



Commission on Teacher Credentialing

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Division of Professional Practices

June 26, 2019

DPP #: 1-881346525

Jerry Leland Hobbs
3644 Wilson Ave.
San Diego, CA 92104

Dear Mr. Hobbs:

The Committee of Credentials, after careful review and consideration of the materials contained in your file, has determined to close its investigation and to recommend no adverse action at this time.

Date of Action: June 19-21, 2019

Sincerely,

Marc Malaspino,
Staff Services Analyst
Division of Professional Practices

cc: Grossmont Union High School District
Ellen N. Doty



Rothschild
Wishek + Sands LLP

May 23, 2019

HAND-DELIVERED 5/23/19

Committee of Credentials
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Re: Jerry Hobbs, CTC File No. 1-881346525

Dear Committee of Credentials:

You will be reviewing the case of Jerry Hobbs at your June 19-21, 2019 meeting. Mr. Hobbs's case is before you because he retired from the Grossmont Union High School District (Grossmont) effective May 16, 2018 while allegations were pending that he intimidated, harassed, and bullied staff and students. In reality, Mr. Hobbs had no such complaints against him until after he put in a formal complaint on February 26, 2018 alleging that the campus supervisor [REDACTED] had bullied and failed to protect students for years and that district administrators had done nothing to fix the issue. On February 28, 2018, Grossmont notified Mr. Hobbs that he was being placed on administrative leave and that they would investigate "his complaint." What followed was a targeted effort by a private investigator who did not investigate the complaint in earnest and instead sought out allegations against Mr. Hobbs. The district then moved to dismiss Mr. Hobbs based on these questionable allegations that conveniently only surfaced after he accused his administrators of violating special education law.

A HISTORY OF ADVOCATING FOR STUDENTS

Mr. Hobbs became a special education teacher and advocate in part because of his own experience growing up in the California public school system. As a student in foster care, he often did not get much support in the foster homes where he lived. Instead, it was his public school teachers who saw potential in him and lifted him up to academic and professional success (see Exhibit A). Knowing firsthand how difficult it is going through school as an at-risk youth, Mr. Hobbs has focused his career on being the same kind of teacher for his students as the teachers he had who made such a positive impact on his life.

It was with this mindset that Mr. Hobbs went to work at Grossmont, ultimately ending up at R.E.A.C.H. Academy. Mr. Hobbs's qualifications, both in terms of credentials and education, likely exceeded the typical applicant for the school sites where he taught. This appears to have rubbed some of Mr. Hobbs's administrators the wrong way, as Mr. Hobbs at times seemed to be more knowledgeable than his superiors were about special education law. Throughout his time working for the district, when Mr. Hobbs saw Grossmont violating the rights of special needs students, he was vocal about it. He notified his administrators repeatedly over e-mail about the need to address the serious violations on campus and in the district as a whole (see Exhibit B).

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HOBBS EXHIBIT A

In 2011, Mr. Hobbs submitted a complaint to the Office of Civil Rights alleging pervasive segregation at Grossmont by disability and by race. Specifically, special education students were highly segregated away from the general education population, and a large proportion of the students who were segregated in this way were students of color. Grossmont settled this matter with Mr. Hobbs by agreeing to take certain steps to resolve the issues (see e-mail from 2011 Special Education Director MarySue Glynn enclosed in Exhibit B). However, little was actually done over the coming years to follow through, prompting Mr. Hobbs to continue to follow up on this issue and try to bring about change. Director of Special Education ██████████ took particular offense to Mr. Hobbs's advocacy on the issue of segregation (see Exhibit A).

Mr. Hobbs was also acutely aware of another issue on the R.E.A.C.H. campus—rampant bullying, both bullying among students and bullying perpetrated by campus supervisor ██████████ against students. ██████████ would often yell at students, belittle them for their disabilities, and order them off campus. For Mr. Hobbs's teaching credential case, a private investigator interviewed two former students who described the bullying they experienced by ██████████ while they were students at R.E.A.C.H. Academy (see Exhibits C and D).¹ ██████████ also failed to protect the campus because, instead of patrolling the school, he would spend large amounts of time in his office on his personal cell phone. In his personal statement to the Committee of Credentials (Exhibit A), Mr. Hobbs explains why ██████████'s conduct risked violation of special education rights:

For example, when a fight or assault happens in an unsupervised area of the campus (because the Campus Supervisor is in his private office on his private cell phone), a Manifestation Determination Review (MDR) meeting is held by the IEP Team to determine whether the incident is related to the student's disability. It is possible that the MDR review could lead to either a 1) change of placement, or 2) to expulsion. Thus, negligent supervision can lead to a denial of FAPE (free and appropriate education).

Mr. Hobbs repeatedly e-mailed administrators about the bullying on campus and the issues with ██████████, but little to nothing was done and the problems continued. ██████████ per caught wind that Mr. Hobbs complained about him and lashed out, which Mr. Hobbs brought to the attention of administrators as well. Still, Grossmont did not fix this issue or address ██████████'s behavior in any meaningful sense, and ██████████ continued his problematic ways. After multiple informal notices to administrators without results, Mr. Hobbs finally submitted a formal complaint on February 26, 2018 after a particularly egregious bullying incident occurred (see Exhibit A). The Uniform Complaint accused Grossmont administrators of violating special education students' rights and of failing to correct the violations despite being notified about them. Mr. Hobbs followed up the original February 26th complaint with an updated version and ultimately noted approximately 40 students who may have been affected.

¹ Difficulty accessing technology made it challenging for these former students to print, sign, and scan their statements to the investigator. Instead, they reviewed the statements and e-mailed the investigator confirming their approval. These e-mail confirmations are included with the statements.

RETALIATION AFTER MR. HOBBS'S 2018 COMPLAINT

Just two days after Mr. Hobbs submitted his Uniform Complaint, Grossmont notified him that he was being placed on paid administrative leave (see Exhibit A). Mr. Hobbs was told that the district was going to look into the issues he raised in his complaint (see letter from [REDACTED] enclosed as Exhibit F). [REDACTED] told Mr. Hobbs that the district had retained an independent investigator to look into his concerns.

However, it is apparent that private investigator [REDACTED] promptly went to work investigating Mr. Hobbs rather than actually making a good faith effort to look into the complaint he had made. Mr. Hobbs provided [REDACTED] with the names of approximately 40 students to interview in her investigation of the bullying issue. He also provided her with hundreds of pages of documentation including his e-mail attempts to notify administrators about the problems and spreadsheets detailing the events that occurred (see e-mail from Mr. Hobbs to [REDACTED] enclosed as Exhibit B and spreadsheets enclosed as Exhibit G). Despite this, [REDACTED] only interviewed a single student in her investigation. We have no idea what the student actually said because either [REDACTED] neglected to take notes during the interview or Grossmont neglected to provide the student's statement to the Committee of Credentials. Although [REDACTED] interviewed 19 people according to her report, the only written statements provided to the Committee are statements from administrators airing their alleged concerns about Mr. Hobbs.

After declining to interview the bulk of the individuals who Mr. Hobbs listed as witnesses to his complaint, [REDACTED] concluded that Mr. Hobbs's complaint was unsubstantiated. [REDACTED] criticized Mr. Hobbs in her report for spending his own money on items such as snacks for the students and in the same report praised [REDACTED] for providing gifts and food for students. [REDACTED] claims that witnesses reported Mr. Hobbs making racist and sexist comments, but declines to state which witnesses made those claims or what the comments were. She notes the administrators' allegations that Mr. Hobbs physically intimidated and bullied them, with one administrator going so far as to suggest Mr. Hobbs was "mentally unstable."

ALLEGATIONS OF INTIMIDATING ADMINISTRATORS AND STAFF

The administrators' concerns appear disingenuous when the context is taken into account. First, [REDACTED] (Director [REDACTED], R.E.A.C.H. Academy Principal) and [REDACTED] (Administrative Services) were all Mr. Hobbs's superiors in his job. The idea that Mr. Hobbs bullied and intimidated them for years while they sat back and endured it does not make sense. During his years of work for Grossmont, Mr. Hobbs received no warnings about his supposed behavior or progressive discipline to address it before the sudden decision to move to dismiss him in the spring of 2018. Additionally, these same administrators gave Mr. Hobbs glowing evaluations, wrote him letters of recommendation, and even promoted him to a special 4/3rds contract that was sought after among the staff (see Exhibits A, H, and I).

In her 2016 evaluation (Exhibit H), Principal [REDACTED] said the following about Mr. Hobbs:

Overall, Mr. Hobbs excels in his ability to establish rapport with students; work together in a team environment with administration, other teachers, and support staff; his understanding of legislation around foster and homeless youth; and his ability to engage students who have an extremely diverse and range of educational and personal experience, including trauma; engaging students in their own learning and the evaluation of their own learning; and his advocacy for students in general. His understanding of how to structure support and work with students with behavior challenges is evident.

[REDACTED] noted that Mr. Hobbs "meets standards" in all categories. In her April 30, 2013 letter of recommendation for Mr. Hobbs to receive extra salary step credit for his related work experience (Exhibit I), [REDACTED] wrote the following:

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 ... 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.

[REDACTED] allegations against Mr. Hobbs are riddled with misinformation about what occurred during her time as Mr. Hobbs's administrator. She suggests that Mr. Hobbs approached her out of the blue and demanded to work as a Program Specialist. In reality, this position was part of Grossmont's settlement of Mr. Hobbs's complaint with the Office of Civil Rights (OCR). Rather than go through a full OCR investigation, Grossmont agreed in 2011 to take certain steps to address the segregation issue (see e-mails from 2011 Special Education Director [REDACTED] Exhibit B). [REDACTED] then misleadingly suggested to [REDACTED] that the steps Mr. Hobbs wanted the district to take were an example of him just trying to get his way rather than an agreed upon settlement to a legitimate claim. In her statement, she seems to refer to Mr. Hobbs filing complaints on behalf of his students as "caus[ing] problems." [REDACTED]'s apparent decision to deny the settlement and act as if Mr. Hobbs was being unreasonable does not diminish the validity of the complaint, nor does it reflect on Mr. Hobbs's performance as a teacher.

If Mr. Hobbs really was a racist, sexist, "mentally unstable" bully for years, then it is absurd that his administrators would have responded by giving him positive evaluations, favorable teaching assignments, and even a letter of support for a salary increase. It also does not ring true that it would just have happened to occur to the administrators to complain about Mr. Hobbs's alleged years of misbehavior right after he accused them of serious violations of education rights.

Grossmont's claims against Mr. Hobbs also suggest that he was sexist and had some kind of problem with women in authority. Enclosed are several prior letters of recommendation from various female supervisors Mr. Hobbs had over the years (Exhibit I), confirming that gender has nothing to do with his ability to work well with administrators.

ALLEGATIONS OF MAKING RACIST AND SEXIST COMMENTS

The idea that Mr. Hobbs had a reputation for being racist or sexist on campus also does not hold up. In fact, many of the alleged racist comments that Grossmont attributed to Mr. Hobbs were actually said by Mr. Hobbs's students (see Exhibit A). This suggests that [REDACTED] may have asked witnesses questions such as "Have you ever heard racist language in Mr. Hobbs's classroom?" and used the answers to paint a misleading picture of what had actually occurred.

Sworn statements from one current and one former R.E.A.C.H. Academy employee, both of whom worked there when [REDACTED] was conducting her investigation, confirm that Mr. Hobbs did not have a reputation for being racist or sexist (Exhibits J and K). In fact, Mr. Hobbs had an overwhelmingly positive relationship with students and staff alike. Witness statements from two former R.E.A.C.H. academy students also confirm that Mr. Hobbs did not have a reputation for being racist, and both expressed a highly positive experience with him as their teacher (Exhibits C and D).

In her sworn affidavit, R.E.A.C.H. Academy secretary [REDACTED] said the following about Mr. Hobbs (Exhibit K):

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 ... The teachers knew the kids loved being in his class. Kids would ask their teachers if they could go into Hobbs class.

[REDACTED] also sheds light on what Grossmont inaccurately characterized as a meeting where students wrote an anonymous letter that did not mention Mr. Hobbs by name but that supposedly everyone understood was meant to call him out for his racism. In fact, what actually happened was the students wrote letters giving feedback about all the teachers and staff, and the letters were then presented at a staff meeting. This was not a meeting about Mr. Hobbs's alleged racism. [REDACTED] explains:

Those letters the kids wrote talked about all of us. They talked about who the motherly person at the 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.

Another R.E.A.C.H. Academy staff member who worked with Mr. Hobbs when this investigation took place was [REDACTED]. In his sworn affidavit (Exhibit J), [REDACTED] said the following:

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 towards students or staff.

Mr. Rodriguez goes on to describe Mr. Hobbs as "a big teddy bear" who is "very empowering to students and teachers" (Exhibit J). This sentiment is backed up by the former students our investigator interviewed. In his statement (Exhibit C), former student [REDACTED] said:

Mr. Hobbs was the best teacher at that school. Mr. Hobbs showed me respect as a person ... He did his job exceptionally well. He was better than any other teacher I ever encountered. He made a huge difference in my life.

Former Student [REDACTED] said the following in his statement (Exhibit D):

Mr. Hobbs was a great teacher. If Hobbs hadn't worked with me and helped get me together, I don't think I would have graduated. He put a lot of effort into me and made a big difference for me ... Mr. Hobbs is a very good guy. I feel the accusations about him are ridiculous.

Grossmont has not provided a single witness statement, sworn or unsworn, from any specific student accusing Mr. Hobbs of being racist or a bully. Instead, the district has thrown together a list of unattributed comments and has not specified who said that Mr. Hobbs said what or what the context was. Some of the allegations appear to be gross mischaracterizations of completely appropriate interventions with students, which Mr. Hobbs explains in his statement (Exhibit A).

It is possible that some of those who were interviewed by [REDACTED] had simply described incidents of Mr. Hobbs doing a specific teaching method in order to redirect students away from using foul language. R.E.A.C.H. Academy was a school where many of the students had serious behavioral needs and were often prone to escalation. This increased the importance of de-escalation while teaching students about proper behavior and language. In his statement (Exhibit A), Mr. Hobbs explains:

[REDACTED] Site Administrator at R.E.A.C.H. Academy, taught me to use an RDR strategy of Reflect, Deflect and Redirect.

This means, acknowledge what the student said (ex. "I hear you saying X"), deflect (usually with a humorous remark), and redirect the student toward something productive. When I initially attempted to deploy this strategy when coming to R.E.A.C.H. Academy from a comprehensive high school campus (Granite Hills High) I wasn't very successful. I would try to avoid what the students ACTUALLY SAID during the "Reflect" phase. But, my student[s] simply weren't having it. They'd get stuck on my summation of what they said because, well, it really wasn't what they said.

Overtime, I began to repeat exactly what was said because, to do otherwise could lead to escalation. The bulk of the instances where I have been accused of making inappropriate comments seem to actually be instances where a student made an inappropriate comment and I used the RDR method in response. The RDR Strategy was effective and was frequently observed by principal [REDACTED].

MR. HOBBS DESERVES TO MAINTAIN HIS TEACHING CREDENTIALS

Jerry Hobbs is a beloved and effective special education teacher who is an asset to the California public education system. Enclosed are 14 support letters from Mr. Hobbs's colleagues, including fellow teachers and staff from R.E.A.C.H. Academy, family members of former R.E.A.C.H. students, other fellow educators, and former students. The letters describe Mr. Hobbs as an unyielding advocate for special needs students with a collegial attitude that made it easy for him to get along with others on staff.

One letter came from [REDACTED] a retired public school teacher who taught for more than 30 years in California school districts. She met Mr. Hobbs in college and later taught with him at Temecula Valley High School. In her letter (Exhibit L), [REDACTED] writes:

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 ... 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.

[REDACTED] also comments on Mr. Hobbs's advocacy:

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 ... 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.

Another letter came from Patti Smith, former Deputy County Counsel with the Riverside Office of County Counsel. Ms. Smith worked with Mr. Hobbs as a colleague Trustee for the Temecula Valley School District. In her letter (Exhibit M), she writes:

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 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."

In a very real way, Mr. Hobbs was a kind of superhero for the students he taught, particularly at R.E.A.C.H. Academy. The sister of one of Mr. Hobbs's former students named [REDACTED] wrote the following in support (Exhibit N):

I am 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 ... 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 ... 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.

In his support letter (Exhibit O), former student [REDACTED] writes:

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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.

CONCLUSION

The evidence before the Committee of Credentials strongly suggests that Grossmont's allegations against Mr. Hobbs were retaliation in response to his formal complaint implicating his administrators in what appear to have been legitimate allegations of misconduct. Students' statements that Mr. Hobbs has provided to the Committee confirm that the bullying issue was real and serious, and e-mails provided show that Mr. Hobbs had made a substantial effort to make the district aware of the problem. The formal complaint seems to have been a last resort, and Mr. Hobbs has paid a significant price for his advocacy. The only written statements that the Committee has against Mr. Hobbs are from administrators who were implicated in his Uniform Complaint, and these are not statements signed under oath. The Committee has two statements signed under oath from R.E.A.C.H. Academy staff who worked at the school in the 2017-2018 school year and who strongly refute the way Grossmont has portrayed this teacher.

Mr. Hobbs asks that the Committee of Credentials review the questionable evidence provided by the district in light of his advocacy for his students—advocacy that occurred just two days before he was placed on administrative leave. He hopes that the Committee can come to a just result in his case and will allow him the option to return to the classroom in the future.

Very truly yours,



Ellen N. Doty
edoty@rwslaw.com

END/bh

Enclosures: See Index of Exhibits
cc: Jerry Hobbs

INDEX OF EXHIBITS

Exhibit A: Personal Statement of Jerry Hobbs

Exhibit B: E-mails Between Mr. Hobbs and Grossmont Unified High School District Re Problems in the District and Violations of Students' Rights:

- June 9, 2011 E-mail from Special Education Director MarySue Glynn Re Resolution of Mr. Hobbs's OCR Complaint
- August 1, 2011 E-mail from MarySue Glynn Re Inclusion Support Specialist Job Position
- October 15, 2014 E-mail from Mr. Hobbs to [REDACTED] Re Failure to Address Issues in OCR Complaint & Related E-mails
- March 1, 2017 E-mail from Mr. Hobbs to [REDACTED], Jaime Symons, and Lauren Basteyns Re Lack of Proactive Campus Supervision
- March 2, 2017 E-mail from Mr. Hobbs to [REDACTED]s and [REDACTED] Re Issues with Campus Supervisor
- May 25, 2017 E-mail from Mr. Hobbs to R.E.A.C.H. Academy Staff Re Bullying on Campus
- February 26, 2018 E-mail from Mr. Hobbs Containing Uniform Complaint on Behalf of Student D.G.
- February 27, 2018 E-mail from Mr. Hobbs to [REDACTED] and [REDACTED] Re Failure to Address Issues with Campus Supervisor
- March 5, 2018 E-mail from Mr. Hobbs to [REDACTED] Re Witnesses
- March 6, 2018 E-mail from Mr. Hobbs to [REDACTED]per and [REDACTED] Re Allegations Against District of Failure to Protect Students from Harassment and Discrimination
- March 13, 2018 E-mail from Mr. Hobbs to [REDACTED] Re List of Students Who Have/May Have Been Bullied
- March 14, 2018 E-mail from Mr. Hobbs to [REDACTED] Re Amended Uniform Complaint Including Approximately 40 Potential Student Victims

Exhibit C: Statement of [REDACTED], Former Student at R.E.A.C.H. Academy

Exhibit D: Statement of [REDACTED], Former Student at R.E.A.C.H. Academy

- Exhibit E: February 26, 2018 Uniform Complaint for Failure to Act on Bullying and Harassment
- Exhibit F: March 7, 2018 Letter from [REDACTED] to Jerry Hobbs Re Uniform Complaint Investigation
- Exhibit G: Spreadsheets Mr. Hobbs Provided to Grossmont's Investigator [REDACTED] Cataloguing Bullying and Other Issues at the District, Mr. Hobbs's Attempts to Notify Administrators, and Apparent Retaliation
- Exhibit H: 2009, 2010, 2014, and 2016 Teaching Evaluations
- Exhibit I: Prior Letters of Recommendation from Mr. Hobbs's Former Supervisors
- Exhibit J: Sworn Affidavit of [REDACTED], Former R.E.A.C.H. Academy Employee and Current Math Teacher at El Cajon Valley High School
- Exhibit K: Sworn Affidavit of [REDACTED], School Secretary, R.E.A.C.H. Academy
- Exhibit L: Support Letter from [REDACTED], Retired Educator
- Exhibit M: Support Letter from [REDACTED], Retired Attorney and Former Trustee for the Temecula Unified School District
- Exhibit N: Support Letter from [REDACTED], Sister of Mr. Hobbs's Former Student
- Exhibit O: Support Letter from [REDACTED], Former Student of Mr. Hobbs
- Exhibit P: Support Letter from [REDACTED], Former Instructional Assistant, R.E.A.C.H. Academy
- Exhibit Q: Support Letter from [REDACTED], Parent of Mr. Hobbs's Former Student
- Exhibit R: Support Letter from [REDACTED], Former Student Teacher, R.E.A.C.H. Academy
- Exhibit S: Support Letter from [REDACTED], Butte County Office of Education
- Exhibit T: Support Letter from [REDACTED], Mr. Hobbs's Daughter
- Exhibit U: Support Letter from [REDACTED], Former R.E.A.C.H. Academy Employee and Current Math Teacher at [REDACTED]

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- Exhibit V: Support Letter from [REDACTED], Retired Kaiser Permanente Regional Human Resources Manager
- Exhibit W: Support Letter from [REDACTED], School Secretary, R.E.A.C.H. Academy
- Exhibit X: Support Letter from [REDACTED], Former Teacher at R.E.A.C.H. Academy and Current Employee at Interagency Alternative Schools, Fairfax, Virginia
- Exhibit Y: Support Letter from [REDACTED], Special Education Teacher and former R.E.A.C.H. Academy Employee

EXHIBIT A

Dear Committee of Credentials,

My name is Jerry Hobbs, and I am a special education teacher as well as an advocate for the rights of students with special needs. I became a special education teacher in part because of my own experience with the public education system. Growing up in foster care, I found little support in the various homes where I was placed. It was through my incredible teachers believing in me, encouraging me, and enabling me to succeed that I have been able to accomplish all that I have in my education and career. I have dedicated my career to standing up for the rights of special needs students, choosing to teach in the most challenging sites with the greatest need.

This is why I decided to work at R.E.A.C.H. Academy, a school where the most struggling students in the Grossmont Unified High School District (GUHSD) are placed. I became a valued employee at the district, widely requested by students and entrusted by administrators. I was even given a special 4/3rds contract, a desirable teaching assignment that was approved by Rose Tagnesi, director of special education. However, while working at R.E.A.C.H. I observed multiple violations of students' legal rights, including the campus supervisor bullying students for their disabilities and failing to provide adequate security for a safe school. I made numerous attempts to bring these issues to the attention of administrators, but virtually nothing was done. It was only after I submitted an official uniform complaint about the violations that I was put on administrative leave and informed that there were allegations against me. These allegations were brought primarily by administrators who were implicated in the misconduct I had reported. I truly believe that these allegations were made in retaliation against me for bringing the complaint against my district.

Before Monday, February 26, 2018 at 3:31 pm, the day I filed the uniform complaint, my principal [REDACTED] and I enjoyed a positive, productive relationship built on honesty, trust and on a mutually strong commitment to students with behavioral and emotional disabilities. In her last formal evaluation of my job performance (June 2016), [REDACTED] noted the following:

Informal observations have been conducted weekly since the start of the school year in all three periods that Mr. Hobbs teaches, as well in IEP meetings and in his work as the independent study teacher at R.E.A.C.H. Academy. Mr. Hobbs also served as department chair for the second semester and collaborated with his colleagues and administration to disseminate information and promote positive school climate. Mr. Hobbs provides leadership on campus and has been a great support to administration. Overall, Mr. Hobbs excels in his ability to establish rapport with his students; work together in a team environment with administration, other teachers, and support staff; his understanding of legislation around foster and homeless youth; and his ability to engage students who have an extremely diverse and range of educational and personal experience, including trauma, engaging students in their own learning and the evaluation of their own

learning; and his advocacy for students in general. His understanding of how to structure support and work with students with behavior challenges is evident.

[REDACTED] further rewarded my hard work by advocating for me to be awarded a 4/3rds contract (2016/17 & 2017/18) in order to teach Independent Study and Transition to R.E.A.C.H. Academy students. It should be noted that this "plum" special 4/3rds contract had to be approved by [REDACTED]. In addition to this "plum assignment", [REDACTED] also regularly advocated for me to teach Summer Sessions (5 or 6 summers) even though the contract rules required a rotation of teachers. On two occasions, [REDACTED] also wrote strong letters of reference to the National Endowment for the Humanities in order that I would be awarded teacher's grants to study in London/Amsterdam and in Colorado. [REDACTED], Administrator at R.E.A.C.H. Academy, also wrote a very positive evaluation (2014). Rose Tagnesi, Director of Special Education, also wrote a very positive formal evaluation (June 2012), preceded by a glowing evaluation from [REDACTED], Principal at Granite Hills High School (October 2010).

