



NAEHCY



*Building Futures Through Education*

NATIONAL ASSOCIATION  
FOR THE EDUCATION OF  
HOMELESS CHILDREN  
AND YOUTH

March 17, 2008

To Whom It May Concern:

I am writing to strongly support Jerry L. Hobbs for certification as a National Board for Professional Teaching Standards certified teacher.

I first became acquainted with Jerry in his efforts to help two homeless children continue their education in their original schools. The education – and therefore the futures – of these two children is subject to an anomalous, complex, and intensely political section of federal education law that is often misunderstood and misread. Jerry's instincts were spot on – he knew that the children's educational rights were being violated, despite what many officials had assured him. Rather than accepting these officials' statements as valid, he dug deeper and asked more questions, eventually leading him to call the National Association for the Education of Homeless Children and Youth in Washington DC.

After successfully advocating for that particular family, Jerry undertook to correct the systemic problems that are limiting the educational outcomes of hundreds of homeless children and youth in San Diego County. His systemic advocacy has taken many different forms. First, Jerry has provided me with invaluable data on school segregation in San Diego; this information is being used in efforts to amend federal education law to correct the "loophole" that consigns so many vulnerable children and youth to an inadequate, substandard education. Second, Jerry is working with me and with the State Coordinator at the California Department of Education to ensure that proper policies are in place for parental and youth notification at segregated facilities in San Diego County, so that parents and youth have the opportunity to make meaningful, informed choices about their educational options. Finally, Jerry is laying the groundwork for change in all of San Diego Union School Districts schools by initiating an involvement committee for parents experiencing homelessness, and by removing barriers and providing services for children and youth experiencing homelessness at all SDUSD schools. He is looking to the community, too, as a partner in this effort, even contemplating public awareness campaigns to remind the community that at the end of the day, children who are homeless or in foster care are "just kids" with the same hopes, dreams, and promise as all other children.

To understand the significance of Jerry's actions, it is important to understand that segregated schools for homeless children and youth arise when barriers to integrated education are allowed to persist. Tragically, for more than a decade, these barriers have flourished in San Diego County. The results of segregation are always the same – lower achievement, compromised futures. Jerry has taken on these barriers with a passion, intelligence, and commitment that demonstrate outstanding leadership abilities. This is especially true in light of the political climate and public pressures that have lead most others to turn the other way. I am confident that Jerry's efforts will result in more homeless children and youth being able to obtain the education that is their best hope for escaping poverty and homelessness as adults.

Please do not hesitate to contact me should you need more information; I can be reached at [REDACTED] or 202.364.7392.

Sincerely,

[REDACTED]

[REDACTED]  
Policy Director



# SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 LINDA VISTA ROAD, SAN DIEGO, CALIFORNIA 92111-7399 (858) 292-3500

Superintendent of Schools  
Randolph E. Word, Ed.D.

July 16, 2008

## FILE COPY

To whom it may concern,

This is a letter of recommendation for Jerry L. Hobbs. I have known Mr. Hobbs professionally since 2003. I had the privilege of working with him in several different capacities. I was the project supervisor for a tutoring program with Casey Family Programs, a non-profit operating foundation which serves foster youth. Mr. Hobbs joined Casey Family Programs in July of 2003 as the field office Education Specialist. He had primary responsibility for insuring the academic success of over 35 school age foster youth. Due to his extensive expertise and experience Mr. Hobbs was promoted to Executive Director for Foster Care Alumni of America In January 2004. Mr. Hobbs was essentially charged with creating and running a nation wide support network for current and former foster youth, with a strong focus on educational attainment.

After taking my current position with the San Diego County Office of Education, I had the pleasure to work with him again, when he joined the San Diego Unified School District. We have worked collaboratively on many efforts to ensure increased academic outcomes for students in foster care. It has been an honor to work with him, and a privilege to see first hand his commitment to student achievement and equity.

I can only speak highly of Mr. Hobbs professionalism, knowledge, and compassion for all students. He has the rare ability to communicate and motivate his students coupled with the innate talent that makes a wonderful teacher. Mr. Hobbs is a committed educator and would benefit any educational institution and its students. He is an advocate and has truly served as a subject matter expert in issues relating to Special Education Law.

Additionally, Mr. Hobbs has an outstanding work ethic, always rises to a challenge and never fails to go above and beyond. I recommend him for any position in education and for any academic pursuit with no reservations. He will be an attribute to any program, agency, site and community.

If you require additional information please call me at 858-503-2628.

Sincerely,

  
Randolph E. Word, Ed.D., MSW  
Coordinator, Foster Youth Services

San Diego County Office of Education, Safe Schools Unit

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April 30, 2013

Professional Advancement Committee (PAC)  
Grossmont Union High School District  
P.O. Box 1043  
La Mesa, CA 91944

RE: Letter of Support for Jerry Hobbs - "Request for Consideration of Related Work Experience for Salary Step Credit"

Dear Members of the Professional Advancement Committee (PAC):

Please consider this a letter of support for Jerry Hobbs' request for consideration of Related Work Experience for Salary Step Credit (2 steps) based on his 23 years of related work experience in corporate training, executive leadership, nonprofit management and fundraising. Jerry has used and will continue to use his related work experience(s) to teach and to provide case management services for our students with disabilities.

A major focus of our Special Education program is Transition. Under the mandates of the Individuals with Disabilities Act-2004, GUHSD is required to provide "transition services" to our students with disabilities. By federal definition, "transition services" means a "coordinated set of activities for a youth with a disability that facilitates the youth's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment, continuing and adult education, adults services, independent living, or community participation." In order to provide this set of coordinated activities, GUSHD must bring everyone to the table and use our combined personal and professional resources to create programs and interventions that meet the individualized needs of our students.

In the past two years, Jerry Hobbs has used his related work experiences in corporate training, leadership, and fundraising to contribute in the following ways:

1. He is currently developing a Transition Curriculum at R.E.A.C.H. Academy (while teaching a Transition Course) that meets the unique needs of one of our most challenging group of students. His curriculum, as developed, has several components developed from his prior work as a Corporate Trainer and corporate President, Vice President and Manager.
2. He has secured grants from Target Corporation and from the San Diego Foundation to support our curriculum and teaching. Jerry learned how to do grants research and to write successful grants while employed in the private and nonprofit sectors. He is now using that related work experience to the benefit of our students.
3. At my request, Jerry attended a special Transition conference this year and has volunteered to serve on a district-wide Transition Taskforce led by our Assistant Director of Special Education. This taskforce is taking a comprehensive look at how we can provide efficient and effective transition supports.
4. Jerry has committed to work closely with his Site Administrator to further develop a "set of coordinated activities" that are both meaningful and engaging for our students with disabilities—both at R.E.A.C.H. Academy and, more broadly, throughout the district.

If you need additional information or further clarification on how Jerry Hobbs' prior professional experience(s) support and enhance his teaching and case management duties, please don't hesitate to contact me at 619-644-8105.

Sincerely,

Director of Special Education

# **EXHIBIT J**

# Anna Stowe Investigations, Inc.

4119 Wayside Lane, Suite 2C

Carmichael, CA 95608

CA PI 21155

916-224-4680

[www.stoweinvestigations.com](http://www.stoweinvestigations.com)

[anna@stoweinvestigations.com](mailto:anna@stoweinvestigations.com)

To: Ellen Doty  
Rothschild Wishek & Sands

Date: April 23, 2019

RE: Jerry Hobbs

Subject: [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

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I interviewed [REDACTED] via telephone today. I explained to [REDACTED] that I was calling on your behalf. He agreed to speak with me and gave me the following statement:

Mr. Hobbs had an excellent relationship with the students. They always wanted to be in his class. Mr. Hobbs was my on-site mentor. I could go to him with any questions I had. The students are attention seeking. He provided a lot of positive attention to the students while keeping them on task. His slogan was to always concentrate on the kids' positives and not the negatives.

