

BEFORE THE  
GOVERNING BOARD  
OF THE  
SWEETWATER UNION HIGH SCHOOL DISTRICT  
STATE OF CALIFORNIA

In the Matter of the Reduction in Force  
Involving the Respondent's Listed in  
Exhibit A.

OAH No. 2010020329

**PROPOSED DECISION**

Mary Agnes Matyszewski, Administrative Law Judge, Office of Administrative Hearings, State of California, heard this matter on April 5 and 6, 2010, in Chula Vista, California.

Maria Mendoza, Garcia, Calderon, Ruiz LLP, represented Sweetwater Union High School District.

Fern Steiner, Tosdal, Smith, Steiner & Wax, represented many of the respondents listed in Appendix A.

Bill Empey represented 12 of the respondents listed in Appendix A.

Marissa Audelo appeared and represented herself.

Raul Banuet appeared and represented himself.

No appearance was made by or on behalf of respondents Bobbi Asosta, Theresa Kelly, Felisha Mariscal, Jessica Marshall, Aaron Partch, Rosa Prins-Prado, and Jennifer Soberano, who filed notices of defense<sup>1</sup> and requested a hearing.

No appearance was made by or on behalf of respondents Karlie Alonso, David Bartlett, Stephen Fazio, Silvia Galvan, Guillermo Medina, Joncody Roelof, Enrique Rosales, Brandon Sargent, John Senesky, Jason Snyder, Pilar Vargas, Sean Warlop and Anthony Williams, who filed notices of defense but who did not request a hearing.

Before the hearing the accusations served on Virginia Aragon, Patrick Beaulieu,

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<sup>1</sup> The parties stipulated that all respondents filed notices of defense.

Jessica Cabrera, Linden Emery, Laura Esquivel, Maryann Fuller, Gary Gilbert, Bruce Groff, Manuel Gross, Carl Jensen, Michelle Limber, and Melody Morris, were withdrawn and their layoff notices rescinded.

The matter was submitted on April 6, 2010.

### FACTUAL FINDINGS

1. Rita Sierra Beyers, made and filed the accusation in her official capacity as Assistant Superintendent, Human Resources of the Sweetwater Union High School District.

2. Respondents are listed on Appendix A, attached hereto and by this reference are incorporated herein. Each respondent is a certificated employee of the district.

3. On March 8, 2010, the Governing Board adopted Resolution No. 3957 reducing particular kinds of services and directing the superintendent to give appropriate notices to certificated employees whose positions would be affected by the action. The resolution identified the following categories:

<u>Kinds of Service</u>	<u>FTE</u>
Art	6
Business	1
Deaf-Hard of Hearing	2
English	15
French	5
Health	2
Industrial Arts	2
Italian	1
Japanese	1
Music	4
Spanish	12
Physical Education	8
Social Science	<u>15</u>
TOTAL	74

4. On March 8, 2010, the Governing Board adopted Resolution No. 3971 reducing particular kinds of services and directing the superintendent to give appropriate notices to certificated employees whose positions would be affected by the action. The resolution identified the following categories:

<u>Kinds of Service</u>	<u>FTE</u>
Counselors	<u>5</u>
TOTAL	5

5. On and before March 9, 2010, and March 10, 2010,<sup>2</sup> Superintendent Jesus Gandara gave written notice to approximately 110 certificated employees, including respondents, of the recommendation that their services would not be required for the 2010-11 school year. The reasons for the recommendation were set forth in these preliminary layoff notices.

6. A Stipulation introduced at hearing indicated that there were 77 respondents in this matter, 75 of whom timely filed a Request for Hearing and Notice of Defense to determine if there was cause for terminating their services for the 2010-11 school year, two of whom did not,<sup>3</sup> but the district waived its objections to their untimely submission of those pleadings. An accusation was served on each respondent. All prehearing jurisdictional requirements were met.

7. Before issuing the preliminary layoff notices, the district took into account all positively assured attrition. The district must issue final layoff notices before May 15, and when it does so the district will take into account any additional attrition that has occurred. After that, further attrition will allow the district to rehire laid off employees.