For my entire career in public education (serving as a general education and special education classroom teacher, Program Specialist for Inclusion Support, and School Trustee) I've never received anything but exemplary or even laudatory evaluations. Additionally, I've never been formally disciplined or had any steps of progressive discipline taken---prior to the GUHSD Board action of May 2018 recommending my dismissal from the district. At the same time, I have always been known as a fierce advocate for disadvantaged students---poor, minority, homeless, foster and unaccompanied older youth. Those who know me well can attest to my absolute commitment to social justice and to access and equality for all.

What happened on February 26, 2018 at 3:31 pm that made the GUHSD begin a concerted effort to assassinate my character? Why was I placed on paid administrative leave on February 28, 2018? How did I go from passionate social justice advocate and an exemplary National Board Certified Teacher (NBCT) who holds five (5) secondary endorsements, a Clear Level II Education Specialist credential and is eligible for an Administrative Credential, to someone who is suddenly "unfit to teach"? I truly believe that this sudden decision to portray me as a bully, a racist, and a sexist, only after I made an official complaint against my district, was an effort to both push me out and to give the district an out for doing so. Legally, the only way my employer could justify getting rid of me after I made such a complaint is if the GUHSD could craft an argument that they would have fired me anyway. Given my overwhelmingly positive record, it would have been impossible for the district to make that argument without manufacturing some sort of allegations. The documents included in my written submission demonstrate that I did not in fact have the reputation that has been described and that the allegation that I bullied students and staff has no merit.

Emails going back to 2014 clearly show that I was raising issues about the lack of active, campus supervision and about campus safety at R.E.A.C.H. Academy. These are important concerns because R.E.A.C.H. Academy is a district school of last resort (before a highly restrictive Non-Public school or Juvenile Justice Court school) for students with disabilities. At R.E.A.C.H.

Academy, we typically enrolled the most behaviorally challenged twenty-five (25) students out of a high school district with 21,000 students in grades 9-12. All of the high school students at R.E.A.C.H. have either been expelled or have faced multiple suspensions at their comprehensive high school campuses. Many have already been expelled from the district's alternative school (Chaparral High). Three of the most common reasons that students with disabilities are sent to R.E.A.C.H. Academy are: 1) verbally or physically assaulting other students or school staff, 2) Distribution of drugs, and/or 3) Pimping/Pandering or Prostitution. Students do not qualify to attend R.E.A.C.H. as an intervention for poor attendance. To come to R.E.A.C.H. students must present with significant challenging behaviors or mental health issues (i.e. anxiety, depression, Borderline Personality Disorder, Narcissistic Personality Disorder, Anti-Social Personality Disorder, emerging Schizophrenia or Psychosis, etc.). In short, R.E.A.C.H. Academy is a small school alternative (typically 25 students) for students who would otherwise have been expelled had it not been for the protections of the Individuals with Disabilities Act-2004 (IDEA).

The District's failure to address the documented campus safety concerns from 2014-2018 created several situations where students were effectively denied an "appropriate education" in the least restrictive environment. For example, when a fight or assault happens in an unsupervised area of the campus (because the Campus Supervisor is in his private office on his private cell phone), a Manifestation Determination Review (MDR) meeting is held by the IEP Team to determine whether the incident is related to the student's disability. It is possible that the MDR review could lead to either a 1) change of placement, or 2) to expulsion. Thus, negligent supervision can lead to a denial of FAPE (free and appropriate education). As important, not properly supervising a campus like R.E.A.C.H. can lead to assaults on staff and other students. These assaults did happen at R.E.A.C.H. Academy.

The district's position that I bullied students and staff and intimidated administrators simply isn't plausible. R.E.A.C.H. Academy is a small, alternative school with only 5 buildings. We have a full-time, on-site administrator with 16 other adult staff. Yet, the district would have you believe that, although witnessing my supposed racial and gender bias for four years, they chose to do nothing? Further, it simply isn't plausible that all of the district administrators up the chain of command were so afraid of me that they chose to be subjected to harassment and bullying. These administrators were my superiors and could have taken disciplinary action at any time if I had been acting as described. Think about it: The District's position is that I maintained absolute control over a Site Administrator, a "remote" Director of Special Education and even more remote [REDACTED]s. The district now claims that I had been bullying administrators for years, yet these same administrators always gave me positive evaluations and favorable teaching assignments.

These are the facts. On Monday, February 26, 2018 at 3:31 pm., after nearly four years of asking the district to address the significant campus supervision and safety issues on my campus, I filed a Uniform Complaint with [REDACTED] asking the district to investigate the on-going, severe and pervasive harassment and bullying of students at R.E.A.C.H. Academy by the school's campus supervisor. I followed up this Uniform Complaint the next day with two additional emails, updating, clarifying and finalizing

the Uniform Complaint . I initially filed the original complaint for only one student but, within a few days, notified the district that my complaint was really about a class of students (40 or so) who were current or past students. Names were provided as well as contact details for former staff who may have witnessed the yelling, screaming, intimidation, and belittling heaped on my students by a Campus Supervisor who was, not in fact, supervising our campus for most of his workday. An incident during 4th period on February 26, 2018 involving the bullying and harassment of a foster care group home resident/student was the straw that broke the camel's back and made me feel I had no choice but to file a formal complaint. This student had been complaining about being bullied and harassed for over a year. I was the student's assigned Advocate Teacher (district-assigned title). Therefore, it was entirely appropriate that I intervene to stop the bullying/harassment by requesting a district investigation and action.

Prior to the date of my Uniform Complaint (February 26, 2018, 3:31 pm) there is a long paper trail (nearly 300 pages) documenting communications and meetings with district staff (Site Administrator, Assistant Director of Special Education, Director of Special Education and even with the Human Resources Department regarding three campus safety issues: 1) the complete lack of active supervision by a classified Campus Supervisor because he was in his office conducting personal business resulting in fights, assaults, drug deals, pimping/prostitution arrangements being made in common areas like the Quad, 2) the Campus Supervisor's failure to respond to calls for help from teachers and staff via our two-way radios because he was in his office, on his cell phone with parents of student athletes not attending R.E.A.C.H., 3) the Campus Supervisor, after a long absence in his office, would come into the Quad or common areas escalating students who were already agitated after a negative interaction with other students or staff by screaming, "roasting" or otherwise intimidating students, 4) the Campus Supervisor asking students taking a "time out" in the Quad questions like "why are you even here?" or "Why don't you just leave?", "Why are you wasting your time and taking up space here?" etc. and 5) the Campus Supervisor actually making fun of a student's mental health issues as nothing more than an excuse used to explain bad behavior.

Representatives of the Human Resources Dept of the GUHSD came to R.E.A.C.H. Academy during the late morning of Wednesday, February 28, 2018. I was called into my administrator's office at that time. I was asked to surrender my I.D. Badge and keys and was told that I was being placed on paid administrative leave while my complaint was being investigated. But, the district then realized that, to protect itself from a claim of retaliation by a whistleblower, it must show that, even though it did retaliate, it had other, "legitimate" reasons to take the adverse action against me. This is called an Affirmative Defense. Thus, the district, in its haste to deal with my persistent whistleblowing regarding the bullying/harassment and campus safety issues, took an adverse action (administrative leave) within 24 hours of my finalized Uniform Complaint being filed on February 27, 2018.. Once the adverse action was taken, the die was cast. After seeking legal counsel, the District no doubt learned that it needed to find a "legitimate" reason to take the adverse action since taking such action immediately after a teacher participated in a "protected activity" (reporting violations of Section 504 and IDEA-04) would certainly be viewed as whistleblower retaliation---especially given the four year, written record of whistleblowing.

This is why nearly all of the allegations leveled by the GUHSD appear to be shadow boxing----elusive and vague swings at my character. No dates. No times. Not even specific names of those who personally witnessed the egregious behavior. Just wild swings into the air and broad, generalized allegations of how long (4 years) this behavior had been occurring. These allegations are not supported by specific witness statements sworn under oath. The allegations not supported by any contemporaneous emails/notes/written material documenting even a single incident.

After I was put on paid administrative leave, my administrators informed me that they were going to investigate "my complaint." They hired an outside investigator, [REDACTED], under the guise that [REDACTED] would conduct an impartial investigation. However, I believe that what followed was a calculated effort by [REDACTED] to uncover evidence of misconduct against me to serve the district's purposes. I provided Ms. Liberati with approximately 300 pages of date/time stamped documentation of my efforts to address the bullying and other issues, as well as the names of approximately 40 students to interview about it. According to her own report, [REDACTED] chose to interview only a single student, and she dismissed the documentation that I provided to her. Instead of actually investigating my claims, she interviewed people who for the most part would have had no knowledge about them and then reported back that my complaint had not been substantiated. Several of my colleagues who were questioned by [REDACTED] have informed me that she was highly aggressive and was unwilling to listen to positive statements about me. Following her "investigation," [REDACTED] produced an investigation report that primarily consists of her own notes from interviews with administrators expressing their newfound negative opinions about me. These are the same administrators that are implicated in my uniform complaint.

Much of the complaints in [REDACTED] report come from Director [REDACTED]. All of [REDACTED]'s allegations against me are either mischaracterizations or completely false. [REDACTED]'s negative opinion about me likely stems from her own failure to comply with the result of my complaint with the Office of Civil Rights years ago regarding the district's systemic segregation of students by disability and by race as a result. Following my complaint, the district agreed to take a number of steps to correct the segregation issue. When the time came to actually follow through with the plan, [REDACTED] flat out told me that we would not be doing any of what was agreed. After I called her out on this, she became offended. When I made my complaint in February of 2018, [REDACTED] is one of the administrators who I cited as culpable for violation of special education students' rights. I believe this is why she suddenly had a list of allegations against me that materialized only after I made the uniform complaint.

I will now address the other allegations that have been made against me, some of which appear to be mischaracterizations of actual events. In order to understand my case, it is important to understand the type of school that R.E.A.C.H. Academy is and the teaching methods that are necessary at such a school. Students at R.E.A.C.H. Academy have trouble managing their feelings, emotions and behaviors. That's why they are placed at R.E.A.C.H.

Academy by the IEP Teams. Over the years, many of my students simply learned certain survival behaviors that work in the streets but aren't effective for them in school. A big part of my job as the Social Studies and Transition Skills teacher at R.E.A.C.H. Academy was to teach my high school students how to have their needs met while still exhibiting appropriate school and workplace behaviors. This wasn't always easy since some regularly deployed an arsenal of behaviors that have been described by others as "temper tantrums". My students scare most teachers---especially the students who've already punched or kicked or even viciously verbally assaulted a teacher or staff member.

My personal background and professional training, however, gave me insight to see that behavior is nothing more than a language. When framed this way, it is much easier to build relationships with students with challenging behaviors. In other words, by focusing on the underlying need that the behavior is trying to meet, inappropriate behavior can be ignored or put in the proper perspective. This allows positive relationships to be built with even the most challenging student. Most importantly, students can very explicitly be shown HOW to have a particular need met without making threats or being verbally or physically assaultive. Often, teachers tell a student what NOT to do but don't explicitly teach students what positive options exist to their inappropriate or assaultive behaviors. I tried to make the implicit explicit.

My "Intervention by Prevention" approach to teaching at R.E.A.C.H. Academy required that I deploy some unconventional methods to deflect distracting or inappropriate comments (rather than to give them "power"). Because of my "Intervention by Prevention" approach to working with my students, I was able to write a small handful (maybe 8 or 10) behavioral referrals each year. Assaults were rare in Room 4 (my classroom) and staff and administrators always laughed and feigned surprise when an incident actually occurred in Room 4. Some of my teaching colleagues, working on the same campus, wrote 150+ behavioral referrals each year. Those colleagues usually became progressively more unhappy with their teaching assignment since students with emotional disturbance typically target and openly challenge teachers they did not like or respect.

[REDACTED], my first Site Administrator at R.E.A.C.H. Academy, taught me to use an RDR strategy of Reflect, Deflect and Redirect. This means, acknowledge what the student said (ex. "I hear you saying X"), deflect (usually with a humorous remark), and redirect the student toward something productive. When I initially attempted to deploy this strategy when coming to R.E.A.C.H. Academy from a comprehensive high school campus (Granite Hills High) I wasn't very successful. I would try to avoid what the students ACTUALLY SAID during the "Reflect" phase. But, my student simply weren't having it. They'd get stuck on my summation of what they said because, well, it really wasn't what they said. Overtime, I began to repeat exactly what was said because, to do otherwise could lead to escalation. The bulk of the instances where I have been accused of making inappropriate comments seem to actually be instances where a student made an inappropriate comment and I used the RDR method in response. The RDR Strategy was effective and was frequently observed by principal Lauren Basteyns.

From 2012 to my departure in Spring 2018, I was quite happy to work at R.E.A.C.H. Academy. I was able to teach Social Studies. We implemented Schoolwide Positive Behavior Support (PBIS) and [REDACTED] and later [REDACTED] allowed me to create a classroom reward system that supported the schoolwide "point & levels" system of PBIS. Eventually, I would break our 90-minute blocks into sections of direct instruction, seat work followed by a "choice activity" in the last 20 minutes of the period for all those who earned 9 out of 12 behavior points. As time progressed, I eventually removed all of the district furniture and purchased vintage and mid-century modern furniture that was more stylish and comfortable. I was trying to provide a more college study room experience for my students. Eventually, I would buy and equip four (4) large screen televisions and equip each with an Xbox system and sound system to better support choice time. I purchased a myriad of appropriate games---mostly Madden (Football), NBA (Basketball), Soccer and Forza (Racing) games. Additionally, I set up a juice/drink bar and often made grilled cheese sandwiches, waffles and other student-requested food during choice time.

Before long, my classroom was acknowledged throughout the district as a positive example of what could be achieved with PBIS. Student achievement skyrocketed, test scores improved, and students often reported to R.E.A.C.H. staff that "the only reason I come to school is because of Hobbs". They meant, of course, that they enjoyed looking forward to "choice time" where they often bonded with my two instructional aides (both also coaches) and with me. Most importantly, behaviors improved, and learning was taking place. My room became a "safe zone" for many students who were experiencing bullying and harassment on the campus, so they often spent their lunch time in my classroom.

The GUHSD alleges that I am a misogynist and a racist in spite of the fact that it is well-known throughout the district that I am a fierce advocate for my diverse but disadvantaged students. All of the cases in which I locked horns with the district occurred over my strong advocacy for my students and had nothing to do with the gender of the administrator I was addressing. What I have no patience for is incompetence and indifference to the safety needs of my students. I haven't found that incompetence and indifference are gender-based. The district allegations fly in the face of everything I stand for, everything I taught and, in fact, everything the district knows me to be. But I believe the allegations weren't designed to be truthful. They were designed to get me to resign or retire from the district.

Bantering (good-humored teasing) was often deployed at R.E.A.C.H. Academy by staff (not just me by any stretch) as a way of reducing anxiety and redirecting students who were agitated and prone to escalating. What is also important to note, is that bantering (I liked to call it), was part of the culture of R.E.A.C.H. Academy. Rightly or wrongly it just was. I didn't create the school culture. I was simply adapting to it. An example: My Instructional Assistant [REDACTED] and teacher colleague [REDACTED] greeted me nearly every morning with something like "Good Morning Old Man! Given your age it's always good to see you made it another day!" Did I get offended? No. This type of banter among staff and students may not be the norm at a conventional high school campus, but at R.E.A.C.H. academy it was actually a safety feature in reducing tension and establishing positive relationships.

The GUHSD alleges that a series of comments I made regarding women wearing aprons were somehow meanspirited and misogynistic. Actually, many of these comments were not even made by me. The comments were an extension of a schoolwide joke that started the day after the 2016 Presidential Election. [REDACTED] (our School Secretary) and I were lamenting Donald Trump's "Make America Great" campaign and what it might mean for women. I'd contributed over \$1,000 to the Hilary Clinton campaign and worked at Democratic Headquarters in San Diego phone banking. [REDACTED] was notorious for attending Women's Marches and Social Justice events. Honestly, we were wallowing in our misery in the front office when someone reminded Karen that we were having a schoolwide barbeque and needed to find the aprons. Karen often took the aprons home to launder them after our school events. As would so often happen at R.E.A.C.H. Academy, the "apron thing" became about all women needing to buy/use aprons since Trump was going to "Make America Great Again".

We all thought these were code words for reliving the 1950s. As the weeks and months moved along the "apron joke" persisted and would be heard around campus. The joke---as it evolved---was often not even brought up by me but by other staff carrying it forward. Nearly all the remarks about "barefoot in the kitchen", "ladies put on your aprons" etc. came from this initial conversation with [REDACTED], our Administrative Assistant. Even the alleged remark about "women better fall in line behind men" is a mischaracterization of this extended joke. During a fire drill, we were evacuating the school. I believe it was Karen N. who was ahead of me in line. We joked that, now that we're "Making America Great Again" she should be behind me in the line or something to that effect. Again, political irony and humor. In many, if not most, of the new iterations of the apron joke, I was not even an active participant. The humor had legs of its own because of the irony everyone saw in it.

The GUHSD attributes the use of the "bitch" word to me. This word was used a great deal on our campus, nearly as much as the "f-word" and, interestingly enough, not usually in specific reference to women. Our campus was around 80% boys, most from Southeastern San Diego and most used lots of street slang. They used "bitch" to indicate dominance or the lack of dominance. Bitch was rarely even used to describe gender; it was more often used to describe a certain behavior. Depending on enunciation and intonation, the boys used "bitch" to identify a two-faced coward, a snitch, anyone who was weak or someone who had turned on you. Sometimes it was even used in a greeting amongst friends, "Hey, what you bitches doin'?" even though everyone in the group is male. On nearly a daily basis staff would hear one boy say to another, "I ain't your bitch" or "I ain't nobody's bitch." This was important for them to establish at R.E.A.C.H. Academy since we had the toughest kids in the district, and you didn't want to get labeled a "bitch" by the other boys. To my best recollection, even the allegation about "is your boss a bitch?" was actually a new student asking another student if our principal [REDACTED] was a bitch. When intervening, I said something like, "My boss, who runs this school, is not a bitch"---meaning that she is not weak or two-faced. I only ever used words such as "bitch" when repeating what a student had just said as part of the RDR strategy.

The GUHSD also alleges that I suggested to one of my female students that she'd end up on El Cajon Blvd (the local hotspot for prostitution). This allegation stems from a systemic problem in the GUHSD that manifested itself at R.E.A.C.H. Academy. The district had a policy of sending students on probation for pimping and pandering to R.E.A.C.H. Academy since this was an "acting out" behavior. But the district also sent girls who were in the Commercial Sexual Exploitation of Children program (i.e. victims of child trafficking) to R.E.A.C.H. Academy. This meant that the young "wanna be" pimps were placed in very close proximity with the girls who had already been exploited. This was of particular concern at R.E.A.C.H. since our Campus Supervisor was often hiding out in his office and was not actively supervising the campus. On one particular day, during Transition Class, one of the Exploited female students was frustrated with finding a job. She blurted out, "This is bullshit Hobbs!!! Why should I do all of this for \$10.00 an hour when I can make \$600 a day on my back." (yep, true story). I kept a calm demeanor and redirected her back to her job search. After class I asked the student to stay back to talk with [REDACTED] (a Rehabilitation Specialist employed by Vista Hill Mental Health Program) and I about what might be going on. I was concerned because a few days earlier while enjoying lunch in the Quad I saw this student at the blue tables with two of the known pimps on campus. After seeing that at lunch, I asked her what was going on and she was honest. She noted that they were "tryin' to get me back in the business."

Given all of this information, [REDACTED] and I talked with the student and were brutally honest about, despite their sweet words and loving tones, these two boys had only one objective---to see her on El Cajon Blvd. I followed this conversation up with several more conversations with the student's Vista Hills therapist and with our Site Administration. There was not a noticeable change in the level of active supervision provided by the district in the coming weeks since our Campus Supervisor had been allowed to conduct personal business instead of doing his job. Sadly, it was rumored that the young lady returned to 'the life' sometime after these conversations and attempted interventions. But, at no time was the "you'll end up on El Cajon Blvd" meant as a pejorative. It was part of a larger attempt to intervene to protect her. I have no recollection whatsoever of saying anything about Ms. [REDACTED] (my Site Administrator) being involved in prostitution, and I can't imagine saying such a thing. I think someone is embellishing here to serve a purpose.

The GUHSD alleges that I made some "panty joke" about a female colleague's underwear. What actually happened was that [REDACTED], our Dept. Chair, was visiting my room during my 1st period Prep. Coincidentally, one of our most provocative senior students was already in my room enjoying a bowl of cereal and milk since he did not qualify for the free and reduced breakfast program. [REDACTED] and I were attempting to have some fairly serious problem-solving discussions about how to better align our classroom policies and procedures to support each other and student success. Alignment wouldn't be easy since [REDACTED] wrote disciplinary referrals as a classroom management tool (150+/- per year) while I tended to prefer other methods of behavior management. [REDACTED] felt that I might be inadvertently undermining some of her procedures by not "sticking with the program with fidelity" (her words) (rigidity, my words). We finally compromised and I agreed to incorporate some of her classroom rules/procedures into my classroom.

Overhearing this, the student blurted out something like, "Oh, geez, Hobbs are you gonna start wearing her panties now too?" At this point either [REDACTED] or I (I honestly can't remember which of us responded first) said something like, "Yeah, sure, it'd be hilarious to see [REDACTED] in [REDACTED]'s [REDACTED] underwear." The bantering went back and forth between [REDACTED] and the student and me and the student. Our deflection and redirection worked. The student went back to eating cereal and we went back to our discussion. As far as I knew, neither of us took this incident seriously nor did we give it any weight in our day. I was, of course, surprised to see it as an "allegation" when nothing more was said to me, to my administrator or to anyone else. It seemed like a "non-event" in the life of a R.E.A.C.H. Academy teacher. Of course, if the bantering had truly offended Denise, I absolutely would have offered a sincere apology for trying to deflect in that manner. However, I suspect that Ms. Lepard was critical of me during the course of Ms. Liberati's investigation primarily because she knew she would be able to take over my 4/3rds contract if I was pushed out.

Regarding the alleged use of racist remarks, many of the quotes in the statement of charges are actually statements that others made, not me.. Many, like the "are you an inhouse nigga or an outhouse nigga?" quote comes from films I showed in my Social Studies classes. In this case, the film was, *The Butler*. The district has attributed that phrase to me when I did not use the phrase except in relation to explain the film, the phrase's implications, or as part of a redirection. I will note, however, that my students used the phrase repeatedly (relentlessly) after we saw the film together. I modeled my Social Studies curriculum off of the groundbreaking work of Dr. Eleanor Alexander from Georgia State University. Dr Alexander studies history using a Reel History (Popular Film) vs. Real History (Original History Documents or Articles). My typical routine was to study some historical event through an event or document-based lesson. After several lessons, including seatwork, we'd watch a film or portions of a film. Then, we'd compare how the popular film depicted the historical event vs. what really happened. This was my way of teaching social studies and media literacy at the same time.

I would never choose to use "nigga" or any form of this word. I only used it in the context of telling students not to say it or redirecting them away from saying it. As the Transition Teacher I actually became quite alarmed by where, when and how often my students used the term "Nigga". I was surprised to hear them use "Nigga" as a substitute for "Bro", "Friend", "Dude". In fact, at one point I suggested that we have a schoolwide intervention to dramatically reduce or eliminate our students' use of the urban street slang term "Nigga" along with two curse words which were also quite commonly heard throughout the school day especially in the unsupervised Quad and common areas. Calling it the "Cut the Cussing" contest, I provided \$300.00 in cash to the school secretary to buy gift cards. Then, [REDACTED] our Site Principal, organized raffle tickets that were to be given to any student who did not use either profanity or the "N" word at the end of each of our four periods and during lunch. The raffle tickets could be put in a drawing for a variety of gift cards that totaled the \$300.00 I contributed. Sadly, my \$300.00 proved to be a poor investment as the term nigga was

so prolific in contemporary rap and hip/hop music and in YouTube Videos that a mere \$300.00 did not extinguish the problem or markedly change behaviors.

Students often referred to me as their “Main Nigga”---which to them was a complimentary term indicating that they felt I had their back and was looking out for them. Of course, using my “RDR Strategy” meant that I would Reflect what I thought I heard, would reflect on its intended meaning then I’d deflect the phrase and conversation (often with humor) then redirect the student to some more appropriate way to express their feelings.

