



COMPTON UNIFIED SCHOOL DISTRICT

Office of Special Education

417 W. Alondra Blvd., Compton, CA 90220

PARENT DIGITAL NEWSLETTER

April 10, 2020

Volume 4

DISTRICT UPDATES

Statement from President Micah Ali and Superintendent Dr. Darin Brawley Regarding School Site Closures



Statement from President Micah Ali and Superintendent Dr. Darin Brawley Regarding School Site Closures

In light of recent guidance from local and state agencies related to the unique health risks posed by the COVID-19 pandemic, the Compton Unified School District Board of Trustees at the April 8, 2020 Board of Trustees Meeting made a decision to extend school site closure for the remainder end of the school year, unless further and different guidance is received from State and local officials.

Although school sites and facilities are closed, learning will continue. We are grateful and proud of the tremendous work done to ensure that students have access to instruction. We are pleased to report that we are entering into Spring Break having ensured that almost 90% of our students have access to learning technology and over 90% of our teachers have established virtual classrooms for students. We are also continuing the important work of providing free breakfast and lunch meals to youth throughout the community, which will resume after Spring Break.

Finally, we will be working to identify options for graduation celebrations and other culmination activities that are within social distancing requirements. We know that anything less than traditional ceremonies will be a great disappointment to many, and we too are disappointed that alternative arrangements will likely be required. In the meantime, we will be developing a refund process for those students who paid for certain senior activities.

We want to share our deepest gratitude and appreciation for the entirety of our school community—students, parents, educators, administrators, classified and other certificated staff—who have truly shown themselves to be committed stewards of the education of our Compton Scholars. As always, we will continue to provide you with updates relating to COVID-19 matters, and ongoing District activities.



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WORDS FROM OUR SPED TEAM



Social Workers Offer Self-Care Advice

Hello Parents/Guardians,

Hope all is well family! Thank you for being the calmness in your child's life and being the best supporter for your children. Remember to create a schedule for learning activities and relaxing or fun activities. We understand that the shift to remote learning and receiving services have been especially taxing for you and your child.

Be a role model. Take breaks, get plenty of sleep, exercise, and eat well. Connect with your friends and family members. • Self-care is essential to address any stress level you and your child/children might have during the school closure.

Here is a weekly tip to teach your child how to relax:

Relaxation Exercises- Practice belly breathing –put one hand on your stomach and start to inhale slowly. As you breathe in, imagine a balloon in your stomach filling up and continue to inhale until the balloon is very full. Put your other hand on your heart, feel your heartbeat, and hold your breath for 5 seconds. Now let your breath out slowly for 10 seconds – feel your belly flatten like a deflating balloon. Repeat this process 4 or 5 times and you should notice your heart beat slowly down and your muscles relax. **Thank you and again, all of our warm thoughts are with each of you while we get through this time. We are here to support you in any way we can.**

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SPED Nurses Provide Health Tips

Good day parents and guardians,

We appreciate all your hard work as caregivers in these trying and uncertain times. Please stay healthy, keep practicing social distancing, and good hand washing to help stop the spread of COVID-19.

- Please avoid discretionary travel, stopping, and social visits.
- Do not visit nursing homes, retirement homes, or long-term care facilities.
- Please wear cloth face masks if you or your children have to go outside.
- Avoid eating or drinking in restaurants, food courts, or farmers market
- Use drive throughs, pick-ups, or delivery options.
- If someone in your household has tested positive for the COVID-19, keep the entire household at home. Please always contact your primary physician for further instructions.
- Please stay away from people who are sick.
- Please continue to cover your mouth or sneeze or cough into your elbow
- Please continue to disinfect frequently touched surfaces often.

Thanks and continue to stay healthy, eat a balanced diet, sleep at least 8 hours, and exercise.

Theresa Awujo,
School Nurse .



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School Psychologist Corner

Dear CUSD Parents and Guardians:

Thank you for all that you do for your children. I hope that you and your family have been able to implement some of the activities and suggestions posted to this newsletter. The following information is provided from the School Psychologists.

Dr. Sperling (2020), a contributor to the *Harvard Health Blog* provides some tips to manage children's increased time at home. She indicated that children's feelings need to be validated and acknowledge that your child can be frustrated, disappointed and sad that activities have been cancelled or postponed. Furthermore, Dr. Sperling (2020) indicated that keeping a consistent schedule to include school work, meals and free time can allow children to collaborate with you. Dr. Sperling also suggests being creative with socializing with others through the use of technology. Allow your children to connect with classmates via platforms such as Google Hangouts, and Zoom with parental supervision.

