

Norman C. Sauce III, Ed.D.

EDUCATION

- May 2021 Certificate of Completion, Georgia School Superintendents Association, Newnan, GA
District Office Professional Development Program – Fall 2019-Spring 2021
- May 2009 Doctor of Education, University of Southern California, Los Angeles, CA
Area of Concentration: Teacher Education in Multicultural Societies
Dissertation Title: *The Distinguishing Characteristics of a High Performing Urban Public High School: A Descriptive Analysis Self-Study*
- June 2002 Master of Education, University of California Los Angeles, Los Angeles CA
Area of Concentration: Curriculum & Instruction
- May 2000 Bachelor of Arts, California State University Long Beach, Long Beach, CA
Area of Concentration: U.S. and Medieval Histories, *Cum Laude*

PUBLICATIONS

- September 2020 Cooper, A. (2021). *And Justice for ELs: A Leader's Guide to Creating and Sustaining Equitable Schools*. Thousand Oaks, CA: Corwin Press, Inc. Chapter Contributor, p. 21.
- February 2017 Sauce, N. (2017). *The Distinguishing Characteristics of a High-Performing Urban School*. Saarbrücken, Germany: Lambert Academic Publishing.
- September 2011 Sauce, N. (2011, September 26). Research You Can Use: Self-study finds support for academic policies cited in literature. *Education California*, pp. 8:11.

PRESENTATIONS

- March 2021 Virtual Townhall Panelist. *State of Our Schools: Part One*. Community Social Justice ATL. Coveted Conversations Series.
- September 2020 Virtual Townhall Panelist. *School Check-in. How are schools doing?* Community Social Justice ATL. Coveted Conversations Series.
- June 2019 Conference Presenter. *Griffin-Spalding County Schools' Zero to Five Initiative*. Griffin-RESA South Metro Summer Leadership Conference. Peachtree City, GA.
- May 2017 Guest Presenter. *Implementing an Effective Entry Plan as a New Principal*. University of Georgia, Mary Frances Early College of Education, Early Career Principal Residency Program. Athens, GA.

PROFESSIONAL EXPERIENCE**Griffin-Spalding County School System, Griffin, GA**July 2021-
Present**Executive Director of Student Support Services**

- District High School Graduation Rates: 2021- 83.5%; 2020- 90.24%; 2019- 88.58%; 2018- 85.39%; 2017- 81.36%
- Board of Education recognized as a *Distinguished Board* by Georgia School Boards Association, December 2021 and June 2019
- Board of Education recognized with *Exemplary Board Status* by Georgia School Boards Association, January 2021
- School District awarded 5-year accreditation renewal by Cognia, March 2022
- School District awarded *Certificate of Excellence in Financial Reporting* by Association of School Business Officials International, September 2021
- School District awarded *Certificate of Achievement for Excellence in Financial Reporting* by Government Finance Officers Association of the United States and Canada, September 2021
- School District awarded with *Gold, Silver, and Bronze Awards for Excellence*, by Georgia School Public Relations Association, March 2021
- School District awarded *STAR Award for Promising Practices* for implementation of multi-tier systems of support, by Student Support Team Association of Georgia Educators, May 2022 and January 2020
- School District awarded *Platinum Award for Excellence* by Georgia Association of School Personnel Administrators, May 2019
- School District awarded *Best in Class for Strategic Partnerships - for Interns as Teachers Program-* by Georgia Association of School Personnel, May 2019
- Spalding County Education SPLOST VI: 65% of voter approval, November 2019
- School District Demographics:
 - Title I School District (100% of schools)
 - 18 Schools
 - 11 Elementary Schools
 - 1 Elementary Gifted Education satellite center
 - 4 Middle Schools
 - 2 High Schools
 - 1 College and Career Academy for Secondary Students
 - 1 Alternative Education School for Middle and High School Students
 - 9,500+ Students in grades Pre-K-12
 - 1500+ Employees (750+ teachers)
 - Annual Budget: \$140 million+
 - 48% Black student population
 - 37% White student population
 - 9% Latino student population
 - 5% Multi-racial student population
 - 1% Asian student population
 - 78% Free/reduced lunch participation
 - 12% Students receiving special education services
 - 9% students receiving gifted services
 - 3% Students receiving ESOL services
- **Chief Student and Family Services Officer, and inaugural leader of the Division of Student Support Services, for Semi-Rural, South Metro-Atlanta School District:**
 - Supervisory Duties
 - Approx. 65 employees serving all 18 schools and Central Office
 - Department of Student Services
 - Student Attendance and Discipline
 - Central Registration
 - School Social Worker Team