The alleged remarks about “chicken” and “watermelon and grape soda” were attributed to me but were most often made by my students in relation to choices they had/made in my student store. They were referring to two things: 1) I offered flavor packets to add to our water bottles as part of my in-class student store. I’d switch up the flavors by shopping at Wal-Mart before or after school. I’d try to change up the flavors to make the packets as rewarding as possible. On one particular day, I ran out of my watermelon flavor packets. An African-American student asked for a Watermelon flavor packet and was disappointed that I’d run out. He remarked, “C’mon Hobbs, you know my people like watermelon and grape.” I remarked something like, “you guys go through those like crazy. Watermelon and grape. I just can’t keep those two flavors in stock.” That afternoon I stopped by Wal-Mart and stocked up on the most requested flavor packets including watermelon and grape. A similar conversation happened when I was rewarding one of my African-American students for “leveling up” (having better behavior). I offered to go during my lunch to buy him a lunch of his choice. During 3rd period (right before lunch) he says something like, “Seriously Hobbs, you know we love chicken. Get me Popeye’s Chicken.”

It is true that one of my most challenging students---a student who I’d strongly advocated for---liked to refer to himself as “your favorite black kid.” My foster care experience helped me see this as a “claiming behavior” (i.e. like when a foster or older, adopted child first calls the parent “my mom” or “my dad”) that had a deep, positive meaning for my student. This student’s caregiver has written a Letter of Support describing my close relationship with him (N.W.) and his family (see Letter of Support from Robin). On one particular day, this student asked if he could help me clean up my room after I’d made and served grilled cheese sandwiches. My student was in the staff lounge area, using the sink, when another staff member asked him what he was doing in there (I had stepped away). He responded, according to the staff member, with something like, “Mr. Hobbs’ favorite black kid is doing his dishes.” As an aside, the “black kid” moniker was a bit of irony because on any given day about 80% of our campus was African-American even though our district was only around 10% African-American. Enrollment data (CAISMIS) clearly showed that the GUHSD had a history of using the special education IEP system to re-segregate African-American students (disproportional representation) into highly restrictive settings. So, the fact that our school was mostly African-American made the “your favorite black kid” really distill down to “your favorite kid.” I want to emphasize that this was the student’s phrase, not something I came up with.

This same student, N. W., would often come into my 3rd period to get tutored in Math by [REDACTED] my Instructional Assistant. [REDACTED] was a graduate of UCSD and especially good at Pre-Algebra and Algebra. Even though N.W. was enrolled in my class (as a behavior intervention) two periods out of four (Per 2 and Per 4) we allowed him to leave his Math class during Period 3 to get one-on-one tutoring in my room from Jennifer. [REDACTED]'s family was originally from the Philippines. One day, when N.W. came to my class during 3rd period, he was disappointed to not find Jennifer present. He refused to let my other Instructional Aide (B.A.) assist him. Brian was also good at math. N.W. became escalated and we asked him to leave the classroom and return to his regular Period 3 Math class. Later, when [REDACTED] returned during 4th period, N.W. was complaining to her. Somewhere in the conversation a joke was made about N.W. only believing that Ms. [REDACTED] could help him because she was Asian so she must be smart. I can't actually recollect exactly how this joke evolved but it was mostly between [REDACTED] and N.W. with others joining in. That is all I can recollect about this alleged incident. Again, at R.E.A.C.H. Academy this would be a "non-event" in an otherwise very eventful day. I did not make up this joke.

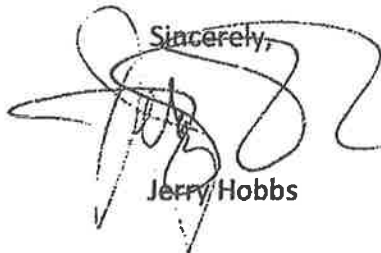
Regarding the allegations that I threatened to send my Latino and African-American students back to Mexico or Africa, this is entirely false. Again, it is a complete mischaracterization of the context and content of what I said. We were actually having a discussion about U.S. Immigration Policy under the Trump Administration. We had already had some discussions and done some seat work around the history of immigration and immigrants in the U.S. At one point, one of my African-American students said to a Latino friend, "you better be careful Trump will send your ass back to Mexico." (The Latino student was a U.S. citizen). I intervened and redirected by saying something like, "D, that would be like saying he is going to send you back to Africa. Or send me back to Ireland. The point is, we're all from somewhere else. If we started sending everyone back the only people left would be Native Americans." We also then discussed a brief history of how California was first settled by the indigenous peoples then by Spain while later becoming part of Mexico. My redirection resulted in a lively discussion occurring with students who rarely participated actively engaged in exploring that logic. Eventually they understood what is meant when we say that the United States is a country of immigrants. Mission accomplished. Allegations that I made comments such as "get your papers ready, immigration is coming for you" or "you will be sent back to Mexico" are simply not true.

The GUHSD alleges I told a student he might end up in prison someday. Allegedly, I told another student to be careful or he'd be cutting lawns for a living. I don't have any exact recollection of saying these things to a particular student. But, I will say that during my Transition Skills classes we'd talk about how multiple crimes while a juvenile often was a precursor to continued criminal activity as an adult. Criminal activity eventually leads to prison. This was an important conversation to have since, at any given time, over 50% of my students had already committed a crime or two or three and were under the supervision of County Probation. I also had a well-known commitment to getting my minority students into the educational pipeline rather than allowing them to get into the criminal justice pipeline. We discussed what questions prospective employers may/may not ask during an interview about

past criminal activity. These were important, honest conversations. Similar to the "cutting lawns" comment. I had a Latino student with severe social phobia (A.A.). He said he wanted a job working outside in the garden, away from people. I was trying to guide him toward the Cuyamaca College Horticulture Program (one of the best in the country). I said something like, "you wanna have a marketable skill like Landscape Design or Horticulture so that you don't just end up cutting lawns for a living." I was carrying forward a prior conversation in which Anthony A. said he wanted to make "good money" and didn't want to just cut lawns. I was merely referencing his stated goal as a way of encouraging him to complete the FAFSA and go to Cuyamaca College.

I appreciate the Committee's thoughtful consideration and discernment as you review the real evidence in my case. I hope the Committee can see this for what it is—retaliation in response to my uniform complaint. Because of the nature and severity of the retaliation, I decided to resign from the district and to look for ways to change the situation from the outside in, free from the restrictions of an employee-employer relationship which had hobbled my advocacy for nearly eight (8) years. After consulting with the STRS rep and with the Social Security rep I elected to retire for now but can re-enter the workforce at any time. I still hope to teach students with challenging behaviors again someday. I'll remain a fierce advocate for my students because they lack anyone else in most cases. It is my sincere hope that the Commission will rebuff the GUHSD's efforts to silence forever my strong voice for social justice, equity and inclusive education. Thank you.

I affirm under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Sincerely,

Jerry Hobbs

Dated: May 21, 2019

EXHIBIT B



Jerry Hobbs <jerryhobbs@gmail.com>

Fwd: Update on the OCR complaint1 message

Jerry Hobbs <jhobbs@guhsd.net>
To: jerryhobbs@gmail.com

Wed, Mar 14, 2012 at 8:49 AM

----- Forwarded message -----

From: **Mary Sue Glynn** <mglynn@guhsd.net>

Date: Thu, Jun 9, 2011 at 11:32 AM

Subject: Re: Update on the OCR complaint

To: Ashley Ormsby <Aormsby@guhsd.net>, Beth Latta <Blatta@guhsd.net>, Debbie Kopecky <Dkopecky@guhsd.net>, Erik Dann <Edann@guhsd.net>, Josh Barney <Jbarney@guhsd.net>, Jeff Yaddow <Jeyaddow@guhsd.net>, Jerry Hobbs <Jhobbs@guhsd.net>, Jerri Jordan <Jjordan@guhsd.net>, Kellan Cobbs <Kcobbs@guhsd.net>, Michael Erickson <Merickson@guhsd.net>, Tracy Mueller <Tmueller@guhsd.net>, Theresa Ward <Tward@guhsd.net>
Cc: Georgette Torres <Gtorres@guhsd.net>

Hello Everyone,

I am writing today to keep you informed about where we are with the Office of Civil Rights Complaint. As you know the process that OCR generally follows when they receive a complaint, is to send their staff to the site to conduct an investigation. However, in our situation, Jerry Hobbs, the complainant, and the district have agreed to work out a plan that will allow us to determine steps that will resolve the issues. Together we have spoken with the OCR staff attorney to inform them of that plan. The OCR attorney had a very positive response to the phone call and she has agreed that the District will be allowed to resolve the issues ourselves. This means that the OCR staff will not be coming to the District to investigate because we are working together, thereby saving time and money. The plan will be written as a formal resolution and will include S.M.A.R.T. goals and specific tasks to achieve outcomes across the district. This coming year also is GUHSD's year to conduct a Special Education Self Review (SESR), which is required every four years. We can fold together the activities in the OCR plan and the SESR plan.

Please feel free to call me (4-8106) or meet with me if you have any questions. I really appreciate your input and patience with this ongoing process.

MarySue Glynn
Special Education Director
Grossmont Union High School District
1100 Murray Drive
El Cajon, CA 92020-5664
Mail: P.O. Box 1043
La Mesa, CA 91944-1043
Fax: 619 698- 5648 Phone: 619 644-8105

Please consider the environment before printing this email.

MarySue Glynn
Special Education Director
Grossmont Union High School District
1100 Murray Drive
El Cajon, CA 92020-5664
Mail: P.O. Box 1043
La Mesa, CA 91944-1043
Fax: 619 698- 5648 Phone: 619 644-8105

Please consider the environment before printing this email.

--

Jerry L. Hobbs, NBCT
Program Specialist
Inclusion & Transition Support
Mild/Moderate Disabilities
Special Education Department
Grossmont Union High School District
(619) 644-8100
jhobbs@guhdsd.net



Jerry Hobbs <jerryhobbs@gmail.com>

Job Description

Jerry L. Hobbs <jerryhobbs@gmail.com>

Mon, Aug 1, 2011 at 10:37 AM

To: Mary Sue Glynn <mglynn@guhsd.net>

MarySue:

Here is the job description. Don't forget to let me know about the meeting with [REDACTED]

Thanks!

Jerry



Inclusion Support Specialist Job Description June 5, 2011.doc

33K



Jerry Hobbs <jerryhobbs@gmail.com>

Re: Hobbs statement for pending Manifestation Review Determination and possible Due Process proceedings.

3 messages

Jerry Hobbs <jerryhobbs@gmail.com>

Wed, Oct 15, 2014 at 5:38 AM

To: [REDACTED]

[REDACTED]

This case is just an example of the major larger, more systemic problem that the data seems to support (so far). Let's wait to get the data from the Public Records Demand.

Also, it should be noted, that this OCR Complaint will be a RACIAL BIAS complaint with a secondary complaint related to disability. Thus, I think the general ed folks should be prepared for some broader changes if OCR decides to work with us on the case and/or to go for corrective action.

For transparency sake, I'm also working with a couple of civil rights groups exploring options for bringing court intervention to enforce the Voting Rights Act (Board Elections by District rather than At Large----designed to stop the dilution of minority voters in the southern/western part of the District by non-minority voters in the larger District) and to enforce desegregation of District programs. We're not sure, if this point, if we start with an OCR action first then see how much systemic movement occurs or if we just "bite the bullet" and recognize that the racism is endemic and systematic and not likely to yield easily.

So, there you have it.

I'll be forwarding more Public Records Demands re: the Bond Committee, the ethnicities of the Bond Oversight Committee, etc. These will be designed to "get at" the larger issue of equity in funding for schools like Mt. Miguel and Monte Vista where rates of suspension are high, and facilities are old. :)

Future requests about the physical addresses of Board Members, Key Leadership (Supt, Assoc Supt, Principals) will be designed to show a pattern of everyone living in the "rich" areas and underserving the poor areas.

This "BLUEPRINT" of disassembling racism and desegregation will follow the example set in San Diego Unified with the court ordered desegregation plan.

Hope this helps.

So, this is only marginally about the Special Ed programs.

Jerry

On Oct 14, 2014, at 12:15 PM, [REDACTED] <rtagnesi@guhsd.net> wrote:

Jerry, it's probably a good idea for us to meet.
It's not appropriate for MDR notes. I am happy to discuss why...
When might be a good time for us to get together?

On Oct 14, 2014, at 5:13 AM, Jerry Hobbs <jhobbs@guhsd.net> wrote:

All:

Please see attached the statement I've prepared for the public record and to be included in the MDR Meeting Notes for J [REDACTED] R [REDACTED].

For the sake of transparency, I hope to re-establish good/better relations with J [REDACTED] family after the Ferguson-esque attempt at an MDR we had at R.E.A.C.H. Academy recently (in now infamous meeting in which J [REDACTED] was arrested in our school meeting room PRIOR to the MDR taking place.)

If J [REDACTED] is placed in a 45-day alternative setting, I've offered to explain to the family their due process rights which include a request for a expedited due process hearing to seek relief and to return J [REDACTED] to R.E.A.C.H. Academy—once he is released from Juvenile Hall.

Don't hesitate to contact me should you have any questions about my statement. I am, of course, willing to swear, under oath, that these are my best recollections of events before, after and during the incidents mentioned.

Sincerely,

Jerry L. Hobbs, NBCT
Teacher, REACH Academy
Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhsd.net

<J [REDACTED] R [REDACTED] MDR Notes.docx>

Wed, Oct 15, 2014 at 9:19 AM

To: Jerry Hobbs <jerryhobbs@gmail.com>

Jerry, my wanting to meet with you is in regards to your email you sent me yesterday in reference to the MDR process. You had requested to add a document that would not be appropriate in this process.. And that's what is like to speak with you about.

I understand, on a different issue, you have made a public records request that the district has responded with acknowledgement of the request.

Two separate issues.

Again, you emailed me a request to add a document to an MDR meeting.

I'd like to speak with you about that request, if that's still your request?

Feel free to call me on my cell or we can figure out a time to meet.

My cell is 619 818-6064

Thanks Jerry

Jerry Hobbs <jhobbs@guhsd.net>
To: "jerryhobbs@gmail.com" <jerryhobbs@gmail.com>

Forwarded conversation

Subject: Hobbs statement for pending Manifestation Review Determination and possible Due Process proceedings.

Date: Tue, Oct 14, 2014 at 5:13 AM

To: "Steve" <steve@redhat.com>, Stefan Bastians <stefan@redhat.com>, Bill Swenson <swenson@redhat.com>, Anne Carnahan <carnaa@redhat.com>, John Hall <jhall@redhat.com>, Jeff Rodriguez <jrodriguez@redhat.com>, Jeffrey Harper <jharper@redhat.com>, Charles Patterson <cpatterson@redhat.com>, Jim Meslin <jmeslin@redhat.com>

Please see attached the statement I've prepared for the public record and to be included in the MDR Meeting Notes for J. [REDACTED] R. [REDACTED].

For the sake of transparency, I hope to re-establish good/better relations with J [REDACTED] family after the Ferguson-esque attempt at an MDR we had at R.E.A.C.H. Academy recently (in now infamous meeting in which J [REDACTED] was arrested in our school meeting room PRIOR to the MDR taking place.)

If [REDACTED] is placed in a 45-day alternative setting, I've offered to explain to the family their due process rights which include a request for a expedited due process hearing to seek relief and to return [REDACTED] to R.E.A.C.H. Academy---once he is released from Juvenile Hall.

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Jerry L. Hobbs, NBCT
Teacher, REACH Academy
Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhds.net

Date: Tue, Oct 14, 2014 at 5:24 AM

To: 

From: **Jerry Hobbs** <jhobbs@guhsd.net>

Date: Tue, Oct 14, 2014 at 5:27 AM

To:

----- Forwarded message -----

From: **Jerry Hobbs** <jhobbs@guhsd.net>

Date: Tue, Oct 14, 2014 at 5:13 AM

Subject: Hobbs statement for pending Manifestation Review Determination and possible Due Process proceedings.

Rose Tavares, Chagrin Springs, Ohio; Lauren Baskins, Chicago, Illinois; Ralf Swanson, Swanton, Ohio; Amy, Ann Arbor, Michigan; Annie Garmab, New Bedford, Massachusetts; Rodriguez Rodriguez, Albuquerque, New Mexico; Taylor Harper, Chicago, Illinois; Emma Patterson, Dallas, Texas; Jodi, San Francisco; Jodi McJunkin, Chicago, Illinois.

From:

Date: Tue, Oct 14, 2014 at 12:15 PM

To: Jerry Hobbs <jhobbs@guhsd.net>

Jerry, it's probably a good idea for us to meet.
It's not appropriate for MDR notes. I am happy to discuss why...
When might be a good time for us to get together?

<[REDACTED] R [REDACTED] MDR Notes.docx>

From: **Jerry Hobbs** <jhobbs@guhsd.net>

Date: Wed, Oct 15, 2014 at 5:38 AM

This case is just an example of the major larger, more systemic problem that the data seems to support (so far). Let's wait to get the data from the Public Records Demand.

Also, it should be noted, that this OCR Complaint will be a RACIAL BIAS complaint with a secondary complaint related to disability. Thus, I think the general ed folks should be prepared for some broader changes if OCR decides to work with us on the case and/or to go for corrective action.

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action first then see how much systemic movement occurs or if we just "bite the bullet" and recognize that the racism is endemic and systematic and not likely to yield easily.

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Future requests about the physical addresses of Board Members, Key Leadership (Supt, Assoc Supt, Principals) will be designed to show a pattern of everyone living in the "rich" areas and underserving the poor areas.

This "BLUEPRINT" of disassembling racism and desegregation will follow the example set in San Diego Unified with the court ordered desegregation plan.

Hope this helps.

So, this is only marginally about the Special Ed programs.

Jerry

[Quoted text hidden]



MDR Notes.docx
179K

From: Jerry L. Hobbs
To: Ellen Doty
Subject: Fwd: A permanent resolution to the lack of proper supervision on REACH's campus
Date: Wednesday, March 20, 2019 4:40:10 AM

Email chain bringing attention to the fact that the District's failure to address the Campus Supervisor's outside activities, long phone calls in his office, etc are causing REACH campus to be unsafe.

----- Forwarded message -----

From: Jerry Hobbs <jhobbs@guhsd.net>
Date: Wed, Mar 1, 2017 at 11:01 AM
Subject: Fwd: A permanent resolution to the lack of proper supervision on REACH's campus
To: jerryhobbs@gmail.com <jerryhobbs@gmail.com>, jerryhobbs@aol.com <jerryhobbs@aol.com>

----- Forwarded message -----

From: Jerry Hobbs <jhobbs@guhsd.net>
Date: Wed, Mar 1, 2017 at 10:59 AM
Subject: A permanent resolution to the lack of proper supervision on REACH's campus
To: [REDACTED]

I would like to meet to hear ideas about how to permanently resolve the issues regarding the lack of proactive campus supervision at REACH. Severe lapses in this area have already endangered students and denied students of FAPE.

My plan is to move forward through the Uniform Complaint Process and on to the Superintendent's Office and/or Board of Education meeting to have our concerns addressed.

This is not a new problem but it is a very persistent one.

A related issue will be the misuse of public funds.

I will be happy to detail my concerns in person. Or, if you prefer, I will use the more formal Uniform Complaint Process (through [REDACTED]'s office).

We all "looked the other way" while this theft/misuse and abuse of public funds has occurred. I addressed it last year with you [REDACTED]. After that conversation I experienced both overt and covert retaliation for bringing my concerns to the District.

Because of the expectation of retaliation I hereby invoke my rights and protections under California's Whistleblower Protection Law(s). For more on these protections please see:

<https://www.dir.ca.gov/dlse/WhistleblowersNotice.pdf>

If you prefer to have this conversation with union reps present and/or someone from HR I'm happy to say what I have to say with them present.

The students and staff at REACH Academy and the taxpayers who support the GUHSD deserve to have an immediate and robust response to our concerns.

Thank you, in advance, for your timely response.

--
Jerry L. Hobbs, NBCT
Teacher, REACH Academy
Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhsd.net

--
Jerry L. Hobbs, NBCT
Teacher, REACH Academy
Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhsd.net

From: Jerry L. Hobbs
To: Ellen Doty
Subject: Fwd: Update of the direction I'll be taking in the meeting with HR and Rose: Why do we need HR Dept help?
Date: Wednesday, March 20, 2019 5:14:18 AM

Hobbs "elevating" the Campus Supervision issue to District HR

----- Forwarded message -----

From: Jerry Hobbs <jhobbs@guhsd.net>
Date: Thu, Mar 2, 2017 at 7:15 AM
Subject: Fwd: Update of the direction I'll be taking in the meeting with HR and Rose: Why do we need HR Dept help?
To: jerryhobbs@gmail.com <jerryhobbs@gmail.com>

Email to [REDACTED]

----- Forwarded message -----

From: Jerry Hobbs <jhobbs@guhsd.net>
Date: Thu, Mar 2, 2017 at 6:59 AM
Subject: Update of the direction I'll be taking in the meeting with HR and Rose: Why do we need HR Dept help?
To: [REDACTED]

[REDACTED]

[REDACTED] will be scheduling a meeting with HR to discuss my continued concerns about our Campus Supervisor.

I just want both of you to know that I will start the meeting by clarifying the following:

1. My complete support of your leadership of REACH Academy. I hope you both know that I'd give you both a 9.5 out of 10 for your Administration/Leadership at REACH.
2. My witnessing Lauren's many attempts to less formally address the behaviors (but also seeing how these attempts have created significant "blowback" on to other staff.)
3. Rose has attempted to "fix" this persistent behavior (Spring 2016) but, within days, [REDACTED] returned to his old ways.

My reason for elevating this to HR is this:

We all know that [REDACTED] is an "institution" at Homestead/REACH. He feels entitled to "do his job" as HE sees fit. This means that he can dedicate none (which he often does) of his day or all of his day to our students. He believes that the work he does with his basketball athletes (most of whom reside in SDUSD) and with his "non-profit" organization somehow justify his neglect of his duties at REACH Academy.

But, the situation persists NOT because of a lack of effort by my Administrator(s). It continues because [REDACTED] has demonstrated the following: 1) complete denial about him "not doing his job" (as evidenced by the screaming match from last years meeting), and 2) a persistent unwillingness to accept any responsibility for changing his behavior.

I also elevated this so quickly to [REDACTED] and the District HR because [REDACTED] retaliated against me in some overt and many more covert ways the last time I asked [REDACTED] to intervene.

[REDACTED] is part of the "good old boys network" and is a relic of the old, Homestead model. With your leadership, REACH ACADEMY now operates on a Restorative Justice Model and a Mental Health Intervention Model. Suffice it to say that [REDACTED] is less than enthusiastic about the new models we are using. He resists change, denigrates our Professional Development in these areas, constantly makes sarcastic comments about "Oh, that's a mental health issue." Additionally, [REDACTED]'s screaming matches with students are often counter productive only serving to ESCALATE rather than de-escalate students. His escalation of students often results in them LEAVING Reach's campus. Jeff continues to ignore Lauren's direction to all staff that "sending kids home or out of class is a denial of FAPE" and should not be done without Administrative involvement.

So, my fear is that, left to a site-based intervention process, staff at REACH WILL most assuredly experience the full wrath of [REDACTED]. We will be bullied, screamed at and in various ways professionally maligned. All because we are asking him to 1) do his GUHSD job while on the GUHSD clock and 2) to get on board with our Mental Health/Restorative Justice model of intervention. He, thus far, has refused to do either.

Additionally, with our enrollment the full time position of Campus Supervisor is a huge waste of taxpayer money.

Simple solution: Cut the position. The "traditional role" of Campus Supervisor simply doesn't align well with REACH's therapeutic purpose.

Bottom Line: I think that [REDACTED] HAS tried to address this issue. But, I believe that Lauren knows the "nature of the beast" and has been reluctant to doing more formal interventions knowing how Jeff tantrums and retaliates.

Let's face it: If [REDACTED] pretty much blows off [REDACTED]'s direction what can we possibly accomplish at the site level?

So, the request for HR direction and intervention is based on my desire to have the issue addressed, to support REACH's therapeutic model AND to keep GUHSD employess safe and free of harassment and intimidation.

Hope that helps clarify.

--
Jerry L. Hobbs, NBCT
Teacher, REACH Academy
Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhsd.net

--

Jerry L. Hobbs, NBCT
Teacher, REACH Academy
Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhsd.net

From: Jerry L. Hobbs
To: Ellen Doty
Subject: Fwd: Just a heads up: Allegations of harassment after school re: P [REDACTED] and J [REDACTED]
Date: Wednesday, March 20, 2019 6:23:20 AM

I can forward many, many more similar emails in which various staff "called out" the bullying and the fact that many students felt unsafe and unwelcomed. Not sure if that might be helpful later.