In her editorial to the *Inquirer* dated April 2, 2020, Sharon Saline offers the following tips for homeschooling children with ADHD:

1. **Schedule School Time** (Break Assignments into do-able chunks based on how long your child can actually focus.)
2. **Manage Screen Time** (Have your child earn bonus screen time based on completion of schoolwork and chores.)
3. **Do Chores Together** (When the whole family is doing chores, it's easy to keep kids involved)
4. **Exercise** (Include activities like dancing, yoga, walking, or biking)
5. **Extend Wake-Up and Bedtime Routines** (It's okay to give them extra time to sleep in)
6. **Play With Your Kids** (Make a master list of games, interests or projects that you and child can do together)

Here are some links for additional resources:

[Science Activities](#)

[Virtual Activities for Families](#)

[Sites for Families](#)

[7 Ways to Calm Your Child with ADHD](#)

[5 Best Games for ADHD](#)

Thank you for your continued support during these difficult times. **The CUSD School Psychologists**



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Speech and Language at Your Service

Hi Parents and Guardians,

The CUSD Speech Department is eager to get back into the speech therapy room and work with our students! These are great language enriching activities that will help develop speech and language skills at home.

Monday:

Receptive language skills in the home - Problem Solving

When the child requests a drink, snack, or preferred item, playfully sabotage the situation to encourage problem solving. For example, occasionally give the child an empty cup when he/she asks for a drink. For the child who can answer questions verbally or by pointing or gesturing, ask questions such as, "What do you need now?"

Tuesday:

Expressive language skill in the home - Asking & Answering Questions

Questions can be open ended, meaning they do not have to prompt a simple word answer but require phrases or sentences. If your child answers with one word, repeat their answer back to them with more words.



- Bedtime Questions- Ask questions about activities and events done during the day.
- Mealtime Questions- Ask questions about the daily routine
 - "What should we eat?"
 - "How do you make this?"

Wednesday:

Silly Sentences - At home grammar and vocabulary practice



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- Engaging in the silly sentences activity can target a child's grammar and vocabulary. Silly sentences are sentences that make grammatical sense but describe something silly or made-up.
- To play this simple game, recite a silly sentence (e.g., "The car ran out of milk.") and tell the child to correct the sentence so that it makes sense.
 - Additional examples of silly sentences:
 - She was thirsty so she drank a glass of bread.
 - Lucia laid down on the tree to get some rest.
 - The cat barked.

Thursday:

- Talk about daily activities (morning, afternoon, evening). Daily routines can be helpful for many students who like to follow a schedule and enjoy having a day that is predictable.
- Articulation: Ask your child to find target speech sound in daily activities
- Can your student find verbs and nouns in the activities you talk about?
- Target "sequencing": provide the steps to an activity and see if your child is able to figure out which order they should go in.
- For more advanced students: look for synonyms and antonyms for words you use describing the activity.
- Try describing an activity without using the word.

For example: When your clothes get dirty, you put them in this device to get clean. It uses water and soap to clean them. What is it? A washing machine! Then you can talk about the steps to washing clothes.

Friday:

EMOTIONS!



Have you been practicing last week's tips on *verbalizing emotions*?

Here's More Tips for Improved Success!

Feelings:

Self-Regulation

- https://www.youtube.com/watch?v=H_O1brYwdSY

We are here to provide support, tools and resources to our families! The CUSD Speech Department



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Behavior Specialists

Hello Parents/Guardians,

Hope all is well! As you enter the fourth week of distance learning remember to be patient with yourselves and your kiddos. You are doing your best and that is all you can do! This week the behavior department will focus on the different functions of a behavior. There are four functions of a behavior, which means that your child is engaging in a behavior for one of these four reasons: **Sensory, Escape, Attention, and access to aTangible.**

Sensory

The function of some behaviors do not rely on anything external to the person and instead are internally pleasing in some way – they are “self-stimulating”. They function only to give the kiddo some form of internal sensation that is pleasing. For example, a child might rock back and forth because it is enjoyable for them.

