school, assists with Work Experience Program and Career Education Program as assigned.
11. Provides work direction and guidance to students working in the Career Center.
12. Maintains confidentiality of records.
13. Performs related duties as assigned within classification.

KNOWLEDGE OF:

1. Operation of a microcomputer and printer.
2. Audio visual equipment such as VCR, video equipment and various filmstrip projectors and viewers.
3. Career and occupational resources.
4. Correct English usage, grammar, spelling, punctuation and vocabulary.
5. Modern office practices, procedures and equipment.
6. Record-keeping techniques.
7. Reading and writing communication skills.
8. Oral and written communications skills.
9. Interpersonal skills using tact, patience and courtesy.
10. Telephone techniques and etiquette.
11. Basic research methods.

ABILITY TO:

1. Plan, organize and operate a Career Center.
2. Evaluate and process occupational literature.
3. Operate modern office equipment including typewriter and copier.
4. Work independently with minimum direction.
5. Establish and maintain effective working relationships with others.
6. Analyze situations accurately and adopt an effective course of action.
7. Meet schedules and time lines.
8. Plan and organize work.
9. Train and provide work direction to others.
10. Maintain records and prepare reports.
11. Work confidentially with discretion.
12. Communicate effectively both orally and in writing.
13. Perform clerical duties such as filing, duplications, typing and maintaining simple records.
14. Complete work with many interruptions.
15. Work effectively in a multiethnic setting.
16. Pass District Office Skills test.
17. Pass District Typing test at 40 words per minute.
18. Pass District Word Processing Skills test with basic & intermediate score of 70%.

EDUCATION AND EXPERIENCE:

Graduation from high school or GED. Two years experience at the level of a Typist Clerk I.

DESIRABLE QUALIFICATIONS:

College-level course work in career guidance or related field.

WORKING CONDITIONS:

Career Center environment.

Operate modern office equipment including typewriter and copier.

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COMPUTER SERVICE TECHNICIAN I

BASIC FUNCTION:

Independently install and maintain microcomputers; install and configure operating systems and software; and maintain client connectivity

DISTINGUISHING CHARACTERISTICS:

The Computer Service Technician I is relied on to keep small computer networks and microcomputers functioning. They install computers and software and explain the basic use of software to staff members. Persons in these classes independently perform simple repairs but will usually make computer and network computer hardware repairs under the guidance of a Computer Service Technician III.

REPRESENTATIVE DUTIES:

1. Install and relocate microcomputers, peripherals, configure equipment and applications, lock down devices, connect equipment to the network.
2. Perform basic preventive computer maintenance.
3. Upgrade and perform basic repair of microcomputers by installing computer parts such as batteries, memory modules, network cards/ adapters, modems, floppy disk drives, hard disk drives, CD ROM drives, tape drives, and removable media.
4. Diagnose software and operating system problems and determine solutions. Make adjustments to operating systems. Install and configure operating systems such as Mac OS and Windows. Install applications and assure proper performance of software programs.
5. Assure that networked equipment is operating properly and able to exchange data as intended. Configure network-specific settings. Operating systems and software. Determine if problems reside in the network hardware, work station or software. Report more difficult problems and seek advice noting down the diagnosis process previously accomplished. Make more difficult repairs under guidance.
6. Diagnose and resolve client software problems associated with the use of e-mail, intranet and Internet. Perform simple hardware repairs such as replacement of hard drives. Diagnose and repair more difficult connectivity hardware problems under guidance.
7. Explain basic use of software and operating systems to teachers and staff.

8. Maintain records.
9. Assist others to perform more difficult repair duties by performing and then reporting about diagnostic tests and evaluations. Make more difficult installations under guidance.
10. Assist in the shipping, receiving and delivering of computer equipment, software, parts and supplies.
11. Provide guidance to trainees and other Computer Service Technicians regarding computer software, maintenance and upgrade.
12. Impart discovered computer hardware and software problems and solutions to others.
13. May assist and perform wiring installations necessary for connectivity. Performing the more difficult work under guidance.
14. Perform other duties as assigned.

KNOWLEDGE OF:

1. Computer operating systems at the expert level.
2. Small computer network software configuration.
3. Basic computer hardware problems and their repair.
4. Basic function of computer hardware components.
5. Maintenance of microcomputers and peripherals such as printers and scanners.
6. Network hardware component basic functions.

ABILITY TO:

1. Analyze various symptoms of computer software and hardware malfunction and to determine and suggest resolutions.
2. Work well with others.
3. Work under pressure of a heavy workload and short timelines.
4. Maintain a flexible work schedule and change priorities as needed.

5. Explain computer hardware and software problems to others,
6. Work without direction.
7. Understand and follow oral and written directions.
8. Pass District Pre-employment physical.

LICENSE:

Possess and maintain a California driver's license.

PHYSICAL REQUIREMENTS:

Perform light physical labor. Lift and carry 50 lbs. Be able to walk, stand, crawl, bend and stoop. Possess manual dexterity and visual ability which allows the use of tools and computer equipment. Pass pre employment physical.

WORKING CONDITIONS:

Data Processing environment; occasional noise from computer operations above.

EXPERIENCE & EDUCATION:

A high school diploma or equivalent is required. In addition, candidates must meet at least one of the following: (a) Six months of satisfactory service as a Computer Service Intern; or (b) At least one year of computer repair experience; or (c) An A.S. degree or higher in a computer related field of study.

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CUSTODIAN

BASIC FUNCTION:

Under the direction of an assigned supervisor, maintains an assigned school building, group of buildings or office space in a clean, orderly and secure manner as directed.

PRIMARY DUTIES:

1. Sweeps, scrubs, disinfects, mops, waxes, polishes and oils floors.
2. Vacuums and shampoos rugs and carpets.
3. Dusts and polishes furniture and woodwork, cleans chalkboards and erasers, empties pencil sharpeners.
4. Empties and cleans the waste receptacles, refills dispensers and collects from receptacles.
5. Cleans restrooms, washes windows and walls, polishes metal work, cleans mirrors and other bathroom fixtures.
6. Performs minor maintenance of custodial equipment and materials.
7. Adjusts and arranges furniture and equipment, sets up auditorium or classrooms for special events and meetings.
8. Performs non-technical maintenance and repair to school facilities such as replace lights or adjust shades or blinds, clean venetian blinds, unplug toilets, replace simple sink washers.
9. Performs security duties relating to the buildings and grounds during assigned times, secures facility at completion of assigned schedule, locks and unlocks doors and gates.
10. Picks up paper and other debris in areas within 8 to 10 feet from the buildings.
11. Reports damage or unsafe conditions to assigned supervisor.

12. Performs related duties as assigned within classification.

KNOWLEDGE AND ABILITIES:

1. Modern cleaning methods including basic methods of cleaning and preserving floors, blackboards, carpets, furniture, walls and fixtures.
2. Cleaning materials, disinfectants and equipment used in custodial work.
3. Safety practices and work methods related to custodial duties.
4. Requirements of maintaining school buildings in a safe, clean and orderly condition.

ABILITY TO:

1. Understand and follow oral and written directions; learn the schedule, procedure and use of custodial tools.
2. Lift objects weighing up to **75 pounds** and **perform heavy manual labor**.
3. Use common cleaning equipment and materials including power vacuums, scrubbers and buffers.
4. Perform minor repairs to facilities and equipment.
5. Establish and maintain effective working relationships with others.
6. Meet schedules and time lines.
7. Work either independently with limited supervision or as part of a crew requiring close teamwork and coordination with fellow workers.

8. Pass District Custodian test.
9. Must pass district pre-employment physical.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed above.

WORKING CONDITIONS:

Work includes indoor and outdoor environment; subject to lifting, bending, standing and fumes from custodial chemicals using mask or gloves when necessary.

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HEALTH SERVICES ASSISTANT/BILLING CLERK

BASIC FUNCTION:

Under the direction of the Coordinator Health Services, prepares accurate billings to assure payment to the District for medical services rendered to students; and provides general departmental office support.

PRIMARY DUTIES:

1. Prepares and coordinates billing forms to assure payment for services rendered; obtains appropriate signatures before submitting bills for payment.
2. Verifies correctness and completeness of medical services before billing; determines that the Child and Health Disability criteria has been met; verifies that all forms are completed.
3. Maintains and updates permanent files as necessary.
4. Inventories medical supplies and vaccines.
5. Inventories and requisitions CHDP and clerical forms.
6. Assists with phone appointments; assists nurses and other departmental staff as required.
7. Arranges occasional screening clinics with consultants including pediatricians, cardiologists and orthopedists.
8. Performs clerical duties in support of the Health Services Department.
9. Performs related duties as assigned with classification.

KNOWLEDGE OF:

1. Billing methods and procedures.
2. Basic medical practices.
3. Modern office practices, procedures and equipment.
4. Record-keeping techniques.

5. Health and safety regulations.
6. Correct English usage, grammar, spelling punctuation and vocabulary.
7. Reading and writing communication skills.
8. Telephone techniques and etiquette.

9. Interpersonal skills using tact, patience and courtesy.

10. Proper methods of storing equipment, materials and supplies including medical supplies.

ABILITY TO:

1. Perform health service billing according to established procedures.
2. Make arithmetic calculations quickly and accurately.
3. Understand and follow oral and written directions.
4. Work independently with little direction.
5. Establish and maintain effective working relationships with others.
6. Analyze situations accurately and adopt an effective course of action.
7. Meet schedules and time lines.
8. Plan and organize work.
9. Maintain records and prepare reports.
10. Work confidentially with discretion.
11. Communicate effectively both orally and in writing.
12. Read, interpret and follow rules, regulation, policies and procedures.
13. Perform clerical duties such as filing, duplications, typing and maintaining records.
14. Complete work with many interruptions.
15. Interpret and enforce eligibility guidelines regarding student physicals.
16. Work effectively in a multiethnic setting.
17. Pass District Office Skills test.