----- Forwarded message -----

From: Jerry Hobbs <jhobbs@guhsd.net>
Date: Fri, Mar 2, 2018 at 6:23 AM
Subject: Fwd: Just a heads up: Allegations of harassment after school re: P [REDACTED] and J [REDACTED]
To: jerryhobbs@gmail.com <jerryhobbs@gmail.com>

----- Forwarded message -----

From: Jerry Hobbs <jhobbs@guhsd.net>
Date: Thu, May 25, 2017 at 12:00 PM
Subject: Just a heads up: Allegations of harassment after school re: P [REDACTED] and J [REDACTED]
Re: Denise Leard <denise.leard@guhsd.net>, Kimberly Shotwell <kimberly.shotwell@guhsd.net>, Shannon McKee <shannon.mckee@guhsd.net>, Lauren Bastone <lauren.bastone@guhsd.net>, Kiana Khalil <kiana.khalil@guhsd.net>, Jeffrey Harper <jeffrey.harper@guhsd.net>, Willie Van <willie.van@guhsd.net>, Chris Perry <chris.perry@guhsd.net>, Veronique Davis <veronique.davis@guhsd.net>, Brian Aton <brian.aton@guhsd.net>, Jennifer Hopper <jennifer.hopper@guhsd.net>, Timi [REDACTED] <tim[REDACTED]@guhsd.net>, Chikanya McGowan <chikanya.mcgowan@guhsd.net>

All:

We have no other witnesses but R [REDACTED] has said that J [REDACTED] and P [REDACTED] are following him as he heads to Crunch Fitness. Calling him bitch and taunting him to fight.

Please watch for any of this type of harassment and bullying in our classes and/or on our campus.

I've offered to provide a ride to the gym after school (for R [REDACTED]) in the short term to avoid problems.

Again, NO PROOF at this point but just a heads up.

Please DO NOT "CALL OUT" the issues raised by R [REDACTED]. He is afraid the targeting will only get worse.

Thanks, as always, for your help.

--
Jerry L. Hobbs, NBCT
Teacher, REACH Academy

Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhsd.net

--
Jerry L. Hobbs, NBCT
Teacher, REACH Academy
Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhsd.net

From: Jerry L. Hobbs
To: Ellen Doty
Subject: Fwd: Uniform Complaint for Failure to Act on Bullying and Harassment of D ■ G ■, REACH Academy
Date: Wednesday, March 20, 2019 4:44:59 AM

----- Forwarded message -----

From: Jerry Hobbs <jhobbs@guhsd.net>
Date: Mon, Mar 5, 2018 at 6:45 AM
Subject: Fwd: Uniform Complaint for Failure to Act on Bullying and Harassment of D ■ G ■, REACH Academy
To: jerryhobbs@gmail.com <jerryhobbs@gmail.com>

----- Forwarded message -----

From: Jerry Hobbs <jhobbs@guhsd.net>
Date: Mon, Feb 26, 2018 at 3:31 PM
Subject: Uniform Complaint for Failure to Act on Bullying and Harassment of D ■ G ■, REACH Academy
To: [REDACTED]

Uniform Complaint on behalf of my student, D ■ G ■

For many months now D ■ has complained about being bullied and harassed on the campus of REACH Academy. I have talked with both our campus supervisor and with our Administrator. Those doing the bullying and harassing receive little or no consequences. At this point, D ■ is concerned that he will strike back.

The two times I have attempted to intervene, D ■ has been called into the front office and interrogated, in a very aggressive manner, by our campus supervisor.

It is very much like a rape survivor being re-traumatized. It is clear that the Campus Supervisor has a bias against D ■ and/or for the other students. At least three other students consistently and persistently bully and harass D ■ and NOTHING meaningful happens to stop it.

■ is a very quiet kid. He is in a foster care group home and lost his mother last in Spring 2017. As late as a few months ago, D ■ lost a promised reunification/placement with a biological half-brother in Las Vegas. D ■ is an unassuming, quiet young man. He has had a great deal to process in the past year but he handles his depression by sleeping. So, his major

behavior issue at REACH is sleeping. . .nothing more.

Devin would like to file a formal complaint against the Grossmont Union High School District for allowing the continued bullying and harassment.

I have contacted his County Social Worker and his group home to report the harassment. And, I will report the incidents and my on-going concerns to his court-appointed Attorney.

Please let D [REDACTED] and I know next steps.

Sincerely,

Jerry L. Hobbs, NBCT

REACH Academy

--

Jerry L. Hobbs, NBCT
Teacher, REACH Academy
Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhsd.net

--

Jerry L. Hobbs, NBCT
Teacher, REACH Academy
Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhsd.net

Grossmont Union High School District
PO Box 1043, La Mesa, CA 91944-1043
Phone (619) 644-8041
Fax (619) 462-8631

Jerry Hobbs <jhobbs@guhsd.net>

Tue, Feb 27, 2018 at 10:44 AM

To: [REDACTED]

I should add... the bullying/harassment took place, in part, because of two issues:

1. The P.E. program is being run by a Classified staff (not a certificated teacher), who was absent.
2. Our Campus Supervisor, [REDACTED], was on calls to his Lincoln High School Basketball parents and other adults related to his involvement in non-profit and private businesses not affiliated with the GUHSD. Said quite bluntly, this happens a great deal at REACH—our Campus Supervisor is in his office, on his cell phone, instead of actual supervising our campus and/or instead of providing classroom support for under-staffed classrooms. (I went to HR and to Rose Tagnesi about this problem. Nothing really happened except that he stopped using the District phone and started using his own cell phone.)

So, again, students at REACH Academy are not being protected even though the District is staffing our school of 15-18 students (regular attendees) with a full-time Campus Supervisor, TWO T.A.s or Reb Specialists in each of four classrooms. Such an unnecessary and, may I say for the record, INEXCUSABLE waste of taxpayer resources. The District's failure to act is harming our students, denying them a Free and Appropriate Education while, all the while, WASTING precious taxpayer resources.

So, the QUESTION posed last year to HR still remains:

How much longer will student's rights be denied, how much longer will students be subjected to harassment and bullying WHILE taxpayer money (timecard fraud?) is being used to subsidize Lincoln High School's athletic program?

As a former school board member, I'm finding this an INCOMPREHENSIBLE waste of taxpayer money and a tragic harm to the student's we serve?

When will it stop?

Respectfully,

Jerry Hobbs

[Quoted text hidden]

Jerry's Work <jhobbs@guhsd.net>

To: "Jerry L. Hobbs" <jerrylhobbs@gmail.com>

Wed, Feb 28, 2018 at 3:12 PM

Sent from the iPhone of J. Hobbs

Begin forwarded message:

From: [REDACTED]
Date: February 27, 2018 at 7:58:20 AM PST
To: Jerry Hobbs <jhobbs@guhsd.net>, Tracy McDonald <tmcdonald@guhsd.net>
Subject: Re: Formal Uniform Complaint on behalf of [REDACTED] sent in District Mail on Tuesday, Feb 27th.

[Quoted text hidden]

GROSSMONT UNION
HIGH SCHOOL DISTRICT

Suggested current and former staff and students.

Jerry Hobbs <jhobbs@guhsd.net>

Mon, Mar 5, 2018 at 11:47 AM

To: [REDACTED]

The following credentialed teachers have worked at R.E.A.C.H. Academy in the recent past. Please pass along to your independent investigator their names and phone numbers. I believe that all, while reluctant to 'get involved', when asked will illuminate the District on two issues: 1) [REDACTED] hiding out in his office while conducting his business/coaching, and 2) [REDACTED] unprofessional conduct involving intimidating, harassing and bullying students based on their disability, race and home status (i.e. foster group home youth, unaccompanied homeless youth, homeless youth).

Former Staff:

[REDACTED] (former Math teacher, military transfer to Virginia): (405) 821-1007

[REDACTED] (now an employee of the Cajon Valley District, former Math teacher at REACH): 619-339-0526.

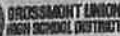
[REDACTED] former REACH English teacher, currently at Steele Canyon).

[REDACTED] former REACH English, now at El Cajon PLUS.

I will be able to provide a list of 20 or so current or former students who complained of Mr. Harper's unprofessional conduct (i.e. his intimidation, bullying and harassment) in a few days. I'm trying to see if I have any of the former students's contact details. After they leave REACH they often stay in touch.

Thanks for investigating.

Jerry L. Hobbs, NBCT
Teacher, REACH Academy
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Grossmont Union High School District
(619) 588-3587
jhobbs@guhsd.net



Jerry Hobbs <jhobbs@guhsd.net>

Tue, Mar 6, 2018 at 10:57 AM

<jemythobbs@gmail.com>

Now that I've had time to review case law and various government laws/regulations, I'd like to make my allegations more precise:

The Grossmont Union High School District failed to exercise its affirmative obligation, under California law, to combat racism, sexism, and other forms of bias, and failed in its responsibility to provide an equal educational opportunity. Further, it is alleged that the Grossmont Union High School District failed to fulfill its obligation to address discriminatory harassment that they knew about, or reasonably should have known about.

According to the U.S. Department of Education Office of Civil Rights, disability harassment is a form of discrimination which violates Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. Disability harassment is a wholly separate claim from bullying based on disability, race and home status. I hereby formally allege that BOTH disability harassment and bullying based on disability, race and home status have occurred at R.E.A.C.H. Academy. I am basing my bullying allegation using the definition of bullying found in California law.

School districts may violate federal law when peer harassment (and staff) harassment based on race, color, national origin, sex, or disability (or home status) is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees. Harassment at R.E.A.C.H. Academy has been sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school.

Allegation #4:

GUHSD personnel failed to take immediate steps to intervene when they witnessed or were notified of an act of discrimination, harassment, intimidation or bullying, if it is safe to do.

so.

This email serves to provide some definition to the terms used in my current and future allegations and will serve to publically notice the public of the nature of the allegations.

—
Jerry L. Hobbs, NBCT
Teacher, REACH Academy
Special Education Department
Grossmont Union High School District
(619) 588-3587
jhobbs@guhdsd.net

From: Jerry L. Hobbs
To: Ellen Doty
Subject: Fwd: As promised, here is the formalized complaint with details of dates/times/emails
Date: Wednesday, March 20, 2019 4:51:18 AM
Attachments: [GUHSD Timeline of Events Harassment, Intimidation, Retaliation Final March 13th, 840pm.xlsx](#)
[Disability Harassment and Bullying OCR Complaint .docx](#)
[Bullying Harassment Spreadsheet.xlsx](#)

Hobbs communicating with [REDACTED], providing a list of students who have/may have been bullied. Also, documenting my long, extensive history with trying to get the issue addressed since 2014.

----- Forwarded message -----

From: Jerry L. Hobbs <jerrylhobbs@gmail.com>
Date: Tue, Mar 13, 2018 at 9:13 PM
Subject: As promised, here is the formalized complaint with details of dates/times/emails
To: [REDACTED]

[REDACTED]

On the timeline of events, just ignore any entries not related to the bullying and harassment if you wish. I included them for two reasons: 1) to provide a little background as to the scope/extent of my advocacy for FAPE / LRE and some of the retaliation I've faced including the hostile workplace pointed out to the Human Resource Dept (a complaint which they ignored), and 2) my attorney is preparing Section 504 retaliation and Ca whistleblowing retaliation complaints against GUHSD. I was asked by my attorney who specialize in these sorts of things to put together a timeline showing advocacy closely followed by the retaliation. The timing in several instances is more than a little suspicious (according to him).

I potentially have several more entries for both the bullying/harassment complaint and the related retaliation complaints. But, this is all I could get done in time for our meeting. And, it is all I will be able to share on the advise of legal counsel. I've been told that these items should be sufficient to prove the bullying/harassment if you contact former employees and conduct a thorough investigation.

So, we can tease out the specific disability-harassment claims and bullying claims tomorrow.

Regarding any mediation, I am not interested at this point in any half-measures. I'm especially concerned about in any way compromising future claims my current/former students might have under IDEA-04 FAPE Compensatory Education provisions and/or Section 504 damages. I don't feel I have any right to limit in any way the considerable recoveries that might be due each student.

I have several more potential entries but those might take many more days to get. Hopefully, the attached will get you started on the investigation.

Thanks, in advance, for a fair and impartial investigation. It is the least my students should receive after what they have endured for so many years. Of course, I would hope they would receive compensatory education under IDEA-04 and damages under Section 504 but we'll leave that to them and the attorneys.

I would appreciate a speedy but thorough investigation as there is a Statute of Limitations of 3 years for claims that my students and their families might wish to file.

Have a great evening. I'm looking forward to our meeting tomorrow at 8:00 am.

Respectfully,

Jerry Hobbs
619-381-0855



Jerry Hobbs <jerryhobbs@gmail.com>

This is from the State website. I'm cooperating. I gave you tons and tons of names, contact info, dates, email, etc. What I will not do is become a hermit.

Jerry L. Hobbs <jerryhobbs@gmail.com>

Wed, Mar 14, 2018 at 11:59 PM

To [REDACTED]

Also just for clarity sake, there seems to be some confusion on which complaint was being investigated. I filed an Amended Complaint with [REDACTED] office that broadened the complaint from just D [REDACTED] to include bullying and harassment of nearly 40 students (and staff) over at least 5 years.

If this is NOT the scope of your investigation, I will follow up with an second Uniform Complaint or simply skip it and file the more comprehensive complaint with OCR.

Please clarify so that I can take the appropriate action. I don't want to delay for 60 days only to find out the complaint only addresses the bullying/harassment of a single student.

Thanks, in advance, for all of your help.

Jerry.

I don't see anything at the State websites that requires that I check my 1st Amendment rights at the schoolhouse door. (Remember, I'm a Government teacher so I bristle at any denial of fundamental rights without due process.)

What are the responsibilities of the complainant?

- Receives and reviews the UCP complaint policies and procedures from the LEA.
- Files a written complaint by following the steps described in the LEA's UCP complaint procedures.
- Cooperates in the investigation and provides the LEA investigator with information and other evidence related to the allegations in the complaint.
- May file a written appeal to the CDE within 15 calendar days of receiving the LEA's decision if he or she believes the LEA's decision is incorrect.
- Must specify the basis for the appeal and whether the LEA's facts are incorrect and/or the law is misapplied. The appeal packet must contain a copy of the original complaint to the LEA and a copy of the LEA's decision.
- Where applicable, within 35 calendar days of receiving the CDE's decision or report, may submit a request for reconsideration by the Superintendent of Public Instruction at the CDE. The CDE's decision or report will notify the complainant if there is a right to request reconsideration. The request for reconsideration must designate the finding(s), conclusion(s), or corrective action(s) in the CDE's decision or report for which reconsideration is requested, and the specific basis for requesting reconsideration. The request must also state whether the findings of fact are incorrect and/or the law is misapplied.

EXHIBIT C

Anna Stowe Investigations, Inc.

4119 Wayside Lane, Suite 2C

Carmichael, CA 95608

CA PI 21155

916-224-4680

www.stoweinvestigations.com

anna@stoweinvestigations.com

To: Ellen Doty
Rothschild Wishek & Sands

Date: May 9, 2019

RE: Jerry Hobbs

Subject: Devon [REDACTED]
[REDACTED]

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

Mr. Hobbs was my History teacher and then I went to Government. Mr. Hobbs is the best teacher, by far, that I've ever had. I hate history and Mr. Hobbs made it fun. He showed educational movies, he had the best reward system and the way he taught the class made it so interesting.

Some days we would do homework in class and other days he would tell the class it was a makeup day. He kept it fun and interesting. He was not robotic. The students that were in my class loved him too. He was our favorite teacher.

[REDACTED] was a Campus Supervisor. He would do racist stuff. He is a man of color. But he was racist. I'm white. He would fuck with me all the time because he knew he could. I didn't have the best upbringing and Mr. Hobbs would make school interesting for me. Jeff would tell me, "Look at you, you're never gonna make it, you're not gonna be shit. Look at the shit you do at school, you're never gonna be anything." He was very

degrading. He singled me out because I was one of the three or four white kids in the school. From what I saw, he treated the other white kids in a degrading way as well.

The school is a good school. Mr. Hobbs was the best teacher at that school. Mr. Hobbs showed me respect as a person. Not as a student, but as a person. He respected me as a person. He did his job exceptionally well. He was better than any teacher I ever encountered. He made a huge difference in my life.

Mr. Hobbs was never degrading or racist to anyone at school.

I affirm under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Signed on _____
(DATE) in _____ (CITY,
STATE).

(SIGNATURE)

Ellen Doty

From: Anna Stowe <anna@stoweinvestigations.com>
Sent: Saturday, May 18, 2019 2:52 PM
To: Ellen Doty
Subject: Fwd: Please approve attached statement

----- Forwarded message -----

From: [REDACTED]
Date: Sat, May 18, 2019 at 2:21 PM
Subject: Re: Please approve attached statement
To: Anna Stowe <anna@stoweinvestigations.com>

I approve this interview

Sent from my iPhone

On May 17, 2019, at 11:31 AM, Anna Stowe <anna@stoweinvestigations.com> wrote:

Hi Devon:

Please review the attached statement and let me know if you approve. If you do, please use the words,
"This is my statement and I approve it."

--

Anna Stowe
Anna Stowe Investigations
4119 Wayside Lane, Suite 2F
Carmichael, CA 95608
(916) 224-4680
(916) 720-0142 Fax
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California Association of Licensed Investigators

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<Hobbs - Interview with Devon Handy.pdf>

Anna Stowe

Anna Stowe Investigations

4119 Wayside Lane, Suite 2F

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EXHIBIT D

Anna Stowe Investigations, Inc.

4119 Wayside Lane, Suite 2C

Carmichael, CA 95608

CA PI 21155

916-224-4680

www.stoweinvestigations.com

anna@stoweinvestigations.com

To: Ellen Doty
Rothschild Wishek & Sands

Date: May 15, 2019

RE: Jerry Hobbs

Subject: [REDACTED]

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:

I had Mr. Hobbs for History in 2016-2017. He was also my advocate. He's a really cool, very nice guy. I only remember one or two staff that didn't like Mr. Hobbs. One was [REDACTED] the security guy. Jeff is a cool guy but he's a little different. He would always talk to the students in a disrespectful way. He would say harsh stuff to the kids. He would say, "You're a piece of shit," and stuff like that. REACH was a rehabilitation school and if kids were a few minutes late he would lock the gate and not let them in for the rest of the day. Then the kids would get in trouble for not being in school. Most of the staff were very cool, but [REDACTED] was not willing to help students. He was more like trying to bring the students down in a way.

[REDACTED] would randomly pick students out of classes and ask for their phones and read their messages out loud. That was not his job but he did it anyway.

Mr. Hobbs was a great teacher. If Hobbs hadn't worked with me and helped get me together, I don't think I would have graduated. He put a lot of effort into me and made a

big difference for me. It was a toxic environment, our neighborhood, and he would really encourage us to do better and get out of it.

Mr. Hobbs is a very good guy. I feel the accusations about him are ridiculous. He's not racist and not sexist. I'm African American and he was never racist. He wasn't sexist either. He's very cool with the kids and very professional.

I affirm under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Signed on _____ (DATE) in _____ (CITY, STATE).

(SIGNATURE)

Ellen Doty

From: [REDACTED]
Sent: Wednesday, May 15, 2019 6:48 PM
To: Anna Stowe
Cc: Ellen Doty
Subject: Re: Mr. Hobbs

Yes, I approve.

On Wed, May 15, 2019 at 6:45 PM Anna Stowe <anna@stoweinvestigations.com> wrote:

[REDACTED]

Thank you so much for speaking with me this evening. I've attached a copy of my interview report from our discussion. Please look it over and if it meets with your approval, please sign it and email it back to me.

If technology is an issue (scanning, etc.), feel free to email me back and say something like "This report is accurate and I approve it."

Thanks so much. If you have any questions at all, please feel free to contact me at 916-224-4680.

--

Anna Stowe
Anna Stowe Investigations
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communication or otherwise. If you have received this communication in error, please contact me at the above Internet address or telephone number.

EXHIBIT E

From: Jerry L. Hobbs
To: Ellen Doty
Subject: Fwd: Uniform Complaint for Failure to Act on Bullying and Harassment of D ■ G ■, REACH Academy
Date: Wednesday, May 22, 2019 2:14:36 PM

Here is the email

----- Forwarded message -----

From: Jerry Hobbs <jhobbs@guhsd.net>
Date: Mon, Mar 5, 2018 at 6:45 AM
Subject: Fwd: Uniform Complaint for Failure to Act on Bullying and Harassment of D ■ G ■, REACH Academy
To: jerryhobbs@gmail.com <jerryhobbs@gmail.com>

----- Forwarded message -----

From: Jerry Hobbs <jhobbs@guhsd.net>
Date: Mon, Feb 26, 2018 at 3:31 PM
Subject: Uniform Complaint for Failure to Act on Bullying and Harassment of D ■ G ■, REACH Academy
To: [REDACTED]

Uniform Complaint on behalf of my student, D ■ G ■

For many months now D ■ has complained about being bullied and harassed on the campus of REACH Academy. I have talked with both our campus supervisor and with our Administrator. Those doing the bullying and harassing receive little or no consequences. At this point, D ■ is concerned that he will strike back.

The two times I have attempted to intervene, D ■ has been called into the front office and interrogated, in a very aggressive manner, by our campus supervisor.

It is very much like a rape survivor being re-traumatized. It is clear that the Campus Supervisor has a bias against D ■ and/or for the other students. At least three other students consistently and persistently bully and harass D ■ and NOTHING meaningful happens to stop it.

D ■ is a very quiet kid. He is in a foster care group home and lost his mother last in Spring 2017. As late as a few months ago, D ■ lost a promised reunification/placement with a biological half-brother in Las Vegas. D ■ is an unassuming, quiet young man. He has had a great deal to process in the past year but he handles his depression by sleeping. So, his major

behavior issue at REACH is sleeping. . .nothing more.

D [REDACTED] would like to file a formal complaint against the Grossmont Union High School District for allowing the continued bullying and harassment.

I have contacted his County Social Worker and his group home to report the harassment. And, I will report the incidents and my on-going concerns to his court-appointed Attorney.

Please let D [REDACTED] and I know next steps.

Sincerely,

Jerry L. Hobbs, NBCT

REACH Academy

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Jerry L. Hobbs, NBCT
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EXHIBIT F



COMMITTED TO EXCELLENCE
SINCE 1920

• GOVERNING BOARD MEMBERS

CHRIS FITE
JIM KELLY
ELVA SALINAS
ROBERT SHIELD
DR. GARY C. WOODS

• SUPERINTENDENT

DR. TIM GLOVER

March 7, 2018

VIA EMAIL

Jerry L. Hobbs
jerryhobbs@gmail.com

Re: Uniform Complaint Investigation

Dear Mr. Hobbs,

This letter is to follow up with you on my letter dated February 28, 2018, acknowledging the complaint you filed regarding bullying at REACH Academy that the District is processing through its Uniform Complaint Procedure. I have received your emails regarding the Uniform Complaint and other concerns related to both REACH academy and Grossmont Union High School District ("District") related to it.

An independent investigator has been retained to investigate your complaints of bullying against students at REACH Academy as well as the more systematic violations you have alleged since. The investigator will contact you directly to schedule a time to meet with you to provide you with the opportunity to present information in support the allegations in your complaint. I will provide all the emails I received from you regarding your complaint and clarification of it to the investigator. We would suggest you gather the information and present it to her, so there is no need to also email me or any other District staff/administration regarding the Uniform Complaint or any other related concerns.

Thank you in advance for your cooperation and we look forward to working with you to complete the investigation and process your complaint through the District's UCP.