- School Nursing and Dental Program
 - Medicaid billing
 - Department of Exceptional Students
 - Special Education Services
 - Student Transition Services
 - Section 504 Services
 - School Psychologist Team
 - Special Needs Pre-K Services
 - Speech and Language Services
 - Occupational and Physical Therapy Services
 - Medicaid billing
 - Department of Mental Health and Positive Student Services
 - Student Mental Health Clinicians Team
 - School Climate Specialists Team
 - Support for Behavior Internists
 - District-wide Positive Behavior Intervention and Supports implementation
 - District-wide Social-Emotional Learning implementation
 - School Counseling Program
 - Supervise and support inaugural School Counseling Program Coordinator
 - District-wide scholarship programs
 - District-wide student matriculation transition frameworks
 - District-wide counseling plan implementation
 - Lead the inception, implementation, and monitoring of key goal area (*Organizational and Operational Efficiency*) of the District's new 5-year Strategic Plan, and all corresponding performance objectives, performance measures, and action steps (2022-2027)
- Human Capital Leadership
 - Member of Superintendent's Senior Cabinet – as inaugural leader of the Division of Student Support Services (through structural reorganization 2021)
 - Represented the school system in speaking with, appearing before, participating in, presenting to, and in partnership efforts with numerous local inter-governmental organizations, community partnerships, civic leaders, community events, conferences, faith leaders, health care providers, local colleges, and with inter-school district collaboration and communication
 - Compared to most recent pre-pandemic full school year (2018-2019), supported schools' overall efforts to reduce the following discipline metrics during 2021-2022 SY:
 - Number of student Office Discipline Referrals reduced by 32%
 - Number of serious discipline incidents reduced by 30%
 - Number of students with an Out-of-School Suspension reduced by 23%
 - Led district's efforts to implement student safety protocols in response to COVID-19 pandemic
 - Resulted in no school closures due to COVID-19 outbreaks during 2021-2022 SY
 - Department of Mental Health and Positive Student Supports led efforts for selection as *Star Award Winner for Promising Practices* for implementation of district-wide multi-tiered systems of support (MTSS) by Student Support Teams Association of Georgia Educators (May 2022)
 - Led the conception and implementation of the District's *Strive for 95* Positive Attendance Campaign
 - Department of Exceptional Students implemented Summer Success Learning Program for 100+ students with learning exceptionalities (Summer 2022)
 - School Nursing Program serves approx. 3,330+ student clinic visits per month, with 86% return-to-class rate (2021-2022 SY)
 - School Social Worker Team provides approx. 475+ hours of direct services per month for students and families (2021-2022 SY)
 - School Counseling Program supported Class of 2022 graduates to earn approx. total of \$5.64 million in college scholarship awards

- School Psychologist Team completed approx. 99% of on-time psychological evaluations (2021-2022 SY)
- Mental Health Clinicians and School Climate Specialists Team supported approx. 1,080+ students and 415+ teachers during 2021-2022 SY
- Partnered with Graduation Alliance to launch and promote *Engage Georgia* program, for 1,100+ student enrollees to access free academic success coaching
- Resumed district-wide Special Olympics event after 3-year pause, for 200+ student athletes to participate
- Launched inaugural *Scholarship Saturday Event* – 300+ registrants accessed free college admissions, applications, and eligibility workshops
- Launched afterhours SAT/ACT preparation program for 70+ student participants to access free prep materials and course work
- Launched *Family Education Webinar Series* – approx. 50+ parent participants per session accessed free resources, information, and training and supporting their children’s academic and social development, needs, and transitions