Mr. Hobbs did not have a reputation for being sexist or racist. Our population was very diverse. He never bullied or spoke aggressively toward students or staff. He was protective of his students. He understood where they came from and he had a connection with him. He served food every Friday, pancakes and quesadillas, and the students were absolutely receptive to that. We had ice cream Fridays and we always had something going on that helped provide a safe environment for the students.

Previous students from the past would bring their own kids in to introduce their own children to Mr. Hobbs. He made great connections with the kids and kept those connections after they graduated.

Jeff Harper-Harris' reputation wasn't much. He stayed pretty much in his office. I don't know much about him. We had aides in our classrooms and relied heavily on the aides for help. It was ten kids per classroom and we had two aides in every classroom because for the most part we were dealing with students who were emotionally disturbed. We have mental illness in our classrooms as well as students on the spectrum. Mr. Hobbs was truly an advocate for his students.

Mr. Hobbs advocated for his students. If someone said something about his students, he would speak his mind and advocate for them. I never heard Mr. Hobbs say anything racist to the students. The kids were either in my room or his room. We provided the safe environment for the students and wanted them to succeed. He's a very loving person and any time we had problems with our students, we would meet about it. He would talk and always have the students open up to him. They trusted him. I have never thought Mr. Hobbs of being sexist. He's a big teddy bear. He's very empowering to students and teachers. I was about to give up on Special Education and he supported and encouraged me. He really made a difference for me.

His students all figured out how to perform math calculations in my classroom. Mr. Hobbs supported the growth mindset. He wouldn't allow them to use calculators in my classroom and by the end of the year his kids were doing calculations without a calculator. He's a very good teacher. He always pushed the students to succeed.

I affirm under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Signed on 5/2/19 (DATE)  
in Spring Valley, CA. (CITY, STATE).



# **EXHIBIT K**

## **Anna Stowe Investigations, Inc.**

4119 Wayside Lane, Suite 2C

Camichael, CA 95608

CA PI 21155

916-224-4680

[www.stoweinvestigations.com](http://www.stoweinvestigations.com)

[anna@stoweinvestigations.com](mailto:anna@stoweinvestigations.com)

To: Ellen Doty  
Rothschild Wishek & Sands

Date: May 11, 2019

RE: Jerry Hobbs

Subject: [REDACTED]  
[REDACTED]

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I interviewed [REDACTED] via telephone today. I explained to [REDACTED] that I was calling on your behalf. She agreed to speak with me and gave me the following statement:

I worked with Mr. Hobbs at REACH. I believe we worked together for five or six years. Jerry is an amazing human being. He's witty, funny, smart, very intelligent, and doesn't have a mean bone in his body.

I was interviewed by the investigator at the school. I think it was silly. It did not seem fair. I don't think what I had to say mattered one way or the other. It seemed her mind was already made up.

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The kids adored Mr. Hobbs. He was a very smart person and knew the Special Education law. If it came down to the kids, they absolutely adored him. He was never racist or sexist. I thought the investigation was silly because we all knew he wasn't racist or sexist. He was never bullying either. His jokes were witty and funny. I don't think anyone took him seriously because we all knew his personality. The teachers knew the kids loved being in his class. Kids would ask their teachers if they could go into Hobbs class.



Those letters the kids wrote talked about all of us. They talked about who the motherly person at school was and who was the fatherly person was. I think the letters regarding Mr. Hobbs were some positive and some negative. Most of the staff were upset about those letters. They thought, "What do we care what the students think of us, we are here to teach them."

It is normal for the kids at our school to be unhappy with a teacher at one time or another. We make them work and we want them to succeed. I'm like a bulldog there. I'm doing my job. If they don't come to school, it's my job to call and remind them to come to school.

When he first started with us he had a bad rap because he was at Granite Hills. He knows the law and what the school can and cannot do. Staff knew he had something going on at the previous school. Some had it in their heads to watch what they said and did around him. He is a great teacher. He loved those kids so much.

I am not kidding when I tell you at least every week a former student will come in and they all want to see him. I've been telling them that he retired. His former students come in all the time and want to see him. We just had one yesterday that said, "I never would have made it without Hobbs." He has a \$24 an hour job welding and he literally says it's because of Hobbs.

All the staff here - their hearts are with the kids. They want him back. I've been working in the school for fifteen years. Teachers come and go. But Hobbs deserves to be here teaching. He deserves that. The kids do well with him.

I affirm under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Signed on 5-15-19

(DATE) in San Diego CALIFORNIA (CITY,  
STATE)

  
(SIGNATURE)

# **EXHIBIT L**

April 7, 2019

[REDACTED]  
[REDACTED] (760) [REDACTED]  
[REDACTED] Box 75  
[REDACTED] CA 92033

To: the Committee of Credentials of the California Commission on Teacher  
Credentialing

To whom it may concern:

My name is Judith deNooy and I am a retired public school teacher who taught for ten years in the Escondido Union School District and 24+ years in the Temecula Valley Unified School District. I received a Bachelor's Degree in Social Science and Psychology from California Baptist College (now California Baptist University) in Riverside, California as well as a Master's Degree in Counseling from San Diego State University. And I had my Pupil Personnel Services Credential in the state of California.

I have known Jerry Hobbs since the 1970s when I met him at college. We served together as resident assistants in the dorms and became lifelong friends. I consider him as one of my family members. Initially, we chose different career paths and he became a great success in the window business. When he decided to switch careers and get into teaching, I was surprised as he and his family would take such a cut in income. But then I got an opportunity to teach in the same department with Jerry at Temecula Valley High School starting in 1990. I always knew Jerry was brilliant, but as a teacher he was truly gifted. He was inspiring. I don't say that lightly. He would wake up in the morning before school with yet another great idea of how to incorporate what was going on in the country and apply it to the economics lesson for that day. He had a great rapport with students and would tease them every day. Students were engaged in his class because of his energy and his connection with them as worthwhile human beings. He created an atmosphere of belongingness and fun in his classroom while getting students to learn.

Jerry also got along well with other staff members, both men and women, and was well respected. He eventually decided to run for the school board in Temecula. Once elected, one of his efforts on the board helped create a reading program at the high school to get underachieving students up to speed. I am sure Jerry could relate to these students as he had had a chaotic childhood going from foster home to foster home. As a result of all the turmoil in his young life, he had struggled in school and had a teacher who took him under her wing in elementary school and helped him see that he could read and do the work. So, he personally knew what his disadvantaged students were going through and he believed in their potential. He helped students find their value and gave them hope for a better life. Jerry was, and is, able to handle the students that no one else wants to deal with. He can banter with them and turn their anger at the world around to see possibilities for a different life. His school district was lucky to have him!

His advocacy for people is what Jerry is all about. While living in Temecula, he created "Promising Christmas" which brought the community together to get gifts, clothing, etc. into the hands of impoverished children at Christmas time. I remember him saying that once, as a child, he got an unexpected gift and it gave him hope that there were nice people out there - that not everyone was like some of the adults with whom he had had contact. Jerry helped his own son through his learning disabilities so that he could succeed in school. His son now has a master's degree and is teaching disadvantaged students. Jerry helped pay for college for one of his son's friends who couldn't afford it. Later, he moved to the Washington, D.C. area to work on a project to help foster kids (that had become of legal age and were being removed from support) know how to navigate life after high school. In the world of business, he pushed his boss so that the women who worked at the window business got bathrooms of their own as there weren't any! These are just some examples that easily come to mind about how Jerry actively looks out for the needs of others.

Jerry takes his job seriously and professionally. He voluntarily went back to get further training and received National Certification as a teacher. Because Jerry is such an ethical person, he would not be able to stand by while another teacher bullied students about their mental health issues. Jerry has a heart for kids and it would be a travesty to take away his credential. I know of no better example of what a dedicated teacher should be.