Sincerely,

Tim Glover
Assistant Superintendent, Educational Services
Grossmont Union High School District

EXHIBIT G

First Name	Last Name	Current enrollment status	A few details.
[REDACTED]	A [REDACTED]	One of the biggest bullies, quite a track record of assault and verbal and sexual remarks	Finally offered JCCS placement after two years of bullying, harassing and assaulting other students.
[REDACTED]	[REDACTED]		I witnessed [REDACTED] [REDACTED] screaming at the top of his lungs at [REDACTED] one day. They were standing in the center of the Quad, going "toe to toe". [REDACTED] was backing down. At one point, [REDACTED] made a remark of 'taking care of you' (having 'street justice')(directed at [REDACTED]). [REDACTED] responded with remarks like, "yeah, I know how them streets work, Just meet me after school and we'll settle all this." (O.K.—while I "get" that [REDACTED] is 18, he is very low I.Q./Cognitive Functioning— do we really allow school staff to threaten and intimidate kids in such a direct and inappropriate way. Not sure where [REDACTED] is now. Not too long after this incident he stopped coming to school. This was a bummer because I was advocating for him to be "hooked up" with the Regional Center but it was a process due to our inability to directly test his I.Q.. Meanwhile, I think he was just "run off" our campus. Denial of FAPE? Sure looks like it to me.
K [REDACTED]	A [REDACTED]	What a character this kid is. ADHD in an off the charts way. A handful but hilariously funning.	
A [REDACTED]	A [REDACTED]	Graduate last year.	One of the worst cases of anxiety I've ever encountered. Fortunately, he was "buffered" from the full extent of his disability his loving grandmother and by his ever present father. However, at REACH he was often misunderstood and most of his negative interactions happened when he was called "lazy" (instead of depressed or anxious) by [REDACTED] H [REDACTED] when in the Quad area. In my class, A [REDACTED] ROCKED. I wish I had work samples to show you. Anyway. . . we eventually got him into our Transition Program with Bryan F. (as teacher) . He was the STAR of the program.
M [REDACTED] [REDACTED]	E [REDACTED]	Monte Vista PLUS Program	Complained about being bullied/harassed. Documented by Lepar (see email)
[REDACTED]	E [REDACTED]	Former Student. Dropped out?	http://www.pbis.org/common/cms/files/pbisresources/2013_02_18_FINAL_COVR_MANUAL_123x.pdf
C [REDACTED]	E [REDACTED]	Graduated	Assaulted by T [REDACTED] W [REDACTED] (another "protected bully". Within two weeks of the assault T [REDACTED] was allowed to go to Mt. Miguel HS. Within weeks he committed armed robbery and drove back on to the Mt Miguel campus with other students in the "getaway" car, with masks and other stuff linking him to the crime.

E [REDACTED]	E [REDACTED]	Caucasian kid, was only at REACH a few days. Told his parents he simply would NOT attend because of how unsafe he felt. Not sure where he is now.	
[REDACTED]	E [REDACTED]	Graduated, may be able to reach him through [REDACTED] A [REDACTED]	Not lots of details here. [REDACTED] was in a foster care group home, Caucasian Male, often complained about how verbally assaultive and unprofessional Jeff Harper was. Nothing done. Fortunately, Joshua is very bright and resilient. Last time we talked he was in college
A [REDACTED]	E [REDACTED]	Enrolled at Diego Charter	Not sure if he completed. Often, often, often complained about being bullied, followed home and attacked. He was often called "pretty boy" because he was quite handsome, lighter skinned and got most of the attention from the girls. Petty jealousy except when institutionall endorsed as it was on R.E.A.C.H.s campus.
D [REDACTED]	E [REDACTED]	Homeless Youth. Living in a hotel then in a park with mom.	Another bright kid. African-American, living in flea bag hotels and on the street with drug mom. But, he tried to come to school and, amazingly, could do grade level work. Was too "needy" (i.e. made lots of requests for food items, accessed the free boxed cereal and milk I provided in my room) but "irritated" Jeff. He was "called out" in the Quad at one point with the "we aln't no homeless shelfter" screaming fit by Jeff.
A [REDACTED]	E [REDACTED]	Graduated from JCCS, father of a child, recently visited REACH to get my assistance with college aid, enrollment at Job Corps. In a Drug Rehab Program in El Cajon. See Karen Nazzal about how/when to reach A [REDACTED]	Complained quite a bit about Jeff's verbal assaults while here. He is a red haired, blue eyed Caucasian kid---a natural target at REACH. Best if you talk with A [REDACTED]. He really doesn't like to "snitch" so I'm not sure what he'll say.
D [REDACTED]	C [REDACTED]	Destinia "got involved" with about four of REACH's boys in a single month. This caused lots of drama. But, she complained about how [REDACTED] A [REDACTED] made her feel unsafe at school	D [REDACTED] puts the D In Drama. That said, she had "serial sexual relationships" with several boys (disability-related) then the drama spiraled out of control That said, [REDACTED] A [REDACTED] threatened her on campus on multiple occasions. Finally, he attempted to "rush" (assault) D [REDACTED] by slamming me in the doorway (see referral) and injuring my back. This attempted assault was predicted by me in emails but little was done until a staff membe (me) was injured and [REDACTED] was almost assaulted. (Funny, the ONLY feedback I got from the district was that I shouldn't have said in the referral that I was "standing, blocking the door" because it might be said that I was "restraining" [REDACTED]. Huh? I "get" the feedback but that's it?
C [REDACTED]	C [REDACTED]	Often called "Peanut" because of his really small size (maybe 5'4, 90 pounds?).	A great sense of humor. Finally dropped out. Didn't really find much positive, encouragement at REACH. Not sure what he'll say.

F ■■■	C ■■■	Graduated	Patton is OCD and has some significant mental health challenges (i.e. paranoia, etc). He was a "tagger" (really obsessive about it and on Probation for it but also disability-related). Jeff Harper just claimed down his throat (publically) many times and often accused him of ALL tagging that occurred on campus. I eventually moved him into our off-campus Transition Program to provide some level of buffer and protection. He completed the full 220 credit diploma.
E ■■■	C ■■■	Graduate after moving to fully Independent Study Home Choice Program.	Caucasian student who complained to school staff and students about bullying & harassment by Jeff Harper (and friends). E ■■■ dad is employed by the SDCOE and mom, Patricia, witnessed Jeff's inappropriate behavior. Patricia did lodge a complaint but she was "written off" as a "dysfunctional parent" and nothing was done about the persistent and relentless verbal abuse he endured. Tagged a "momma's boy" and a "whiner" by Jeff Harper.
F ■■	D ■■■	Currently enrolled at El Cajon PLUS, mom is the School Nurse at Valhalla	Rico is adopted, very bright and successful. He is quiet but might be willing to share what he saw while at REACH. He was consistently on LEVEL 4 but he saw "stuff" that I think he thought "just wasn't right".
L ■■	G ■■■	A very, very quiet Latino youth. He was NOT attending school regularly. Older sister and mom showed up and REACH and told me that he wasn't coming to school because he "didn't feel safe."	L ■■ is on campus. But, he is very quiet, doesn't want to be targeted anymore than he already is so I'm not sure, with ample reassurances, he will talk. Also, G ■■■ is only real friend. This two Latino boys try to keep to themselves and try to protect each other. I don't have G ■■■ in class but it might be good to contact him too.
A ■■■	G ■■■	Drop Out	Dropped out of REACH after spending some time in JV. Always had a "problem with Jeff" and often complained to staff and therapists about how hostile "that dude" is. Not sure of all the reasons for his dropping out. Might have moved to Arizona.
■■■	G ■■■	Former Student, foster youth, eventually went to San Diego Unified	■■■ was not a perfect kid. He did a few assaults of his own. But, he is also one of those very bright kids. ■■■ had a troubled history with Jeff Harper and would often get triggered by him. After triggered, ■■■ usually created a huge campus safety issue. I would speak more to Kimberly Shotwell (his Advocate Teacher) about ■■■. Kimberly is now living and teaching in Virginia. Call her. 405-821-1007
■■■	G ■■■	Currently enrolled	I'd just do a "check in" with ■■■. He pretty much rolls with the punches at REACH. Level 4 (best) behavior. Has a very, very supportive Grandpa and Mother who may be able to tell you if Jonah has endured any of the bullying, harassment or assaults.

F	G	Enrolled at Diego Charter after getting off probation.	While at REACH reported several instances of what he considered verbally abusive and inappropriate behaviors by district staff. Articulate kid who might be worth talking with if you can locate him at Diego. And, his MOM is awesome too. Karen Nazzal (school secretary might have contact details.
A	C	Foster Youth, last known to have been in Juvenile Hall	A ran away mutiple times, was arrested and while at REACH experienced quite a bit of harassment. He did fight back initially, but then realized he was outnumbered. He eventually left.
H	G	Another very, very bright, bi-racial young man often teased for not being black enough. His mom is Caucasian, his dad is Kenyan (I think). So smart. Great literacy skills, very easy and able to converse. But, had some very, very significant mental health and trust issues. Dropped out of school AFTER I fought to get him the AB Waiver (graduating to State not district standards). So sad to see him drop out.	Had many, many "run ins" with Jeff. I'd look at his discipline record. However, I LOVED having him in class. So engaged, very much into social justice issues like systemic racism, segregation, etc. This kid has promise. I can't, to be fair, say how much his negative interactions led to his dropping out but I will say that ALL of his behaviors were disability-related and should have been dealt with using a more compassionate, less assaultive response.
D	H	A rather slight (smallish) Caucasian Male, put on a shortened schedule (2 periods out of 4), now working at Lil Caesars.	D complained about bullying and harassment and about threats from other students. He also complained about feeling unsafe. When I brought these concerns up, I was told that both D and his father are white supremacists (racist). I've never seen this but this information was offered to provide a "causal link" between D's fears and how he "brought this one himself". I'm not sure if the bullying/harassment started first (preceded) the offensive (defensive) remarks or what. BUT, he'd be worth talking too. D is actually credit deficit so a shortened school day really isn't the best option. But, it is the "only way" to have him feel safe.
K	H	Foster Youth, Fled to Polinsky, then disappeared	K has several negative interactions with GUHSD Staff and with other students. Again, Caucasian male had lots of threats made against him mostly by African-American students who are part of Mr. Harper's posse
M	H	Graduate (after going back to El Cap)	Complained of bullying & harassment by Jeff Harper and by the bullies Jeff Harper Harris protected.

C ■ ■ ■	M ■ ■	Drop Out	Foster youth? I think his mom died, sister took custody. C ■ ■ is a handful--likes to think of himself as Dr No--devious but in a delightfully funny way. But, he can be a handful. He was too much for Jeff Harper to handle as he was intellectually nimble and rebuffed the insults and verbal assaults. We usually just watched because he didn't seem to need "protection" as it was Jeff (or his gang) who usually lots any battle of wits (Just sayin'). That said, C ■ ■ was assaulted more than once and was attacked after school by REACH students or former students.
Z ■ ■ ■	M ■ ■ ■	Not sure if he graduated or just stopped coming	Z ■ ■ isn't much of a complainer. But, he did try to stop the abuse for awhile then gave up.
J ■ ■	M ■ ■ ■	Drop Out, Nephew of the custodian at ELITE.	J ■ ■ is a "large" young man. Suffers from severe anxiety. Teased relentlessly when he did come to campus. Attendance became more intermittent as the bullying and verbal assaults escalated.
M ■ ■ ■	M ■ ■	Former	Complained of bullying & harassment by Jeff Harper and the "gang of 4" he protected.
K ■ ■ ■ ■	M ■ ■	Currently enrolled at El Cajon PLUS	I'll let K ■ ■ ■ ■ speak to any questions you have about her relationship with Jeff Harper. She has her opinions. K ■ ■ ■ ■ resides in a group home (foster) and is articulate and bright. She can speak for herself. But, suffice it to say, she doesn't have fond memories of her times in the Quad taking the abuse and watching others be subjected to it.
T ■ ■ ■ ■	M ■ ■ ■ ■	Drop Out	T ■ ■ is a foster youth who was actually in juvenile hall for a time after fighting back at Polinsky Children's center when three boys tried to bully him. I think, as he related to me, "got real made" one day and threw one of the boys out 2nd story window (without opening the window I think), and pretty savagely beat up the other two. T ■ ■ is Native-American, was proud of it but was often called Chief in the Quad (not in a playful way by his friends--which is was always fine with--but by those he didn't like. He was 'about to blow' he told me before dropping out of REACH.
■ ■ ■	M ■ ■ ■	A gangly, Caucasian kid with blue eyes--one of those with a "bullseye" on his back. Graduated.	Graduated but often complained about verbally abusive interactions with Jeff Harper and with some of the bullying by students. Not sure how to find Jacob yet. He periodically drops by to visit me. But, I'm trying to see if I have any contact details for him.
C ■ ■	R ■ ■ T ■ ■ ■	Graduate or Drop Out	Not sure C ■ ■ status but he reported the bullying and harassment (again, White Male) but he had lots of homelife issues. Not sure where he is now.

T ■■■	R ■■	Drop Out or Graduate?	■■■ was an affable, funny kid. But, if he ever entered my room in a nasty mood (4th period) it was because he had been bullied or verbally assaulted by students or staff during lunch. Not quite sure what he'd say.
S ■■■	S ■■■	Foster youth, also gang involved	Sal---another one of the bright ones who just didn't "feel the love" at REACH. Often exited class due to frustration only to be met in the Quad with verbal assaults from Jeff Harper. These assaults often led to Sal leaving campus to feel safe (he had quite a track record of trauma and abuse and was triggered by all of the screaming and yelling at him). But, Jeff Harper often said, with derision, that he doesn't care about "all that".
L ■■■	S ■■	Just dropped out to join Urban Corps	As his attendance lagged, so did the teasing. What relationship? Can't say? Denial of FAPE? Probably enough evidence for that.
S ■■■	S ■■■	Currently enrolled at REACH, dropped out in the Fall 2017 after the attempted assault by Deondre Wright in Room 4.	I'd talk to S ■■■ S ■■■ with Chintayia (Vista Hill Therapist) to "unpack" how safe she feels at REACH and why she feels the way she does. Bright young lady. Went to live with Grandma in LA for the Fall 2017 but didn't enroll in school that I know off. Hilariously funny once you get to know her and if she trusts you.
J ■■■	W ■■■	Transgender Youth with significant mental health issues	From the day ■■■ arrived at REACH he was faced with harassment and bullying. Be sure to talk with Simone Holomon (Teaching Assistant in Room 4) because she witnessed Jeff Harper scoffing at and belittling Jamon's "lifestyle choices". Jeff Harper is quite religious as evidence by his blogging but he needs to keep his beliefs in check when it comes to deciding when to intervene to stop bullying/harassment.
J ■■■	W ■■■	Former	Significant mental health issues due to early onset schizophrenia. Was teased by Jeff Harper about "seeing things" and about being "paranoid" (both conditions related to his disability). Jeff Harper also yelled at ■■■ to "take a bath", humiliating him in front of a classroom of students. (As J ■■■ mental health condition worsened so did his personal cleanliness---also related to his disability.

Hobbs at GUHSD

TIMELINE

2010 to 2018

Date	Time	Event and/or Evidence	Exhibit	#
4/1/2011		Hobbs is a Special Education Teacher at Granite Hills High School. Hobbs receives an excellent evaluation after two observations by Georgette Torres, Principal. However, as the year progressed Hobbs became increasingly aware of all of the barriers that exist to LRE resulting in a denial of FAPE. At one point, Hobbs refuses to participate in a Special Ed Dept meeting in which general ed "slots" would be rationed to students on our SPED Caseloads. Hobbs explains that this is an illegal meeting (such placement meetings must be made by the IEP Team with the parents present to sign off. Hobbs resistance to "going along" with the district's traditions (even though illegal) makes Department Chair, [REDACTED] incensed. Hobbs was to find out later that Jeff Yaddo arranges a meeting in which Hobbs is "ambused" by [REDACTED] and [REDACTED] and [REDACTED] says she "wants team players on her team" and she is seriously considering doing a "non re-elect" on Mr. Hobbs. After listening to [REDACTED] was eloquently about the virtues and necessity of segregation on a large, comprehensive campus, Hobbs sets her straight. He excuses himself from the meeting after informing [REDACTED] that she has just broken the law for using coercion and threats to get Mr. Hobbs to agree to violate FAPE and LRE. Mr. Hobbs promises [REDACTED] that he will be filing a complaint with OCR to seek district-wide intervention to secure the full benefits of IDEA-04 for all students with disabilities in the district. As promised, an OCR complaint was filed within days. Mr Hobbs also files a Uniform Complaint against Ms. Torres and receives an apology for her actions.		
4/28/2011	10:58 PM	Email to Steve Sonnich, Asst Supt for Human Resources, attaching a copy of Mr. Hobbs for AR 4031 Complaint re: the Retaliation, Harassment, Coercion and Threats made by Principal (Granite Hills). Full copy of Hobbs complaint re: the actions of [REDACTED] can be provided. Retaliation.		
5/9/2011		Hobbs files formal complaint with OCR re: denial of FAPE/LRE in GUSHD. Hobbs identifies 17 Barriers to LRE/FAPE and provides more than 12 Charts with data to support his observations. (OCR later agrees to open an investigation, the district agrees with the barriers (no denial) and want to move toward a mutually agreed upon resolution vs. a formal OCR action.		
5/13/2011	9:31 AM	Hobbs forwards Appendices from OCR complaint to key staff within GUHSD. (information sharing).		
8/9/2011	7:53 AM	Hobbs, after meeting with [REDACTED] and learning that she has no real intent to implement the Action Plan agreed to with OCR, asks that he be put back at Granite Hills High School. Request denied since that is where the civil rights violator is principal ([REDACTED]). Instead, Hobbs is given a job as Inclusion Specialist but told not to go onto any of the high school campuses (he is not welcome due to the OCR action).		

Date	Time	Event and/or Evidence	Exhibit	#
8/22/2011	7:54 AM	Email to ██████████ capping the failure of the GUHSD to honor commitments made in the Resolution Meeting with OCR attorney Jessica Plitt. Retaliation again. Failure to provide me with an acceptable job assignment.		
9/26/2011	8:15 AM	Checking in email received from retired Director of Special Education, Mary Sue Glynn. In the email, Hobbs relates GUHSD's resistance to complying with the Action Plan and Resolution Meeting as orchestrated by the Office of Civil Rights.		
11/1/2011	6:13 AM	Email communications between Hobbs and Jessica Pitt from the Office of Civil Rights and Rose Tagnesi on the failure of the GUHSD to move forward on the Action Plan laid out by the prior Director of Special Education, Mary Sue Glynn, as part of the Resolution Agreement with OCR staff/Hobbs. (original email chain started with Rose Tagnesi August 9, 2011, 7:33 am.)		
3/13/2012		CPRA demand filed with GUHSD by Hobbs requesting records related to Hobbs' earlier filing of an OCR complaint. CPRA ignored by GUHSD.		
10/8/2013	4:34 PM	Stemming from a request by Hobbs re: student's verbally assaultive language, ██████████ (Administrator for REACH) sends email re: verbal assaults by students on GUHSD staff. What follows is some definition around what is a verbal assault, etc with consequences. (Ironically, when I taught this lesson---what is "looks like" and what will be the consequences--the main reaction from students was, "But ██████████ does that all the time to us. What consequences does he face?"		
2/13/2014	7:08 AM	Hobbs sends out email asking staff to consider how to "roll out" new teaching and prompts regarding verbal assaults. Hobbs provides a legal definition of verbal assault for staff to use in teaching the concept. (This was done in response to a continuing and unaddressed problem on REACH's campus---student's verbal assaulting (and harassing) other students and staff. Campus leadership was concerned that students didn't know how to disagree with someone without verbally assaulting them. The definition is provided to deal with "intimidating, threatening, shaming, demeaning, or derogatory language, among other forms of communication."		

Date	Time	Event and/or Evidence	Exhibit	#
#####	5:13 AM	Hobbs email advising [REDACTED] and many others that he wants Jessie Ross' rights protected and he wants [REDACTED] to get the due process he deserves. (More on the [REDACTED] Ross case later) ([REDACTED] was an African-American young man involved in a fight at ECVHS when he went there to retrieve a stolen phone. A melee occurred and [REDACTED] was accused of throwing a rock. But, three REACH students who were present were willing to provide testimony that [REDACTED] did not throw the rocks---another student who looked very much like [REDACTED] did. But, the School Resource Officer at ECVHS refused to interview the students at REACH.) [REDACTED] was later exonerated on all of the felony charges except making a threat during his unfair arrest.		
9/29/2015	8:59 AM	Hobbs emails [REDACTED] to get guidance on the lack of Teacher Assistant accountability at REACH. Hobbs points out that the Instructional Assistants and Teaching Assistants are on their personal cell phones constantly and/or on laptop computers. Because of this the classified staff deployed by the district to assist and support students with significant behaviors is not practicing Proactive Supervision (in fact, they aren't paying attention to the students at all) Hobbs notes, in the email, that the district's failure to properly train and monitor the Instructional Assistants (also called Teaching Assistants) is resulting in a denial of FAPE for students at REACH AND is a safety concern (the thought being, but not explicitly stated, that acting out behaviors like harassment, bullying, etc occur when paid classified staff does not proactively monitor student behavior.		
9/30/2015	12:34 PM	Email between Hobbs and [REDACTED] setting up our "Coffee Chat" re: Hobbs' concerns about the lack of Proactive Supervision on REACH's campus, the resulting denial of FAPE/LRE and the waste/abuse of taxpayer dollars. Meeting was eventually confirmed for Thursday, October 1st at 8:00 am.		
10/2/2015	1:30 PM	Hobbs verbally assaulted by [REDACTED] during a schoolwide faculty meeting. [REDACTED] does NOTHING to stop the verbal assault. Many witnesses to the verbal assault. Jeff Harper yelling, "I do my fucking job! I do my fucking job!" (after Hobbs had the Thursday morning coffee meeting with Rose Tagnesi asking her to address [REDACTED]'s excessive personal phone calls, absence from the common areas while in his private office; etc creating significant safety issues on REACH's campus.		

Date	Time	Event and/or Evidence	Exhibit	#
10/3/2015	2:28 PM	Hobbs receives email from ██████████ agreeing that our "coffee chat" on Thursday morning, 10/01/2015 was a "positive meeting and you were very complimentary of everyone working at REACH.". This email came from Rose after I sent an email on October 3rd at 10:02 am explaining that I got make "blowback" (verbally assaulted) by Jeff Harper for being a snitch and for saying he wasn't doing his job (on personal phone calls too much) Hobbs earlier explains the verbal assault and intimidation he faced in front of the entire REACH Academy staff when Jeff was allowed to verbally assault Mr. Hobbs with insults and innuendos about him being a snitch. At one point, Mr. Harper was screaming "I do my fucking job!" , I do my fucking job!" as he looked at Mr Hobbs in a room full of people who had come for the bi-weekly faculty meeting. In response, Mr Hobbs stood his ground and said he reserves the right, in the future, to involve the Director of Special Education whenever students werre being denied FAPE/LRE (which ██████████ doesn't understand or care about as evidenced by many prior conversations).		
3/1/2016	6:01 AM	Hobbs, who is temporarily serving as Dept Chair, sends email asking teachers to bring lunches to our lunch meeting to discuss "the Bullying/Harassment behavior prompts and disciplinary actions." (Hobbs had asked ██████████ to get the Bullying/Harassment under control but she "deferred" to the teachers to handle.		
8/16/2016	5:36 AM	Hobbs sends email to REACH staff asking if there is any chance that B ██████████ (one of the students alleging bullying/harassment) is actually being bullied. Hobbs was prompted to send the email because prior conversations with ██████████ (Campus Supervisor) and with ██████████ had discounted ██████████ complaints and fears and said B ██████████ was just whinning. Lauren Basteyns replies to Hobbs email noting that "he won't talk to me, he is determined to got to the local charter and ██████████ notes that B ██████████ is willing to "terminate his IEP"(which the district agrees to do) in order to get out of REACH Academy and to go to another, safer school.		