July 2017-
June 2021

Executive Director of Elementary Education

- Chief Elementary Schools Officer, and inaugural leader of the Division of Elementary Education:
 - 11 Elementary Schools
 - Department for Elementary Gifted Education
 - Department for Pre-K
 - Department for ESOL
 - Elementary School Counseling Program
 - Supervisory Duties
 - Division of Elementary Education
 - Approx. 4,700 students in grades Pre-K-5
 - Approx. 500 elementary employees (Approx. 350 elementary teachers)
 - Supervise the District’s 11 Elementary Schools and 11 Elementary Principals
 - Georgia Pre-K Department and 1 Coordinator
 - 21 Total Georgia Pre-K Classrooms
 - ESOL Department and 1 Coordinator
 - 6 full-time itinerant ESOL Specialists
 - Elementary Gifted Education Department and 4 Teachers
 - 1 Elementary Gifted Education Satellite Center (Approx. 300 gifted elementary students)
 - Supervise the District’s efforts to complete three different areas of focus within the District Strategic Plan (2017-2021)
 - Early Learning Centers Partnerships for Kindergarten Readiness
 - Gifted Model Review Committee and Program Evaluation
 - Development of 5th Grade Transition Framework into Middle School
 - Support and monitor the District’s Elementary School Counseling Program
 - Directly Support the District’s 13 elementary school counselors
- Educational Leadership
 - Supported GSCS all-elementary District CCRPI category score to increase in three categories: “Content Mastery,” “Progress,” and “Readiness” (+15 Point “Readiness” score increase) (2019)
 - Supported eight different GSCS elementary schools to achieve gains in overall school CCRPI scores (2019)
 - Supported multiple GSCS elementary schools to achieve gains between 9 and 18 points- in overall CCRPI scores (2018 and 2019)
 - Supported multiple GSCS elementary schools to discernibly increase their school’s CCRPI category scores, including: “Content Mastery,” “Progress,” “Closing Gaps,” and “Readiness” category scores (2018 and 2019)

- Supported three GSCS elementary schools to earn designation as “Beating the Odds” schools by the Governor’s Office of Student Achievement (Fall 2018 CCRPI results)
- Supported GSCS schools to increase the percentage of 3rd-5th grade students who scored proficient/distinguished in ELA and Math on GA Milestones, compared to prior year (Spring 2019 results)
- Supported GSCS schools to increase the percentage of 3rd-5th grade students who met/surpassed grade-level reading Lexiles on GA Milestones, compared to prior year (Spring 2019 results)
- Supported GSCS schools to increase the percentage of students who scored proficient/distinguished on GA Milestones in 3rd grade ELA, 3rd grade Math, 5th grade ELA, and 5th grade Social Studies, compared to prior year (Spring 2019 results)
- Supported GSCS schools to increase the percentage of elementary students who scored proficient/distinguished in 4th grade Math, 5th grade Science, and 5th grade Social Studies, compared to prior year (Spring 2018 results)
- Supported all GSCS elementary schools to implement Orton-Gillingham early phonics instructional program- through training, classrooms observations, monitoring, calibration, and instructional feedback (2019-2021)
- Supported District’s elementary schools’ and MTSS Team’s efforts to revamp and improve our Multi-Tiered Systems of Support- led to 16% increase in number of elementary students identified for and receiving needed behavior supports and interventions (2019)
- Supported 32% reduction in composite number of in-school suspension days by GSCS elementary schools’ students, compared to prior year (March 2020 results)
- Supported 29% reduction in composite number of in-school suspension events by GSCS elementary schools’ students, compared to prior year (March 2020 results)
- Support for Rigorous Curriculum Design implementation and monitoring:
 - Supported all GSCS elementary schools to implement, monitor, and calibrate common academic units of study, through instruction, and common pre, formative, and post unit assessments, in all core content areas and selected electives/specials
 - Supported GSCS elementary schools to achieve observed composite score of 96%+ of grades K-5 classes observed to be on pace with District’s developed academic pacing guides – in all four core academic content areas (Spring 2021)
- Support for Literacy Plan implementation and monitoring:
 - Supported all GSCS elementary schools to successfully implement, monitor, and revise our District Literacy Plan for Balanced Literacy academic instruction, guided reading, readers workshop, and writers’ workshop instructional models
- Supported all GSCS schools (grades Pre-K-12) to improve and enhance all teachers’ instructional practices as integral member of the district’s Academic Instructional Practices Measures Team
 - Average increase of 5.5% in percentage of teachers observed demonstrating proficient practices within the Teacher Keys (TKES) standards observed, compared to prior year (Winter 2020 results)
- Through leadership of Gifted Education Program:
 - Supported 36% increase in total number of GSCS students considered and assessed for gifted education services eligibility (2021-2022 results)
 - Supported the elimination of racial/ethnic disproportionality of students referred and assessed for eligibility for gifted education services
 - Co-led District’s efforts to facilitate community-involved Gifted Model Review Committee and Program Evaluation- with recommendations for equity, access, and improvement of gifted education (2018-2019)
 - Led District’s efforts to secure and provide increased training and awareness around gifted education consideration and referral process for general education teachers and administrators from all grade bands (2018-2021)
- Through supervision of ESOL Department
 - Supported results of 61%-77% of ESOL students achieving/exceeding typical growth on Georgia Milestones ELA assessments (Spring 2019 results)
 - Supported all GSCS schools to implement after school tutoring programs for students receiving ESOL services