18. Pass District Typing test at 40 words per minute.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and two years of related clerical experience involving public contact.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; valid First Aid and CPR Certificates issued by the American Red Cross.

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SCHOOL/COMMUNITY LIAISON

BASIC FUNCTION:

Under the direction of assigned administrators, serves as liaison between the District, parents, school and a network of community resources; coordinates a variety of programs, committees, conferences and workshops.

PRIMARY DUTIES:

1. Assists in the development of new programs; arranges and attends field trips to other districts, hospitals and County offices.
2. Assists in developing Advisory Council activities.
3. Provides assistance in developing organizational and leadership skills; provides workshops focusing on academics, parenting skills and social issues.
4. Provides training for members in parliamentary procedures; familiarize members with District master plan and individual school master plans; arranges for speakers; provides workshops focusing on student and family needs in their native language.
5. Participates in school activities and programs as requested by school site administrators; serves on discussion panels at various meetings.
6. Makes home calls as required by parents or administrators; discuss family problems; recruits volunteers for District projects.
7. Develops and expands community contacts; maximizes District utilization of available resources in the areas of health, financial and legal assistance.
8. Maintains and prepares a variety of records and reports.
9. Provides transportation to students and parents as necessary.
10. Performs related duties as assigned within classification.

KNOWLEDGE OF:

1. Community resource organizations, including federal, State and County agencies, health organizations, church groups, legal assistance organizations, child guidance and development centers.
2. District programs and services.
3. Leadership and organizational skills.

4. Parlimentary procedure.

5. Record-keeping techniques.
6. Correct English usage, grammar, spelling, punctuation and vocabulary.
7. District organization, operations, policies and objectives.
8. Oral and written communications skills.
9. Interpersonal skills using tact, patience and courtesy.
10. Telephone techniques and etiquette.

ABILITY TO:

1. Coordinate and work with a variety of committees and groups simultaneously.
2. Speak in public to groups, meetings and conferences.
3. Work cooperatively with others.
4. Work independently with minimum direction.
5. Establish and maintain effective working relationships with others.
6. Plan and organize work.
7. Meet schedules and time lines.
8. Maintain records and prepare reports.
9. Work confidentially with discretion.
10. Read, interpret and follow rules, regulations, policies and procedures.
11. Prepare and conduct training workshops.
12. Work effectively in a multiethnic setting.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and three years experience in working in an instructional or social service program.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

School and neighborhood environment; subject to driving personal vehicle to visit home and community locations; may be required to transport students and parents as necessary.

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LIBRARY MEDIA SPECIALIST II

BASIC FUNCTION:

Under the supervision of the Supervisor of Education Media and Technology, operates the District Instructional Media Center. Provides technical media and audiovisual information to teachers and administrators.

DISTINGUISHING CHARACTERISTICS:

The Library Media Specialist II, with minimum supervision, operates all District Media Center functions. Provides media, audiovisual and video technical support services for all District and categorical programs. Trains and coordinates work of other staff members. Performs authorized and delegated duties assigned by the supervisor.

PRIMARY DUTIES:

1. Plans and implements circulation systems for media materials and audiovisual equipment.
2. Initiates requisitions for purchase of media materials and audiovisual equipment.
3. Compiles and updates information concerning instructional media materials and receives information from vendors regarding their products.
4. Maintains records of various budgets for the District Instructional Media Center.
5. Handles film rental arrangements with Los Angeles County Office of Education.
6. Maintains inventory of audiovisual equipment and supplies and initiates orders for repair.
7. Trains and coordinates work of other staff members.
8. Attends Educational Media and Technology committee meetings.
9. Performs other related duties as assigned within classification.

KNOWLEDGE OF:

1. Modern instructional media center practices and procedures including use of media materials and audiovisual equipment.
2. Proper method for lifting heavy objects.

ABILITY TO:

1. Rapidly perform clerical and instructional media center work involving independent judgment and requiring accuracy and speed.
2. Operate a variety of audiovisual equipment.
3. Learn to operate computer after reasonable training.
4. Spell correctly, use good English, and make moderate arithmetical computations.
3. Train and coordinate work assignments for staff.
4. Understand and follow oral and written directions.
5. Establish and maintain cooperative working relations with others.
6. Possess telephone skills.
7. Exercise good judgment in dealing with teachers, administrators, and vendors.
8. Organize work efficiently amidst continuous interruptions.
9. Pass District Office Skills test.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school; and completion of two years of college with courses in media and audiovisual technology or two years of audiovisual training or five years of clerical media and audiovisual experience which includes operation of various types of equipment.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

District instructional media environment; work includes travel to school sites and to vendor locations.

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SCHOOL OFFICE MANAGER I

BASIC FUNCTION:

Under the direction of the Principal or Administrator, performs a wide variety of clerical and secretarial duties to coordinate school office activities to relieve the Administrator of routine administrative details; performs public relations and communication services for the Administrator; develops and maintains an effective and positive relationship with students, staff, parents and community members. The School Office Manager I is directly responsible for directing and evaluating the work of assigned school office personnel.

DISTINGUISHING CHARACTERISTICS:

The School Office Manager I performs a variety of secretarial and clerical duties regarding the operation of an Academy High School, alternative secondary school, continuation high school, elementary.

REPRESENTATIVE DUTIES:

1. Coordinates and directs a variety of office activities to relieve the administrator of routine administrative detail; prepares and accurately maintains a variety of reports, records and files relating to students, staff, operations and activities; monitors budget as directed.
2. Serves as secretary to the Administrator; independently composes letters, memorandums and bulletins within scope of authority; schedules appointments and maintains calendar; distributes mail.
3. Coordinates the front office; greets visitors, students, parents and the public; receives telephone calls from students, teachers, District offices, other schools and the public; provides information concerning basic school policies, procedures, actions, activities, schedules and other routine inquiries; requests necessary information and take and transmit messages as appropriate.
4. Maintains attendance records of certificated and classified personnel and processes according to established procedures.

5. Takes and transcribes dictation; types from rough drafts or verbal instructions a variety of materials such as letters, memoranda, bulletin, reports and statistical data; duplicates as necessary; composes correspondence and forms as necessary.
6. Receives and distributes U.S. and inter-District mail; opens, stamps and processes mail for the attention of the Administrator.

7. Registers, releases or transfers students; completes enrollment information; maintains and updates student records and files; obtains records from previous schools; posts credits, changes and withdrawals; processes and forwards records and transcripts as required.

8. Administers the payroll, including the completion and submission of time sheets to the Administrator and the Payroll department; maintains accurate personnel records.
9. Schedules a variety of committee meetings; maintains master calendar; takes and transcribes minutes of staff meetings and school committees, if requested.
10. Organizes budget and financial material to maintain accurate fiscal records of a variety of programs.
11. Collects, deposits and accounts for money collected in conjunction with fund-raising and other school activities; processes free lunch applications and issues receipts; accounts for and maintains the cash fund; maintains complete set of books for student body accounts.
12. Receives phone calls from absent teachers; calls District to arrange for substitutes; assists substitute teachers and classified personnel by providing them with keys and materials; prepares substitute time sheets and releases or retains the substitute at the end of the day.
13. Maintains records of student attendance, class size, certificated and classified employees and other school office records required by District policy or special programs as assigned; contacts parents to verify absences; refers serious attendance problems to appropriate personnel.
14. Trains and provides work direction and guidance for clerical personnel, student workers and volunteers as assigned.
15. Makes routine administrative decisions based upon existing administrative guidelines or District policy.
16. Maintains cooperative effort with school health office; assists as needed with first aid and emergencies.

17. Orders, receives, stores and distributes supplies and office materials; maintains materials and equipment inventory.

18. Performs research, computes and compiles information and statistical reports.

19. Organizes and compiles materials for workshops and other meetings; reviews and types technical reports.

20. Performs a wide variety of problem-solving tasks in support of certificated, classified and management personnel.

21. Operates a variety of office equipment including typewriter, computer terminal, calculator, fax machine, duplicating machine and postage meter; maintains copiers and related supplies as needed.
22. Directs and evaluates work of assigned office personnel.
23. Recommends discipline, termination, reassignment or transfer of assigned office personnel.
24. Prepares, organizes and maintains records of employee and student disciplinary actions and employees grievances.
25. Performs related duties as assigned.

KNOWLEDGE OF:

1. Basic first aid procedures.
2. Modern office practices, procedures and equipment.
3. Statistical and fiscal record-keeping techniques and procedures.
4. Health and safety regulations.
5. Correct English usage, grammar, spelling, punctuation and vocabulary.
6. Reading and writing communication skills.
7. Oral and written communications skills.
8. Applicable sections of State Education Code and other applicable laws.
9. Interpersonal skills using tact, patience and courtesy.
10. District organization, operations, policies and objectives.

ABILITY TO:

1. Perform and coordinate office, secretarial and clerical work involving independent judgment and requiring accuracy and speed.
2. Learn to interpret and explain school and District policies, rules and objectives.
3. Understand and perform duties within scope of authority.

4. Establish and implement revised office procedures as needed and according to established guidelines.

5. Understand and interpret rules and written directions and apply to specific situations.

6.