Date	Time	Event and/or Evidence	Exhibit	#
12/5/2016	1:31 PM	<p>Hobbs sends email to Ernest Reyes, Wrestling Coach at Mt Miguel following up with him regarding T■■■■ W behavior. Hobbs is concerned because T■■■■ is known, at REACH, for bullying and assaulting other students. T■■■■ was allowed to return to the Mt Miguel Wrestling program by ■■■■■ (Assistant Director) and by ■■■■■ within two weeks of violently assaulting another student on REACH's campus (C■■■■ B.). Since the assault was pre-meditated and was so recent (and fit T■■■■ prior discipline profile) Hobbs had strenuously objected to T■■■■ returning for part of his school day to a comprehensive high school campus. The return was in violation of REACH's state agreement with the comprehensive high schools in that T■■■■ WAS NOT ON LEVEL 4 and was not exhibiting appropriate behavior just prior to be released back onto Mt. Miguel's campus for part of his school day. (It should be noted that T■■■■ later took some Mt Miguel students with him in his car, committed a violent act (robbery I think) the drove back onto Mt Miguel's campus to drop off the other students. T■■■■ was arrested on Mt Miguel's campus by the Campus School Resource Office. (Please see the full discipline record of T■■■■ W■■■■ then ask yourself, what lapse of judgment would allow site and district administration to have such a risk put back onto a comprehensive high school campus without first insisting that the student show appropriate, non-assaultive behavior for a reasonable length of time? Seriously. Hobbs "looped back" to ■■■■■ and to ■■■■■ to asked them if they learned any valuable lessons from T■■■■ violent (but predictable) behavior? No answer.</p>		
3/1/2017	2:57 AM	<p>Email from Hobbs to C Topper (GEA site rep) documenting further the concerns for the denail of FAPE and LRE at REACH Hobbs expresses frustration in all that he has done personally to get the bullying and harassment of students to stop but he (Hobbs) laments that he isn't getting any support from the Department of Special Education.</p>		
3/1/2017	10:59 AM	<p>Email to ■■■■■ re: "permanent resolution to the lack of proper supervision on REACH's campus. Allegations included "endangering students" and denying FAPE.</p>		
3/1/2017	10:59 AM	<p>Email sent by Hobbs to ■■■■■ seeking a "permanent resolution of the lack of proper supervision and the accompanying denial of FAPE and LRE to students with disabilities. It should be noted that Hobbs noted that students were being "endangered" by the lack of supervision (that included being bullied, harassed, coerced and intimidated in areas of the campus that lacked supervision by our Campus Supervisor.) Hobbs noted that "we've all looked the other way" as public funds have been stolen (and, as a consequence FAPE/LRE denied).</p>		

Date	Time	Event and/or Evidence	Exhibit	#
3/2/2017	6:59 AM	Hobbs email to [redacted] (HR) on how Hobbs has, on many prior occasions witness [redacted] attempts to get [redacted] to address his continued failure to provide Proactive Supervision for students at REACH Academy. Hobbs also details how he (Hobbs) has received "blowback (i.e. threats, coercion and bullying) by [redacted] because of Mr. Hobbs' advocacy for students with disabilities. Hobbs details his belief that [redacted] is being protected (and even encourage in his abusive behavior toward students) by a "good old boys network" that, in part, stems from a time when [redacted] and Jeff Harper worked together at Homestead (the school that existed prior to REACH Academy). Hobbs implies that [redacted] failure to affirmatively protect the students at REACH Academy stems, in large part, to her close personal relationship with [redacted], Campus Supervisor.		
3/2/2017	7:15 AM	Email to [redacted] setting HR support for getting corrective action on Mr. Harper's bullying/harassing behavior. [redacted] is called (in the email) a Homestead institution (the school before REACH).		
3/8/2017	12:42 PM	Hobbs email to staff asking them to write referrals for any bullying see between A [redacted] P and D [redacted] against J [redacted]. The bullying includes punching, stealing J [redacted] food, etc. (J [redacted] was very fearful when complaining to me about the bullying and asked me to intervene on his behalf) Kimberly Shotwell (teacher) response about a referral she wrote and that this has "gone on for far too long." (Note: everytime staff tries to protect J [redacted] [redacted] defends the bullies and "interrogates" the bullied)		
3/8/2017	12:52 PM	Hobbs extemporaneously details a follow up conversation he had with [redacted] re: bullying and harassment. Hobbs says that 'lots of questions were raised about whether point sheets had been "docked" to stop the bullying. Hobbs notes that this is irrelevant and that the district needs to provide a more robust response (more immediate protection for the bullied student) to the bullying.		
3/17/2017	9:16 AM	Hobbs sends email to [redacted] (HR) detailing how REACH has become a hostile work environment due to Jeff Harper's retaliatory behavior. No response received from GS--leaving Hobbs to conclude that he is clearly "on his own" in handling the hostility and retaliation.		
3/17/2017		Hobbs files CPRA request to obtain REACH Academy Phone records to prove that the Campus Supervisor is in his private office on personal or private business-related phone calls instead of practicing Proactive Supervision as part of FAPE at REACH. CPRA request include requests for three years). Hobbs sent email offering to NARROW the request to one single number (the number of the Campus Supervisor)		
3/27/2017		Hobbs receives email with attached letter to from the District notifying Hobbs that CPRA demand is being researched.		

Date	Time	Event and/or Evidence	Exhibit	#
4/6/2017	10:02 AM	Hobbs receives notification from Catherine Martin via email that "we switched phone systems in January 2017, and there are no records PRIOR to January 2017. (this means that [REDACTED] excessive use of the district phones to conduct private and non profit business could not be verified by phone records. [REDACTED] stopped using the district phones and started making all of his business-related calls on his personal cell phone in 2015. in other words, the GUHSD's failure to maintain phone records means that the denial of FAPE due to [REDACTED]'s failure to provide Proactive Supervision on REACH's campus cannot be proven through phone records.		
9/12/2017	6:57 AM	Hobbs sends email to [REDACTED] asking her to "leverage your relationship with D [REDACTED] W to get him to stop bullying and harassing other students on campus. Hobbs details to [REDACTED] very sexually explicit talk in Period 4, Room 4 (for which he was repeatedly redirected). Two young ladies in the room, D [REDACTED] and S [REDACTED] S, had previously reported bullying, harassment and intimidation by D [REDACTED]		
9/12/2017	6:58 AM	Hobbs also details in the email to [REDACTED] that D [REDACTED] W, upon seeing D [REDACTED] come into Period 4 to consult with Mr Hobbs, yelled across the room, "Oh, there's the white meth addict." (This slur refers both to D [REDACTED] race and to his home status/placement status. Prior to entering foster care, D [REDACTED] was living, with his biological mother, in a meth lab setting.) D [REDACTED] did has he was "trained to do"---he ignored to taunt, got what he needed then exited the room. It should be noted that, at REACH, teachers often did NOT write referrals because 1) Lauren complained about receiving them, and 2) rarely was anything ever done about significant behaviors. One only need consult Infinite Campus Records to see have few meaningful consequences were given out for verbal assaults,		
9/21/2017	9:48 AM	Hobbs sends email to [REDACTED] and others re: San Diego County Office of Education guidance on the application of the AB Waivers as available in California law. Hobbs points out that the availability of these waivers (or the restriction thereof) has a direct and disproportionate impact on students of color and on students with disabilities. Hobbs is seeking [REDACTED]'s help in getting SDCOE staff to reconsider their guidance. (Outcome: Hobbs works with the Youth Law Center in San Francisco to get SDCOE to accept that their guidance was not rooted in law (but in the personal opinions of SDCOE staff) and SDCOE agrees to rescind prior guidance and to re-issue guidance that more closely follows the intent of the law for students with/without disabilities who benefit from the AB Waivers for foster, homeless and adjudicated youth who experience a school placement change.		

Date	Time	Event and/or Evidence	Exhibit	#
9/29/2017	6:04 PM	Hobbs sends email to [REDACTED] and to [REDACTED] (new Asst [REDACTED]) re: B [REDACTED] E [REDACTED] asking for a more robust intervention to prevent B [REDACTED] pre-meditated assaults on other kids. Hobbs says that the district has "failed to act to protect students" from B [REDACTED] many times before. Hobbs cautions the email recipients that there is a "cause of action" when the district has an explicit or implied "duty of care" and fails to intervene and, when that duty is breached, it can be determined that an injury was caused by the district's failure to act." (Could I have been anymore explicit than this? if so, tell me how???? NO RESPONSE from either party to the email.		
10/3/2017	10:30 AM	Start of an email exchange between Mr. Hobbs and [REDACTED] Supt re: Hobbs speaking in open session to Board of Education to finally get school safety and hostile climate concerns addressed. [REDACTED] suggested that they (Glover and Hobbs meet) prior. Meeting arranged for a later date.		
#####	3:25 AM	Email to [REDACTED] notifying her of my neck and back injury due to [REDACTED] A 'body slamming' me in his attempt to get to D [REDACTED] C. D [REDACTED] had previously reported to staff that Joe sought her out to harass and intimidate her (after a relationship gone bad). The breakup drama resulted in [REDACTED] trying to assault D [REDACTED] but I was standing in my doorway to protect D [REDACTED] by keeping him from entering the room. [REDACTED] A was full of rage and was known to be assaultive when angry. His assault was fueled, in this case, by retaliation for D [REDACTED] complaints about bullying, harassment and intimidation.		
#####	4:14 PM	Hobbs receives broadcast email from HR (noreply@guhds.net) reminding that, under Education Code Section 234.1 that "Under this code, any employee who witnesses an act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is REQUIRED TO INTERVENE if it is safe to do so. (Education Code 234.1) Hobbs thinks to self, "What if the GUHSD creates a situation where it is no longer safe---given the retaliation that he has endured--to report the unlawful acts?" Hobbs also thinks to self, "I've reported it all the way up the chain of command in Special Education and my reports have been ignored. The district did not do its affirmative duty. How ironic that this email should hit my inbox now."		
1/31/2018	2:14 AM	[REDACTED] sends out a blast email to staff asking all be alert to any harassment and bullying of [REDACTED] based on his sexual identify (Transgender) This is actually a "better late than never" email since [REDACTED] complained about specific acts of bullying and harassment directed at [REDACTED]. D [REDACTED] L [REDACTED] responds to [REDACTED] email Jan 31, 2:38 pm to report that she witnessed slurs directed at [REDACTED] based on his sexual orientation with students calling him "gaylord" "gay" and laughing.		

Date	Time	Event and/or Evidence	Exhibit	#
1/31/2018		This is NOT a specific date. But, sometime on or around this date, S [REDACTED] H [REDACTED] witnessed [REDACTED], Campus Supervisor, mocking and making disparaging remarks about [REDACTED] based on [REDACTED] sexual orientation or gender identity. [REDACTED] is known to be fairly religious and has made remarks about 'stuff like that just don't fly with me.') S [REDACTED] and I (Hobbs) discussed it and she was wondering if this mocking of students happens alot at REACH (S [REDACTED] only recently came to REACH from another campus). I explained that Jeff is the biggest bully on REACH's campus but the district is aware of his 'special tactics' and actually condones Jeff's street method of crowd control.		
2/5/2018	11:55 AM	Eamil exchange between [REDACTED] and Hobbs re: Vista Hill staff interference in our classrooms.		
2/7/2018	6:17 AM	Email to [REDACTED] explaining how we have build a "Field of Dreams" continuum of totally separate schools the draw students to segregated settings. Suggest closing at least REACH Academy because it is not necessary, expensive and hurts students.		
2/7/2018	7:12 AM	Hobbs sends email to staff asking them to be on the look out for bullying and threats made against V [REDACTED] by M [REDACTED] and A [REDACTED]. There appears to be some girl drama around M [REDACTED]. Hobbs details what he overheard and saw. [REDACTED] intervenes by holding a "Restorative Justice" style meeting between all the girls. After the meeting, the girls were once again friends and all threats of bullying and intimidation stopped.		
2/7/2018	7:33 AM	Email to [REDACTED] (Assoc Sup for Business Services) alerting him to the tremendous waste of taxpayer money at REACH, telling him that the rationale that REACH "saves money" vs NPS placement simply doesn't hold water and, in fact, denies students FAPE/LRE. Most studnets at REACH have mild disabilities (OHI-ADHD, LD, SL, not ED) therefore, with supports, they could be educated in a less restrictive environment.		
2/8/2018	3:16 PM	Email from [REDACTED] and [REDACTED] (both teachers) detailing A [REDACTED] bullying behavior. Also noting but A [REDACTED] continues to get 'what she wants'		
2/8/2018	3:33 PM	Hobbs email to [REDACTED] raising on-going concerns with Vista Hill (i.e. are they fully qualified therapists, should they be making evaluative statements about teacher performance, etc)		
2/8/2018	7:24 PM	Follow UP email to [REDACTED] re: continuing issues with Vista Hill staff (private vendor providing mental health services on REACH's and PLUS site campuses) Citing issues with Vista Hill staff, under the guise of observing students, makes evaluative remarks re: teacher performance. Teacher's never get to see the mental health notes and observations but such "evaluative comments" are shared in a weekly meeting with our Site Administrator. Violation of GEA contract?		

Date	Time	Event and/or Evidence	Exhibit	#
2/15/2018	2:28 AM	Hobbs provides IEP preparation info re: present levels to [REDACTED] on 2/15/2018 on D [REDACTED] H. H [REDACTED] notes that D [REDACTED] has report excessive bullying and disability-based harassment. D [REDACTED] day has been shortened to 2 periods out of 4. This is probably a denial of FAPE and LRE but D [REDACTED] is offered Independent Study classes and Work Study (which Hobbs supervises) to fill the gap. Nonetheless, D [REDACTED] is seriously credit deficit and really needs to be in school for a 4 period day. But, it was determined at a meeting with D [REDACTED] dad that the environment at REACH is so hostile toward D [REDACTED] that he needs to be off campus before break and lunch. (break is after 2nd, lunch is after 3rd). Some staff opine that "D [REDACTED] brought it on himself by being a racist." In the months I've had D [REDACTED] in my mixed class I've never heard him make a racist remark.		
2/15/2018	5:21 AM	Hobbs responds to email/conversations with [REDACTED] Basteyns, administrator, about how EVERY TIME he writes a student up for bullying/harassing others, two things happen: the victim is put on trial and the staff who reported the bullying has his/her actions questioned. Hobbs sends a robust response to [REDACTED] asking her to intervene to protect students because "sometimes the student's behavior must be addressed."		
2/15/2018	5:58 AM	Hobbs sends email to [REDACTED] to ask for meeting to discuss how little progress has been made on the Action Plan and LRE indicators from the OCR Complaint dating to 2011. [REDACTED] response that progress is being made on indicator 5A (LRE for students in G.E.) but Indicator 5C (separate school settings is a "bit stickier")		
2/26/2018	3:09 AM	After reporting the bullying during Period 4 P.E. D [REDACTED] learns that the "solution" is for him to agree to a schedule change---(the victim)--rather than to change the schedule(s) of the bullies. Email sent from Basteyns to Cindy King.		
2/26/2018	3:19 AM	Email notifying Hobbs that L [REDACTED] S [REDACTED] has "self-exited" REACH to Urban Corps. L [REDACTED] is one of the students who alleged disability-harassment and bullying.		
2/26/2018	5:08 PM	Uniform Complaint for D [REDACTED] G [REDACTED] sent to Theresa Kasper, copy forwarded to [REDACTED] (see attached Word document)		

Date	Time	Event and/or Evidence	Exhibit	#
2/26/2018	5:08 PM	After the interaction with [REDACTED] and [REDACTED] in which they largely dismissed D [REDACTED] G [REDACTED] bullying/harassment complaints during 4th Period locker room (see full statement), I immediately returned to my desk to file a Uniform Complaint on D [REDACTED] behalf to get Theresa Kemper's intervention to stop the bullying and harassment of D [REDACTED] and other students at REACH. I left [REDACTED] office sometime around 3:00 pm. It took me some time to call D [REDACTED] group home staff [REDACTED] a close personal friend of [REDACTED]) to notify her of, yet another complaint by D [REDACTED] of bullying. In the the phone conversation, [REDACTED] related that "D [REDACTED] has been complaining about the bullying for awhile." I also called D [REDACTED] County Social Worker to see if I could find out who held D [REDACTED] educational rights. (Ed rights had bounced around a bit due to expected re-unification with half brother in Las Vegas. I wasn't sure who held Ed Rights.) I needed to know the Ed Rights holde in order to recommend that an IEP be held in accordance with OSEP's "Best practices" as outline in the Dear Colleague letter of 2014. It was only AFTER making this calls was I able to sit in Classroom 4 at REACH to compose and send off the email filing a formal complaint with Theresa Kemper's office (Uniform Complaint). Theresa Kempoer responded that she would look at the case at 7:58 am.		
2/27/2018	7:50 AM	Hobbs notifies [REDACTED] Theresa Kemper [REDACTED] of his intent to file a complaint with the Office of Civil Rights for violations of LRE and denial of FAPE as protected by ADA, 504 and IDEA 2004. Hobbs notes in emails that there hasn't been much meaningful progress since the May 2011 Complaint to the Office of Civil Rights. Hobbs also notes that he intends to follow up with California Public Records Demands to ascertain the full scope and extent of the violations of LRE and FAPE. Hobbs also provides a polite reminder in the email that any retaliation or coercion based on his representation of students with disabilities will be met with legal claims and actions.		
2/27/2018	10:44 AM	Email to Theresa Kemper and Timothy Glove clarifying that the D [REDACTED] G [REDACTED] bullying and disability harassment occurred in a P.E. class not supervised by a credential teacher, and that [REDACTED] Campus Supervisor, was in his office (instead of lending a hand in the Weight Room) because he was conducting his personal business (coaching and non-profit work)(recruiting business?)		
2/27/2018	11:00 AM	I was called into		
2/27/2018	12:38 PM	Email from Hobbs to [REDACTED] Admin Support) asking her to cancel scheduled meeting. (Hobbs saw no point in having the meeting to discuss the district's continued failure to provide LRE and FAPE since Rose has lead the program while very little progress has been made on the Action Plan developed by OCR staff).		

Date	Time	Event and/or Evidence	Exhibit	#
2/28/2018	11:00 AM	Hobbs called into [REDACTED] office at REACH Academy. He is told by representatives from the Human Resource Dept of GUHSD that he is being put on paid leave while the district investigates "unprofessional conduct". Mr. Hobbs points out to Gary Swartzwald (HR) that the timing of this investigation into "unprofessional conduct" seems suspicious and a pretense design to chill Mr. Hobbs' advocacy. Hobbs is clear that he this appears to be retaliation for his intent to file a complaint with the Office of Civil Rights for the denial of FAPE and LRE. [REDACTED] responds that the timing is "coincidental". Mr. Hobbs gives [REDACTED] his classroom and campus keys. Mr. Hobbs does not have his GUHSD ID badge---just a few days earlier he had reported that his badge cracked and kept falling off of his laynard.		
2/28/2018	11:00 AM	GUHSD takes retaliatory action against Hobbs. I went to the front office to talk about to pending IEPs. I was called into [REDACTED] e. There waiting were two representatives from the Human Resource Dept, Gary Swartzwalk and another gentleman. Gary informed me that I was being put on Paid Leave while the district investigated allegations (by whom? they would not say) of "unprofessional conduct". Gary asked for my school keys and badge. I didn't have my badge as it had ealier in the week broken free of my laynard. I told Gary that this action seemed retaliatory since it so closely coincided with two events: 1) my filing a Bullying/Harassment complaint, and 2) my notifying the Supt and Director of Special Education that I intended to file a new OCR complaint since the district had made little meaningful progress (after 7 years) with the original May 2011 complaint. Gary responded that the timing was merely coincidental. Hmmm.		
2/28/2018		Hobbs downloads A.P. (the bully in the D [REDACTED]) case to see how many other times we have had to address this bullying and harassment of other students . Downloaded PDF shows 37 pages of behavioral referrals with several for bullying/harassment. Nothing of any real consequence ever done.		
3/2/2018		[REDACTED] receives, in the mail, a response from [REDACTED] re: Hobbs' Uniform Complaint dated Feb 26th.		
3/5/2018	8:07 AM	Amended complaint (with more detail) to include the broader class of students subject to disability harassment and bullying by other students and staff at REACH Academy. Amended complaint sent to Theresa Kemper		
3/5/2018	8:07 AM	Hobbs files Amended Complaint with [REDACTED] providing more detail of Bullying/Disability-Harassment Complaint.		

Date	Time	Event and/or Evidence	Exhibit	#
3/5/2018	11:47 AM	Email to [REDACTED] providing names of current and former REACH staff who may be able to shed some light on the disability harassment, bullying and about the "time card theft" when [REDACTED] was conducting his personal businesses and non-profit organizations on GUHSD time, thereby resulting in his failure to provide proactive (active) supervision. The failure to properly supervise students resulted in the denial of FAPE.		
3/5/2018	11:47 AM	Hobbs provides some names and phone contact details of former or current GUHSD staff who can speak to the intimidation, coercion, harassment and bullying faced by students at REACH Academy at the hands of GUHSD staff.		
3/5/2018	12:04 PM	Email from Hobbs to [REDACTED] clarifying that he (Mr. Hobbs) is using the DOE OSEP "Dear Colleague" definition of disability-harassment and bullying AND that Mr. Hobbs is pointing out that the students who face such bullying and harassment are harmed (e.g. denial of FAPE). Hobbs points out that the district's defense "well, we are a behavior school full of bullies" is indefensible. Hobbs offers resources on how to implement protections within a PBIS environment (see attachment to email.)		
3/6/2018	10:57 AM	Email to Theresa Komper and Timothy Grover stating the four allegations of disability harassment and bullying.		
3/6/2018	10:57 AM	Hobbs provides Theresa Komper (Assistant Supt for Ed Services) with four specific allegations related to disability-related harassment and bullying.		
3/11/2018	1:08 PM	Email received by Hobbs from Susan Liberali, Ed.D. introducing herself as a Private Investigator hired by the district to investigate my Uniform Complaint (Bullying Harrassment). We set up a meeting for 8:00 am on Wednesday, March 14th. In my response to [REDACTED] attached several related documents that might give her background on the issues of bullying/harassment, LRE/FAPE, and how to be proactive in a PBIS environment.		

EXHIBIT H

Eval 2016
Class one by
~~_____~~
~~_____~~

GROSSMONT UNION HIGH SCHOOL DISTRICT
Human Resources

RE: Report of Traditional Evaluation Form, 2015-16

School: REACH ACADEMY

JERRI HOBBS
Certificated Employee's Name


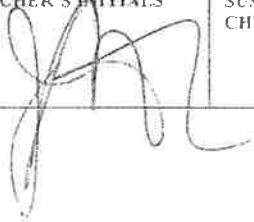
☐ Temporary ☐ Probationary ☒ Tenure
(Check one)

received an evaluation on 6/10/16
Date


Site Administrator

GROSSMONT UNION HIGH SCHOOL DISTRICT CERTIFICATED EVALUATION

TEACHER'S NAME Hobbs, Jerry		COURSE US Hist, Wd Hist, Gov, Econ, Geog		SCHOOL REACH Academy	DATE 6/5/2016
TEACHER ID NUMBER		TEMPORARY <input type="checkbox"/>	PROBATIONARY <input type="checkbox"/>		PERMANENT <input checked="" type="checkbox"/>
		1 st Year 2 nd Year			
Does Not Meet Standards	Meets Standard With Growth Recommended	Meets Standards	Not Observed or Not Applicable	PART I: STANDARDS OF PROFESSIONAL RESPONSIBILITIES (Assessed by reflection, observation, documentation, conference)	
Standard 1: Engaging and Supporting All Students in Learning					
		X		Connecting students' prior knowledge, life experience, and interests with learning goals	
		X		Using a variety of instructional strategies and resources to respond to students' diverse needs	
		X		Facilitating learning experiences that promote autonomy, interaction, and choice	
		X		Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	
		X		Promoting self-directed, reflective learning for all students	
Standard 2: Creating and Maintaining Effective Environments For Student Learning					
		X		Creating a physical environment that engages all students	
		X		Establishing a climate that promotes fairness and respect	
		X		Promoting social development and group responsibility	
		X		Establishing and maintaining standards for student behavior	
		X		Planning and implementing classroom procedures and routines that support student learning	
		X		Using instructional time effectively	
Standard 3: Understanding and Organizing Subject Matter For Student Learning					
		X		Demonstrating knowledge of subject matter content and student development	
		X		Organizing curriculum to support student understanding of subject matter	
		X		Interrelating ideas and information within and across subject matter areas	
		X		Developing student understanding through instructional strategies that are appropriate to the subject matter	
		X		Using materials, resources, and technologies to make subject matter accessible to students	

Does Not Meet Standards	Meets Standard With Growth Recommended	Meets Standards	Not Observed or Not Applicable	
Standard 4: Planning Instruction and Designing Learning Experiences For All Students				
		X		Drawing on and valuing students' backgrounds, interests, and developmental learning needs
		X		Establishing and articulating goals for student learning
		X		Developing and sequencing instructional activities and materials for student learning
		X		Designing short-term and long-term plans to foster student learning
		X		Modifying instructional plans to adjust for student needs
Standard 5: Assessing Student Learning				
		X		Establishing and communicating learning goals for all students
		X		Collecting and using multiple sources of information to assess student learning
		X		Involving and guiding all students in assessing their own learning
		X		Using the results of assessments to guide instruction
		X		Communicating with students, families, and other audiences about student progress
Related Duties and Responsibilities				
		X		Seeks out opportunities for enhancement of content knowledge and pedagogical skills
		X		Demonstrates a willingness to accept suggestions and implement appropriate change
		X		Maintains constructive working relationships with colleagues
		X		Maintains constructive working relationships with colleagues for the benefit of students
		X		Maintains appropriate school-wide policies and rules
		X		Maintains and promptly submits accurate and complete records and reports
		X		Is regular and prompt in attendance
		X		Demonstrates appropriate conduct and integrity in the classroom and school-related activities
ADMINISTRATOR'S INITIALS 	TEACHER'S INITIALS 		SUMMARY ON PAGE 4 SHALL INCLUDE WRITTEN RECOMMENDATIONS FOR ALL ITEMS CHECKED "DOES NOT MEET STANDARDS".	