- Co-led District's efforts to secure and provide on-going professional development experiences for general education teachers, ESOL teachers, and administrators from all grade bands, to instruct students receiving ESOL services (2018-2021)
 - Supported the implementation of District's inaugural English Support Program Classes for parents of students receiving ESOL services
 - Supported results of 91% of GSCS elementary schools to earn 4 Stars/3 Stars for school climate rating (Fall 2019 CCRPI results)
 - Supported results of 73% of GSCS elementary schools to be designated as "PBIS-Distinguished" or as "PBIS-Operational" by Georgia Department of Education (Fall 2018 results)
 - Supported implementation, monitoring, and revisions of district's Continuous Learning Plan in response to COVID-19 Pandemic
 - Supported implementation and monitoring of afterhours academic tutoring and intervention programs at multiple GSCS elementary schools
- Human Capital Leadership:
 - Member of Superintendent's Senior Cabinet – as inaugural leader of the Division of Elementary Education (through structural reorganization 2017)
 - Represented the school system and the Superintendent in speaking with, appearing before, participating in, presenting to, and in partnership efforts with numerous local inter-governmental organizations, community partnerships, civic leaders, community events, national and regional conferences, faith leaders, health care providers, local colleges, local library, local radio shows, local childcare centers, and with inter-school district collaboration and communication
 - Active participant in District's efforts to respond to COVID-19 Pandemic- including as a member of: Superintendent's Senior Cabinet, GSCS Reopening of Schools Task Force, Co-leader of Return Students to GSCS Campaign Task Force, Co-leader of GSCS Open House Task Force, member of Models of Instruction Committee, member of new Strategic Plan development committee, and in development of GSCS Continuous Learning Plan
 - Led efforts to complete three different areas of focus within District's Strategic Plan (2017-2021)
 - Zero to Five Initiative
 - Gifted Model Review Committee
 - 5th Grade Transition to Middle School Framework
 - Through leadership of the District's Zero to Five Initiative:
 - Supported increased average performance for Kindergarten students on the Georgia Kindergarten Readiness Assessment, in all three tested domains (Math, ELA, Foundations of Success) (Fall 2019 results)
 - Led District's efforts to launch, implement, and expand our Zero to Five Initiative to promote and cultivate Kindergarten Readiness throughout Spalding County
 - Launched and led District's efforts to partner with numerous local daycare centers, faith centers, and community organizations- through communication, staff training, site visits, and access to resources for parents/guardians (2017-2021)
 - Co-led District's efforts to create and provide on-going quarterly leadership development program for all assistant principals – GOLD Seminars (2018-2021)
 - Supported District's transition for all schools into Consolidated Funds budgeting model (2019-2020)
 - Supported all GSCS elementary schools to develop, implement, monitor, and refine their school-based local annual budgets
 - Regularly led topical meetings, professional learning sessions, and retreats for all GSCS elementary principals
 - Regularly led, facilitated, and coordinated district/community-wide parent workshops and information sessions around gifted education and kindergarten readiness
 - Co-led school district's efforts to support overall 40% increase in total number of students receiving ESOL services (2017-2021)
 - Co-led and supported District's efforts to implement Behavior Interventionist Positions Program for all elementary schools – led to significant reductions in composite elementary suspension events (2020 and 2021)

- On-going member of District's AIM Team Program – to support, monitor, and advise all GSCS schools on improving and enhancing instructional practices in all classrooms
- Co-designed and led all aspects of District's Early Hire Elementary Teacher Candidate Process – in which we hired multiple high-caliber elementary teachers per year prior to the traditional hiring season (2019-2021)
- Supported all GSCS elementary schools to have 100% homeroom teacher hires and placement to begin two consecutive school years (Fall 2019 and Fall 2020)
- Integral member of District's Principal Selection Pool, Assistant Principal Selection Pool, and Instructional Coaches Selection Pool Process- in conjunction with Department of Human Resources and Deputy Superintendent's Office (2017-2021)
- Through support and monitoring of Elementary Counseling Program:
 - Co-led District's efforts to develop, implement, monitor, and refine 5th Grade Transition Framework – to support rising 6th graders' transition into middle school (2018-2021)
 - Co-led implementation of the District's inaugural School Counselor of the Year Program and School Counselor Executive Leadership Team (2019-2021)
 - Facilitated creation of District's inaugural School Counseling Manual
 - Co-led District's efforts to revise and improve our training and monitoring protocols to safely and timely support students experiencing mental health crises
 - Regularly led and coordinated topical meetings, trainings, and professional learning sessions for school counselors
- Participated in District's efforts to revamp and upgrade all schools' health, safety, and security protocols