Cordially,

A handwritten signature in black ink, appearing to be "Jerry", written in a cursive style.

  
Retired Teacher

# **EXHIBIT M**



As a brief introduction, please allow me to explain my background which is relevant to my experiences and understanding of Jerry Hobbs. After 28 years of practice as an attorney, I have recently retired from the position of Deputy County Counsel with the Riverside County Office of County Counsel; as such I currently am inactive with the California State Bar. I elected to focus my practice for several years in both the Mental Health Court and Juvenile Dependency Court with the desire to advocate for the protection of abused, neglected, disabled and mentally ill children as well as adults. (On a personal note, I am the mother of a developmentally disabled child and have successfully raised three additional children who were adopted due to issues pertaining to drug abuse and neglect.)

I initially met Jerry Hobbs over 25 years ago while conducting my political campaign to become a Trustee for the Temecula Unified School District. My platform was based on changing policies and programs which I believed were harming students. Eventually Jerry Hobbs introduced himself to me and together we worked to remedy district policies during the course of my successful campaign and for my first two years on the School Board. Jerry's instruction was pivotal in my learning how to work closely with and in support of teachers and inspired me with ideas to specifically help the disadvantaged and poor students. Jerry's wisdom and counsel were so influential and welcomed by the teachers and me that he was persuaded (begged) to also seek a seat on the school board to which Jerry was successful.

It was my honor and privilege to work as a colleague Trustee with Jerry Hobbs for the Temecula Valley Unified School District (TVUSD) for two years (1998 and 1999). The TVUSD served over 20,000 students. During that time, and specifically because of Jerry's vision and wisdom, many significant changes were made to benefit students including (to name just a few):

- 1) Improving campus safety by creating better interventions in cases where campus safety was jeopardized (i.e. weapons, bullying or harassment;
- 2) Infusing millions of dollars back into classroom (including materials for teachers and over one million dollars in additional textbooks);
- 3) Creating programs offering additional tutoring, etc. for disadvantaged, impecunious or otherwise challenged students, including funding more staff, aids and after-school transportation;
- 4) Funding a high school AVID program targeted to assist students who were poor or did not have family or parental support;
- 5) Implemented "grade-focused" policies to better identify students who were not passing classes to offer focused assistance (students without other governmental assistance such as IEPs); and
- 6) Raised awareness and pushed the district to make extra efforts to support underprivileged, challenged or struggling students, particularly those in the district's alternative High School.

\*California State Bar Inactive Status as of 03/01/2019

Jerry Hobbs was a powerful leader and motivator while acting as a Trustee. He used his humor, brilliance and open, direct communicative style to be a tireless advocate for students, especially underprivileged or disabled. I was present during numerous meetings and observed his tenacious focus on improving the quality of education while always supporting struggling students. I specifically recall discussions during a 3-day District goal setting and budget session and watched Jerry stand up to special interests and redirect district dollars from administrators to focus on protecting and supporting students, particularly those who were poor, disabled, challenged or failing to thrive. Based on his significant and very successful results, I used to teasingly refer to Jerry as "a Superman to students."

Jerry Hobbs not only inspired administrators and teachers, but also local city leaders whom Jerry enrolled to provide additional protection and resources to the District. His strong personality facilitated collaboration because of his wit, humor, discernment and commitment to do the right thing. At a time of explosive growth in housing, Jerry led the fight to significantly raise school fees for construction, thereby providing a reliable source of income for new schools. While someone who was not acting in the students' best interests or was self-serving would not have appreciated Jerry's colorful and direct communication style, those who genuinely wanted all students to succeed or to do the right thing would readily get behind Jerry's vision for change. In sum, Jerry Hobbs is a rare giant of a man who protects and supports children and their right to a fair educational opportunity. His style is cutting edge and creative. His brilliant mind is quick and unchained. I saw Jerry use his strengths and abilities not to promote himself, but in the service of others. He was a most amazing leader and teacher to all who was willing to learn from him. (As an aside, I recall that Jerry even refused to receive payment as a Trustee because he saw his work as service and did not want to take any money away from the students.)

I am aware of many personal obstacles Jerry has successfully overcome. As a young child, he was raised without a father while his alcoholic mother was often homeless and became the victim of a homicide (i.e. Dorothea Puente's F Street Boardinghouse). Jerry had inconsistent education when young and later resided in several foster homes. He did not learn to read late elementary school when an exceptional teacher spent extra time to tutor him. I believe it was because one teacher and one particular teacher made such a difference in Jerry's life. Since then, Jerry has dedicated himself to be the one who makes a difference in many, many others' lives. I have seen that Jerry lives all aspects of his life with internal fortitude to serve others, to stand for the best in everyone, and to stand up against abuse, ill-treatment, or any wrongs in society. Not only does he have a brilliant mind and is a visionary for advancement and change, but he also has impeccable integrity, honesty, work ethic and discernment of what needs to be improved. Jerry expects a lot of himself and others around him. Based on his actions, he has demonstrated to me his own "zero tolerance" policy against any type of harm to children. It is easy to see how he can even get "triggered" when he sees the neglect or abuse of vulnerable students.

I was stunned but delighted when Jerry announced that he was leaving his lucrative employment in private business to become a teacher. He has walked the walk of his belief that there is no greater work than to help improve the life of a child. However, I knew from Jerry's commitment to help disadvantaged students that he would be an exceptional special education teacher. Later, as I was representing Child Protective Services in Dependency Court, Jerry shared with me wise counsel about his experiences in


helping foster youth. In particular, Jerry told me stories not only about his students, but of their family situations and extra resources these students need to be successful. He taught me to understand and be more sensitive to foster children of different ethnic backgrounds, sexual orientation or religious beliefs. I became a better advocate and counselor in my job by following his counsel and seeking additional resources for the foster children under my influence because of my continual learning from Jerry Hobbs.

I am aware of the allegations levied at Jerry Hobbs and was dismayed to learn of the district's reactions to Jerry's strong advocacy for students. I have no doubt that Jerry was an exceptional mentor and teacher to the children of his campus. It is my understanding that it was a unique demographical group of children – not a typical student body. Based on my experience and understanding of Jerry, he would have adapted his teaching style appropriately and of course, would have gone the extra mile to make a difference in the life of each child in his class. He treats everyone as if no one is better than another, with great respect for abilities and human rights. I am confident that Jerry's actions were "out of the box" in establishing good rapport with his students in order to inspire them or help them. However, it is my stoic belief that Jerry Hobbs would never harm a child or a student (other than a situation where a child/student would be harming another). Jerry Hobbs has compassion and empathy for the downtrodden, disadvantaged, poor or outcasts of our society. He is a passionate man who has made a difference in every social and professional situation he has been in, and he always leave a situation better.

In the event this Commission finds that Jerry has made a mistake or two along the way I would simply ask for leniency based on all the good that Jerry has done for students. Furthermore, I ask for your consideration to reprimand Jerry in lieu of harsher actions. It is my belief that he will receive your feedback and direction, learn from this very difficult situation and go forward in life as an advocate for excellence in education and for the disadvantaged. It is a lucky child indeed who is tutored by and cared for by Jerry Hobbs.

Thank you for your consideration of my thoughts and recommendations. In the event you would like to further discuss my esteem and genuine respect for Jerry Hobbs, I would welcome the opportunity to further elaborate on my sincere admiration of this very fine man.