TEACHER'S NAME
Hobbs, Jerry

SCHOOL/DEPARTMENT
REACH Academy

DATE
6/5/2016

PART II: RECORDED OBSERVATION

IEP Meeting: The IEP meeting was held for a student who is a foster youth. In addition to the regular IPE team members, the foster youth liaison for the district was in attendance, as well as a lawyer representing the student. Mr. Hobbs demonstrated a very thorough understanding of foster youth rights and came prepared with data to show the student's academic, behavioral progress as well as his credits towards graduation (for both standard diploma and reduced diploma requirements under AB216). Mr. Hobbs facilitated a positive, productive meeting and directed the dialogue towards the student as he was over 18 years old and his own educational rights holder. After presenting his prepared draft of the IEP and facilitating dialogue about graduation options, the team agreed to the IEP and adjourned. Afterwards, the lawyer commented that she did not feel as though she was needed to represent the student because Mr. Hobbs had a great understanding of the rights of foster students and advocated for the student without her needing to intervene.

Classroom observation: In the classroom, there were 10 students and one paraprofessional. Mr. Hobbs first presented the activity to the students with an overview of procedures and expectations. He distributed the same directions in printed form to all of the students so they could follow along and have a visual to which to refer back. Mr. Hobbs explained the jigsaw activity, which involved reading informational text about the Disabled Student Program and Services at Grossmont College and presenting information verbally and visually on chart paper. Students were instructed to organize themselves into teams of two and each set of partners was assigned a section of the text, which was labeled on their printed copies. Mr. Hobbs answered the students' questions and then prompted the students to begin working. The students clearly understood the task and began talking amongst partners about how they would complete the presentation that was required. In the next 25 minutes, students worked together, taking turns reading and writing while Mr. Hobbs circulated the classroom. The students were engaged and on-topic. The paraprofessional worked on a section of the text in the place of absent students, presumably to model for students and to share the information with the class. After students were finished preparing their presentations, Mr. Hobbs announced to the class that the presentations would begin and again explained how the presentations would be judged. He also offered a reward to the partners that had best presentation and asked for volunteers to start. Some of the students were whispering to one another in what looked like final preparations before the presentations started. Throughout the presentations, Mr. Hobbs asked clarifying questions to the students and gave positive feedback. It was evident that the students were engaged and had planned their roles in both the written and verbal part of the activity. The content was relevant and meaningful to the students given most of them were seniors and planning to go to community college after graduation. At the end of the presentation, Mr. Hobbs collaborated with the administration and paraprofessional to determine who had given the best presentation, based on the individual students' effort and ability. He then announced the winners, commending all students on their efforts, and concluded the activity.

PART III: SUMMATIVE REVIEW (Commendation/Recommendation)

Date of Observations: Formal observations were conducted on 3/3/2016 (IEP Meeting) and 5/4/2016 (classroom instruction).

Informal observations have been conducted weekly since the start of the school year in all three periods that Mr. Hobbs teaches, as well in IEP meetings and in his work as the independent study teacher at REACH Academy. Mr. Hobbs also served as department chair for second semester and collaborated with his colleagues and administration to disseminate information and promote positive school culture. Mr. Hobbs provides leadership on campus and has been a great support to administration. He often researches current events, best practice for working with students who have behavioral challenges, and/or changes to educational legislation to inform the site's decision-making around policies and procedures.

Overall, Mr. Hobbs excels in his ability to establish rapport with students; work together in a team environment with administration, other teachers, and support staff; his understanding of legislation around foster and homeless youth; and his ability to engage students who have an extremely diverse and range of educational and personal experience, including trauma; engaging students in their own learning and the evaluation of their own learning; and his advocacy for students in general. His understanding of how to structure support and work with students with behavior challenges is evident.

Based on observation, reflection, documentation and conference conducted during the 2015/16 school year, Mr. Hobbs has met all areas under the six standards as stated above.

PART IV: OVERALL EVALUATION

☒


Meets Standards

☐

Meets Standards With Growth Recommended

☐

Does Not Meet Standards



ADMINISTRATOR'S SIGNATURE

6/10/16

DATE

TEACHER'S COMMENTS - The teacher shall have the right to respond in writing to the evaluation. This response shall be attached to the evaluation prior to it being placed in the teacher's personnel file if received within ten (10) working days after the receipt of the evaluation. If received after ten (10) working days it will be added to the personnel file when received by the District.

I HAVE ATTACHED A STATEMENT

☐

YES

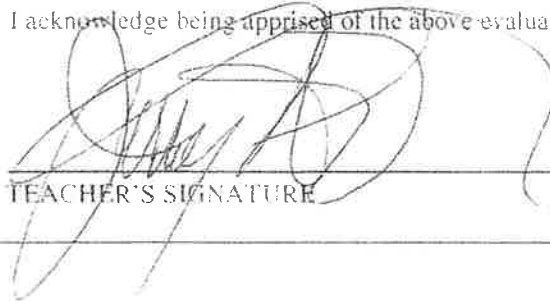
☒

NO

I acknowledge being apprised of the above evaluation in a personal conference.

TEACHER'S SIGNATURE

DATE



6/10/16

Eval 2014
~~CONFIDENTIAL~~

GROSSMONT UNION HIGH SCHOOL DISTRICT
Human Resources

RE: Report of Traditional Evaluation Form, 2013-14

School: REACH Academy

Jerry Hobbs
Certificated Employee's Name

☐ Temporary ☐ Probationary ☒ Tenure
(Check one)

received an evaluation on 1/22/14
Date

~~CONFIDENTIAL~~
Site Administrator

**GROSSMONT UNION HIGH SCHOOL DISTRICT
CERTIFICATED EVALUATION**

TEACHER'S NAME Terry Hobbs			COURSE US History		SCHOOL REACH	DATE 1/22/2014
TEACHER ID NUMBER			TEMPORARY PROBATIONARY PERMANENT <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> X 1 st Year 2 nd Year			
Does not Meet Standards	Meets Standard With Growth Recommended	Meets Standards	Not Observed or Not Applicable	PART I: STANDARDS OF PROFESSIONAL RESPONSIBILITIES (Assessed by reflection, observation, documentation, conference)		
Standard 1: Engaging and Supporting All Students in Learning						
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Connecting students' prior knowledge, life experience, and interests with learning goals		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Using a variety of instructional strategies and resources to respond to students' diverse needs		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Facilitating learning experiences that promote autonomy, interaction, and choice		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Promoting self-directed, reflective learning for all students		
Standard 2: Creating and Maintaining Effective Environments For Student Learning						
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Creating a physical environment that engages all students		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Establishing a climate that promotes fairness and respect		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Promoting social development and group responsibility		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Establishing and maintaining standards for student behavior		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Planning and implementing classroom procedures and routines that support student learning		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Using instructional time effectively		
Standard 3: Understanding and Organizing Subject Matter For Student Learning						
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Demonstrating knowledge of subject matter content and student development		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Organizing curriculum to support student understanding of subject matter		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Interrelating ideas and information within and across subject matter areas		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Developing student understanding through instructional strategies that are appropriate to the subject matter		
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Using materials, resources, and technologies to make subject matter accessible to students		

Does Not Meet Standards	Growth Recommended	Meets Standards	Not Observed or Not Applicable	
Standard 4: Planning Instruction and Designing Learning Experiences For All Students				
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Drawing on and valuing students' backgrounds, interests, and developmental learning needs
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Establishing and articulating goals for student learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Developing and sequencing instructional activities and materials for student learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Designing short-term and long-term plans to foster student learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Modifying instructional plans to adjust for student needs
Standard 5: Assessing Student Learning				
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Establishing and communicating learning goals for all students
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Collecting and using multiple sources of information to assess student learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Involving and guiding all students in assessing their own learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Using the results of assessments to guide instruction
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Communicating with students, families, and other audiences about student progress
Related Duties and Responsibilities				
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Seeks out opportunities for enhancement of content knowledge and pedagogical skills
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Demonstrates a willingness to accept suggestions and implement appropriate change
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Maintains constructive working relationships with colleagues
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Maintains constructive working relationships with colleagues for the benefit of students
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Maintains appropriate school-wide policies and rules
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Maintains and promptly submits accurate and complete records and reports
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Is regular and prompt in attendance
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Demonstrates appropriate conduct and integrity in the classroom and school-related activities
ADMINISTRATOR'S INITIALS	TEACHER'S INITIALS		SUMMARY ON PAGE 4 SHALL INCLUDE WRITTEN RECOMMENDATIONS FOR ALL ITEMS CHECKED "DOES NOT MEET STANDARDS".	

PART II: RECORDED OBSERVATION

- Bell rang and staff started handing out clipboards and papers. 13 students and 2 aides.
- 9:40 Teacher (T) starts with a quick write. Before presenting the prompt T verbally reviews with class what they have been learning about the social problems during this historical era.
What does it mean: "The pen is mightier than the sword." T refers to the prompt on the board and asks students to explain what they think this means – before they start writing. Different students share ideas and the group brainstorms.
- T. directs students to now write a response to the prompt. T has a response written as an example. The class goes over the response. T. then says, "Now it's your turn." T. lays out the steps to responding to this prompt. Response should have four parts. T. is still discussing with some students while other students have started writing. T. continues to give examples and IA gives input.
- 9:50 Students are directed to start writing. T. continues to provide verbal support. IAs walking around the room assisting students.
- 10:03 (7) students are writing, RN asks to sit outside, (4) students are walking around classroom or sitting (they are finished with assignment). DL talking out loud continuously.
- 10:04 T. brings the class together to review. Puts KJ response on the overhead – "great essay." Teacher provides student with specific feedback. Puts JM response on the overhead and compliments him for the brevity and completeness. T. gives positive feedback to all of the students at different times. Verbal feedback is varied and genuine.
- 10:07 T. puts a section on the board from The Jungle and T. tells them they will be working in pairs and trios. The group reads the section from the Jungle and T. ties it to the writing prompt "the pen is mightier than the sword." They discussed how because of The Jungle congress passed laws regarding safety in factories and rights for workers. The group discussed how there was a great need for change; however, nothing was happening until this book was written. Key words in the passage were circled that needed further discussion.
- 10:17 T. puts up the next passed and discussed how the book made everyone aware of the conditions in the factories and spurred changes.
- Every student in the classroom is engaged – he/she is either writing, looking at the teacher. Students were directed to work in pairs and trios on vocabulary using the graphic organizer. JM asks if he can work alone. Several students are working independently. As students are working T. is reminding them to take notes – don't have to write the whole sentence.
- 10:38 CS and KP are outside. RN is finished and wants to go outside. T. says "You are one of the academic leaders – I need you in here." RN stays in class. IO is writing. MA is reading and writing. AR and PA are working. DL is calling out and using foul language.
- 10:41 T. announces that they will be "switching gears."
- T. poses question and offers to pay \$200 (RAM Bucks) for answers.
Bonus Question: Upton Sinclair once commented that when he wrote The Jungle he aimed at the public's heart and by accident hit it in the stomach. The students and teacher discussed what this meant.
- Students have been working for over 60 minutes without a break.

PART III: SUMMATIVE REVIEW (Commendation/Recommendation)

Commendations:

- Excellent lesson plan that includes all essential elements including; content focus, teaching strategies, activation of prior knowledge, essential questions and assessment. This multi-day lesson is aligned with Common Core in that it uses a variety of authentic literature and requires students to read, analyze and synthesize information across domains. California state standards were identified.
- Procedures are in place to maximize instructional time. Teacher and materials are well prepared.
- Lesson content required students to use higher order thinking skills to analyze literature and respond in a meaningful way.
- Teacher scaffolded instruction by first discussing the prompt and reading passages as a whole group; then modeled a written response. In addition, the teacher provided students with a concrete strategy to follow in order to answer the prompt appropriately. Some students needed additional support while others were able to move forward and complete the assignment. This was a great example of using differentiated instruction in order to meet the needs of all students.
- The materials used were of high interest to the students and rich in vocabulary. Teacher used passages from The Jungle, clips from The Industrial Revolution Lowell Mills, The American Vision textbook and Consumer Reports.
- Classroom management was outstanding. All staff used a high level of positive reinforcement. Minor behaviors were effectively ignored.
- Teacher gave specific feedback to several students that were individualized and genuine.
- Teacher used a variety of strategies such as graphic organizers, thematic essay rubric and paraphrasing.
- Overall this lesson was a strong example of best practice. Mr. Hobbs used a variety of literary sources and challenged students to apply higher order thinking skills.

Recommendations:

- Some students were so anxious to complete assignment that they weren't giving their full attention to the directions or discussion. Perhaps wait to hand out assignment until after the discussion and directions to ensure you have the attention of all students.
- Students had a challenging time working in pairs and trios. Perhaps teaching a procedure for working in pairs/trios and more explicit instructions will help students be more comfortable talking with each other and discussing material. Students will get so much more out of the assignment if they talk with each other

PART IV: OVERALL EVALUATION



Meets Standards



Meets Standards With Growth Recommended



Does Not Meet Standards

ADMINISTRATOR'S SIGNATURE

DATE

TEACHER'S COMMENTS - The teacher shall have the right to respond in writing to the evaluation. This response shall be attached to the evaluation prior to it being placed in the teacher's personnel file if received within ten (10) working days after the receipt of the evaluation. If received after ten (10) working days it will be added to the personnel file when received by the District.

I acknowledge being apprised of the above evaluation in a personal conference.

I HAVE ATTACHED A STATEMENT

☐ YES

☒ NO

TEACHER'S SIGNATURE

DATE

2-21-14

☐

☐

Eval by [redacted] 2012

**GROSSMONT UNION HIGH SCHOOL DISTRICT
Human Resources**

RE: Report of Evaluation Form, 2012-13

School: Special Education

Jerry Hobbs
Certificated Employee's Name

☐ Temporary ☒ Probationary ☐ Tenure
(Check one)

received an evaluation on June 15, 2012
Date



Site Administrator

GROSSMONT UNION HIGH SCHOOL DISTRICT CERTIFICATED EVALUATION

TEACHER'S NAME Jerry Hobbs		COURSE Program Specialist		SCHOOL Special Ed./Admin.	DATE 11/28/11
TEACHER ID NUMBER		TEMPORARY <input type="checkbox"/>		PROBATIONARY <input checked="" type="checkbox"/>	PERMANENT <input type="checkbox"/>
				1 st Year X 2 nd Year	
Does Not Meet Standards	Meets Standard With Growth Recommended	Meets Standards	Not Observed or Not Applicable	PART I: STANDARDS OF PROFESSIONAL RESPONSIBILITIES (Assessed by reflection, observation, documentation, conference)	
Standard 1: Engaging and Supporting All Students in Learning					
			X	Connecting students' prior knowledge, life experience, and interests with learning goals	
			X	Using a variety of instructional strategies and resources to respond to students' diverse needs	
		X		Facilitating learning experiences that promote autonomy, interaction, and choice	
			X	Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	
			X	Promoting self-directed, reflective learning for all students	
Standard 2: Creating and Maintaining Effective Environments For Student Learning					
			X	Creating a physical environment that engages all students	
			X	Establishing a climate that promotes fairness and respect	
		X		Promoting social development and group responsibility	
			X	Establishing and maintaining standards for student behavior	
		X		Planning and implementing classroom procedures and routines that support student learning	
		X		Using instructional time effectively	
Standard 3: Understanding and Organizing Subject Matter For Student Learning					
		X		Demonstrating knowledge of subject matter content and student development	
		X		Organizing curriculum to support student understanding of subject matter	
		X		Interrelating ideas and information within and across subject matter areas	
			X	Developing student understanding through instructional strategies that are appropriate to the subject matter	
			X	Using materials, resources, and technologies to make subject matter to students	

Does Not Meet Standards	Meets Standard With Growth Recommended	Meets Standards	Not Observed or Not Applicable	
Standard 4: Planning Instruction and Designing Learning Experiences For All Students				
		X		Drawing on and valuing students' backgrounds, interests, and developmental learning needs
		X		Establishing and articulating goals for student learning
			X	Developing and sequencing instructional activities and materials for student learning
		X		Designing short-term and long-term plans to foster student learning
		X		Modifying instructional plans to adjust for student needs
Standard 5: Assessing Student Learning				
		X		Establishing and communicating learning goals for all students
		X		Collecting and using multiple sources of information to assess student learning
			X	Involving and guiding all students in assessing their own learning
		X		Using the results of assessments to guide instruction
		X		Communicating with students, families, and other audiences about student progress
Related Duties and Responsibilities				
		X		Seeks out opportunities for enhancement of content knowledge and pedagogical skills
		X		Demonstrates a willingness to accept suggestions and implement appropriate change
		X		Maintains constructive working relationships with colleagues
		X		Maintains constructive working relationships with colleagues for the benefit of students
		X		Maintains appropriate school-wide policies and rules
		X		Maintains and promptly submits accurate and complete records and reports
		X		Is regular and prompt in attendance
		X		Demonstrates appropriate conduct and integrity in the classroom and school-related activities
ADMINISTRATOR'S INITIALS	TEACHER'S INITIALS		SUMMARY ON PAGE 4 SHALL INCLUDE WRITTEN RECOMMENDATIONS FOR ALL ITEMS CHECKED "DOES NOT MEET STANDARDS"	

TEACHER'S NAME Jerry Hobbs	SCHOOL/DEPARTMENT Special Ed/Admin.	DATE 11/28/11
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PART II: RECORDED OBSERVATION

11/28/11 – 7:50 a.m.

- Jerry introduced himself and gave the purpose of him coming out to WHHS. He shared a quote and asked how it related, "The good things in life often stand in the way of the best things in life."
- A teacher answered and Jerry elaborated with the director feeling that it is already a good program but talked about being better. " [redacted] wanting ." Jerry said, "I got a couple of Starbuck cards." Teachers perked up.
- Jerry showed a slide asking about CST score "predictions" that could indicate passing scores on CAHSEE. "You're not really supposed to know this; it's a 'WAG'. Does everyone have two scores? Let's put this to the side for now; we'll come back to it."
- Jerry then showed slide indicating what data he'd be sharing with them today. He went over each and said, "Does anyone have any questions about this?"
- Next slide – "You've been hearing a lot about LRE." Jerry reviewed the State/national standard. Teacher asked, "Does it count when students are out in co-taught classes?" Jerry answered.
- Jerry discussed where WHHS was at with their API scores. He then went into bringing up Santana High School and how they addressed first-time takers, then went into the "maximum extent appropriate...." (This was a lot of difficult information to process.)
 Jerry then showed the API scores—all API, special ed. API and the gap.
- Jerry explained that a really great school gap is 150. Teachers commented on how fabulous they are.
- Jerry then shared data slide with LRE percent broken down by schools. He pointed out that comparatively speaking, WHHS is at 56%. He then went to graduation rates, indicating WHHS was doing well. He then pointed out the drop-out rate—the data doesn't jive with other data.
- Jerry went to the next slide—CAHSEE Math Scores. When he showed this slide, there was discussion. Teachers asked about students that take CAHSEE—"Rose is looking at...."
- Jerry showed the next slide of CAHSEE first-time English. Jerry discussed Poway District. "Your principal would be very interested if you developed a plan to raise first-time CAHSEE scores."
- Jerry brought back the answer to the prediction question--292 – CST 9th ELA; 268 CST Algebra.
- Jerry discussed CMA and Steele's concern with the drop in scores because of not having calculator accommodations.
- Teacher shared an experience. Jerry stated, "It's pretty clean data for CMA English but not as clean with CMA Math."
- Jerry then passed out Starbucks cards. Teachers asked questions about "gimmicky ways" to improve test scores. "I think that [redacted] has tasked me with....," and Jerry gave an explanation of CST with a calculator for first-time user, score was 200."
- "I'd have to show you the list." I'll get that to you. [redacted] asked me to investigate."
- "What are you using the scores for? Judging the school or the student? The same, if you will—should we be looking to benefit the school? Jerry then shared the slide of rankings and shared area of improvement and the overall gaps. What you have to ask yourself – how seriously is student taking the test?" Jerry discussed environment of being in a general ed. setting.

TEACHER'S NAME Jerry Hobbs	SCHOOL/DEPARTMENT Special Ed/Admin.	DATE 11/28/11
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Observation Continued – 11/28/11

- Teacher made a comment, “I see more in the gap with the students included more—there was discussion about Helix and Steele. Jerry stated, “You could get complacent with looking at how you are doing verses comparing ourselves to yourselves.” There was discussion about comparing gaps with WHHS and schools like El Cajon Valley.
- “Another thing that [REDACTED] tasked me with...” – Jerry shared comparison schools with other districts. “Where are we going to see schools... [REDACTED] asked me....” Jerry then went on to say we are just suggesting you could go look at these schools if you want to see what else is going on.
- “All [REDACTED] and I are trying to do is to let you see the data....”

Observation ended at 8:45 a.m.

PART III: SUMMATIVE REVIEW (Commendation/Recommendation)

Date of Observation: 11/28/11

Jerry did a nice job of presenting data to the WHHS team. The quote he used in the beginning, "The good things in life often stand in the way of the best things in life," was an excellent introduction and approach to this department. The Starbucks gift card was a great idea as well! ☺ The data was presented clearly with Jerry responding to questions and giving further clarifications. One recommendation is to pay attention to using phrases like, "Rose tasked me with, Rose wants me to, your principal would like you to...." I counted approximately 8-9 different occasions these phrases were used. The topic begins to sound "top heavy" and can turn teachers off from the message. By the questions and responses from the audience, the message Jerry was presenting was well received and was designed to take this team to the next level. In addition to this presentation of data for WHHS, Jerry has been doing an excellent job of gathering data for the rest of the high schools in the District. We have discussed communication with colleagues as an area of recommended growth. Jerry has assisted schools with getting grants to fund a community college field trip and is also working on assistive technology accommodations for our teachers to be able to more easily access for our students. I'm looking forward to continuing to see the outcomes of Jerry's projects and how they are impacting the goal of ensuring LRE for our students with disabilities.

PART IV: OVERALL EVALUATION

☒ Meets Standards

☐ Meets Standards With Growth Recommended

☐ Does Not Meet Standards


ADMINISTRATOR'S SIGNATURE

4-15-12
DATE

TEACHER'S COMMENTS - The teacher shall have the right to respond in writing to the evaluation. This response shall be attached to the evaluation prior to it being placed in the teacher's personnel file if received within ten (10) working days after the receipt of the evaluation. If received after ten (10) working days it will be added to the personnel file when received by the District.

I acknowledge being apprised of the above evaluation in a personal conference.

I HAVE ATTACHED A STATEMENT

☐ YES ☒ NO


TEACHER'S SIGNATURE

6-15-12
DATE

GROSSMONT UNION HIGH SCHOOL DISTRICT CERTIFICATED EVALUATION

Eval 2010
Principal at
Grant Hills HS

TEACHER'S NAME Jerry Hobbs		COURSE Geography 1C		SCHOOL Granite Hills		DATE October 27, 2010	
TEACHER ID NUMBER DY63			PROBATIONARY I				
Does Not Meet Standards Meets Standard With Growth Recommended Meets Standards Not Observed or Not Applicable				PART I: STANDARDS OF PROFESSIONAL RESPONSIBILITIES (Assessed by reflection, observation, documentation, conference)			
				Standard 1: Engaging and Supporting All Students in Learning Connecting students' prior knowledge, life experience, and interests with learning goals Using a variety of instructional strategies and resources to respond to students' diverse needs Facilitating learning experiences that promote autonomy, interaction, and choice Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful Promoting self-directed, reflective learning for all students			
				Standard 2: Creating and Maintaining Effective Environments For Student Learning Creating a physical environment that engages all students Establishing a climate that promotes fairness and respect Promoting social development and group responsibility Establishing and maintaining standards for student behavior Planning and implementing classroom procedures and routines that support student learning Using instructional time effectively			
				Standard 3: Understanding and Organizing Subject Matter For Student Learning Demonstrating knowledge of subject matter content and student development Organizing curriculum to support student understanding of subject matter Interrelating ideas and information within and across subject matter areas Developing student understanding through instructional strategies that are appropriate to the subject matter Using materials, resources, and technologies to make subject matter accessible to students			

Does Not Meet Standards	Growth Recommended	Meets Standards	Not Observed or Not Applicable	
				Standard 4: Planning Instruction and Designing Learning Experiences For All Students
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Drawing on and valuing students' backgrounds, interests, and developmental learning needs
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Establishing and articulating goals for student learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Developing and sequencing instructional activities and materials for student learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Designing short-term and long-term plans to foster student learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Modifying instructional plans to adjust for student needs
				Standard 5: Assessing Student Learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Establishing and communicating learning goals for all students
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Collecting and using multiple sources of information to assess student learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Involving and guiding all students in assessing their own learning
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Using the results of assessments to guide instruction
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Communicating with students, families, and other audiences about student progress
				Related Duties and Responsibilities
<input type="checkbox"/>		X		Seeks out opportunities for enhancement of content knowledge and pedagogical skills
<input type="checkbox"/>		X		Demonstrates a willingness to accept suggestions and implement appropriate change
<input type="checkbox"/>		X		Maintains constructive working relationships with colleagues
<input type="checkbox"/>		X		Maintains constructive working relationships with colleagues for the benefit of students
<input type="checkbox"/>		X		Maintains appropriate schoolwide policies and rules
<input type="checkbox"/>		X		Maintains and promptly submits accurate and complete records and reports
<input type="checkbox"/>		X		Is regular and prompt in attendance
<input type="checkbox"/>		X		Demonstrates appropriate conduct and integrity in the classroom and school-related activities
ADMINISTRATOR'S INITIALS	TEACHER'S INITIALS		SUMMARY ON PAGE 4 SHALL INCLUDE WRITTEN RECOMMENDATIONS FOR ALL ITEMS CHECKED "DOES NOT MEET STANDARDS".	