DeKalb County School District, DeKalb County, GA

July 2015-
June 2017

Principal- Chamblee Charter High School, Chamblee, GA

- *One of America's Most Challenging High Schools* (The Washington Post, 2016)
- *Top 500 High School in America* (U.S. News and World Report, 2016, 2017)
- *Top 15 High School in Georgia* (K12Niche.com, 2016, 2017)
- *National Blue Ribbon School* (1996)
- **Instructional leader of a high-performing urban Metro-Atlanta high school**
 - Title I School (2016-17 Induction year)
 - 1600+ students in grades 9-12
 - 150+ Employees (100+ teachers)
 - Annual Budget: \$13 million+
 - 31% Black student population
 - 29% White student population
 - 25% Latino student population
 - 11% Asian student population
 - 40% Free/reduced lunch participation
 - 43% students receiving gifted services
 - 8% Students receiving special education services
 - 10% Students receiving ESOL services
- **Educational Leadership:**
 - Graduation Rate: 2016- 86%; 2015- 86%
 - Class of 2016 earned \$8.3+ million in scholarships, 90% of graduates pursued post-secondary education
 - 87.5 College & Career Readiness Performance Index Score- 2016- 7.7 overall point growth and doubled our "challenge" points earned
 - 4 Star School Climate Rating- Growth of 1 Star (2016)
 - School honored by Georgia Department of Education as a "Beating the Odds" school (2017)
 - 10%+ growth in percentage of students scoring as "Proficient/Distinguished Learners" in 3 different Georgia Milestones End of Course test administrations (2016)

- Increased school's median national percentile ranking in 5 different Georgia Milestones End of Course test subjects (2016)
 - Advanced Placement Exams (2016)- 72% passage rate (1100+ AP tests administered)- highest exam passage rate in system (22 high schools); 16% higher passage rate than state average
 - School honored by Georgia Department of Education as an AP STEM, AP STEM Achievement, AP Humanities, AP Merit, and AP Access and Support School (2017)
 - Composite SAT Scores: 1019- Reading and Math (2016)- above state and system averages
 - Composite ACT Scores: 24.8 (2016)- above state and system averages
 - 8 National Merit Semi-Finalists (2017)
 - STAR Student System-wide winners (2016, 2017)
 - Led implementation of school's first ever bi-lingual student tutoring program
 - Increased participation in student-led peer tutoring programs, including by NHS, Beta, NSHS
 - Increased percentage of ESOL students improving at least 1 scoring band on ACCESS Test
 - Increased academic teams'/programs' profiles and outcomes in regional, state, and national, competitions: including VEX Robotics Team, Technology Student Association, Math Team, Science Fair, Quiz Bowl Team, Future Business Leaders of America, Family, Career, and Community Leaders of America.
 - Reduced school's year-to-year suspension rate by 50%+ (2016)
 - Reduced school's year-to-year classroom referral rate by 36%+ (2016)
- **Human Capital Leadership:**
 - Led school through major redistricting/rezoning process that resulted in 23%+ enrollment size increase, 10% increase in students receiving free/reduced lunch and 360%+ increase in students receiving ESOL services (2016-2017)
 - Led school through successful transition into Title I Targeted Assistance and Title I School-Wide programs for first time in school's history (2016-2017)
 - Led school through successful increase of 15%+ in faculty size (2016-2017)
 - Led school through local, district, and state requirements for 5-year Charter Program renewal (2015-2016)
 - Supported school's Governing Board through implementation of school's first ever Governing Board leadership and community sub-committees and implemented Principal's Advisory Council
 - Supported school's Governing Board through major overhaul of school's budgeting and fiscal governance procedures
 - Led integration of Teacher Keys and Leader Keys evaluation systems
 - Led implementation and support of Teacher Data Teams meetings and processes
 - Led implementation of teacher-facilitated professional development program
 - Led school through planning and preparations for major ESPLOST school, stadium, and facilities renovations- including community Construction Advisement Committee
 - Led implementation of school's first ever Positive Mental Health Steering Committee and corresponding school-wide changes
 - Partnered with Chamblee Cares, Inc., and The Lee Thompson Young Foundation to launch school's first ever Parent University and Positive Mental Health parent/staff/student training programs
 - Partnered with the Anti-Defamation League to launch school-wide anti-bias training programs for students and staff and re-launch of school's *No Place for Hate* program
 - Expanded school's partnerships with external community organizations to increase students' access to family support programs
 - Successfully Led school through comprehensive *AdvancED* accreditation process
 - Revamped and upgraded school's safety and security protocols
 - Partnered with PTSA and Education Foundation to secure \$150K+ in donations to school and 300+ volunteers for school service annually