Why are sensory breaks important? Sensory breaks are a way for any child, whether they have sensory needs or not, to reset, decompress, and get the blood flowing back into their brains. We all know that children learn best through movement and exploring with their hands. Giving them breaks throughout their day lets their brains take a rest and reset.

How often should you take sensory breaks? If you can at least get a break in every 1-2 hours that is ideal. Breaks can last anywhere from 5-10 minutes.

Sensory break ideas

Music and movement: the game “**Head, shoulders, knees and toes**” is a good game to play. It will maintain your child’s focus, keep the blood flowing and it’s FUN!

Touch: Some children like to get their hands dirty. **Shaving cream** is a great tool to use during a sensory break. You can go to Pinterest.com or YouTube.com to find ideas that fit your child.

Oral Motor: Some children prefer the action of chewing. Snacks with a crunch such as fruits and veggies may be provided during breaks. Other oral motor activities include blowing bubbles or using a straw to blow light objects such as cotton balls.

Smell: Practicing deep breathing is another activity that may be done during sensory breaks. Have your child take a deep breath as they pretend to smell a flower and then exhale as they pretend to blow the petals.

Sound: Listening to music (use headphones if your child has a sensitivity to loud noises or keep the volume low) or playing musical instruments is a great sensory activity to incorporate during breaks.

Be mindful of sensory overloads

Certain sounds, sights, smells, textures, and tastes can cause sensory overload. A sudden outburst can be a sign of your child communicating to you that they are overwhelmed. This could be due to loud sounds, unusual smell, flickering lights and textures to food and/or clothing. Check clothing for Itchy tags, monitor video games with flashing lights, be mindful of scented items and allow your child to play a part in choosing his/her snacks. Go To Pinterest.com for more sensory ideas.



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Occupational Therapists

Here are a few OT activities to try at home:

1) MAKE A SENSORY BIN

Sensory bins are a great way to promote a variety of skills. A sensory bin is a playful way to introduce them to a variety of tactile (touch) experiences! This activity can also promote visual perception skills and fine-motor skills.

To make a sensory bin, simply gather common household items and place them in a plastic container. Items might include cotton balls, uncooked rice or beans, popcorn, cut up paper, coins.

It is important to be aware of your child's unique sensory preferences so they are not overwhelmed, but can also develop important skills. It is also very important not to leave your child alone while playing with items that can be a choking hazard.

2) MAKE PLAY DOUGH

The activity of making play dough is not only enjoyable for kids, but it also addresses numerous important skills.

To make the dough, combine 1 cup of fine salt and 1 cup of flour in a bowl and mix. Once it is mixed well, add ½ cup water and knead and form the dough until it is smooth.

Skills addressed in this activity include:

- following directions
- exploration of textures
- vision skills
- fine motor skills

3) ENGAGE IN A REPETITIVE ACTIVITY AS A WARM-UP

Start by engaging your child in an activity that encourages repetition, such as throwing a ball back and forth to one another or tossing bean bags back and forth. Repetitive activities activate the part of the brain involved in regulating our emotions. Starting each session with this type of activity will help your child feel calm, organized, and ready to work.



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Independence With Therapy



Physical Therapists

Hello Parents and Guardians,

Follow this link <https://starfishtherapies.com/2009/06/buns-of-steel-the-exercises/> to work on some great strengthening activities with your child! Each exercise is also explained below:

1. **Tummy time** - This is a simple and easy exercise that children of any age can work on!! It is really important for children to work on laying their stomach on the floor and trying to get onto their hands
2. and knees or even just lift their head up to look for a desired object. Because your child is having to work against gravity to lift their body off from the ground they are building up their strength, even with a simple task.
3. **Bridging** - Well, here is a fun way to incorporate the same type of exercise, while also making it enjoyable for your child. To incorporate this into playtime you will have your child lift their bottom for a car to drive under, a parade of animal toys or crossing under the bridge with their favorite toys to go under. Try to see if they are able to hold it for as long as possible to work on improving their muscular endurance to maintain their tush elevated off the floor.
4. **Climbing** - a FUN activity for coordination and strengthening. Here's how to do it at home!
 - a. Stairs - They can crawl on their hands and knees up/down
 - b. Couch/Bed - If the couch/bed is tall you can use a step stool or stack pillows to help them climb
 - i. Can be done in standing or on all 4s
 - b. Incorporate into everyday activities - kids can climb into and out of different places
 - i. Chairs - during mealtimes
 - ii. Car Seat - if traveling somewhere

Make these activities into games by using a puzzle or toys and having them move it from the floor to the top of the stairs/couch/bed. Also make sure each leg is being worked equally!