6. Compose correspondence independently.
7. Performs duties effectively with many demands on time and constant interruptions.
8. Type accurately at 55 words per minute from clear copy.
9. Establish and maintain effective working relationships with others.
10. Analyze situations accurately and adopt an effective course of action.
11. Meet schedules and time lines.
12. Plan and organize work.
13. Maintain records and prepare reports.
14. Work confidentially with discretion.
15. Make arithmetic calculations quickly and accurately.
16. Communicate effectively both orally and in writing.
17. Understand and follow oral and written directions.
18. Work independently with little direction.
19. Operate a variety of office machines including typewriter, calculator, intercom, copier, ditto and mimeograph machines.
20. Work cooperatively with others.
21. Work effectively with frequent interruptions.
22. Maintain good public relations with students, parents, teachers and the public.
23. Train and provide work direction to others.
24. Take dictation at 80 words per minute and transcribe accurately if position requires usage.

25. Pass District Office Skills test.

26. Administer first aid to ill or injured children as needed.

27. Work effectively in a multiethnic setting.

28. Pass District Word Processing Skills test.

29. Pass District Writing Skills test.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school including or supplemented by courses in secretarial science, bookkeeping or related business courses and three years of increasingly responsible clerical experience involving meeting the public.

LICENSES AND OTHER REQUIREMENTS:

Valid First Aid Certificate issued by the American Red Cross shall be obtained within the first six months of employment.

WORKING CONDITIONS:

School or center office environment; subject to many demands on time and constant interruptions.

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TYPIST CLERK I

BASIC FUNCTION:

Under the direction of an assigned supervisor, performs a variety of routine typing and clerical functions.

PRIMARY DUTIES:

1. Types letters, memoranda, bulletins, reports or other materials from straight copy or rough draft.
2. Receives visitors to the office or department and refers telephone calls and visitors to proper person; answers routine questions according to established guidelines.
3. Maintains a wide variety of records, inventories and reports; index and cross-reference files.
4. Receives, sorts and distributes incoming and outgoing mail.
5. Assures the timely distribution and receipt of a variety of records, reports and bulletins as directed.
6. Performs clerical work such as posting records, verification of completeness of forms, making arithmetic computations and securing information from clearly indicated sources.
7. Performs routine typing of reports from detailed copy; posts records; proofs completed typing assignments.
8. Makes telephone calls as directed.
9. Assists in providing work direction and guidance to student office volunteers, if assigned.
10. Issues and prepares student identification cards according to established procedures if assigned.
11. Performs other related duties as assigned within classification.

KNOWLEDGE OF:

1. Modern office practices, procedures and equipment.
2. Simple record-keeping techniques.
3. Correct English usage, grammar, spelling, punctuation and vocabulary.
4. Reading and writing communication skills.
5. Oral and written communications skills.

ABILITY TO:

1. Operate a wide variety of office equipment including a computer terminal, duplicating machine, typewriter, photocopier, and adding machine.
1. Make arithmetic calculations quickly and accurately.
2. Understand and follow oral and written directions.
3. Work cooperatively with others.
4. Meet schedules and time lines.
5. Type accurately at 40 words per minute from clear copy.
6. Pass District Office Skills test.
7. Maintain a variety of records and compile data for reports.
8. Communicate effectively both orally and in writing.
9. Work confidentially with discretion.
10. Work effectively in a multiethnic setting.
11. Pass Word Processing Skills test.

EDUCATION AND EXPERIENCE:

Graduation from high school or GED. Experience performing clerical tasks.

DESIRABLE QUALIFICATIONS:

Bilingual, especially at school sites.

WORKING CONDITIONS:

Typical school or office environment.

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ACADEMIC COACH (MATHEMATICS, LITERACY, TECHNOLOGY)

REPORTS TO: School Director

JOB FUNCTIONS AND RESPONSIBILITIES:

The Academic Coach (Mathematics, Literacy, Technology) shall:

1. Works with staff to implement a coherent curriculum aligned with state and national standards.
2. Promotes use of consistent instructional framework and research-based strategies.
3. Helps build assessment systems that are aligned with curriculum and instruction priorities.
4. Ensures that human, financial, and material resources are aligned to support coherence.
5. Leads professional development for math, literacy, and technology teachers.
6. Supports school-based professional development led by math, literacy and technology specialists and teacher leaders.
7. Designs, implements and evaluates school and district staff development in concert with other school leaders school leadership.
8. Assists the Director in developing and coaching new teachers.
9. Works with the **Instructional Improvement Officer** to develop a data profile for assigned schools.
10. Helps staff secure, analyze, and interpret data for promoting instructional improvement.
11. Supports director, reading specialists, and teacher leaders in using data at the school level
12. Serves as liaison with the Assessment and Evaluation division and the school in securing relevant data.
13. Models instructional strategies with teachers and staff in classrooms.

14. Makes regular classroom visits to support instructional improvement.
15. Provides feedback to teachers and staff regarding implementation issues.
16. Serves as coach working with staff to improve their practice.
17. Works with staff and schools to address learning needs of all students.
18. Coordinates with other departments, offices, and organizations to best serve student needs.
19. Provides customized professional development to meet unique student needs and support differentiated instruction.
20. Participates in regular professional development to improve knowledge and skills
21. Joins Instructional Improvement Officers in cross-functional training to build instructional capacity
22. Attends and presents at local, state, and national conferences.
23. Serves as liaison with colleges, universities, and educational partners to build capacity.
24. Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Masters degree with emphasis on the area of specialty, curriculum, or administration.
Proven record of excellence as a classroom teacher with predictive characteristics of an outstanding administrator. Experience as a presenter in staff development programs.

SPECIAL REQUIREMENTS

Must possess a teaching certificate from the State of California. Must possess a valid California driver's license.

KNOWLEDGE SKILLS AND ABILITIES

1. Masterful knowledge of literacy, mathematic or technology curriculum and best practices.
2. High development presentation skills
3. Knowledge of effective staff development model that lead to increased student achievement
4. Excellent oral and written communication skills
5. Considerable human relations and human development skills
6. Demonstrated leadership ability
7. Good technical skills with technology and presentation tools
8. Ability to use common office machines and popular computer-driven work processing spreadsheet and file maintenance programs.
9. Ability to collect and analyze statistical data
10. Ability to maintain complete and accurate records and statistics and to develop meaningfull reports from that information
11. Ability to plan and evaluate strategies for improving instruction
12. Ability to exercise considerable tact and courtesy in frequent contact with the public.
13. Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designated to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications required of employees to this job.

Resume of Qualifications
Marielena Ayala
2231 Orchard Circle, Corona, CA 92882, (951) 817-5245

Summary of Work Experience

As ELL Site Coordinator for the high school and middle school:

STAR Coordinator- Oversee the school administration including training all staff, verifying information, and organizing the testing schedule.

Lead and Participate in Classroom Walk-Trouths for Professional Learning Communities as designed by UCLA

Analyze ELL placement of new students and returning students and make recommendations for placement

Establish a Saturday Academy for ELL students scoring FBB/BB, meet with parents to discuss program and recruit teachers for the program

Coordinate the Administration of the CELDT including new students and returning students. Assess ELL students and recommend proper placement

Assist Principal with staff development, facilitate, and plan staff development

Assist the Lang Arts dept. with curriculum mapping and investigate, practice, and coach teachers on research-based instructional methodologies

Provide support for new teachers

Collaborate on the writing of the comprehensive school plan

Establish CAHSEE interventions

Assist departments in the analysis and use of assessment data to plan, act, and reflect on curricular focuses

Collaborate with the Resource and Parent Center to maintain and implement processes and communication that involves parents/communities in their students' education. (BAC, Title 1, and School Site)

Coordinate the preparation for the Categorical Program Monitoring (CPM) state audit

Coordinate the WASC by meeting with staff, parents, and all stakeholders

Manage the Title 1 and EIA budgets and expenditures

Facilitate and organize Title 1, BAC, and School Site Parent Advisory

Parent Education Involvement Specialist:

11/08 - Present **Presenter – Roosevelt High School**

Los Angeles Unified School District, Los Angeles, California

As a Staff Trainer ELL Emphasis:

9/05 - 6/09 **Presenter - Ganesha and Emerson Middle School**

Pomona Unified School District, Pomona, California

9/03 –6/04 **SB 395 trainer**

Los Angeles County Office of Education, Los Angeles County

9/03 – Present **SB 395 trainer/examiner**

Riverside County Office of Education, Riverside County

9/98 – 6/02 **SB 1969 and 395 trainer/examiner**

California Teachers Association

Location

- 9/ 08 – present **ELL Site Coordinator/Bilingual Resource Teacher**
Emerson Middle School, Pomona Unified School District
- 9/94 - 6/08 **ELL Site Coordinator/Bilingual Resource Teacher**
Ganesha High School, Pomona Unified School District, Pomona, California
- 9/89 –6/08 **ELD Teacher** Teach ELD 1 and 11
Use ELD and SDAIE instructional strategies including differentiated instruction, direct instruction, graphic organizers, and cooperative groupings.
- 9/84 – 6/89 **Language Resource Specialist/Coordinator Title 1**
Sierra Intermediate School, Santa Ana Unified School District
- Coordinate Title 1 program and provide professional development
 - Organize International Day festivities
 - Manage Title 1 budget and expenditures
 - Develop an ESL individualized language program
- 9/79 –6/84 **ESL Teacher/Spanish Teacher**
Spurgeon Intermediate School, Santa Ana Unified School District
- Teach English as a Second Language to Non-English speakers/Newcomers
 - Create and teach Mexican Folklorico
 - Teach Spanish 1 and 2 to native speakers