Fulton County Board of Education, Fulton County, GA

July 2012-
July 2015

Principal- Barnwell Elementary School, Johns Creek, GA

- *National School of Excellence (2014)*

- Instructional leader of high-performing suburban Metro-Atlanta elementary school
 - 800+ students in Pre K-Grade 5
 - 100+ Employees (50+ teachers)
 - Annual Budget: \$5million+
 - 61% White student population
 - 39% non-White student population
 - 8% Free/reduced lunch participation
 - 8% Students receiving special education services
 - 9% Students receiving ESOL services
- Educational Leadership:
 - Led school to selection as *National School of Excellence* (2014)
 - 93.9 College & Career Readiness Performance Index Score (2013)- 6.3 point growth
 - Reading "Exceeds Expectations:" 78%- highest rate in history of school- 8% growth
 - Math "Exceeds Expectations:" 71%- 2nd highest rate in history of school- 14% growth
 - Growth in "Exceeds Expectations" in 11 standardized test administrations (of 15)
 - 93%-100% "proficient" in all standardized test administrations
 - Student Growth Percentiles- English Language Arts: 64.5- 2nd highest in system (101 schools)
 - Student Growth Percentiles- Math: 62.0- 7th highest in system (101 schools)
 - Revamped and enhanced school's *Response to Intervention* systems and framework
 - Led integration of the *Balanced Literacy and Workshop Model* instructional frameworks
 - Led implementation of *Common Core Georgia Performance Standards*
 - Led preparations and implementation of 1st *Georgia Milestones* standardized assessments
 - Led implementation and integration of STAR universal screener formative assessments and data usage
- Human Capital Leadership:
 - Led integration of Teacher Keys evaluation system
 - Led implementation and support of *Authentic Professional Learning Communities* framework
 - Led implementation of teacher-led professional development program: *PD4MEBYWE*
 - Led implementation of major educational technology integration and personalized learning initiatives
 - Built and integrated school's first ever STEM Lab
 - Led 21st century media center facelift and modernization
 - Successfully Led school through comprehensive *AdvancED* accreditation process
 - Led school community through major facilities and infrastructural renovations (first in 27 year school history)
 - Tripled school's afterschool enrichment program offerings and student participation
 - Revamped and upgraded school's safety and security protocols
 - Partnered with PTA to secure \$100K+ in annual donations to school
 - Supported PTA to earn award as *Most Outstanding Local Unit- State of Georgia*

Feb. 2012-
June 2012

Assistant Principal- Roswell High School, Roswell, GA

- *Georgia School of Excellence*
- Suburban Metro Atlanta; 2,400+ students; 35% non-White student population; 25% free/reduced lunch participation; 10% English for Speakers of Other Languages program participation
- Key Results Supported:
 - Graduation Rate: 81.5% (2012)- 13% growth
 - 200% increase in At-Risk student participation in in-day and afterschool support programs
- Site Administrator of:
 - Talented and Gifted Program, Science, World Language Academic Departments
 - 10th Grade Administrator
 - At-Risk Freshmen Intervention Program
 - Pupil Services and Student Interventions

Oxnard Union High School District, Oxnard, CA

July 2010-
January 2012

Assistant Principal- Channel Islands High School, Oxnard, CA

- Migrant agrarian community; Title I; 2,800+ students; 99% non-White student population; 75% free/reduced lunch participation; 40% English Language Development program participation
- Key Results Supported:
 - 12% Growth- Math proficiency rate
 - 10% Growth- English Language Arts proficiency rate
 - 22 point Growth- CA Academic Performance Index score
 - 5% Growth- Average Daily Attendance
- Site Administrator of:
 - Curriculum and Instruction
 - Special Education Services
 - Attendance
 - Staff Development
 - Data Teams
 - English Language Arts Department
 - Social Studies Department
 - Educational Technology
 - California Partnership Academies
 - Testing Coordinator
 - Graduation Coordinator