TEACHER'S NAME

Jerry Hobbs

SCHOOL/DEPARTMENT

GRANITE HILLS

DATE

October 27, 2010

PART II: RECORDED OBSERVATION

October 27, 2010

10:09

Period 4

Students enter the class and there is a prompt on the board:

Wednesday, October 27, 2010:

There are many paths to the top of the mountain, but the view is always the same." (Chinese Proverb)

Questions to ask yourself:

What does the "top of the mountain" represent?

How many ways might there be to accomplish a major goal?"

Jerry Hobbs (JH) instructs the students to respond to prompt. One student has already answered the prompt because he came in during the break. JH walks around and hands out blue tickets to some of the students. He reminds the class they only have 10 minutes for this exercise, "Remember this is a Quick Write."

10:12

The speech therapist comes into the class and speaks to two of the students. One student asks for paper and JH tells this student to borrow paper from someone around him. When this student gets up and walks to the opposite side of the class, JH reminds him that he was to get paper from someone around him. JH continues to walk around handing out blue or turquoise tickets and answers specific questions students may have.

10:16

JH hands Danny some papers and asks him if he would pass them out to the students. Danny gets up and begins to walk around handing out papers to students. One student asks if they are going to work on these papers that have been handed out. JH tells them they will be working on this today. JH reminds them they have another 2 or 3 minutes to finish up.

10:20

Sherrie Nephew (SN) enters the class. A student tells her to sign in on the tardy log. Students continue to write. JH thanks Danny for handing out all the papers. He tells them to put away their Quick Writes, and "I need all eyes up here then."

10:25

JH asks the students if anyone can give him the definition of *paraphrasing*. Several students raise their hands. JH calls on two different students and they each give their own definition. SN takes away a bowl of food from a student and then she takes him and the food out the door. He tells the class they are going to work on a couple of examples to review and then they are going to finish their paraphrasing work today. They will have a quiz on Friday. He tells them they have gotten so much better at doing this, with several of the students earning 100% on the recent quiz.

JH asks for volunteers to paraphrase the definition of *sovereignty*. JH calls on a student and this student relays what he believes the word means. JH expands on this student's paraphrasing of this word. They next move on to *confederation*. He calls on another student to paraphrase this word. The student asks, "In my own words?" JH reiterates it should be in his own words. JH restates in a confederacy, the confederation states kept most of

the power and gave only a small bit of the power to the central government. He tells the class that our government started out as a confederation. He then asks the students what would be different if we had a confederation now, "What would be different?" JH explains this would mean California and each state would be in control of their own rules—each state could have their own marriage and divorce rules, or each state could print their own money. He asks students, "Did anyone vacation out of state this summer?" One student says he went to Nevada, another says he went to Texas. JH asks these students if they got special money when they went to Nevada or Texas?

10:30

JH continues to discuss who would raise an army, make basic rules for the country, or create marriage laws in a confederation? On the board, there are 13 words the students will be paraphrasing. JH tells them sometimes the book gives them an example of the term and sometimes it does not. For the quiz, they need to know the definition and an example.

10:34

He tells the students for the quiz they will be able to use their notes. If they work in groups, they need to make sure each student has a notes sheet so they can use this on the quiz. JH tells them he and Ms. Sherry will be walking around and helping them if they need help with the examples. The speech therapist continues to work with one student at a table in the room.

The tickets JH is handing out to students read, "SOAR: Self Starter, Organized and On Task, Attentive & Appropriate, Respectful." JH walks around and helps to organize the groups. He reminds them they need to each have their own paper. The speech therapist gets up and walks around the class, talking to students in some of the groups. There is a female student sitting by herself and a male student at the table next to me says, "Hey you. You want to work with us?" She responds, "I guess," and gets up and moves over to his table. The male student gets up and gets a book from the bookshelf and returns to the table.

10:40

JH walks over to this group and asks if they need help. The one student shows all the tickets he has. JH tells him what he can do with these tickets. JH reminds him he can obtain even more tickets this period, "You should work for that." JH continues on to other groups and answers questions. Sherrie Nephew and the speech therapist also walk around speaking to each of the groups.

JH tells another student he can trade these tickets in for whatever is important to him: more points on a test or a quiz or an extra bathroom pass. He then moves to another group and asks Eric to share his paraphrasing of *sovereignty* since it is great. Eric looks up and says, "It is?" He then reads what he has written and JH asks him to also give his example.

JH also has cue cards (which are paint sample cards with three square boxes cut out of each paint value.) If a student gets a yellow card, this means they have to check their SOAR behaviors. If they then get a red card, this means there are consequences. JH explains to a group what a teacher in a regular education class would consider good team working together. Just copying someone else's work would not be considered good team behavior, but talking about a topic—discussing and explaining it—would be considered good group skills.

10:50

JH pulls two boys over to have a private conversation. He explains they both asked to be able to work together and yet it looks like they were just copying. They said they weren't. JH asks if they will be able to explain the words and they both say they will be able to do this. The two boys return to their whole group and JH goes to this entire group and tells them they need to focus on having examples for each of the words.

PART III: SUMMATIVE REVIEW (Commendation/Recommendation)

Dates of Observations: 10/27/10

COMMENDATIONS:

1. Students are engaged in reflective activities throughout the entire period. Students have the opportunity to work independently and with groups to complete the assignment. Review and explanation is thorough so students understand the work that needs to be completed.
2. Classroom set-up and organization is excellent. The SOAR tickets work wonderfully and reinforce good behavior and also reinforce expected behaviors in the class.
3. Students are asked to stretch their learning to the next level by not only providing definitions of Social Science terms but also examples of each. Jerry Hobbs relates the understanding of history terms to current real-life understandings. There is an overall respectful atmosphere in this learning environment. It was a pleasure to spend time in this class.

RECOMMENDATIONS:

1. Continue to work within PLC Team to align curriculum, assessment, and instruction to state standards.
2. Incorporate elements to increase higher-order thinking skills for students during the class instruction.

PART IV: OVERALL EVALUATION

☒ Meets Standards

☐ Meets Standards With Growth Recommended

☐ Does Not Meet Standards


ADMINISTRATOR'S SIGNATURE

10/28/10
DATE

TEACHER'S COMMENTS - The teacher shall have the right to respond in writing to the evaluation. This response shall be attached to the evaluation prior to it being placed in the teacher's personnel file if received within ten (10) working days after the receipt of the evaluation. If received after ten (10) working days it will be added to the personnel file when received by the District.

I acknowledge being apprised of the above evaluation in a personal conference.

I HAVE ATTACHED A STATEMENT

☐ YES

☐ NO


TEACHER'S SIGNATURE

10-29-10
DATE

**New Mexico Teacher Performance
Summative Evaluation for Licensure**

Level I Teachers – to be completed annually
Level II & Level III Teachers – to be completed every 3 years

Name of Teacher Hobbs, Jerry Date 8/28/08
Grade/Assignment SPED School Campus LKMS
Name of Principal and/or Supervisor Donna Stein Level of License I II III

Rating Identification: 1. Does not meet competency for licensure level 2. Meets competency for licensure level

Competency

Number

STRAND A. INSTRUCTION:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.

1 (2)
1 (2)
1 (2)

Strand A. Instruction Evidence, including student achievement and learning growth:

Formal and informal observation
Use of data to drive instruction

STRAND B. STUDENT LEARNING:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
6. The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of student involvement and self-concept.

1 (2)
1 (2)
1 (2)
1 (2)

Strand B. Student Learning Evidence:

Student Comments
Improved student MAPS scores

STRAND C. PROFESSIONAL LEARNING:

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents, and community members.

1 (2)
1 (2)

Strand C. Professional Learning Evidence: Participation on EPSS development
Data analysis for staff, strong staff relationships build.

Professional Development Plan Completed ☒ Yes ☐ No ☐ Continued (if multi-year plan)

Teacher meets highly qualified requirements for teaching assignment: ☒ Yes ☐ No

Donna Stein
Principal / Supervisor

3/23/09
Date

Jerry Hobbs
Teacher

3/23/09
Date

Copies to: Staff Member, Personnel File, Supervisor

Reflection on PDP Experience:

Jerry L. Hobbs

Please submit a one-page reflection of your PDP experience to your administrator prior to your annual evaluation meeting. Include your reflection: What were the results of your project or actions in terms of meeting your objectives? What worked well? What would you do differently if you had the opportunity to do the PDP again? Please provide data and artifacts to support conclusions.

The primary result of my PDP actions was that students were engaged in high quality writing about topics of interest and relevance to them. Students have gained confidence and competence in writing after receiving instruction in 6 + 1 Traits, Step Up To Writing, Anita Archer's Writing Rewards and other writing interventions. Students have been able to write more fluently and with more precision and competence in several writing styles including narrative, compare and contrast, persuasive and cause and effect.

Student editing circles and teaching the students the C.O.P.S. editing strategy worked particularly well. The students also did well grasping and using the 6 + 1 Traits. The students were focused and attentive on most writing assignments because they were allowed to chose between a selection of writing prompts. Many of the prompts were provocative and were designed to engage students in writing that was meaningful to them.

Students were organized in writing circles in order to help them recognize and use their unique strengths and to guide them in taking responsibility for improving their own writing. The peer editing circles worked only marginally well.

Next year it will be important to better organize and coordinate the peer editing circles. Due to the low editing skills of my students, the peer editing often resulted in teacher editing sessions. This will be improved next year. My interest in preparing my students for the NMSBA (early April) precluded us from finishing the capstone writing project during the period stated in my PDP. However, it is expected that the capstone project, a controversial issues research paper, will be completed before school ends in late May.

Jerry has proven to be a most valuable addition to the LAMS staff. We are thrilled to have his enthusiasm and expertise on site.

D. Bruni



Wasco Union High School District

Board Members: Barry Braun | Craig Fulwyler | Tim Holtermann | Jesse Acebedo | Wayne Wallace

Special Education Department

John Barge, Coordinator of Psychological Services

Department Chairperson

Lori Castillo, Special Education Secretary

February 15, 2010

Professor Lee Patterson
F.W. Hilles Professor of English
Department of English
Yale University
P.O. Box 208302
New Haven, CT 06520-8302

in support
of my NEH
grant (I've won 3)

RE: Reference for Jerry Hobbs, NEH Summer Seminar: *Chaucer's Canterbury Tales* and
Medieval Culture.

Dear Professor Patterson:

It is without hesitation that I can recommend Jerry Hobbs for your NEH Summer Seminar, *Chaucer's Canterbury Tales and the Medieval Culture*. After reviewing your seminar information packet, I became convinced that Jerry's participation in your seminar will enhance his teaching, support his personal and professional intellectual interests and enhance his effectiveness as a teacher at Wasco High School.

As Jerry noted in his application essay, the topic, the issues and the interdisciplinary nature of your seminar make it ideally suited to both Jerry's interests and to our students' needs. Jerry teaches a challenging group of students who come to school with the cards stacked against them. Most qualify for the free and reduced lunch program. Many are classified as English Language Learners. Many have academic and behavioral challenges as a result of their disabilities and prior school experiences. Yet, his students report that his classes are both challenging and fun.

In spite of all of the challenges faced by Jerry's students and against the "better advice" of some of his colleagues, Jerry teaches his students using great literature. To the dismay of some of his colleagues he has his students with disabilities reading Shakespeare, learning poetic devices and really digging into National Book Award winner and into more recognized classics. Jerry has told me that he wants to attend your seminar because he wants to know how to make Chaucer and the Medieval Culture more accessible and enjoyable to students in his English and Social Studies classes.

Jerry is one of those rare teachers who believes that he has a professional duty to make learning relevant, engaging, academically rigorous and enjoyable. Jerry goes out of his way to present

lessons that meet the state framework requirements but, as importantly, are seen as important to the students he teaches.

Jerry is a very committed teacher who is well prepared to fully participate in and contribute to your seminar. He is a National Board Certified Teacher (NBCT) in Special Education (Exceptional Needs: Mild/Moderate). Additionally, he has multiple, cross-disciplinary California secondary teaching credentials in Social Studies, English, Business, Biology and Speech. Jerry is also certified to provide specialized academic instruction to English Language Learners.

As part of our school-wide improvement plan, Wasco High has developed Professional Learning Communities. Jerry is an active and contributing member of our PLC. As part of our PLC's efforts, we have been studying the work of Anthony Muhammad as detailed in his book, Transforming School Culture. Dr. Muhammad identifies several types of teachers. One group of teachers, called Believers, is known for the ability to achieve high levels of student performance and satisfaction in the classroom as compared to their colleagues. Jerry Hobbs is definitely a Believer!

According to Dr. Muhammad, Believers are notable in that they possess:

- High levels of intrinsic motivation
- Personal connection to the school and community
- High levels of flexibility with students
- Application of positive student pressure
- Willingness to confront opposing viewpoints
- Belief that every student can be successful academically, socially and emotionally.

Because Jerry Hobbs is a Believer, I have absolutely no doubt that he will contribute significantly to the diversity of thought within your seminar. He thinks outside the box and can read, synthesize and apply vast amounts of information quickly and adroitly. I have spoken to him at length regarding his participation in *Chaucer's Canterbury Tales and the Medieval Culture*. He is very committed to fully participating in the formal and informal collegial life of the project. This experience will enhance your seminar and his teaching.

Please do not hesitate to contact me should you require additional insight or commentary on the qualifications of Jerry Hobbs. I would be happy to assist in any way to ensure his participation in *Chaucer's Canterbury Tales and the Medieval Culture*. You may feel free to contact me via email at jobarge@wasco.k-12.ca.us or by phone at (661) 758-7400.

Sincerely,



John Barge
School Psychologist
Member, District Leadership Team



San Diego Unified School District

EUGENE BRUCKER EDUCATION CENTER
4100 Normal Street, San Diego, CA 92103-2682

Phone: (619) 725-7652
Fax: (619) 725-7407

Office of the Deputy Superintendent
Emotional Disturbance/Licensed Children's Institutes
District Liaison for Youth in Transition
Pamela Hosmer, Program Manager

*Program Mgr
Rec from SDUSD
2008*

June 23, 2008

To Whom It May Concern:

Jerry Hobbs is a gifted teacher, talented problem solver, and extraordinary human being. He is relentless in his advocacy for children and passionate about teaching and learning.

I have been fortunate to have Jerry as part of my team for the past two years. During this time he taught a special education day class and served as lead teacher for the school program Licensed Children's Institute (LCI). Recently he became part of the office for the District Liaison for Homeless and Foster Youth. In addition to classroom duties, Jerry taught self-advocacy curriculum to students residing in emergency shelters for foster youth, conducted training for principals and other administrators regarding legislative mandates for this population (AB 490 and McKinney Vento) and put together resource guides of community resources to assist school staff in supporting their homeless students and families. Jerry has assisted me in research, budget, legislative mandates and policy development.

Jerry is extremely intelligent and very budget savvy. He is organized, hard working, and will do whatever task needs to be completed to help children and youth. He is able to make connections to students who are at risk, then focus on rigorous instruction, with the end result of independence and self advocacy. Through all this he is child centered and integrity driven.

Jerry's departure from San Diego Unified School District will result in a significant loss to our children. I give Jerry my highest commendation and recommendation for positions in teaching, leadership support and administration.

Sincerely,

Pamela Hosmer
[Redacted Signature]

Administrator for
2008



San Diego Unified School District

EUGENE BRUCKER EDUCATION CENTER
4100 Normal Street, San Diego, CA 92103-2682

(619) 686-6602
Fax: (619) 686-6777

Susan Kellett
Diagnostic Resource Teacher
Licensed Children's Institution Program

June 18, 2008

To Whom It May Concern,

I have had the pleasure of being Jerry Hobb's immediate supervisor for the past two years. I first met him when he was the special education teacher for an elementary classroom located on a foster youth facility and he asked for help in dealing with some challenging student behaviors. My expertise is in positive behavior management. I have taught behavior management at the university level and have been a teacher trainer for 15 years specializing in student with emotional and behavior disorders. During my career as an educator, Jerry is one of the few professionals who has asked for assistance with a student with extremely challenging behaviors and, then, followed through on all the suggestions and interventions that I shared with him. Jerry accepted the fact that the only behavior he could change in his classroom was his own and he was determined to modify what he was doing so that every student in his classroom could experience success in school. With a classroom full of students ranging in age from 6 to 12, and varying ability levels, Jerry was able to set academic and behavioral goals for the students based on his/her own skill level rather than having all students striving to meet the same standards and expectations. All his students LOVED coming to school and other students begged to be in his classroom!

Jerry, though he had never taught elementary aged children before, excelled at the challenge. His classroom was very tiny and was located in a quarter of a rundown bungalow. Despite that, he spent endless time and energy making the environment as friendly and warm as possible. He brought in his own furniture, spent his money buying games, activities and spent endless hours developing curricular units that not only met the teaching standards, but had the students enthralled! Once his students left the foster youth facility, that didn't end Jerry's involvement as a mentor and educational advocate for his students. To this day, he still maintains a close relationship as a mentor and an educational rights advocate for 3 of the boys that have moved on to foster families or smaller group homes.

Jerry is an outstanding leader and advocate for foster youth. He excels at teaching students and training staff, regarding the current laws and rights of foster youth. He has written self-advocacy lessons and has made many connections in the San Diego community. Jerry is always willing to learn new information, and is constantly revising procedures and instruction when it can improve student outcomes. He has supervised other staff and is an integral part of the teaching team at Hillcrest School, part of the Licensed Children's Institution program.

Jerry approaches teaching and life with a "problem solving" attitude. He has a great sense of humor, and can work with challenging students and adults. One of Jerry's best qualities is that he is never afraid to take on a tough issue and fight for what is right for foster youth even when it might not be 'politically' correct or how things have 'Always' been done.



San Diego Unified School District

EUGENE BRUCKER EDUCATION CENTER
4100 Normal Street, San Diego, CA 92103-2682

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Susan Kellett
Diagnostic Resource Teacher
Licensed Children's Institution Program

It is without reservation and with great pride that I recommend Jerry for a teaching or administrative position in your district. He's the best! If you have further questions regarding her qualifications, please don't hesitate to call me.

Sincerely,

District Resource Teacher
Licensed Children's Institution Program

2006
KU MSED
Internship

Belton School District #124
315 Colbern
Belton, MO 64012
Dr. Sandy Clutter
Director of Special Services
348-1082
sclutter@bsd124.org

ENCOURAGING*CHALLENGING***ACHIEVING**

March 30, 2006

To Whom It May Concern:

I am writing this letter of recommendation for Mr. Jerry Hobbs. Jerry was a student of mine at the University of Kansas and then did his practicum in our district in our day treatment program.

It is very easy to recommend Mr. Hobbs! He was an outstanding student and did a wonderful job in our day treatment program. He is knowledgeable, connects well with children with disabilities, and, I believe, has found his true calling.

I would hire Mr. Hobbs without hesitation. If you have any further questions please feel free to contact me by phone or email.

Sincerely,



Sandy Clutter

Director of Special Services/Assistant Superintendent

EXHIBIT I



COMMITTED TO EXCELLENCE
S I N C E 1 9 2 0

February 18, 2015

Kathryn Shanley, Ph.D.
Phyllis Bo-yuen Ngai, Ed.D.
University of Montana
Native American Center
Room TPFNAC 112 D
Missoula, Montana 59812

*Admission
granted*

RE: Recommendation of Jerry Hobbs for your NEH Summer Institute, Literatures of Indigenous Peoples.

Dear Professors Shanley and Ngai:

Your inter-disciplinary approach to studying the expressive cultures of Indigenous peoples is an ideal professional development opportunity for Jerry Hobbs. Jerry is not only holds National Board Certification in Special Education but he is also credentialed to teach English, the Social Sciences and Business at the secondary level (grades 7-12). He currently teaches English, U.S. History, World History and Psychology. In the recent past he has also taught Law and the Courts, U.S. Government, Economics and Transition.

When Jerry teaches he brings in many supplementary materials that pique the interests of our special population of learners. Our students at R.E.A.C.H. Academy are nearly all on our Free and Reduced Lunch program and nearly all are members of minority groups (i.e. African-American, Hispanic-American, Middle Eastern or Native-American.) At any given time, as much as 15% of our student body will also be made up of students living in foster care group homes or with foster families.

It surprises people to learn that, according to the University of San Diego, our county has more Native American reservations than any county in the country. However, most of the Native American students our district serves are members of the one of six different bands of the Kumeyaay Nation. Some live on one of the reservations but many do not. Collectively, these students constitute about 1-2% of our district's student population. Because of this, it is easy to overlook their unique needs. Your NEH Summer Institute for Teachers is ideal for helping us, as a school and community, keep our Indigenous students front and center as we continue to design our Common Core curriculum and units of study.

• GOVERNING BOARD MEMBERS

RICHARD HOY
JIM KELLY
PRISCILLA SCHREIBER
ROBERT SHIELD
JIM STIERINGER

• SUPERINTENDENT

RALF SWENSON

Jerry is very knowledgeable in curriculum design and modification and is quite adept at designing units of study and lessons that provide the necessary accommodations and supports for students with disabilities. Jerry is also a person who meets his commitments. I have no doubt he will fully participate in the informal and formal collegial life of the project as is expected. And, I have no doubt this will enhance Jerry's teaching at R.E.A.C.H. Academy. Additionally, I am also certain it will enhance his ability to advocate for Indigenous students with and without disabilities.

I would be happy to provide additional commentary on Jerry and/or his application for your Summer Institute. Please don't hesitate to contact me should that be necessary to insure his participation.

Sincerely,



Special Education Administrator
R.E.A.C.H. Academy



March 20, 2008

To Whom It May Concern:

This letter is in reference to Jerry L. Hobbs, Special Education Teacher, Hillcrest School, San Diego Unified School District. Mr. Hobbs served as a primary consultant to my organization, the American Youth Policy Forum (AYPF), during work on a recent publication regarding youth with disabilities in the foster care system. Mr. Hobbs provided numerous resources and hours of much-appreciated guidance on this 188-page publication. Thanks to his passion for and superior knowledge about this population and the unique issues these young people face, AYPF has authored an enormously important, relevant, and dynamic report. (This report was published by the National Council on Disability in February 2008 and can be downloaded at www.ncd.gov.)

Mr. Hobbs was referred to my organization in early 2007 by a colleague who knew about our project and said that he would be a tremendous resource for us. He agreed to participate on a panel on the topic of foster youth with disabilities and, afterwards, invited us to contact him should we need additional assistance or resources. In the next six months, Mr. Hobbs provided us with more pertinent information about issues affecting these youth than all of our other consultants combined. Not only did he continually forward me research papers, journal articles, and relevant statistics, which must have taken hours for him to gather, but he also enthusiastically participated in ongoing email and phone conversations with me when I had questions. These conversations were vital to AYPF's work because they enabled me to explore issues involving this population from someone who directly works with them in his professional and personal life. Because Mr. Hobbs teaches, mentors, and serves as a foster parent for foster youth with disabilities, his viewpoints proved personal and extremely insightful.

Thanks to Mr. Hobbs' personal and professional insight into the specific education-related issues pertinent to this population, AYPF was able to explore many of these issues in depth. Issues Mr. Hobbs has expertise on include high school mobility, the disproportionate percentages of youth being schooled in restrictive environments, lack of teacher knowledge about disabilities and the child welfare system, and lack of information-sharing across the education and child welfare systems.

The analysis of these issues in this policy report will hopefully compel the U.S. government to act on the recommendations that have been brought forward, with the overall goal of helping more foster youth with disabilities thrive. One example of a recommendation on which Mr. Hobbs consulted us is that "the provision of comprehensive, individualized school services in nonrestrictive environments is essential to ensuring the educational success of youth with disabilities in the foster care system."

On behalf of AYPF, I extend my sincere gratitude to Mr. Hobbs for his excellent work and dedication to our project

Sincerely,

A handwritten signature in dark ink, reading "C. Christodoulidis". The signature is written in a cursive, flowing style.

Caroline D. Christodoulidis
Program Associate



AMERICAN YOUTH POLICY FORUM



1836 JEFFERSON PLACE, N.W., WASHINGTON, DC 20036
202-775-9731, FAX 202-775-9733, WWW.AYPF.ORG