Additional Experiences

- 6/ 02 – 6/08 **DATA Action Team** Provide support to school members on data driven instruction. Collaborate with data team to provide in-service and support to faculty.
- 9/04 –6/06 **WASC Coordinator**
Coordinate and prepare all stakeholders for the Compliance Visit.
- 9/83- 6/89 **Adult Education Teacher**
Teach ESL, Citizenship, and Reading to adults for Rancho Santiago College in Orange County.
- 9/90 - 6/94 Teach ESL, CAHSEE Interventions and Community Based English to adults and high school students in Pomona, Adult Education Program

Professional Committee Member

- DATA Action Team
- School Site Council
- WASC Coordinator for 2004-2006
- EDI Certified - DATA WORKS
- Trainer of Trainer Cohort for ELD/Mathematics
- Trainer for LACOE/Pomona USD on In-Dept Lesson Analysis for High Point Curriculum

6/ 07 –present

Youth Ministry/Confirmation Teacher

St Joseph's Religious Education Program, Pomona, California

Assist Director in defining curriculum for high school confirmation program

Provide support and guidance for adolescents

Complementary Skills

SB 395 Certified for LACOE, Riverside County Offices of Education and Orange County Offices of Education

- Speak, read, and write in Spanish
- Experienced /knowledgeable in ELD &SDAIE strategies and Differentiated Instruction
- DATAWORKS certified in Explicit Direct Instruction

Awards

- Bilingual Teacher of the Year 1990

Education

Credentials: Ryan Single Subject Teaching Credential in Spanish
Administrative Services Certificate

Certificates: Bilingual Certificate of Competence (BCC)

Education: Bachelor of Arts in Spanish
California State University Fullerton
Masters of Arts in Educational Management and Leadership
University of La Verne

References

Jorge Amancio (909) 397-4516
Pomona Unified School District
Principal – Emerson Middle School

Marie Dennis (909) 397-4700
Pomona Unified School District
ROP Program Coordinator

Victor Torres (909) 397-4498
Pomona Unified School District
Assistant Principal, Pomona High

Dr. Ursula Reeveles (626) 815 - 5265
Azusa Unified School District
Former Principal, Charles Lee Elementary School

CAMPUS SECURITY ASSISTANT

NATURE AND SCOPE OF JOB:

This is a non sworn (non police) position that will be assigned to District campuses. The position will be under the direction of the Program Manager, School Police/Safety/Security, and with the daily supervision of a site administrator.

Campus Security Assistants perform assigned campus supervision and security duties on the District campuses. These duties are generally performed during operating hours of the school(s) to which the position is assigned; however, this position will provide security assistance at athletic events, special programs, and other similar activities which may occur after regularly scheduled school hours and on days of the week that school is not in operation.

REPRESENTATIVE DUTIES:

1. Assists in maintaining security of school buildings, grounds and facilities; locks and unlocks gates as needed.
2. Enforces school and District rules, regulations and policies designed for the safety and security of students, staff, visitors and property in accord with established procedures.
3. Patrols campus, including, but not limited to, lunch areas, hallways, walkways, restrooms and parking lots.
4. Maintains order and security of campus.
5. Escorts students to office for disciplinary actions, as needed.
6. Observes student behavior to assure compliance with school rules.
7. Supervises students during passing periods between classes and assures students' timely return to class.
8. Checks hall and lunch passes of students and takes students without passes to the office.
9. Advises non-authorized visitors that they are prohibited from entering campus facilities and escorts visitors to the office for permission to remain on campus.
10. Maintains communications with other Campus Security Assistants and School Police Officers and assists as needed and/or requested.

11. Assists teachers with disciplinary problems, as needed and/or requested.
12. Supervises campus intramural and intramural athletic events and related activities.

CAMPUS SECURITY ASSISTANT

Performs duties in a designated District uniform.

LIMITATION ON DUTIES:

Inasmuch as this is not a sworn police position, Campus Security Assistants are not authorized to perform law enforcement-related functions and are specifically required to seek the assistance of a School Police Officer or administrator in those instances where it appears that a reasonable likelihood exists that the conduct requiring the Campus Security Assistant's attention is criminal in nature, may require detention or an arrest, or may require the use of force.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

1. Basic methods of individual and group supervision.
2. Interest, attitudes and developmental processes of middle and/or high school age students.
3. Approved procedures and techniques for supervising and disciplining of students.
4. District health and safety regulations.
5. District organization, operations, policies and objectives.
6. Oral and written communication skills.
7. Pertinent sections of the State Education Code and other relevant statutes, rules and regulation.
8. Interpersonal skills of tact, patience and courtesy.

ABILITY TO:

1. Assist in controlling the behavior and activities of students within classification limitations.
2. Comprehend, explain and apply District and school rules and regulations related to acceptable student behavior.
3. Communicate effectively with students, staff, administrators, and the general public.

4. Understand and follow oral and written directions.
5. Work cooperatively with staff and administrators.
6. Exercise appropriate discretion within classification limitations.

CAMPUS SECURITY ASSISTANT

7. Analyze situations rapidly, accurately and adopt an effective course of action within appropriate rules and regulations.
8. Read, interpret and follow rules, regulations, policies and procedures.
9. Administer First Aid to ill or injured students or staff in emergency situations.
10. Operate mobile radio communication equipment.
11. Maintain composure in stressful situations.
12. Perform duties with patience, tact and good judgment.
13. Work effectively in a multiethnic setting.
14. Must pass pre-employment physical.

EDUCATION:

Graduation from high school or GED. Minimum age of 21. Possess District Training Certificate, which includes 60 hours of School Campus Security/Assistant Training.

DESIRABLE:

Aid or voluntary experience working with children or students.

LICENSES:

Possession of a valid standard First Aid Certificate, and Cardiopulmonary Resuscitation (CPR) Certificate. Be fingerprinted, as required by Education Code Section 45125 and be of good moral character.

WORKING CONDITIONS:

Work includes indoor and outdoor environments, subject to adverse weather conditions, considerable standing, walking, and the requirement to respond as described above to occasional aggressive physical and verbal abuse from students or unauthorized campus intruders. Potentially hazardous situations may be encountered.

DISCLAIMER

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Education

University of La Verne, La Verne, California

♦ *Masters of Arts in* **Educational Management**

♦ Certificate of Eligibility for the Administrative Credential

California State Polytechnic University, Pomona, California

♦ *Bachelor of Science in* **Mathematics**

♦ Single-Subject Teaching Credential in Mathematics with CLAD

Experience

Garey High School, Pomona Unified School District, Pomona, California

Teacher on Assignment *July 2007 – present*

- ♦ Facilitate ELD/SE Content Teacher Cohort and Math Cohort
- ♦ Develop, deliver and provide district and site professional development in-services and trainings
- ♦ Model, coach, and observe teachers on the use of best practices
- ♦ Analyze student achievement data
- ♦ Work with under-performing students during and after school hours
- ♦ Work collaboratively and cooperatively with other district Teacher Specialists
- ♦ On-going instructional and technical support to new and veteran teachers

Ganesha High School, Pomona Unified School District, Pomona, California

Resource Teacher *September 2006 – June 2007*

- ♦ Investigate and practice research-based instructional methodologies
- ♦ Provide support for new teachers
- ♦ Coordinate the preparation for the Categorical Program Monitoring (CPM) state audit
- ♦ Assist in the coordination of the California English Language Development Test (CELDT) testing
- ♦ Manage the Title 1 budget and expenditures
- ♦ Facilitate and organize Title 1 Parent Advisory meetings
- ♦ Collaborate in the planning of professional development

Mathematics Department Chairperson *September 2003 – June 2006*

- ♦ Coordinate and provide professional development that supports a balanced math program
- ♦ Support the implementation of technology in mathematics instruction
- ♦ Participate in vertical articulation with district and secondary site leaders

Mathematics Teacher *September 2001 – June 2007*

- ♦ AP Calculus AB, Pre-Calculus, Algebra II, Geometry, Geometry Support, Algebra 1, and ELD Algebra Support
- ♦ Instructional strategies and practices applied including cooperative groupings, manipulatives, technology, SADIE and ELD strategies, discovery lessons, graphic organizers for scaffolding, and direct instruction.