8. The layoffs will not reduce any of the district's offerings in code mandated courses below the level required by law.

9. The district established skipping criteria pursuant to Education Code section 44955(d)(1). The district was required to implement the governing board's resolution in a manner that was consistent with the board's policies and the district's efforts to offer certain services to its students. There is no legal requirement mandating that skipping criteria be contained in a governing board's resolution. Employees who met any of the skipping criteria for some, but not all of their assignment(s) shall be retained only as to that portion of their assignment that meets the skipping criteria.

10. The district skipped employees who possess a credential authorizing the teaching of special education classes, are teaching one or more special education classes for the district in the 2009-2010 school year, and are expected to teach one or more special education classes for the district in the 2010-2011 school year.

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<sup>2</sup> The district introduced a sample of the notices sent to employees which were dated March 9, 2010, for those affected by Resolution 3957, and March 10, 2010, for those affected by Resolution 3971.

<sup>3</sup> Jessica Pulido and Rosamaria Silas did not file a Request for Hearing or a Notice of Defense.

11. The district skipped employees who possess a credential authorizing the teaching of math classes, are teaching one or more math classes for the district in the 2009-2010 school year, and are expected to teach one or more math classes for the district in the 2010-2011 school year.

12. The district skipped employees who possess a credential authorizing the teaching of science classes, are teaching one or more science classes for the district in the 2009-2010 school year, and are expected to teach one or more science classes for the district in the 2010-2011 school year.

13. The district skipped employees who possess instructional certification in Quality Teaching for English Learners (QTEL) and who are expected to employ QTEL methods in their classes in the 2010-2011 school year.

14. The district skipped employees who possess instructional certification in READ 180 and who are expected to employ READ 180 methods in their classes in the 2010-2011 school year.

15. The district established tie-breaking criteria to determine the order of termination for those employees who shared the same seniority dates.<sup>4</sup>

16. The district also implemented a bump analysis to determine which employees could bump into a position being held by a junior employee.

17. The district alleged that that it had relied on its seniority list when making layoff decisions which was the reason it sent verification requests to employees prior to March 15 to verify the accuracy of the information on that list. The district alleged it had requested QTEL training information from its employees in that letter.<sup>5</sup> However during hearing the district conceded that the letter did not specifically request QTEL training and that employees who possessed QTEL training were entitled to be skipped. As a result of that concession, the district added respondent Marissa Audelo to the district's skip list because of her QTEL training.

#### *READ 180 and QTEL Skipping Criteria*

18. The primary issue in this hearing was the use of READ 180 and QTEL as skipping criteria. Maria Castilleja, the Executive Director of Curriculum and Instruction, testified about the READ 180 program, an intervention reading program. Castilleja explained that because many students in the district scored "Below Basic" and "Far Below

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<sup>4</sup> During the hearing the district revised its tie breaking analysis regarding respondent Steve Garrison to include his SEI training.

<sup>5</sup> The letter sent to respondents was not introduced at hearing, but allegedly did not contain a request regarding QTEL training and respondents should not be faulted for not verifying that information. If this criterion was to be used, it was incumbent upon the district to determine if any of the teachers subject to layoff had QTEL training.

Basic” on standardized tests, the district had selected READ 180 from the state’s list of approved intervention reading programs as a way to improve student test scores. Castilleja testified about the intensive training program that teachers had undergone during the past two school years to train them in the READ 180 program. She explained that if READ 180 teachers were not skipped, this would have a significant negative impact on the students and the district. Castilleja testified that the “best of the best” teachers were on the READ 180 skip list. She testified that no teacher who wanted to receive READ 180 training had been turned down; in fact, several teachers had undergone that training for the first time during this past school year.