Very truly yours,





# **EXHIBIT N**

April 10, 2019

Robin Brainer  
1033 Summer Ave  
El Cajon, CA 92021

Dear Committee of Credentials:

I'm writing this letter to speak about a teacher who had a great impact on my step brother during the time he was enrolled at Reach Academy. [REDACTED] was a troubled student when he began attending Reach Academy back in 2014. I was receiving phone calls more than 4 times a week in regards to [REDACTED] behavior. I will admit that I became very frustrated and was considering transferring him to a different school that was more hands on in regards to punishment. Mr Jerry Hobbs called me one day and told me that he would like to take the time to try and work with [REDACTED] to get him to do better in class. Mr Hobbs, exhibited patience and he found a way to get to [REDACTED] in a way that I had seen no other teacher was able to do. Within a course of a couple months, [REDACTED] would act out at home, but he would come back and acknowledge his error and apologize. [REDACTED] also began doing his chores without being asked. Mr Hobbs would actually sit and talk to [REDACTED] and encourage him to think out decisions that would have consequences to his life.

All seemed well until [REDACTED] was arrested on Dec 31, 2016 because of making poor choices. I had no transportation to get [REDACTED] to court and back. Mr Hobbs was very instrumental in making sure [REDACTED] had transportation to and from court and even spoke of his experiences with [REDACTED] that let the judge know that he was just a kid making bad decisions. Mr Hobbs would allow [REDACTED] to calm down after outbursts in a teacher's classroom and talk him down when other teachers were ready to throw in the towel. Mr Hobbs always encouraged [REDACTED] that he could do better and make better choices. I will be forever grateful to Mr Hobbs for the time and patience that he took with my step brother when so many were ready to consider him a statistic.

Mr Hobbs is a great example of what a teacher is that goes above and beyond what his job title for the sake of a child. I ask that you please consider my letter that speaks to the character of this great teacher.

Sincerely,

[REDACTED]

# EXHIBIT O

April 10, 2019

To Whom It May Concern:

Re: Mr. Jerry Hobbs

Mr. Hobbs has influenced who I am as a person. He has taught me to work hard and always do my best. I would describe him as always being honest and nice. It doesn't matter what my mood is before I walk into his classroom, because he will always bring a smile to my face. He demonstrates kindness and patience to each and every student in his class. Those are character traits that I feel I have improved upon because of his influence in my life. Another important thing that he has taught me is to believe in myself. When a teacher believes in you, you cannot help but work even harder, which only leads to success. I hope that throughout the rest of my life, I can demonstrate the same great qualities that I find in him.

Having these characteristics would mean nothing if he weren't also trustworthy. I can always go to him to seek advice, or just to have a friend to talk to. Knowing that there is someone there, who will listen to you, makes all the difference in the world. Whether it's a relationship problem, teenage drama, a bad grade, or something that you feel that your family just wouldn't understand; Mr. Hobbs is always there to listen or help in any way that he can. I always know that I can trust him to keep our conversations private.

Mr. Hobbs always took his time to get to know each student as an individual. He takes pride in finding out how to help each student excel in their own way. He uses various teaching styles in effort to reach the needs of everyone in his class. Often times, the classroom was not an accepting environment for learning. There are very few kids who don't do well in his classes. This has made me recognize that each person has their own individuality, and that they should be respected for who they are.

What I have learned from Mr. Hobbs is invaluable. Not only has he strengthened the foundation of my life, he has laid the building blocks of my future. He has been an exemplary role model, and has taught me to have many strong traits. I can be trustworthy and hard-working, while never losing sight of who I am as an individual. Mr. Hobbs has been the one teacher that has affected my life the most. He did not need to influence me to be a rocket scientist or brain surgeon, but he has influenced me to become the best at anything that I set out to be. Teachers are much like a second parent, and you could say that they spend just as much, if not more time each day, with a child than parents do. They help mold and shape a child's personality, and often times their future. They can teach you the importance of trust, and being trustworthy. A teacher should also be able to recognize each student as an individual. I was lucky enough to find all of these qualities in Mr. Hobbs at Reach Academy.

Sincerely,



Former Student  
ECVHS Graduate

*Student*

# **EXHIBIT P**

April 8, 2019

Re: Jerry Hobbs

To Whom It May Concern:

My name is [REDACTED] and I worked with Jerry Hobbs for several years at Reach Academy from 2012-2018 in his classroom as an instructional assistant. During my years working with Jerry/ Mr. Hobbs as I would call him, we developed a solid working relationship as we got to know each other quite well. Under Mr. Hobbs direction, I adapted to his teaching methods that worked very well for the classroom population year in and year out. From what I know and learned about Hobbs over the years was that he definitely cared about our student population and was a huge advocate for having things done the right way. He communicated clearly to me about his expectations in the classroom and empowered me with the opportunity to run the classroom in his absence at times with full confidence that things were going to get done. I learned that Hobbs came up through foster system himself and eventually turned himself into a successful businessman and teacher. His experiences and knowledge he shared not only with me, but with many of our students was invaluable. Our campus at Reach Academy catered to some of the most challenging students in the Grossmont Union HS District. Students placed at that campus was not by mistake. Hobbs was one four onsite teachers at Reach that also included 4-5 instructional assistants, 2 onsite Therapist, an Administrator and 1 campus supervisor to manage 30-45 students that no other campus in the district wanted to deal with.

To understand the dynamics and culture at Reach Academy, one would definitely have to experience it for themselves. Each classroom had its own style based on the relationships built over time with the students. Hobbs and I had a solid rapport with of all the students in our classroom. The relationship piece with our students was what made our campus and classrooms run as smooth as possible. Most of our students are kids that come from very bad homes and suffer from different levels of trauma and mental health. Hobbs had a level of compassion for many of the kids who came from these terrible situations to go above and beyond to help them. The strategies we used in our classroom setting worked for us simply because we had dynamic relationship with all our students. If you were to walk in our classroom and observe the relationships we had with our students, and tie it in with how we interacted with them daily, you would see that our ways weren't always "text book" so to speak, but were certainly effective. Hobbs had a way of adapting to the different types of students we had in order to get through to them.

In closing, I believe Jerry Hobbs is more than fit to be a teacher anywhere in the country. Reach Academy just so happened to be a campus where he had an extended stay by choice because he really cared about making a difference in the student population there. Working with him first hand, I can say he is definitely a great teacher and educator. To many of the students there, he was more than just a teacher but also mentor and father figure.

Very Respectfully,

[REDACTED]  
Former Reach Academy Instructional Assistant (2012-2018)  
[REDACTED]

# **EXHIBIT Q**

April 8, 2019

Re: Jerry Hobbs

To Whom It May Concern:

As a fellow colleague in the district and a parent of one of his students, I am sad to have to write a letter in defense of a man with the utmost and sincere reputation in this field of work. I can not believe that this has come down to something so trivial as this. Jerry Hobbs is an outstanding and wonderful man of integrity and honesty. Not many teachers and people can work with students that have these kind of personal issues and personal legal problems and home life issues and treat them with respect and still try to teach them basic school skills. I remember my son coming home telling me about computers getting thrown around the classroom over people's tantrums in the room and yet the teachers are there everyday trying the next day to teach again. This is not a normal atmosphere and these are trying circumstances or anyone to try to teach under. This is not a place where anyone can be thrown into and will want to come back day after day and deal with these students, we should be commending Jerry Hobb, not putting him through something like this over someone bullying him.

I walked into Reach Academy with my son African American son [REDACTED], very lost and confused as to what to expect and how I would feel about this school. [REDACTED] had made a few bad decisions and I ended wanting to put him in a place I felt was more structured school that would help him realize that he needed to make better decisions. See, I am a white, single Mother, my birth son is half black and I have adopted four special needs children, two of my children are African American, one is Down Syndrome from Poland and one is Mexican, I feel like I can tell if someone is prejudice when I meet them, I always get a sense of it right away when I introduce my son [REDACTED] to them (or my daughter [REDACTED] or my son [REDACTED]). [REDACTED] was born with Heroin and Cocaine in his system at birth from this birth mother so he has very extreme ADHD and takes Adderall and at the tender age of 15, with no male role model around he didn't make the best decisions all the time. He had experimented with some Marijuana with his Adderall and it ended him up in Juvenile Hall, so I decided he wasn't going back to his homeschool to be around the so-called friends he had there to keep making dumb decisions so I asked if there was a school to help kids with ADHD in our district and they recommended Reach Academy. [REDACTED] was not as "bad" as some of the kids that attend that school, he had never really broken the law or been in the kinds of trouble these students have been in, he is generally quiet and laid back so going into the school, I was a bit nervous. We meet [REDACTED] at the front desk, I fill out paperwork and in walks Jerry Hobbs, he introduces himself and says I'm going to be your teachers, tells me and [REDACTED] a little about the program, what he expects of Rico and off [REDACTED] goes with him. I anxiously await [REDACTED] when he comes home and he is telling me how awesome Mr Hobbs is, he's "cool and lets me do what I need to do." As the months go by, a great relationship forms between them, [REDACTED] really respected Jerry and he really looked up to him, seeks his advice and his guidance.