Data and Action Team *June 2002 – June 2007*

- ♦ Provide support to department members with data driven instruction
- ♦ Collaborate with data team to provide in-service and support for faculty
- ♦ Plan and provide professional development

Los Angeles County Office of Education, Los Angeles County

SB 472 trainer *June 2005 – present*

Certificated Teacher Consultant *September 2007 – present*

Teaching Math to EL trainer *September 2008 – present*

Experience

Pomona Unified School District, Pomona, California

Presenter at District's Annual Summer Conference

- ❖ Session Title: Using manipulatives in Elementary Mathematics June 2005
- ❖ Session Title: Differentiating Instruction for English Language Learners in Algebra June 2006
- ❖ Session Title: Scaffolding in the Mathematics Classroom June 2007
- ❖ Session Title: Cooperative Group Strategies in Mathematics June 2008

Professional Learning Communities and Taskforces

- ❖ Professional Development Steering Committee 2006 - 2010
- ❖ Fostering Mathematics Success of English Language Learners Research Study Cohort 200 - 2010
- ❖ Math Leaders Cohort 2008 - 2010
- ❖ Mathematics Curriculum Development Taskforces 2006 - 2008
- ❖ 6-Adult Curriculum Committee 2003 - 2007
- ❖ Mathematics Placement Protocol Taskforce 2005, 2007

California Math Council – South

Presenter at CMC-South Conference

- Session Title: Scaffolding Strategies November 2007
- Session Title: Trig Talk November 2009

St Joseph's Religious Education Program, Pomona, California

Youth Ministry/Confirmation Coordinator June 2000 – March 2003

- ❖ Assist Director in defining curriculum for high school confirmation program
- ❖ Develop and facilitate retreats
- ❖ Collaborate with other ministries to offer community service

Mountain View High School, El Monte, California

Mathematics Teacher September 1997 – June 2000

Teacher Technology Specialist September 1999 – June 2000

Complementary Skills

- ❖ Speak, read, and write in Spanish
- ❖ Thinking Maps©: Trainer of Trainer
- ❖ DATAWORKS©: Certificated Instructor in Explicit Direct Instruction
- ❖ Knowledgeable in Geometer's Sketchpad, Texas Instrument instructional tools, multi-media software
- ❖ Participant of the Reading Institute for Academic Preparation

Professional Enrichment

Organizations and Committees

- ❖ California Mathematics Council-South – Secretary
- ❖ The Council of Chief State School Officers/National Governors Association Common Core State Standards Initiative K-12 Standards Development Teams – Mathematics Work Team
- ❖ San Gabriel Valley Math Council – Past President
- ❖ TODOS – Finance Committee
- ❖ Region 11 Algebra Forum
- ❖ National Council of Teachers of Mathematics
- ❖ National Council of Supervisors in Mathematics
- ❖ CMC Observer for State Textbook Adoption process

Resume

Elida Lopez
12832 Coriander Ct.
Rancho Cucamonga, CA 91739
Cell: (909) 973-3447
Home: (909) 899-3507

Education:

September 4, 2007 – May 9, 2009

Azusa Pacific University
901 E. Alost Ave.
P.O. Box 7000
Azusa, CA 91702
Phone: (626) 815-4570

June 7, 1999 – May 12, 2001

Claremont Graduate University
170 E. Tenth St.
Claremont, CA 91711
(909) 621-8285

September 1993 – June 19, 1999

Cal State San Bernardino
5500 University Parkway
San Bernardino, CA 92407
(909) 880-5200

September 1991 – Summer 1993

Mount San Antonio College
1100 N. Grand Ave.
Walnut, CA
(909) 594-5611

Summer 1978 – 1983

Chaffey College
5885 Haven Ave.
Rancho Cucamonga, CA 91730
(909) 987-1737

Summer 1976 – June 1978

Mount San Antonio College
1100 N. Grand Ave.
Walnut, CA
(909) 594-5611

September 1975 – spring 1976

Cal State Fullerton
Fullerton, CA 92634

Employment:

August 24, 2007 – Present	Intern Counselor/Counselor Ganesha High School Pomona Unified School District 800 S. Garey Ave. Pomona, CA 91766 (909) 397-4800
September 9, 1999 – June 2007	Spanish Teacher Ganesha High School Pomona Unified School District 800 S. Garey Ave. Pomona, CA 91766 (909) 397-4800
September 1, 1985 – October 1, 1998	Secretary I Ganesha High School Pomona Unified School District 800 S. Garey Ave. Pomona, CA 91766 (909) 397-4800
1978 – 1983	Telephone Repair Operator General Telephone Co. (GTE) (Presently Verizon) 280 S. Locust Pomona, CA 91766
1975 – 1977	Retail Clerk Sears North Peck Rd. El Monte, CA

Degrees:

May 9, 2009	M.A. in Educational Counseling
May 12, 2001	M.A. in Education
June 19, 1999	B.A. in Spanish Literature
June 19, 1999	Minor in Ethnic Studies
June 1978	A.A. in Liberal Studies

Credentials:

Pupil Personnel Service Credential (PPS)
Professional Clear Single Subject Teaching Credential

Certificates:

Cross-Cultural Language Academic Development (CLAD)
Bilingual Cross-Cultural Language Academic Development (BCLAD)

Tests:

CBEST
PRAXIS in Single Subject: Spanish
PRAXIS in School Counseling
SSAT

Training:

CELDT Examiner
AVID Workshop
AP Spanish Literature Workshop
Reading Institute for Academic Preparation (RIAP)
Summer Institute at Pomona Unified School District
Teacher Training Apprenticeship Program

Skills:

Fluent Spanish Speaker
Keyboarding: 65 wpm
Computer literate: intermediate level

Volunteer Work:

California Scholarship Federation
(CSF) Club Advisor

Religion Instructor
St. Joseph's Catholic Church

New World Club Advisor

Spanish Club Advisor

MECHA Co-Advisor

Southwest Voter Reg. Drive

Citizenship Workshop

Awards:

Leadership Award 2008
JROTC Spirit Award 2008
Teacher of the Year 2001
Employee of the Year 1996/97
California Schools Employee Association (CSEA)
Community Wellness Partnership 1996
Nopal Award, Orale Pues Project, Cal Poly Pomona 1994

References:

Victor Torres
Assistant Principal
6617 Bougainvillea Ct.
Rancho Cucamonga, CA 91739
(909) 899-5316

David Sarmiento
Counselor
54321 Fernleaf Ave.
Downey, CA 91750
(562) 569-1972

Meg Northart
Teacher
716 Purdue Dr.
Claremont, CA 91711
(909) 626-1927

Gabriela Villaseñor
11500 Wordsworth Rd.
Moreno Valley, CA 92557
(951) 992-1502 h (951) 907-1206 c
gaby-angel@msn.com

OBJECTIVE:

To work for an institution where creative individuality and team concepts are utilized.

QUALIFICATIONS:

Masters of Science in Secondary Education
Professional Clear Library Media Credential
Professional Clear Business Credential with CLAD emphasis
BSBA (Bachelor of Science in Business Administration).
Twenty years Communicating – Coordinating – Special Projects.
Bilingual in Spanish and English.

EXPERIENCE:

As a Teacher Specialist, Educational Media and Technology, I plan, schedule, coordinate, and provide library services to a diverse population of students and teachers. I promote student use of the library, its technology and materials for research and reading pleasure. I balance and maintain budget records. I develop resources in collaboration with teachers. I train and provide work direction to student workers and assigned staff. I perform other related duties. I teach technology proficiency to high school students and parents.

As a reference librarian, I provided reference assistance and library instruction services to the public. I was responsible for the development and maintenance of printed and electronic guides to specialized library resources. Responsible for all aspects of collection management and development for assigned subjects, such as books in Spanish and Business, including selection of information resources, storage and weeding decisions, evaluation, budgetary management, and resource sharing.

As a Head Librarian, I was given the task of selecting, purchasing, cataloging, automating, arranging, labeling, shelving, etc., the entire school's collection.

As a paraprofessional librarian, I had the opportunity to help review, select and order books, provided and thought patrons how to utilize the services offered by the San Diego Public Library. I was also part of a team of two running the only Bookmobile in the City of San Diego. I was selected to work on a team that was given the task of automating the San Diego Public Library's 32 branches and Central's entire collection.

EDUCATION:

California State University, Fullerton, MS.
National University, Professional Clear Business Credential

San Jose State University at Cal State Fullerton, Professional Clear Library Media Credential.

University of Phoenix, 1996, BSBA.

SKILLS:

DESTINY, Internet, WWW, HTML, DIALOG, ERIC, MELVYL, OPAC, OCLC, networked and standalone CD-ROM databases, Windows 3.11, 95 & 98, many Microsoft software, WordPerfect, and other library electronic databases. Cashmaster electronic registers. Type 60 wpm.

EMPLOYMENT:

Pomona Unified School District, Ganesha High School, Teacher Specialist, Educational Media and Technology. Sep. 2000 - Present

Pasadena Unified School District, Wilson Middle School, Head Librarian/LMS, Jan. 1997 – Sep. 2000

City of Monterey Park, Reference Librarian, Jun. 1996 – Jan. 1997.

Fairmont High School, Librarian, Oct. 1995 – Jun. 1996.

City of San Diego Public Library, Library Assistant, Feb. 1994 – July 1995; Bookmobile, Nov. 1990 – Feb. 1994; Automation and Branches, Dec. 1983 – Dec. 1985. Bilingual liaison.

City of San Diego Waste Management Department, Public Information Coordinator, Apr. 1988 – Nov. 1990. Bilingual liaison.

City of San Diego Auditor and Comptroller Department, Payroll Audit, Nov. 1986 – Apr. 1988.

City of San Diego Park and Recreation Department, Payroll, Dec. 1985 – Nov. 1986.

San Diego City School District, 1980.

San Diego Community College District, Student Services, Jun. 1979 – Jan. 1980.

PROFILE:

Motivated, dedicated, self-starter, well organized, detail and multi-task oriented, excellent with people. Communication in Spanish and English.

REFERENCES: Upon request

Martha Marisol Diaz Duran
9139 Saguaro Rd.
Riverside, CA 92503 US

Cell: (951) 742-3576

www.marthamarisolduran@yahoo.com
www.martha.diaz@pusd.org

EXPERIENCE: I have been working for Pomona Unified School District for the last nineteen and a half years and I am currently receiving a Level 3 Bilingual Stipend. Pomona is a growing district that serves a population of over 80% Hispanics. Through the years I have always had direct contact with parents who are mostly Spanish speakers, I feel that all through the years I have grown and gain the experience to communicate with our parents, orally and in writing, in a direct and respectful manner.