19. Oscar Medina, the Director of Language Acquisitions, testified about the QTEL Program, a professional development program provided by a nonprofit company which included a five day intensive training program regarding theory, practice, and implementation of strategies for teachers who teach English learners.<sup>6</sup> Medina testified that the district skipped QTEL trained teachers because of the intensive training they had undergone and that not skipping these teachers would be detrimental to the district, which is currently on an improvement plan with the state to raise student test scores. Medina testified that QTEL is presently conducting a three-year study<sup>7</sup> to determine the effectiveness of its program. Five of the 11 middle schools in the district were selected as “control schools” for that study and teachers at the control schools were not allowed to participate in QTEL training. Medina conceded that the test scores in one of the control, non-QTEL, schools had improved and that it had performed as well as the QTEL schools.

20. Education Code section 44955, subdivisions (b) and (c), set forth a general rule requiring school districts to retain senior employees over more junior employees and to retain permanent employees over temporary employees. Any exception to this general rule must be based on statute. For employees hired on the same date, Education Code section 44955, subdivision (d) provides:

“(d) Notwithstanding subdivision (b), a school district may deviate from terminating a certificated employee in order of seniority for either of the following reasons:

(1) The district demonstrates a specific need for personnel to teach a specific course or course of study, or to provide services authorized by a services credential with a specialization in either pupil personnel services or health for a school nurse, and that the certificated employee has special training and experience necessary to teach that course or course of study or to provide those services, which others with more seniority do not possess.

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<sup>6</sup> Medina’s reference to the QTEL personnel as his “friends” during his testimony raised great concerns regarding his bias and interest in the QTEL program and strongly suggested that Medina’s recommendations regarding QTEL, especially those contained in the Title III Improvement Plan he drafted, were based on his bias.

<sup>7</sup> QTEL was one year into its three year study when Medina was hired by the district.

(2) For purposes of maintaining or achieving compliance with constitutional requirements related to equal protection of the laws.”

21. Under subdivision (d)(1), the District may skip a junior teacher being retained for specified reasons. (*Bledsoe v. Biggs Unified School District* (2008) 170 Cal. App. 4<sup>th</sup> 127, 131.) Junior teachers may be given retention priority over senior teachers only if the junior teachers possess superior skills or capabilities which their more senior counterparts lack. (*Santa Clara Federation of Teachers, Local 2393, v. Governing Board of Santa Clara Unified School District* (1981) 116 Cal.App.3d 831, 842-843.)

A school district’s decision to reduce a particular kind of service must not be fraudulent, arbitrary or capricious. (*San Jose Teachers Association v. Allen* (1983) 144 Cal. App. 3d 627, 637.) A district’s decision to retain junior bilingual teachers absent a showing that they were employed to teach classes in a formal bilingual program was improper. (*Alexander v. Delano Joint Union High School District* (1983) 139 Cal.App.3d 567.)

22. The district’s skip list demonstrated that 15 teachers had been skipped. One because of special education, five because of READ 180, six because of QTEL, and three because of READ 180 and QTEL. Of those skipped teachers, only one had a current assignment to teach READ 180 full time. One teacher currently taught two READ 180 classes, another taught one READ 180 class, and two teachers did not currently have READ 180 assignments but had READ 180 assignments planned for the 2010- 2011 school year. The skipped QTEL teachers taught various courses including English language development, structured English immersion, and health.

23. The evidence established that the master schedules for the schools for the 2010-2011 school year have not yet been set, in fact that process was to begin in the weeks following this hearing. The district was unable to offer any evidence as to the number of READ 180 classes that would be offered in the 2010-2011 school year. The three-year QTEL study regarding the effectiveness of that program is still ongoing.

24. While the evidence did establish that READ 180 and QTEL appeared to be valuable programs, the evidence failed to establish that the teachers without the READ 180 or the QTEL training were not certificated and competent to meet the needs of the students, especially in light of the fact that one of the control schools had improved its students’ test scores. Many skipped teachers were not currently teaching READ 180 courses. Many teachers who received layoff notices were unaware of QTEL. Most importantly, several teachers testified that they were not allowed to participate in the QTEL training because they were assigned to a control school. Medina admitted that teachers at the control schools were not allowed to receive QTEL training. Others testified that they were denied participation in QTEL or READ 180 training by their site principals. In its closing, the district conceded that not all teachers had been given an opportunity to undergo READ 180 or QTEL training as it had been rolled out in stages and it was practically impossible to offer it to all employees at the same time. While this may be true from a practical standpoint, and establishing control schools seemed a reasonable way to assess the QTEL training, specifically precluding groups of

teachers from participating in those trainings and then using those trainings as a basis to skip junior teachers, made the use of READ 180 and QTEL training as skipping criteria arbitrary and capricious.