Jerry Hobbs taught Rico to ignore what was going on around him, to focus on his work, to just focus on what his goal are and to do what he needs to get done. This was easy for Rico because he didn't want to get caught up in the other things at the school going on around him. He found Jerry to be someone easy to communicate and talk to. He felt he



█████ moved programs and eventually graduated with a 3.8 gpa and he can not thank Mr Hobbs enough for all the hard work he did with helping him realize what becoming a man is and making strong and good decision in life and how that affects your future. Many times it helped █████ make better decisions at helped him stay out of all the drama that went on in the school.

Sincerely,

[REDACTED]  
[REDACTED]  
[REDACTED]@equusd.net  
Nurse/Vallarta High School

# **EXHIBIT R**

April 8, 2019

To Whom It May Concern:

I have been working in the fields of Education and Social Work since 1995 and have known Jerry Hobbs since 2017. I met Jerry when I purchased a Mid Century bookcase from him, during this exchange we touched on the subject of teaching and Jerry informed me that he worked at R.E.A.C.H. Academy. At this time Jerry had been teaching for decades and still spoke of his students with the same fervor of someone just beginning teaching. I was looking for a mentor teacher to work under as part of my credentialing requirement and Jerry extended the invitation and encouraged my advisor at San Diego State University to expedite the process when it seemed unnecessarily delayed. This was not the first time Jerry advocated for me, nor would it be the last.

I started my observations/student teaching at R.E.A.C.H. in September 2017 and worked under Jerry on a daily basis for 4 months. During that time, I got to know Jerry intimately and felt as if I had found a mentor that embraced social justice with the same ardor as myself. At that point in my career I had been supporting communities that were traditionally underserved, who's children were considered at-risk. Jerry is, to this day, one of the few people I have met who has also dedicated their career to supporting these same students. Jerry was tireless in his advocacy, asking critical questions and seeking out relevant resources. In the time I spent working with Jerry, I heard him question the disproportion of the racial population at R.E.A.C.H. and suggest ways in which the district might remedy these statistics. Jerry also brought in community agency members to speak to students to introduce them to people in career paths that tend to be under populated by employees of color. I can remember one particular instance where Jerry arranged for a firefighter to visit R.E.A.C.H. and Jerry asked him how they are trying to encourage a greater population of people of color to be firefighters. Jerry also asked the firefighter to remind the students that they cannot have a criminal record (felony conviction) and become a firefighter, then Jerry reiterated what this meant to solidify the information in the students' memories. Jerry asks questions that are significant and encourages discourse that is relevant and when trying to institute this pedagogy with the population Jerry has worked with, often times the methods used are what we in Education refer to as "non-traditional."

If you have never had the pleasure of working with the particular population of students that Jerry has dedicated his career to, it is difficult to understand the non-traditional methods used to reach them. One of Jerry's greatest assets is his ability to understand the student's humor and use it as a bridge to connect with them. Jerry takes the time to get to know each of his students personally and they willingly fill him in on their day-to-day activities in ways that demonstrate a level of trust not easily obtained with this particular population. Jerry embodies the principles of Paulo Freire's pedagogy that suggest a new relationship between teacher, student, and society. If you have spent any amount of time in a classroom, Freire's claim that, "One cannot expect positive results from an educational or political action program which fails to respect the particular view of the world held by the people. Such a program constitutes cultural

invasion, good intentions notwithstanding," is glaringly accurate. It is the embodiment of the practice of "non-traditional" methods and a reminder of the importance of fostering relationships with students in order to nurture meaningful learning. In my 24 years in the field, Jerry has been one of the most effective at seamlessly integrating the student's world views into coursework in a meaningful way. In other words, Jerry understand how to get students to "buy-in" to the lessons.

When you have worked in the field of Education and Social Work for as long as I have, you witness inappropriate behavior on a myriad of levels. In my career I have always been a mandated reporter and have had to report people for abuse. In fact, I was an employee of Grossmont Union High School for 10 years as a Special Education Aide and witnessed egregious behavior that I reported to several supervisors before the employee was eventually terminated. I have never tolerated mistreatment or disrespect of the students I have supported. I would not hesitate to work with Jerry again and was disappointed that I was not far enough along in my credential to qualify for the position that opened up at R.E.A.C.H. in November 2017, though Jerry encouraged me to apply and made sure they received my application once I submitted it. Jerry remains a personal mentor and I would wholeheartedly recommend him for any teaching and/or advocacy positions he applies for in the future. There is no one better qualified to advocate for and work amongst marginalized groups than someone who has personal experience with the particular nuances and struggles of those groups; Jerry's understanding of his roots encouraged the foundation of his non-traditional, but no less effective, personal pedagogies.

Sincerely,

A black rectangular redaction box covering the signature of the author.A black rectangular redaction box covering the contact information of the author.

Ellis Franzen, Education Specialist

619-343-3628

efranzen@inspirechd.org

# **EXHIBIT S**



**Mary Sakuma**  
Superintendent  
[msakuma@bcoe.org](mailto:msakuma@bcoe.org)

**Tad Alexander**  
Assistant  
Superintendent  
[talexander@bcoe.org](mailto:talexander@bcoe.org)

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**Board of Education**

Amy Christianson  
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Brenda J. McLaughlin  
Roger Steel  
Betty Vassar  
Mike Walsh

5 County Center Drive  
Oroville CA 95965  
<http://www.bcoe.org>

An Equal Opportunity

April 7, 2019

To: Committee of Credentials

Re: Jerry Hobbs

This letter is written on behalf of Jerry Hobbs. I have known Jerry forty-plus years, having first met him in college, Cal Baptist University. Besides being a student, I was also the Living Center Director for the Women's Residence Hall. He was one of the Resident Assistants for the Men's Residence Hall.

We oftentimes spent time cramming for tests along with other students, many of whom have remained friends with both of us to this day. Jerry was an exceptional college student and helped me gain understanding of some of the course work, especially in our psychology classes.

We could count on Jerry to make us laugh and remind us not to take life too seriously, especially during exam time. Jerry would stretch our thinking when it came to challenging the status quo. I, personally, having grown up in a traditional Mexican family, was taught not to question authority or to change existing social structures or the ways things were presently being done. However, with Jerry, I came to see that it was OK to explore new ways of doing things. It has contributed to my work in the field of education today. I was brought on board to the Butte County Office of Education over twenty-five years ago as a "change agent" and have led several successful collaborative efforts that has brought diverse communities together to create long-term change so their communities would thrive and their children can excel in education and in business.

I was happy to see Jerry pursue employment in education. He has a heart for the neediest of youth. He can relate to them, as other teachers cannot. I understand that because I relate to children of poverty because I once was in poverty. I have credibility where others who have not experienced poverty, do not. Jerry, too, is credible, he is an overcomer, he's learned how to help others whose life might be filled with trials and tribulations that make it difficult for them to see a way out or life getting better. Jerry cares about social justice issues. He seeks to promote equity, equality, fairness and tries to provide a caring and inclusive learning place in which students see and experience equality and social justice in their daily lives. He is an advocate for those who cannot advocate for themselves.