2004-Present: Health Assistant
Administrator: Sheila Lyons
Health Services
Ganesha High School
Pomona Unified School District

Under nurse's supervision I am in charge of office traffic. It is my responsibility to provide first aid to students and or follow the proper procedures to ensure students well being.

It is also my responsibility to keep in constant communication with parents to properly administer and to keep accurate records of medication taken, dates of expiration and adequately stocked.

As a Health Assistant it is my responsibility to keep students health folder updated and organized as well as providing information to parents with information in the community that provide the appropriate health need. In addition, I am one of the designated translators to serve in the Special Ed. students IEP meeting.

1994-2004 Community Liaison
Title 1 and Bilingual Resource Teacher:
Marielena Ayala
Ganesha High School
Pomona Unified School District

As a community liaison I worked under the supervision of the resource teacher in coordinating monthly mandated meetings that informed parents of the Title 1 and Bilingual Programs requirements. It was my duty to keep, type, translate and disseminate adequate records of agendas, minutes and bylaws of the Title 1, Bilingual and School Site Council meetings. It was my responsibility to provide parents with workshops that would empower them to help their students succeed in school. I was in charge of coordinating various speakers that would inform parents of the many opportunities to enroll in colleges, universities, and military programs that made parents aware of grants and scholarships. I also kept in touch with colleges and universities that held orientations, festivals or outreach activities that gave parents and students an opportunity to connect with them.

1992-1994 Community Liaison
Administrator: Sharon Goodrich
LEARN Project
Health Services

Assisted nurses in monitoring and keeping accurate records of selected families to use resources in community to meet family needs.

Assisted nurse with children's groups (guppies) to enrich their self-esteem, self-respect and self-care. Visited homes weekly to assist parents to set and reach goals that helped them improve family relationships and self-motivation.

1989-1992 Bilingual Teacher Assistant
Principal: Gloria Marquez
Barfield Elementary
Pomona Unified School District

Assisted elementary grade teachers in a classrooms in grades k – 3 in reading and vocabulary with students who's English was not their primary language.

EDUCATION: High School: Belmont High School graduation 1982
College: Mt. San Antonio
TAP Program

SKILLS: I am fluent in English and Spanish. I am self-motivated, and feel comfortable working independently. I enjoy inquiring and disseminating information that benefits our students. I feel that I have enough experience working with students to feel comfortable working with groups of students in a respectful manner. I have experience coordinating speakers and keeping records.
My previous experience as a community liaison and working in a high school has given me the opportunity to familiarize myself with many of the programs that are provided by the career center.

REFERENCES:

Marielena Ayala	Resource Teacher Pomona Unified School District (909) 397-4700	Barbara Seiden	Ganesha High School RN Nurse Pomona Unified School District (909) 397-4400
Diana Ceja	Site Specialist Pomona Unified School District (909) 397-4400	Eileen Seals	Ganesha High School Registrar Pomona Unified School District (909) 397-4400
Fernando Carrillo	Post Secondary Education Specialist Pupil Resouces Pomona Unified School District (909) 397-4711		

Araceli Gómez
11820 Blythe Street
North Hollywood, CA

Home 818-206-8284

Cell 213-590-1381

axg4821@lausd.net

Objective: To work for an organization where I can use my skills and abilities to my fullest potential.

Skills: Multi tasking, planning, communicating, find solutions, team member, trustworthy, dedicated, flexible, patient, responsible and very motivated.

Education:

June 1997 – Dec. 2008 Los Angeles City College Associate in Arts: Child Development.

Work Experience:

Aug. 2005- Present Roosevelt High School- Parent Coordinator

Job duties: Organize, coordinate, and schedule field trips to Universities for parents and students, parent education classes/workshops. Plan school activities: such as parent conferences, community meetings, and school/community events. Answer telephone calls, type memos create forms, flyers and brochures. Act as an interpreter in situations, which require my bilingual skills.

April 01 – July. 05 Para Los Niños- Family Case Manager

Job duties: Network with organizations, provide resources and referrals for families; facilitate parenting classes such as anger management/conflict resolutions, and nutrition. Do home visits, data entry, copy documents, answers phones, prepare special projects, organize files, and pick up and deliver important documents to clients.

May 00- Sept. 01 Receptionist- Russell Brown offices

Job duties: file, copy documents, checks and back ups, organize and put checks together, extensive phone calls for checks to be picked up, helped the receptionist answer phones, mail out checks, and sort through incoming mail.

July 1997-April 00 LeConte Middle School- Teacher Assistant

Job duties: helped students with student information sheet, referral sheet, and their time sheet, conducted in class orientation for students, made copies, answered phones, took messages, updated contact lists, and helped with events.

Languages: I speak English and Spanish fluently and read/write with high proficiency.
I can translate, write and edit documents in both languages.

References: Available upon request.

Dr. Arturo Ibarra

1330 E Rowland Ave
West Covina, California

LAUSD Employee #
661128

Objective Seeking a positions as an Assistant Principal

Work Experience 1993-present Los Angeles Unified School District

EL/Bilingual Coordinator 2007- present

- Work closely with parents
- Promote parental involvement
- Planned and organized effective parent education workshop/trainings
- Monitor the EL program for district and state compliance
- Ensure the EL students are in a well structured EL program
- Monitor student progress and identify those that need intervention
- Helped to raise the reclassification rate by 2% in 2008-2009
- Planned and organized ELD and SDAIE P.D for teachers
- Worked closely with the community and outside agencies

Health Education Teacher

- Roosevelt H.S. 1998-2006
- Hollenbeck Middle School 1993-1998
- Experience teaching culturally diverse students
- Health Education Department Chair 2003-2007
- Assistant Department Chair 2001-2002
- Coordinated health programs with outside agencies Kaiser Permanente, Planned Parenthood & USC Rand Corporation
- RHS IMPACT Coordinator 2006-2007

2004-2006 Mount San Antonio College Walnut, CA

Adjunct Professor

- Biological Science Department
- Health Occupational Instructor for the Regional Health Occupations Resource center at Mt. San Antonio College

Medical Doctor

- Private Practice in Jalisco and Tijuana B.C. Mexico (1988 and thereafter)
- Mexican Red Cross, La Paz B.C.S (1987-1988)
- Ramón Garibay Hospital Guadalajara, México (1886-1987)

Education

2007 Supervision and Coordination Credential UCSD
To be processed with the state
1998 Teaching Credential, National University of San Diego, CA
1986 Doctor of Medicine, Autonomous University of Guadalajara
Equivalency validated by the international Education
Research Foundation (IERF) in the U.S.A.

Certificates

State of California Teaching Credential in Health Science
BCLAD (Bilingual Cross-Cultural Language Academic Development Cert.)
Board Certificated to practice medicine in Mexico

Languages

Speak, read and write fluently in Spanish and English
Strong communication with parents

Education

Southern California University of Health Sciences, Whittier, California

♦ *Doctor of Chiropractic*

University of La Verne, La Verne, California

♦ *Single-Subject Teaching Credential in Mathematics and Spanish*

University of San Diego, San Diego, California

♦ *CLAD*

California State University at Fullerton, Fullerton California

♦ *Bachelor of Arts, Chicano Studies*

♦ *Pre-Med*

Experience

Santiago High School, Corona-Norco Unified School District, Corona, California

Mathematics Teacher *September 2005 – Present*

- ♦ Geometry, Geometry Support, Algebra 1, ELD Algebra Support, Saturday School Tutoring
- ♦ Instructional strategies and practices applied including cooperative groupings, manipulatives, technology, SADIE and ELD strategies, discovery lessons, graphic organizers for scaffolding, and direct instruction.

Ayala Chiropractic, 916 W. Towne and Country Rd., Orange, California

Doctor of Chiropractic *October 2003-Present*

- ♦ Diagnose, and treat patients with neuromusculoskeletal issues.
- ♦ Nutritional Consultant

Ganesha High School, Pomona Unified School District, Pomona, California

Mathematics Teacher *April 1991 – June 1997*

- ♦ Geometry, Geometry Support, Algebra 1, and ELD Algebra Support, Pre-Algebra
- ♦ Instructional strategies and practices applied including cooperative groupings, manipulatives, technology, SADIE and ELD strategies, discovery lessons, graphic organizers for scaffolding, and direct instruction.