25. Any respondent certificated and competent, who received a layoff notice and is senior to a certificated employee who was skipped because the junior teacher was READ 180 or QTEL trained was improperly noticed, the notice should be rescinded and that respondent retained.

#### *Other Issues*

26. Beverly Noriss testified about the dance program she provides which qualifies students for both a fine arts and PE credit. Noriss testified that her class is only offered at the Chula Vista Middle School for the Creative and Performing Arts and is the only dance program offered in the South Bay. Noriss has full enrollment every year. She testified about the extensive training she has received from the district and the numerous committees she has served on and chaired. While it may be true that her dance class is the only one offered in the district, a school board may “reduce services” by eliminating certain types of services or by reducing the number of district employees providing such services. The decision to reduce or discontinue a particular kind of service is matter reserved to the district’s discretion and is not subject to second-guessing in this proceeding. (*Rutherford v. Board of Trustees of Bellflower Unified School District* (1976) 64 Cal.App.3d 167.)

27. Daniel Pearson testified about his Industrial and Technical Education credential and his ROP certification. He was asked by the district in 2007 to convert his classes to ROP classes, which he did. Pearson testified about a mistake made in the recent past regarding his ROP certification. Pearson testified that he is senior to other Industrial Arts teachers who did not receive layoff notices. Given Pearson’s testimony, it is recommended the district review his personnel file as against those of other Industrial Arts teachers to determine if Pearson was properly noticed or if his layoff notice should be rescinded.

28. Mary Trongale, a drama teacher with both English and psychology credentials, testified about the importance of the drama program to students and a recent trip to visit Sacramento legislators with her students. While drama may be an important class, a school board may “reduce services” by eliminating certain types of services or by reducing the number of district employees providing such services. The decision to reduce or discontinue a particular kind of service is matter reserved to the district’s discretion and is not subject to second-guessing in this proceeding. (*Rutherford v. Board of Trustees of Bellflower Unified School District* (1976) 64 Cal.App.3d 167.) However, as Trongale was also denied the opportunity to participate in QTEL, she may be certificated, competent and senior to a certificated employee who was skipped because of READ 180 or QTEL as discussed in Factual Finding No. 25 above.

29. Kary Krumdick, who holds a deaf and hard of hearing credential, testified about all the many ways he assists students at the school, and all the many ways his talents

could be employed by the district. Although the district admitted that it was unaware of the exact number of students who would need deaf services in 2010-2011, it did allege that the need for those services would decrease in the next school year based upon current projections. No evidence was introduced that the district would be unable to meet the needs of its deaf or hard of hearing students and not all deaf and hard of hearing teachers were being released. Even if that were the case, the district would be entitled to take that action as a school district may eliminate all district employees who provide services for special needs students and contract for those services with outside agencies. (*Campbell Elementary Teachers Assn. v. Abbott* (1978) 76 Cal.App.3d 796, 812.) No evidence established that the decision to reduce the deaf and hard of hearing service was unfair or improper simply because the school board made a decision it was empowered to make and the district's decision to reduce or discontinue a particular kind of service is matter reserved to the district's discretion and is not subject to second-guessing in this proceeding. (*Rutherford v. Board of Trustees of Bellflower Unified School District* (1976) 64 Cal.App.3d 167.)

30. Sarah Shepard, who holds a Spanish credential, testified about the AVID program and explained the intensive training required to be AVID trained. She described the significant amounts of data that AVID teachers must maintain and testified the program has far more data to support its worth than QTEL. She questioned why AVID had not been considered a "skip worthy" criteria. The evidence did not establish that the district's failure to use AVID as a skipping criteria was arbitrary or capricious (*San Jose Teachers Association v. Allen* (1983) 144 Cal. App. 3d 627, 637), and the district's decision to reduce or discontinue a particular kind of service is matter reserved to the district's discretion and is not subject to second-guessing in this proceeding. (*Rutherford v. Board of Trustees of Bellflower Unified School District* (1976) 64 Cal.App.3d 167.)