I wholeheartedly support and respect Jerry. Jerry is motivated to do only good on this earth. My life is richer because Jerry has been there every step of the way, through my highs and my lows. I can only imagine how many students he has helped along their way to a more successful future. Please don't hesitate to contact me if you have any questions, preferably on my cell phone since I'm oftentimes on the road serving nine northern California counties.

Respectfully,

Gloria Halley  
(530) 370-8620 (cell)

"WHERE STUDENTS COME FIRST"

# **EXHIBIT T**

April 4, 2019

To Whom it May Concern,

I am writing to you in support of my father and greatest teacher, Jerry Hobbs. My Dad is a person who has sacrificed and led by example to help others in need. He has constantly lived his life to try and help others. Before he was a teacher, my dad was a foster child. He grew up in the system of California and that experience shaped him into an empathetic, educated, and compassionate teacher who cares for his students and their families. When I was younger, my parents founded a non profit in Temecula, California called Promising Christmas. For 10 years, they provided Christmas to the needy families, who wouldn't otherwise have a Christmas. With the help of the community and donations, the non profit provided clothes, toys, books, and help for over 500 families needy families each year. Every holiday season for 10 years for a solid month, my family would be at the adoption center from 3 until midnight trying to find people in the community who could help us provide for needy families. Unfortunately, we had to move to Escondido and the non profit stopped. However, that didn't stop my Dad from helping others. He became a high school teacher. My Dad quit his highly successful corporate job, to pursue his real passion, teaching. We moved to Riverside, California during the summer so that my Dad could complete his Single Subject Teaching Credential. Our family, lived in student housing on the campus of California Baptist University. While he completed his education, my Mom worked a full time job to support his passion. He didn't just get his teaching credential in one subject, he is credentialed in more than 4 subjects and has continued even after receiving his MA degree. He is a lifelong learner because he believes that education is the key to making this world a better place. The future is education. He went on to teach at Temecula Valley High School and also was a class advisor for the associated student body. He was a very popular teacher who won the support of staff, students, and local businesses who donated money to support the local high school. My Dad was a teacher that went above and beyond the classroom. He would assist his students and try to better their lives in all areas of their life. His students looked up to him and trusted him.

Later in life, my Dad sacrificed his passion, so that my brother and I could pursue our own. He spent countless hours on excel spreadsheets helping us devise our plan for college and our life goals. In high school my brother and I both completed one year of college. Travel and learning languages was also another important value he bestowed upon us. We both are fortunate to have travelled and studied abroad all around the world to learn about other cultures and learn their languages. My brother and I have a deep appreciation for other cultures and the importance of understanding and accepting one another. My dad has financially supported our 8 trips to Africa, our education abroad while in college, and bought a house in Africa, while my brother completed his M.A. Degree at the University of Port Elizabeth. He believe in investing in people and cultures. He decided to leave teaching, only because he wanted to save money for my brother and I to attend college. He had to go back into the corporate world to pay for our college expenses. But, he continued to stay involved. From being my brother's advocate, when a school didn't want to provide special ed services to my dyslexic brother, to writing a letter to



the UCSD college admission board when they violated the affirmative action laws, or encourage me to be an AVID tutor for first generation college attendees; My dad has always been fighting for the good of the people. He leads by example. He seeks to make things fair and good for all. Even when he went back to a corporate job, he was a volunteer in the Casey foundation, a non profit that helps foster children. He served as a foster parent to a boy named Andrew for over a year. He tried to teach Andrew how to not let his past hold him back. He treated Andrew like his own child, provided educational support and financial support no matter what.

My dad is always striving to be better and he holds others to those same expectations. He attended KU to receive his Master's degree in Special Education. He felt that he could be a better advocate for all children and people if he received more education. When he came back to San Diego, he started teaching at REACH. When he was teaching at REACH academy, he believed that all those students could be successful. He didn't allow their past record or past disabilities keep them from expecting more from themselves and striving to be better. My Dad was a teacher that created a classroom that felt like home. He knew that his students didn't have food, so he would cook them breakfast and provide food for them out of his own teacher's salary. He was very empathetic teacher. He bought the students a couple TVs and Video game consoles as rewards for completing work. Students knew that if they did all their work, they could have some free time on the game console. This was important because for most of those students that was the only "downtime" they received because afterschool they had jobs to help support their family. He knows the struggles his students face and he challenged them to overcome the struggle and not fall victim to accepting their circumstances. His classroom was different because these students were different. He helped them be successful by finding out what they wanted and how to encourage the students to work. He tried to provide an education that was equal, fair, and relevant. In order to be a remarkable teacher, you need to have rapport with your students. My Dad had an excellent rapport with his students because he spoke their "language", and he understood their situations inside and outside of the classroom. He used humor to build rapport. My Dad's actions and conversations with students were taken out of context. REACH academy is not a "normal" general education classroom, in fact students are there because they need a different learning environment. The teachers at REACH academy have to teach differently in order for their students to want to learn. The students at REACH looked up to my Dad and actually performed up to standards. The culture of REACH academy is one of family and my Dad was part of their family. The evidence speaks volumes when you see his attendance rates and his return rates. They looked to him as a provider and as a role model. He went above and beyond to make sure his students and their families knew their rights and were provided a fair chance to be successful. Providing food in the morning, opening his classroom during lunch, before school or afterschool and taking phone calls from parents on the weekend were ways in which he had an open door policy where all felt safe and supported. He stands up to all inequality and he will protect the rights of others.

My father, has worked his whole life to help others, and it is unlawful to strip him of his education and teaching credential in California just because he was a whistleblower. He will stand up to injustice. He is not a racist and he has no ill intention. In fact, he lives his life to help others and to inspire them to make our world a better place, no matter what the color of their skin or background. He was a teacher at REACH academy by choice because he wanted to help those who needed it the most. With his education and experience, he could have taught in

the most prestigious schools, but his goal as a teacher was to give back and inspire students and their families that were much like his own when he was growing up. Giving back to the community is important. He chose to teach at REACH academy because he cares about this students and he believes they can become the future, instead of being a product of their past. He also inspired my brother to be a Special Education teacher and myself to become a Single Subject clear CLAD credentialed teacher in 5 subjects with a minor in Special ed. Teaching is about understanding people, building rapport and presenting material to a student in different ways that inspire them to be a better person; that is what my dad did and hopes to continuing doing.

Sincerely,

A black rectangular redaction mark covering the signature.

# **EXHIBIT U**

To Committee of Credentials:

My name is [REDACTED] and I'm currently working as an intern for [REDACTED] as a math teacher at [REDACTED]

I've known Jerry Hobbs for the past 5 years. I first had the pleasure of meeting Jerry on the interview panel when I was interviewing for a position as a special education math teacher for R.E.A.C.H. Academy. I was hired to work under a provisional internship permit in 2015 and taught government, economics and math. Jerry was my support provider and he was very supportive since the first day I stepped into my classroom. I would check in with Jerry on a daily basis, as he had an open-door policy to any of the staff and students. Jerry's classroom was located directly across from mine and, since our student population was small, we shared students throughout the day.

Our population of students was classified under the category of "emotionally disturbed". Given the challenges presented by the behavioral issues related to the disabilities of our students, it was imperative that all teachers met daily--before school, during passing, and after school--to discuss any concerns regarding student progress, or tips on how to best support students. Jerry created a very supportive environment where I felt I could listen and be listened to without any fear or judgement. It was my first year teaching and his support was invaluable.

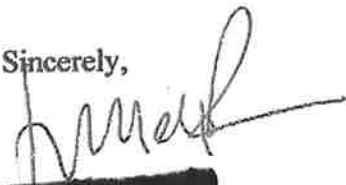
Throughout my years of serving as a substitute teacher throughout the district, I noticed that many teachers disappear into their own classrooms and do not take advantage of the opportunities to collaborate and simply connect with others on campus. Jerry, on the other hand, was consistently out in the quad laughing, talking with staff, teachers, administrators, and students. Based on my observations of Jerry at R.E.A.C.H., I strongly believe in his strengths as a teacher for all students to learn and feel safe.