4. **Knee Walking/High Kneeling** - Another GREAT activity. Best way is to use toys with multiple pieces or if you're holding something a child is interested in, either walk with it across the room or put it on a different surface so they have to "walk" on their knees to get it.
 1. To make it EASIER - the child can keep their knees on the floor while playing with a toy on the couch or have them move things from the floor to the couch.
5. **Squats** - Here's an easy to set up activity using toys, bubbles, or other everyday items! From standing, have your child help pick up toys from the floor to put in a container you're holding. If using



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bubbles, move the bubble wand from overhead down to their toes so they have to bend down to pop the bubble. Any motivating item can be used, like puzzle pieces, balls, or blocks.

We hope you get to try out these fun activities!

Take care and thank you!

-Physical Therapy Team



Adapted Physical Therapy

APE ACTIVITIES

Hi Parents,

We all know that **play dough** is fun and popular with young children, but apart from making a mess what is it *really* food for? Here is a fabulous benefit of allowing kids to play with **play dough** and the many learning opportunities that happen along the way.

Fine motor development:

The malleable properties of play dough make it fun for investigation and exploration as well as secretly building up strength in all the tiny hand muscles and tendons, making them ready for pencil and scissor control later on.

Other activities or exercise your child can engage in include:

Tightrope Walking. All you need is a bit of masking tape and a little imagination, and you can make all kinds of tightrope obstacle courses using your child's favorite toys. A simple example is to have him/her walk from one end of the room to another with an object in each of his hands, then have him/her stand on a step stool at the end of the "tightrope" and bend over to place each object into a bucket. Simple, easy and effective.

Stair Scavenger Hunt. Using 2 puzzle sets, create a scavenger hunt on your staircase (in this example, your child would be matching numbers). Have your child choose 1 puzzle piece from a bucket and then walk



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up the stairs to find the matching piece. Ensure he/she doesn't use the hand rails while walking up and down the stairs, and that he/she crouches down into a squat position when picking up each puzzle piece. As an added twist, have him/her assemble both puzzles on the floor while standing on a stepping stool at the end of the hunt.

Egg Races. You can make this as easy or as hard as you want to. Start with a simple race across your living room, and then make the game more difficult by putting blankets and pillows on the floor. You can also have your child switch between his right and left hands to add an even bigger twist!

Animal Walking. Write a bunch of different animals on different pieces of paper, throw them into a hat, have your child randomly choose a few, and then have him/her walk across the living room while pretending to walk like the animal she/he chose, and see how long it takes the rest of the family to figure out what the animal is.

Leg Lifts. Leg lifts are a great exercise for restless kids! Have your child stand sideways behind a chair and, using a chair for support, ask her/him to lift his/her legs up with his knees at a 90-degree angle. Try varying the length of time it takes your child to raise and lower his legs (5 counts up, 5 counts down), and then see if he/she can balance for a count of 10 without holding onto the chair.

Fun with Pillows. You can do a lot of core exercises for kids with pillows! If you have a couch with big pillows, set them up on the floor and ask your child to turn them over as many times in a row as he/she can. You can also have him/her drag them from one end of your living room to the next and place a couple of toys on top along the way to see how long he/she can go without dropping them! Don't have large couch pillows? No problem! Grab a couple from your bed and have your child walk up and down the stairs while holding the pillows in his/her arms and remind him/her NOT to use the handrail for better encouragement.

Enjoy these activities with your child(ren),

The Adapted PE Team



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Visual Impairment

Strategies for Parents of Children with Visual Impairments

- Provide ample time for children to inspect any objects presented for exploration. This may be time spent in addition to circle time, either before or after, describing the salient features of the object as the student manually explores it.
- Before students participate in circle time, provide orientation to instructional materials that are regularly used, such as calendars, name charts, counting objects, and pointers. Children also benefit from opportunities to practice with the materials so that when it is their turn to put the new number on the calendar, for example, they have a greater level of comfort and familiarity.
- Provide opportunities to practice the movements that accompany the songs that are regularly sung, explaining, when necessary, why they accompany the words in the song. For instance, when singing "I'm a Little Teapot," one hand is held up like a teapot spout, while the other hand is placed on the hip, as if forming a handle. A real teapot should be shown to the child as a model during description and practice.
- Encourage youngsters with visual impairments to listen for the voice of their teacher or the person who is speaking during activities. Teach them to turn their bodies so that they face the speaker while seated. This will take practice until it becomes natural.
- Teach children how to raise their hands in response to and when asking questions during circle-time instruction. This, too, will take practice.