31. James Sosa, a teacher with a Spanish and sociology credential, testified about the many positive aspects students obtain from learning languages. Laurent Geilbert, a teacher with a French credential testified about the inconsistency in Resolution 3597 because so many cuts involved language teachers. Lilia Meza testified about all the behind the scenes work that Spanish teachers provide to students in the district, and how important it was to retain them. However, the decision to reduce or discontinue a particular kind of service is matter reserved to the district's discretion and is not subject to second-guessing in this proceeding. (*Rutherford v. Board of Trustees of Bellflower Unified School District* (1976) 64 Cal.App.3d 167.)

32. Jennifer Young possesses an Industrial and Technical credential, a drama credential, and a National Board certification in Career and Technical Education, the highest credential a teacher can obtain. She teaches .8 woodshop and .2 AVID and was unclear as to what portion of her job was being reduced. The district is instructed to provide her with an explanation and understanding of her layoff notice.

33. Monica Perez-Peters, who has an English credential, a Master's degree, a BCLAD, a NCLB certificate, 92 units of post-graduate courses, a degree which allows her to teach teachers, and who teaches honors courses, was stunned that QTEL would take precedence over her numerous degrees and experience. Ms. Perez-Peters was the perfect example of the

kind of highly trained, deeply motivated, and tremendously dedicated teacher that districts lose because of budget constraints, skipping criteria, and seniority issues. However, as Perez-Peters may also have been denied the opportunity to participate in QTEL, she may be certificated, competent and senior to a certificated employee who was skipped because of READ 180 or QTEL as discussed in Factual Finding No. 25 above.

34. Louis Marrone has a PE credential, and is currently in the midst of completing the coursework necessary to earn a special education credential being 75 percent completed with his program. Marrone teaches PE at Alta Vista Academy, a Level 12 and Level 14 facility which is the highest level of care for students outside of juvenile hall. Marrone described the extensive training he has undergone in order to work with the students in this facility and the evidence clearly demonstrated that he possesses a set of skills and training that uniquely qualifies him to teach at Alta Vista Academy such that it was highly unlikely that other PE teachers without his training would be able to perform his job. A junior employee possessing special competence can be retained over a senior employee lacking such competence. (*Alexander v. Delano Joint Union High School District* (1983) 139 Cal.App.3d 567.) No evidence was introduced to rebut Marrone's assertion that his was the only school of its kind in the district, and that he had received training unique to his job requirements that no other PE teacher had received. As such, it is recommended that the district rescind Marrone's layoff notice and reinstate him.

35. Michelle Beauchamp, Siri Forsman-Sims, and Aleksandra Bashkatova<sup>8</sup> testified about the extensive training involved in QTEL and/or READ 180. All described the value of the training and how it has significantly impacted and altered their approaches to teaching.

36. Raul Banuet described the unfairness of using QTEL or READ 180 as skipping criteria because not all teachers were aware of, or allowed to participate in, these programs.

## LEGAL CONCLUSIONS

1. Jurisdiction for this proceeding exists pursuant to Education Code sections 44949 and 44955, and all notices and other requirements of those sections have been provided as required.

2. A district may reduce services within the meaning of Education Code section 44955, subdivision (b), "either by determining that a certain type of service to students shall not, thereafter, be performed at all by anyone, or it may 'reduce services' by determining that proffered services shall be reduced in extent because fewer employees are made available to deal with the pupils involved." (*Rutherford v. Board of Trustees* (1976) 64 Cal.App.3d 167, 178-179.)

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<sup>8</sup> Ms. Bashkatova disputed the testimony of one of the respondents that QTEL was not offered to all teachers, but that testimony was rebutted by that of Medina, and was insufficient to overcome Factual Finding Nos. 18-25.