As a first year teacher, I often sought out Jerry's advice, support, and ideas for interventions to help guide students to be better people, but most importantly I was interested in how he was able to strengthen his relationships with students. I was always impressed how well Jerry was able to work with this challenging student population, and it became clear that his use of positive behavior intervention and restorative practices, instead the traditional punitive measures used at comprehensive high schools, was the key in making great

strides with our students. Jerry's classroom management is second-to-none. Through explicit modeling of all behavioral expectations, whether it be classroom routines, communication amongst students, and class participation, Jerry achieved 100% on-task student engagement at all times. This high-level engagement allowed Jerry to give ALL students the attention they needed in order to be successful. His carefully crafted and maintained learning environment is only the beginning of what makes Jerry an excellent teacher. He is an asset to the teaching profession.

I hope that this letter has provided you with sufficient information on this matter, but if you should require additional commentary, please contact me at [REDACTED] or by phone at [REDACTED]

Sincerely,

  
[REDACTED]

# EXHIBIT V

To the CCTC Hearing Board

From: [REDACTED], retired Kaiser Permanente Regional Human Resources Manager

Re: Letter of Reference for Jerry Hobbs

I am writing to you on the behalf of a lifetime friend, someone I have known since 1974. We met as students at California Baptist College. May I start by saying that I have prayed and thought a great deal about what to write to you about. Please know that I respect what you do, and believe that it is critically important to maintain professional standards. I pray for justice for Jerry and for wisdom and discernment for each of you as you review the information coming to you.

I have been in awe of Jerry for more than 40 years. He is one of the brightest and most charismatic people I have ever met. I have been blessed to call him a best friend for these many years. I have overcome some adversity in my life, growing up in poverty with an alcoholic father. But Jerry had so much more to contend with as he grew up. It's not my story to tell, but suffice it to say, we bonded because we are both overcomers, because people saw the potential within us, and we're committed to helping us realize it. Because we succeeded when most of our family members did not, we have lived by the verse which says "to whom much is given, much is expected." He has spent his entire adult life helping disadvantaged children, be it children on the Indian Reservation, or foster care homes, or those with special needs in the classroom. He left a very lucrative job in the private sector to pursue a career in education because he wanted to help others overcome their circumstances as he had.

I don't know what happened, but what I do know is that Jerry is highly ethical, and that to my knowledge his intentions in every situation, have always been for the best. I worked for him in an HR capacity many years ago. He was respectful, professional and a gifted leader. He brought out the best in people and treated them in an exemplary manner. The people who worked for him, held him in the highest regard. I was proud to work on his campaign for school board and believe he made a huge difference to his community when he was elected.

When I needed to choose someone to be a guardian for my daughter if my husband and I should pass away, we both agreed that Jerry would do an excellent job raising her and ensuring her best interest. Being the caring person he is, he agreed to stand in for us should the need arise. Thank you for taking the time to read this, I hope it was helpful to you.

Respectfully,

[REDACTED]

# **EXHIBIT W**



**Lakeside CA 92040**

**Committee of Credentials  
765 University Avenue  
Sacramento, CA 95825**

**April 11, 2019  
Re: Jerry Hobbs**

**To The Committee of Credentials:**

**It is my pleasure to write this letter to you today in regards to Jerry Hobbs. I first met Jerry August of 2013. I was and still am the Administrative Secretary at R.E.A.C.H. Academy, completing my 18<sup>th</sup> year. Our school services the students with extreme behavior challenges. Jerry came to us as our fourth teacher teaching World History, American History and Economics. Mr. Hobbs also was our SGII Teacher. SGII is an Independent Study Program. It's an extra academic core class that the students do at home. He offered this class to any student that was behind on credits.**

**Many of our students at R.E.A.C.H. Academy have had some trauma, such as abuse and neglect, in their lives. They struggle academically as well as socially. We are thankful each day that they just show up to school because we know what they are capable of doing when they are not in school. For that reason, as an entire Staff, we are grateful. Some of our families struggle financially and many, themselves have mental disabilities. Many of our students struggle with mental illness as well.**

**I have seen many teachers and students come through R.E.A.C.H. Academy during my 18 years. Many students stay for the full four years of high school and some students go back to their comprehensive sites.**

**Not all of our students take well to the teachers, but it certainly did not take long for our students to adore Mr. Hobbs.**

**Mr. Hobbs had an excellent rapport with all of his students. He understood their disabilities, their struggles and their poor behaviors. I believe he understood so much because he himself, as a child of the system, endured much of their trauma. He understood how the Welfare of Children operated. Mr. Hobbs lived it.**

**Sometimes at R.E.A.C.H. Academy we would have good days and bad days. We embraced the good days and we couldn't wait for the bad days to be over. A bad day would be when a student acted out if he or she didn't sleep at all the night before because they were hungry and cold. Parents were drunk and abusive, typical for our population of students. Whenever the kids were hungry, there was Mr. Hobbs cooking up some eggs and waffles. Each morning**

Mr. Hobbs would ask the kids if they were hungry, he knew that if they were hungry they for sure would not do any work. They ate their breakfast, as they would work on their class studies.

Mr. Hobbs developed inspiring relationships with our students. His class quickly became very valuable. All of the students wanted to be in Mr. Hobbs class. The other teachers would tell their students that if they worked really hard on their studies they can spend the last half hour of class completing their work in Mr. Hobbs classroom. Mr. Hobbs classroom became part of our rewards system.

The students would tell me that out of all of the teachers they have ever had, Mr. Hobbs is by far the greatest. The kids would tell me that Mr. Hobbs is so patient and forgiving. Mr. Hobbs doesn't give second chances; they would say that he gives four and five chances.

One day a student had gotten into a physical fight with another student and was sitting in my office waiting for his Mom to pick him up. He said to me, "Miss Karen, I never would have gotten into a fight in Mr. Hobbs classroom, his class calms me down".

Mr. Hobbs is devoted to his class teachings. Always at school early preparing his curriculum. He spends a lot of time modifying his curriculum to accommodate the needs of each student. It is never a one size fits all class with Mr. Hobbs. He lets the children know that each of them are unique in how they process information and that he will do everything that he can to make learning an easy task.

Mr. Hobbs exhibits the ability to influence potential greatness. He not only teaches the kids academics but he also prepares them for adulthood. Mr. Hobbs was our transition teacher as well. He taught the kids how to do a resume, balance a checkbook, look for a job, what to expect at a job interview as well as how to prepare for a job interview. He helped the kids sign up for college or apply for a trade school. Mr. Hobbs would stay after school to help parents with the application for the FASA for their child.

Mr. Hobbs livelihood is teaching. He not only loves teaching but teaching under privileged children. He knows how important it is to go the extra mile for them and advocate for them. Mr. Hobbs has put in a large amount of effort in helping the students and their families.

We need Mr. Hobbs back in the classroom. The population of under privileged high school kids is growing rapidly. We need more of Jerry Hobbs. We need more teachers to take the time to listen, and to be prepared to care for the needs of our children.

Jerry Hobbs is one of my dearest friends. Always there to help, to listen and offer any assistance. He is a kind and compassionate man. He loves teaching kids and they love being taught by him. He has a great sense of humor. He jokes around with the kids and staff. I spent a lot of my lunch breaks in his classroom with him and our students. I witnessed the students making fun of Mr. Hobbs and he never gets mad. He laughs and comments, and then the kids laugh too. His classroom is a happy place for the children.