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Deaf/Hard of Hearing

Simple Accommodations Can Make a Huge Difference

A few easy steps can be taken to ensure your home is accommodating for hearing impaired children. When possible, turn off equipment that creates background noises, such as fans and T.V.s, when not in use. If your home has noisy heating or cooling systems, consider moving to a quiet area of the house. Eliminating extra noise helps students with hearing impairments focus on assignments. Remember that hearing aids amplify every sound, including tapping pencils and air conditioners.

Communication Considerations

Effective communication is vital with a hearing impaired student to ensure student success. Since many hard of hearing students rely on lip-reading, at least partially, it is important to keep a couple of points in mind when you are working with your child at home.

- Look directly at your child and face him or her when communicating or teaching.
- Say your child's name or signal their attention in some way before speaking.

Please try these simple accommodations while helping your child with distance learning lessons at home.

Be safe,

Deaf/Hard of Hearing Team



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ACADEMICS



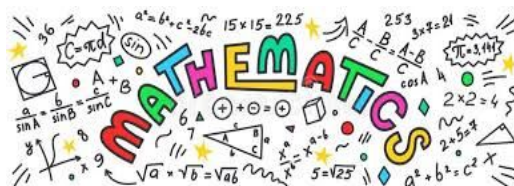
Reading Junction

Tips for Supporting Reading Skills at Home

Have conversations before, during, and after reading together. This activity is typically appropriate for children in kindergarten through third grade, but can be adapted to any child at any grade level. Having conversations when reading with children helps them develop higher level thinking and language skills, such as predicting, problem solving, or contrasting. While reading books aloud, ask the child questions and talk about the content of the story together before, during, and after reading.

- o Use open-ended questions to ask the child to think about the book's messages and what is happening.
- o Ask the child to apply the book's messages to the world around him by connecting events to his own life.
- o Ask more and more complex questions, so the child continues to build her vocabulary and language skills.
- o What would happen if you planted a tree in the desert?
- o Why do birds fly south for winter?
- o Why is it important to recycle?
- o Why did the character do what he did?
- o What else could she have done?
- o If you were in that story, what would you have done?

Hope this helps to provide more direction for you while you read with your child at home.



Math Pointers

Helpful Tips for Parents and Guardians

Below is an article found on the internet that confirms and reiterates that **we must believe that every child can be successful in math**. It takes good teaching, coaching, encouragement and practice, and while you are working with your child at home make the following tips a habit...



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- Talk about math in a positive way. A positive attitude about math is infectious.
- Encourage persistence. Some problems take time to solve.
- Encourage your child to experiment with different approaches to mathematics. There is often more than one way to solve a math problem.
- Encourage your child to talk about and show a math problem in a way that makes sense (i.e., draw a picture or use material like macaroni).
- When your child is solving math problems ask questions such as: Why did you...? What can you do next? Do you see any patterns? Does the answer make sense? How do you know? This helps to encourage thinking about mathematics.
- Connect math to everyday life and help your child understand how math influences them (i.e. shapes of traffic signs, walking distance to school, telling time).
- Play family math games together that add excitement such as checkers, junior monopoly, math bingo and uno.
- Computers + math = fun! There are great computer math games available on the internet that you can discover with your child.
- Talk with your child's teacher about difficulties he/she may be experiencing. When teachers and parents work together, children benefit.

Adapted from information provided by the Ontario Ministry of Education.

Parents and guardians play an important role in supporting success when thinking, talking and problem solving in math. For more great ideas about how to help your child with mathematics visit the Ontario Ministry of Education website (www.edu.gov.on.ca). A great resource to check out is [Doing Mathematics with Your Child, Kindergarten - Grade 6, A Parent Guide.](#)

Be well and have fun with math



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OUR CONTINUED THANKS, AS WE WORK TOGETHER FOR OUR CHILDREN ☺

For more information, please visit:

<http://www.compton.k12.ca.us/departments/educational-services/special-education/home>

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