3. A senior teacher whose position is discontinued has the right to transfer to a continuing position which he or she is certificated and competent to fill. In doing so, the senior employee may displace or “bump” a junior employee who is filling that position. (*Lacy v. Richmond Unified School District* (1975) 13 Cal.3d 469, 473-474.) Junior teachers may be given retention priority over senior teachers only if the junior teachers possess superior skills or capabilities which their more senior counterparts lack. (*Santa Clara Federation of Teachers, Local 2393, v. Governing Board of Santa Clara Unified School District* (1981) 116 Cal.App.3d 831, 842-843.)

4. Because of the reduction of particular kinds of services, cause exists pursuant to Education Code section 44955 to give notice to respondents that their services will not be required for the 2010-2011 school year. The cause relates solely to the welfare of the schools and the pupils thereof within the meaning of Education Code section 44949. The district has identified the certificated employees who are providing the particular kinds of services that the Governing Board directed be reduced or discontinued. It is recommended that the Governing Board give respondents notice before May 15, 2009, that their services will not be required by the District for the school year 2010-11.

5. A preponderance of the evidence sustained the charges set forth in the accusation subject to the recommendations listed in the factual findings. This determination is based on all factual findings and on all legal conclusions.

#### RECOMMENDATION

It is recommended that the governing board give notice to the respondents whose names are set forth below except for those respondents identified above in the Findings of Fact Nos. 25, 27, 28, 32, 33 and 34, that their employment will be terminated at the close of the current school year and that their services will not be needed for the 2010-2011 school year.

DATED: \_\_\_\_\_

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MARY AGNES MATYSZEWSKI  
Administrative Law Judge  
Office of Administrative Hearings

## Appendix A

### RESPONDENTS

<b>LAST</b>	<b>FIRST</b>	<b>SITE</b>	<b>JOB TITLE</b>
Acosta	Bobbi	CPH	Teacher/Sec, Classroom
Alonso	Karlie	CPM	Teacher/Sec, Classroom
Andrade	Maribel	Alt	Counselor
Audelo	Marissa	SOH	Teacher/Sec, Classroom
Banuet	Raul	CPH	Teacher/Sec, Classroom
Bartlett	David	SYH	Teacher/Sec, Classroom
Bashkatova	Alexsandra	CVM	Teacher/Sec, Classroom
Beauchamp	Michelle	ELM	Teacher/Sec, Classroom
Beaulieu	Souad	CVH	Teacher/Sec, Classroom
Bravo	Rebecca	CVH	Teacher/Sec, Classroom
Bruce	Danielle	CPM	Teacher/Sec, Classroom
Bush	Renata	SOH	Teacher/Sec, Classroom
Casas	Martin	ELH	Teacher/Sec, Classroom
Chico	Oliver	OLH	Teacher/Sec, Classroom
Clark	Donna	SOH	Teacher/Sec, Classroom
Corona	Travis	CPM	Teacher/Sec, Classroom
Croymans	Amber	MVH	Teacher/Sec, Classroom
Cruz	Amy	BVM	Teacher/Sec, Classroom
De Leon	Lorena	ELH	Teacher/Sec, Classroom
Del Rosario	Monica	HTH	Counselor
Delos Reyes	Sarah	OLH	Counselor
Depace	Derek	OSS	Teacher/Sec, Classroom
Diaz	Julio	MOM	Teacher/Sec, Classroom
Dominguez	Rick	OLH	Teacher/Sec, Classroom
Ecoffey	Paul	HTH	Teacher/Sec, Classroom
Elam	Kristin	CPM	Teacher/Sec, Classroom
Espinoza	Deirdre	GJH	Teacher/Sec, Classroom
Fazio	Stephen	OLH	Teacher/Sec, Classroom
Florence	Aimee	CPH	Teacher/Sec, Classroom
Forsman-Sims	Siri	MVH	Teacher/Sec, Classroom
Galvan	Silvia	ORH	Teacher/Sec, Classroom
Garrison	Steven	MVM	Teacher/Sec, Classroom
Gelibert	Laurent	HTM	Teacher/Sec, Classroom