**I have had the pleasure of working with many amazing teachers but Jerry Hobbs is very special. There is not a week that goes by when a former student of ours comes back to visit and the first thing they ask is, "Where is Hobbs"? We have a former student that Mr. Hobbs worked so hard to help her recover her credits and graduate, and now is an employee of our district. We have students that have said that Mr. Hobbs saved their life because they loved coming to school and attending his class.**

**Jerry is an asset to any school. He is knowledgeable, extremely competent and has all of the qualifications of being a tremendous teacher. Jerry is a man of great integrity and I am so privileged to call him my friend.**

**Thank you for this opportunity to tell you what a priceless treasure to our children's education it is have Jerry Hobbs keep his teaching credentials.**

**Please feel free to call me at any time.**

**Sincerely,**

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**R.E.A.C.H. Academy  
Administrative Secretary**

# **EXHIBIT X**




3 April 2019

To the California Committee of Credentials,

It is my honor to address the Committee with regards to my friend and former colleague, Mr. Jerry Hobbs. I worked with Mr. Hobbs at R.E.A.C.H. Academy in El Cajon, California from March of 2015 until June of 2017, when I relocated with my family to Virginia as a result of my husband's employment. I have a bachelor's degree in Special Education and a Master's Degree (with honors) in Educational Administration. I have been in the field of education for approximately twenty years. My passion is teaching alternative education, which I have been pursuing for nearly a decade. I am currently employed with the Interagency Alternative Schools, a division of the Fairfax (VA) County Public School System - one of the largest and most academically demanding and successful school districts in the United States.

I am aware in general terms of the ongoing issues between Mr. Hobbs and the support employee in question at R.E.A.C.H. I had good working relationships with both Jerry and the support employee. Given the culture at R.E.A.C.H., I was very surprised to find out that the allegations against Jerry evolved the way that they did. Respecting Jerry as both a friend and a colleague, I felt that it was imperative that I share my own perspectives gained from the two years I was blessed to have worked with (and learned from) Jerry and the students at R.E.A.C.H. I hope the Committee finds my insight useful, relevant and worthy of consideration.

During my time at R.E.A.C.H., I didn't always see eye-to-eye with Jerry, nor did I always agree with him. What I did witness; however, was in every instance, in every situation, Jerry acted in the best interest of kids. I do not believe Jerry is capable of anything which would run counter to the best interest of kids - even if it could (and likely did) bring him into conflict with adults. You see, R.E.A.C.H. is a unique place with unique kids. It is a place where people who attempt to use



cookie-cutter/traditional teaching methods are doomed to fail. Jerry clearly understood this and reached out and engaged every student on his/her level, where he/she was at that moment in time – and this is exactly what those students needed. Were his methods within the scope of “the norm”? No. But then, not one of these students was even close to “the norm”, either. “The norm” had always failed our R.E.A.C.H. kids. “The norm” made them feel isolated, worthless and hopeless. Jerry engaged them and made them believe in themselves. He challenged them to rise above their past and present circumstances and not use these things as an excuse to fail, but a motivation to adapt and overcome.

Jerry is probably one of the funniest people I know. I doubt I can count the number of times that something Jerry said elicited an eyeroll from me and a protest of “HOBBS!!” At the same time, you need to realize that for students conditioned by their life experiences that if failure was a possibility, that it was better to fail BIG to retain some modicum of control in their lives, HUMOR is probably the ONLY vehicle that allows them to comply. Humor deploy resonated with these kids – and sometimes it was the only thing that resonated with them! Hobbs was a master of harnessing humor to appeal to each student’s sense of self. He gained compliance not through coercion or threats or direct demands or appeals to his authority. He gained compliance by meeting students at their level, using humor as the route to take him there. It’s a risky route, to be sure – because sometimes the punchline just isn’t funny – but it’s also sometimes the only means by way of reaching certain kids on certain days. For students on the edge, who have been taught by experience that compliance means pain and pain brings failure, compliance to a demand is simply impossible no matter how kindly the demand is clothed. Jerry didn’t demand anything – he engaged them and created a team to meet a common goal. This circumspect approach made all the difference to countless students.

We often didn’t know the stories behind what our R.E.A.C.H. kids brought to campus, but Jerry did. And he knew these things because he reached out to the kids, and they responded. They trusted him implicitly to treat them with tenderness to tough-love, depending on what they needed, in that moment.



Likewise, as Jerry's colleague, he was never anything less than helpful, kind and professional. He always treated me with respect, and always sought to lift his colleagues up personally and professionally.

Jerry is intelligent, he's capable, he's erudite, and he's honest to a fault. His word is his bond, and I have never known him to break it. He's also an amazing professional and someone to whom I would without question or hesitation entrust my own two children in a classroom. I wish I could list all the ways I have witnessed Jerry doing right by kids, but the committee has limited time and Jerry did so many things quietly, behind the scenes, without seeking attention or recognition for himself.

I truly believe that the State of California would do a great disservice to itself and its children if Jerry Hobbs is deprived of his teaching license. California needs more teachers like him, teachers who think outside the box and solely through the lens of doing what is right for kids. I welcome the Committee to contact me further if they have any questions regarding my statement. Jerry Hobbs is an inspiration and deserves to keep his teaching license

I thank you very much for your time and consideration in this matter.

Most sincerely,

A black rectangular redaction box covers the signature of Jerry Hobbs. The name "Jerry Hobbs" is faintly visible through the redaction.

# **EXHIBIT Y**



April 8, 2019

Dear California Commission on Teacher Credentialing,

I worked with Jerry Hobbs at REACH Academy from January - March 2018. At that time, I was a new hire to REACH and also new to teaching Special Education in California. Previous to working at REACH, I taught at urban public schools on the East Coast for over 25 years.

REACH Academy is a very unique school, unlike any other campus I have ever worked at. Jerry Hobbs was the first colleague to come speak to me on my initial day of work, and gave me helpful information about the school's points system for students, the grading and discipline policies, and other pertinent information for starting at a new workplace. Jerry was the colleague at school who most regularly checked in with me to ask how I was doing and who generously gave of his time to answer any questions I had.

Teachers at REACH used positive behavior supports as a means to encourage students to attend school and earn their hours needed for credits. Jerry Hobbs had a great knack for being aware of what types of things would motivate students to want to come to school. For example, each teacher had a special snack that was available only in their room as an incentive for students to want to be in that room. Jerry's room was the cold cereal room -- the most popular "special" snack on campus! Additionally, Jerry spent his own time and money to outfit his classroom with restored retro furniture. While other classrooms had perfectly fine metal desks and chairs. Jerry's room had the ambience of a lovely home. As significant numbers of REACH students had spent time experiencing foster care, juvenile hall, or being homeless, the fact that Jerry created this homey environment for them in his room spoke volumes about how he cared for them. Each teacher was encouraged to have board games and other free time activities as incentives for students to finish their work and have tangible items to enjoy during free time. Here again, Jerry spent his own resources to provide video game systems that students could use when their work was completed. There were many times that students preferred to be in Jerry's room eating cold cereal, playing games, and hanging out than going outside during break times.

I would sometimes go into Jerry's room during my free period to ask him a question about work. My free period was during one of his teaching periods. Whenever I went into Jerry's room, it was evident that the day's class had been well-planned. Students

were generally on task, discussing a documentary related to the day's topic or working on a study packet that Jerry had put together to review key skills and vocabulary.

Similar to every school, students at REACH ran the gamut from cooperative to disruptive. Jerry was extremely knowledgeable about the personal situation of each student he worked with and showed great empathy for them. He was supportive, but not an enabler. He would go the extra mile for any student but also expected them to start developing some of the coping skills and academic skills that would help them once they left REACH. Students knew what to expect when they entered his classroom -- a well-planned lesson, a bowl of cold cereal during school store time, and the company of a teacher who consistently showed his commitment to REACH students. Jerry Hobbs' commitment to the academic and emotional well-being of REACH students is clear. Please contact me if you need additional information about this statement.

Sincerely,



San Diego, CA 92120