Norton Western Enterprises, Santa Ana, California

CEO *June 1985 – June 1997*

- ♦ Managed and oversaw Ten open-air markets, swap meets and Christmas Gift Shows
- ♦ Manager trainer

Complementary Skills

- ♦ Speak, read, and write in Spanish
 - ♦ Knowledgeable in Geometer's Sketchpad, Texas Instrument instructional tools, multi-media software
 - ♦ Participant of the Reading Institute for Academic Preparation
-

Professional Enrichment

Organizations and Committees

- ♦ National Council of Teachers of Mathematics
- ♦ National Council of Supervisors in Mathematics
- ♦ CMC Observer for State Textbook Adoption process

Norma Ibarra

1330 E Rowland Ave
West Covina, California

LAUSD Employee #
313654

Objective Seeking a positions as an Assistant Principal

Work Experience 2008-2009 Parent Trainer LAUSD Los Angeles, CA
2006-2008 San Bernardino City USD, San Bernardino, CA

Assistant Principal

Martin Luther King Jr. Middle School

Assistant Principal Experience

- Professional Learning Communities
- Attendance, Discipline and Counselor's Department
- EL Administrator (CELDT)
- Facilities and Disaster Preparedness Plan
- Staff Development, School Safety and Supervision
- Stull Evaluation, Alternative and Opportunity Programs

2000-2006 Pomona Unified School District Pomona, CA

EL Title 1 Coordinator (2004-2006)

- Identified English Learners and determined appropriate placement
- Coordinated CELDT, IPT, SABE, Aprenda 3, AP Test
- Coordinated and organized EL/Title 1 Meetings
- Foreign Language Department Chair (2002-2004)
- Spanish as a Foreign Language Teacher (2000-2004)

1996-2000 Los Angeles Unified School District Los Angeles, CA
Roosevelt High School Long Term Substitute Teacher (2000)
Hollenbeck Middle School RSP Teacher (1999)
Albion Elementary School (1996-1999)

Education

2004 Educational Administration, National University
2003 M. Ed Multicultural Education, National University
2002 Teaching Credential, National University
1991 B.A, Cal State University of Los Angeles
1995 UNIVA, México Licentiate in Educational Psychology

Certificates

Preliminary Administrative Services Credential
Single Subject Teaching Credential (Spanish)
CLAD Certificate

Languages

Speak, read and write fluently in Spanish and English

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) List the subgroups.	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.																																				
Increase or exceed API targets <u>2008-09</u> 630 is the base The goal is 680	10%	All subgroups	A whole school wide approach focusing on an approved strategy to improve scores	Professional Training Categorical funds		<i>Principal Assistant P Teachers Academic coach</i>	<i>Starting in September</i>																																				
Increase percentage of students in grades 6—8 scoring proficient or advanced on the CST in ELA and Math % Proficient/Advanced CST ELA by grade: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 6 –</td><td>29%</td><td>33.8%</td><td>4.8%</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></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 6 –	29%	33.8%	4.8%	Grade 7 –	34%	38%	+4%	Grade 8 –	31%	31%	0%	10%	Special Ed ELL Gate and all other subgroups	Opportunities to attend Saturday Academy or intervention during, before, and after school will be offered to students not meeting the standards or the instructional goals	Teaching staff, instructional Aides,	Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics Grades 6,7,8 Language arts: % of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: <ul style="list-style-type: none">• Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%	Principal Assistant P Community L Instructional Aides	Starting in September using STAR results and adding periodic assessments																				
	<u>2008</u>	<u>2009</u>	<u>Change</u>																																								
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Increase percentage of students in grades 6-8 scoring proficient or advanced on the CST in ELA and Math (continued) % Proficient/Advanced CST Math by grade: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 6 –</td><td>31%</td><td>35%</td><td>+4%</td></tr><tr><td>Grade 7 –</td><td>28%</td><td>28%</td><td>0%</td></tr><tr><td>Grade 8 –</td><td></td><td></td><td></td></tr><tr><td>Gen Math –</td><td>15%</td><td>17%</td><td>+2%</td></tr><tr><td>Algebra 1 –</td><td>17%</td><td>19%</td><td>+2%</td></tr><tr><td>Geometry –</td><td>11%</td><td>14%</td><td>+3%</td></tr><tr><td>Algebra 2 –</td><td>13%</td><td>14%</td><td>+1%</td></tr><tr><td>HS Math –</td><td>29%</td><td>30%</td><td>+1%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 6 –	31%	35%	+4%	Grade 7 –	28%	28%	0%	Grade 8 –				Gen Math –	15%	17%	+2%	Algebra 1 –	17%	19%	+2%	Geometry –	11%	14%	+3%	Algebra 2 –	13%	14%	+1%	HS Math –	29%	30%	+1%		Special Ed ELL Gate and all other subgroups	Opportunities to attend Saturday Academy or intervention during, before, and after school will be offered to students not meeting the standards or the instructional goals	Teaching staff, instructional Aides and professional training in Math	Grades 6/7-8: <ul style="list-style-type: none">• % of students scoring proficient or above on the Periodic Assessments•	Principal Assistant P Community L Instructional Aides	Starting in September using STAR results and adding periodic assessments
	<u>2008</u>	<u>2009</u>	<u>Change</u>																																								
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Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) List the subgroups.	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
<p>% Proficient/Advanced CST Science and Social Science:</p> <p><u>2008</u> <u>2009</u> <u>Change</u></p> <p>Science Grade 8</p> <p>% Proficient/Advanced CST History / Social Science by grade:</p> <p>Social Science</p> <p><u>2008</u> <u>2009</u> <u>Change</u></p> <p>Grade 8 25% 30% +5%</p>	10%	ELL Special Ed Gate And all subgroups	<p>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.</p> <p>Science Fairs and classrooms projects will be created to spark an interest in students wanting to do better</p> <p>The academic paths/project aligned with partnerships to serve as tutors</p> <p>Focus on school wide interventions to help students with social science - fieldtrips</p>	<p>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</p> <p>Categorical funds to allow for field trips, and materials for projects</p>	<p>Periodic Assessment</p> <p>See monitoring indicators from CST section below to increase the median API score.</p> <p>The scores for science will increase by 20%</p> <p>The scores for social science will increase by 20%</p>	<p>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</p> <p>Principal Assistant P Academic Coach Science teachers and social science teachers</p>	<p>Indicate when the strategy will be implemented and projected date of completion.</p> <p>Science Fairs one a year in the month of January</p> <p>The project 2 per trimester</p> <p>Fieldtrips one per semester</p>
<p>Reduce the percentage of students in grades 6-8 scoring Far Below Basic and Below Basic on the CST in ELA and Math</p> <p><u>07-08</u> <u>08-09</u> <u>Change</u></p> <p>ELA 33% 31% -2%</p> <p>MATH 42% 40% -2%</p>	-10	ELL Special Ed Gate And all subgroups	<p>Offer the same intervention during the Saturday Academy, before, during and after school tutoring program</p> <p>Invite High School AVID students to mentor a student</p>	<p>Categorical funds to pay for teachers and materials for distribution</p>	<p>The percentage will be reduced by 10%</p>	<p>Principal Assistant P Language Arts and Math teachers Academic Coach</p>	<p>Starting in September and ending in June</p>
Increase the number of students identified as Gifted to a minimum of 6% of the school					<ul style="list-style-type: none"> Number of state identified Gifted students 		

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) List the subgroups.	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.														
site's population. <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>9.3%</td><td>9.2%</td><td>-.1%</td></tr></table> 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. <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African Americans</td><td>6.6%</td><td>6.6%</td><td>.0%</td></tr><tr><td>Hispanics</td><td>6.9%</td><td>7.0%</td><td>.1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>		9.3%	9.2%	-.1%		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African Americans	6.6%	6.6%	.0%	Hispanics	6.9%	7.0%	.1%	varies by school <
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																		
	9.3%	9.2%	-.1%																		
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																		
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High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) List the subgroups.	Strategies/Activities 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.	Resources/Proposed Funding Sources Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Means of Evaluating Progress Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Staff Responsible Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Start/Completion Date Indicate when the strategy will be implemented and projected date of completion.						
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>54.8%</td><td>55.7%</td><td>+0.9%</td></tr></table> 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	54.8%	55.7%	+0.9%	3%	ELL students	The ELD Dept. will provide daily reading, writing, listening, and speaking opportunities so that ELL students achieve Interventions will also be offered to those students Saturday school, after, during and before school	Categorical Funds To pay to teachers and materials and resources	<ul style="list-style-type: none">••••• 70%+ of English learners will progress one ELD level per year.	Principal Assistant P Academic Coach ELD teacher	Starting in September and ending in June
<u>07-08</u>	<u>08-09</u>	<u>Change</u>											
54.8%	55.7%	+0.9%											
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>36.3%</td><td>39.3%</td><td>+3%</td></tr></table> 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	36.3%	39.3%	+3%	5%	ELL students	The ELD Dept. will provide daily reading, writing, listening, and speaking opportunities so that ELL students achieve Interventions will also be offered to those students Saturday school, after, during and before school	Categorical Funds To pay to teachers and materials and resources	<ul style="list-style-type: none">•••••• See monitoring indicators for AMAO 1• 70%+ of English learners will score an overall ELD level of 4 or 5 on the CELDT after 4-5 years of instruction.	Principal Assistant P Academic Coach ELD teacher	Starting in September and ending in June
<u>07-08</u>	<u>08-09</u>	<u>Change</u>											
36.3%	39.3%	+3%											
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>24.3</td><td>27.0</td><td>+2.7%</td></tr></table> ELA	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	24.3	27.0	+2.7%		ELL students	Same Interventions from AMAO 2	Same as Intervention from AMAO2	<ul style="list-style-type: none">• 70%+ of English learners will score in the appropriate performance range on the CST for English/language arts according to the District Progress Benchmarks for	Principal Assistant P Academic Coach ELD teacher	Starting in September and ending in June
<u>07-08</u>	<u>08-09</u>	<u>Change</u>											
24.3	27.0	+2.7%											