Geyer	Bertha	MOM	Teacher/Sec,Classroom
Hernandez	Vanessa	CVM	Teacher/Sec,Classroom
Jackson	Brandy	OLH	Teacher/Sec,Classroom
Kelly	Theresa	CVH	Teacher/Sec,Classroom
Krumdick	Kary	CVH	Teacher/Sec,Classroom
Lambert	Matthew	BVH	Teacher/Sec,Classroom
Lopez	Luis	ELH	Teacher/Sec,Classroom
Lucero	Lorena	BVH	Teacher/Sec,Classroom
Magill	Mary	SYH	Teacher/Sec,Classroom
Mariscal	Felisha	CVH	Teacher/Sec,Classroom
Marks	Heidi	BVH	Teacher/Sec,Classroom
Marrone	Louis	AVA	Teacher/Sec,Classroom
Marshall	Jessica	CVM	Counselor
Mayer-Oakes	Mary	OSS	Teacher/Sec,Classroom
Medina	Guillermo	SOH	Teacher/Sec,Classroom
Meyering	Laura	SUH	Teacher/Sec,Classroom
Meza	Lilia	RDM	Teacher/Sec,Classroom
Monfredo	Nikki	BVH	Teacher/Sec,Classroom
Neeb	Nicole	CVH	Teacher/Sec,Classroom
Norriss	Beverly	CVM	Teacher/Sec,Classroom
Oseguera	Leticia	SYH	Teacher/Sec,Classroom
Partch	Aaron	CPH	Teacher/Sec,Classroom
Pearson	Daniel	CPH	Teacher/Sec,Classroom
Pentz-Lopez	Alicia	OLH	Teacher/Sec,Classroom
Perez	Alma	ELH	Teacher/Sec,Classroom
Perez-Peters	Monica	CPH	Teacher/Sec,Classroom
Prins-Prado	Rosa	CPM	Teacher/Sec,Classroom
Pulido	Jessica	MOH	Teacher/Sec,Classroom
Redmond	Maura	HTH	Teacher/Sec,Classroom
Renteria	Lourdes	HTH	Teacher/Sec,Classroom
Rivas	Hetzel	ELH	Teacher/Sec,Classroom
Roelof	Joncody	HTH	Teacher/Sec,Classroom
Rosales	Enrique	PAH	Teacher/Sec,Classroom
Ruiz	Artlon	MOH	Teacher/Sec,Classroom
Salas	Teresa	RDM	Teacher/Sec,Classroom
Santoy	Rosa	SOM	Teacher/Sec,Classroom

Sargent	Brandon	ELH	Teacher/Sec,Classroom
Scott	Ryan	MVH	Teacher/Sec,Classroom
Senesky	John	CPH	Teacher/Sec,Classroom
Shepard	Sarah	OLH	Teacher/Sec,Classroom
Sias	Roberto	MVH	Teacher/Sec,Classroom
Sias	Rosamaria	BVH	Teacher/Sec,Classroom
Skinner	Jessica	SYH	Counselor
Snyder	Jason	SOH	Teacher/Sec,Classroom
Soberano	Jennifer	CPM	Teacher/Sec,Classroom
Sosa	James	OLH	Teacher/Sec,Classroom
Stewart	Suriya	MOM	Teacher/Sec,Classroom
Topete	Alfonso	SUH	Teacher/Sec,Classroom
Topete	Maria	MVH	Teacher/Sec,Classroom
Trongale	Mary	CPH	Teacher/Sec,Classroom
Vanhall	Courtney	MVH	Teacher/Sec,Classroom
Vargas	Pilar	SOH	Teacher/Sec,Classroom
Warlop	Sean	BVH	Teacher/Sec,Classroom
Wayne-Schaeffer	Jennifer	OLH	Teacher/Sec,Classroom
Williams	Anthony	ADM	Teacher/Sec,Classroom
Yepiz	Irma	SYH	Teacher/Sec,Classroom
Young	Jennifer	HTM	Teacher/Sec,Classroom