Centinela Valley Union High School District, Lawndale, CA

January 2009-
June 2010

Associate Principal- Leuzinger High School, Lawndale, CA

- Los Angeles- Lennox Community; Title I; 3,100+ students; 95% non-White student population; 85% free/reduced lunch participation; 25% English Language Development program participation
- Key Results Supported:
 - 39-point Growth: CA Academic Performance Index score
 - 100% increase in At-Risk student participation afterschool support program
- Site Administrator of:
 - Special Education Services
 - Pupil Services and Student Interventions
 - Attendance
 - Student Activities
 - Social Studies Department
 - Afterschool Enrichment Programs
 - Graduation Coordinator

June 2001-
January 2009

Social Studies Teacher- Lawndale High School, Lawndale, CA

- Los Angeles- Lennox Community; Title I; 1,200+ students; 80% non-White student population; 75% free/reduced lunch participation, 46% English Language Development program participation
- School Honors:
 - *California Most Distinguished School* (2008)
 - *Title I Academic Achievement Award School* (2006, 2007)

- Individual Honors:
 - *Teacher of the Year* (2007-08)
 - *Teacher of the Month* (March 2006)
 - *Most Inspirational Teacher* (2004-05)
- Key Results Supported:
 - 241-point Growth: CA Academic Performance Index score (2001-2008)
- Courses Taught:
 - Advanced Placement United States History
 - United States History
 - World History
- Additional Contributions:
 - Designed and supported implementation of school's rotating block schedule (2002-2004)
 - School Leadership Committee (2007-2008)
 - Creator of Social Studies Department Digital World History Curriculum (2007-2008)
 - Teacher Collaboration School-wide Co-Facilitator (2007-2008)
 - District-wide Social Studies Benchmark Exams Co-Author (2006-2007)
 - New Staff Mentor (2008)
 - Peer Assistance and Review Teacher (2008)
 - Socio-cultural Learning with Technology Workshop Facilitator (2008-2009)
 - Accreditation Committee Chair (Curriculum) (2006-2007)

Los Angeles Unified School District, Los Angeles, CA

- October 2000-
June 2001 **Social Studies Practicum Experience and Student-Teacher – Susan Dorsey High School, Los Angeles, CA**
- Los Angeles- Crenshaw Community; Title I; 3,500+ students; 99% non-White student population; 85% free/reduced lunch participation, 20% English Language Development program participation
 - Courses Taught:
 - United States History
 - "Sheltered" United States History

CERTIFICATIONS

- 2012 State of Georgia Credential Authorizations:
- Educational Leadership – Tier II: P-12 (expires 6/30/27)
 - Behavioral Science: 6-12 (expires 6/30/27)
 - Economics: 6-12 (expires 6/30/27)
 - ESOL Endorsement (expires 6/30/27)
 - Geography: 6-12 (expires 6/30/27)
 - History: 6-12 (expires 6/30/27)
 - Political Science: 6-12 (expires 6/30/27)
- 2009 State of California, Administrative Services Clear Credential (expires: 07/01/2026)
- 2001 State of California, Professional Clear Teaching Credential: Secondary Social Science (CLAD Emphasis)
(expires: 07/01/2026)

AFFILIATIONS/SERVICE

Association for Supervision and Curriculum Development
National Association of Elementary School Principals
Georgia Association for Gifted Children

2021 Professional Association of Georgia Educators
2020-2021 Member of Spalding County Archway Partnership Strategic Planning Education Committee
2014- 2017 Member of Coalition for Equity and Access Task Force – Georgia Association of Gifted Children
2010-2011 Member of the Board of Directors, Lee Thompson Young Foundation
2010-2011 University of California Los Angeles, Teacher Education Program-Candidate Interview Facilitator
2000-2001 Math/English Instructor, Homework Tutor, California Education Centers, Inc., Cerritos, CA
2000 College Student Aide, Long Beach Unified School District, Long Beach, CA
1998 College Student Tutor, Compton Community College, Compton, CA
1998-1999 College Student Tutor, Long Beach Alternative High School, Long Beach, CA