South Region Middle School
Local District #6

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) List the subgroups.	Strategies/Activities 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.	Resources/Proposed Funding Sources Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Means of Evaluating Progress Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Staff Responsible Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Start/Completion Date Indicate when the strategy will be implemented and projected date of completion.																
Math 34.1 36.3 +2					English learners.																		
<div>Increase EL reclassification rates at the elementary, middle, and high school levels</div> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>EL</td><td>13.5</td><td>15.8</td><td>+2.3</td></tr><tr><td>MS</td><td>22.4</td><td>20.8</td><td>+8.4</td></tr><tr><td>HS</td><td>10.3</td><td>12.4</td><td>+2.1</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	EL	13.5	15.8	+2.3	MS	22.4	20.8	+8.4	HS	10.3	12.4	+2.1	5%	ELL students	<div>Interventions will also be offered to those students Saturday school, after, during and before school</div> <div>I</div>	Categorical Funds To pay to teachers and materials and resources	<ul style="list-style-type: none">• EL monitoring rosters, and where possible EL students not moving or reclassifying• RFEP Monitoring Rosters	Principal Assistant P Academic Coach ELD teacher	Starting in September and ending in June
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																				
EL	13.5	15.8	+2.3																				
MS	22.4	20.8	+8.4																				
HS	10.3	12.4	+2.1																				
<div>Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs</div> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>MATH</td><td>26%</td><td>27%</td><td>+1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	25%	27%	+2%	MATH	26%	27%	+1%	35% ELA 35% Math	Special Ed	Interventions will also be offered to those students Saturday school, after, during and before school	Categorical Funds To pay to teachers and materials and resources	<ul style="list-style-type: none">• The percentage of students scoring proficient or above on the California Standards Test (CST) and the California Alternate Performance Assessment (CAPA) in English/ language arts 2009-10 will equal or exceed 56.8% and for 2010-11 will equal or exceed 67.6%.•	Principal Assistant P Academic Coach SDW teachers	Starting in September and ending in June				
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																				
ELA	25%	27%	+2%																				
MATH	26%	27%	+1%																				

(Name) School

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 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>					
Graduation rate will increase <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>Change</u></td></tr><tr><td>67.1%</td><td>72.4%</td><td>+5.3%</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	67.1%	72.4%	+5.3%	8%		This section Does not apply to Middle School		<ul style="list-style-type: none">• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)• Decrease rate of drop-outs• Increase the percentage of 8th grade to 10th grade students accumulating 55 credits• 4-year longitudinal graduation rate (9th grade to graduation)	
<u>06-07</u>	<u>07-08</u>	<u>Change</u>										
67.1%	72.4%	+5.3%										
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>57%</td><td>60%</td><td>+3%</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	57%	60%	+3%	6%			<ul style="list-style-type: none">• Increased participation in CAHSEE preparation		
<u>07-08</u>	<u>08-09</u>	<u>Change</u>										
57%	60%	+3%										
Dropout rate will decrease. <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>Change</u></td></tr><tr><td>31.7%</td><td>26.4%</td><td>-5.3%</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	31.7%	26.4%	-5.3%	6%			Monitor students at risk: <ul style="list-style-type: none">• 85% of students are in attendance for 96% or more of the time• Increase in pass rates in English and/or math courses• Increase in number of students receiving an E or S in Work Habits or Cooperation• Increase attendance rates for both students and teachers to 96%.		
<u>06-07</u>	<u>07-08</u>	<u>Change</u>										
31.7%	26.4%	-5.3%										

(Name) School

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

Graduation Rate

(Name) School

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>
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. <div><div>07-08</div><div>08-09</div><div>Change</div><div>25%</div><div>TBD%</div><div>+__%</div></div>	80%				A-G enrollment and passing rates <ul style="list-style-type: none">● Decrease the number of students receiving Fails in A-G courses by 10%.● Increase the percent of students earning C's or higher in A-G courses.		
Increase the enrollment in Advanced Placement course <div><div>07-08</div><div>08-09</div><div>Change</div><div>1.8%</div><div>1.9%</div><div>+ .1%</div></div> Increase pass rates on AP tests <div><div>07-08</div><div>08-09</div><div>Change</div><div>44.1%</div><div>TBD%</div><div>+TBD%</div></div>	5% 5%		<div>This section Not Applicable for Middle schools</div>		Advanced Placement courses – <ul style="list-style-type: none">● Increase Advanced Placement offerings at all high schools.● Increase the number of tests administered by 10%● Increase the number of subject matter tests administered by:<ul style="list-style-type: none">● At least 2 (if the school administers less than 15 subject matter tests)● At least 1 (if the school administers less than 20 subject matter tests)		
Increase students preparedness for College Career Readiness		Special Ed ELL Gate and Socio Eco	A school wide intervention after school and before school will be offered for those students not passing core classes with a c or better Parent meetings with selected students to inform parents and create a remedy plan	Teachers and room availability – categorical funds Copying paper to notify parents	<u>Middle Schools</u> <ul style="list-style-type: none">● Students passing core classes with C or better <u>Elementary</u> <ul style="list-style-type: none">● Students getting 3 or 4 on report cards	Principal Assistant P Community Liaison teachers	November and then every month Monthly meetings November December January February etc

(Name) School

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">• there are opportunities for parent involvement• they feel welcome at this school• there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). <p>The following are the combination results of Minitz and Elizabeth L They reflect the average numbers combined for both schools</p> <ul style="list-style-type: none">• % of parents that responded is 25.1%• % feel they are opportunities for P.I is %91.9• % feel welcome 89.5• % high level reported %45.3	At least 90% of parents respond “Strongly agree” or “agree”	Special Ed ELL Gate and Socio Eco	<p>1st period teachers will request a parent survey for each student. Surveys will be translated in a language parents can understand</p> <p>Every staff member will acknowledge with courtesy and respect every parent entering school campus</p> <p>Many opportunities for parental involvement will be offered by the community liaison: classroom visits, opportunities to volunteer, help with fundraising activities, attend fieldtrips, and be members of the parent committee</p> <p>The parent center/career center will offer parenting classes for parents And the partnership with Plaza Comunitaria will allow for Spanish literacy via the internet</p> <p>All communication will be sent in the child's native language</p>	<p>Copying paper Translator Categorical</p> <p>Professional Trainings Yearly – categorical funds</p> <p>Weekly invitations via letter or phone</p> <p>Plaza Comunitaria Resources</p> <p>Copying paper and translation – categorical funds</p>	<ul style="list-style-type: none">• Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.• Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%.• Parent home involvement should be at 90% for elementary schools and 80% for secondary schools in 2009-10. School involvement should be at 70% for elementary schools and at 50% for secondary schools in 2009-10.• Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10.• Communication – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.	Principal Assistant P Community Liaison Teachers All staff	<p>September and January</p> <p>September and daily</p> <p>September and weekly</p> <p>September and daily</p> <p>September and frequently</p>

(Name) School

Los Angeles Unified School District
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Parent and Community Engagement

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(Name) School

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>												
<p>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)</p> <p>The following are the combination results of Minitz and Elizabeth L They reflect the average numbers combined for both schools</p> <p>% of students responding – 75.3%</p> <p>% of students Agree or Agree 63.2%</p>	At least 90% of students respond “strongly agree” or agree	ELL Spec. Ed GATE Socio-Eco	<ul style="list-style-type: none">Increased and improved parent partnerships and welcoming environmentsIncreased external partnerships to support instructional incentives and parent participation supportIncreased clear and accurate, updated communication regarding school policy and procedures, between school and homeIncreased clear and accurate, updated communication regarding school policy and procedures, between school and home	Categorical funds Outreach communities	Conducting a survey every semester Modifying the school climate by responding to survey results	Principal Assistant P Counselor Proctors	September and to continue every month												
<p>Decrease the number of suspensions</p> <p>The following are the combination results of Minitz and Elizabeth L They reflect the average numbers combined for both schools</p> <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>11.9%</td><td>8.4%</td><td>3.5%</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		11.9%	8.4%	3.5%	25%	ELL Spec. Ed GATE Socio-Eco	<ul style="list-style-type: none">Decrease non-mandatory suspension rates at all schools by 25%.Increase the number of preventive school-wide discipline plans that are effectively implementedTeam Implementation ChecklistIncrease use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools	Categorical Funds	Instructional materials for distribution Time to meet with colleagues to increase use of discipline policy	Principal Assistant P Counselor	Run monthly reports and share at staff meetings				
<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
	11.9%	8.4%	3.5%																
<p>Increase attendance of staff and students a</p> <p>The following are the combination results of Minitz and Elizabeth L They reflect the average numbers combined for both schools</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>Students</td><td>:95 %</td><td>96%</td><td>1%</td></tr><tr><td>Staff:</td><td>93%</td><td>93%</td><td>0%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	Students	:95 %	96%	1%	Staff:	93%	93%	0%	100% 100%	Special Ed ELL Gate and Socio Eco	<ul style="list-style-type: none">Increase attendance incentives/rewards systemsSchool-wide recognitionIncrease attendance incentives/rewards systemsSchool-wide recognition <p>By establishing an accountability system of respect and collaboration and the need to be life-long learners, teachers will be required to attend school regularly.</p> <p>By establishing a reward system and establishing a culture of learners, students will</p>	Categorical Funds Community Resources Gift Certificates from sponsorships	Running Monthly Student , posting names of perfect attendance for teachers and students	Principal Assistant P Counselor Academic Coach Lead Teachers Teachers	Monthly
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
Students	:95 %	96%	1%																
Staff:	93%	93%	0%																

(Name) School

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

Safe Schools

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			attend school regularly				

(Name) School

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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			This information does not apply Middle schools		<ul style="list-style-type: none">• Schools meet CST annual measurable objective targets or• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year• Schools meet or exceed 95% participation rate• Schools meet or exceed API target• Schools meet or exceed graduation rate target		
Decrease in the number of Title 1 Schools In PI status					<ul style="list-style-type: none">• Schools meet CST annual measurable objective targets or• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year• Schools meet or exceed 95% participation rate• Schools meet or exceed API target• Schools meet or exceed graduation rate target		
Increase in the number of QEIA schools meeting annual targets					<ul style="list-style-type: none">• $\frac{2}{3}$ implementation of Class Size Reduction target• $\frac{2}{3}$ implementation of 300:1 student to counselor ratio.		