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President's Message

"It was the best of times ... it was the worst of times"
~ Charles Dickens

These days we certainly can resonate with this quote from Charles Dickens’ A Tale of Two Cities. The ‘worst of times’ is certainly exemplified in the COVID-19 pandemic and concerns for the health of our families, our communities, and the entire planet. We agonize as witnesses to ongoing incidents of systemic racism in our nation, with use of excessive force and brutality. We find communities divided around the country over issues that seem to brew only anger and vitriol. And here in California, we are facing firsthand the calamity of climate change with devastating fires sweeping through our beautiful state and bringing an eerie atmosphere of destruction, unhealthy air quality and an orange-red sun into our daily lives.

In the midst of these discouraging challenges we catch glimpses of the best of times. We see resilience in our students, in our teachers, and in ourselves. We focus creative energies to face the challenges of distanced learning. (It really isn’t ‘virtual’ learning, is it?) We’re building a community of learners -- connected via technology and a shared purpose. We see the amazing adaptability of our education systems to re-design and deliver instruction and curriculum in thoughtful ways, using new platforms and leading practices for online instructional pedagogy. We see daily examples of kindnesses to strangers: waiting patiently at the grocery store to maintain that 6’ distance, providing support for the homeless and those suffering from the economic fallout of the pandemic, and sharing positive messages of hope and encouragement to others via email, social media, and ‘snail mail’. We must stay focused on what brings us together as a people and as a planet.

Speaking of bringing people together, I’m pleased to announce a new resource for our CASUP members: a monthly online event that makes space for dialogue on how we meet the educational challenges of these socially distant times. Be sure and read the article in this issue on our inaugural CoffeeEDU gathering and join us!

As always, we continue to be thankful for you – our CASUP community – who support and affirm effective school–university partnerships that improve cultural proficiency, teaching and learning for aspiring teachers, experienced educators, and all students.

Stay hopeful and stay well,

Elizabeth Brown

President
2020 Exemplary Award Winners

Exemplary Partnership  The partnership between California Lutheran University (CLU) and Los Cerritos Middle School (LCMS) began as pilot program in 2008 with a goal of creating a Professional Development School. The partnership is one based on innovation, collaboration, reflective practices, and adherence to an effective model. High degrees of trust and shared leadership have helped create a 13-year-old joint venture that is both operational and unique. What makes this partnership valuable is the commitment to shaping future teachers who are grounded in applied theory with clinical practice at the core of the program.

Since its inception, countless middle school students have benefited from having two adults in the classroom who co-teach, co-plan and assess student achievement together. Almost 200 teacher candidates have been prepared in this PDS partnership over the past 13 years and the California Association of School University Partnerships is proud to honor both California Lutheran University and Los Cerritos Middle School with its Exemplary Partnership award for 2020.

Photo: (left) Dr. Michael Cosenza, PDS Program Director at California Lutheran University and (right) Jason Klinger, Principal of Los Cerritos Middle School in Thousand Oaks, CA.

Exemplary Teacher  Sarah Rosenthal is our 2020 Exemplary Teacher Award winner. Her leadership and collaboration skills in her role as the PDS Coordinator in the partnership between Pepperdine University and Palisades Charter High School is evident in her work to secure clinical placements, communicate with HR to process onboarding, host weekly candidate luncheons in her classroom, co-host events for mentor teachers and teacher candidates, and advocate for teacher candidate needs as issues arise.

Mrs. Rosenthal is a leader in her classroom with both her own students and the teacher candidates. She is an exemplary mentor who not only coaches students in pedagogical strategies, but she mentors them on how to teach from a social justice and equity perspective. Beyond her classroom, Mrs. Rosenthal is a collaborative leader at Palisades Charter High School. In addition to her work with the Pepperdine PDS, Mrs. Rosenthal is the coordinator of Smaller Learning Communities and Professional Learning Communities. Furthermore, she oversees student led clubs including Breast Cancer Awareness Club and the Persian Student Union. Mrs. Rosenthal is also in the process of working with the National Alliance on Mental Illness (NAMI) to create a wellness center for students on campus to receive mental health and wellness services, partnering with NAMI to secure a grant to fund the center. Congratulations, Sarah!
Meet Our New Board Members

Jan Zoller received her Bachelor of Arts from the University of Redlands, California Teaching Credential from California State University, Fresno, and her Masters in Administration from Fresno Pacific University. She has been in education for over 35 years, working as a middle school teacher, district staff developer, adult ed teacher, and administrator. She retired from Fresno Unified as a K–12 principal, but immediately upon “retirement” started working for Fresno Pacific University in their Teacher Education Division, mentoring (supervising) student teachers. She currently is the Director of University Mentoring and teaches curriculum to multiple subject credential candidates at FPU. Her work with the university mentoring program included the development and implementation of a new field-placement supervision program and on-going trainings. Jan was instrumental in the development of the first PDS partnership in the Central Valley between Fresno Pacific University and Pinedale Elementary in Clovis, California.

Keith Derrick serves as a principal in a high-poverty, high-performing school at Marshall Fundamental Secondary School (Pasadena, CA), which saw eleven straight years of API growth from 582 in the 2000 academic school year to 764 in the 2011 academic school year. More so, during his tenure at San Marino High School (San Marino, CA) the API reached a high of 932, placing the school as the highest scoring non-magnet high school in Southern California and the fourth highest in the state. Further, during his tenure, Royal High School (Simi Valley, CA) has opened access to Advanced Placement (AP) and International Baccalaureate (IB) courses to all willing students. This has resulted in a 498% growth rate in the number of students in the IB program and a 76% growth rate in the AP program, since the 2015 school year. Currently, 60% of all 11th and 12th grade students are enrolled in at least one AP/IB class. This growth in AP/IB programs resulted in a Gold Ribbon for Royal High School in 2017 and a CSBA Golden Bell Award for Equity and Access.
Empowering Dual Language Educator Voices through School-University Partnerships

Elsie Solis-Chang
Alesha Moreno-Ramirez
Point Loma Nazarene University

Partnerships between universities and school districts are key contributors to bridging educational theory and application of classroom pedagogy. Marlow (2000) noted that university, district, and community institutions can be leveraged as powerful resources to one another. When various layers of experience and perspectives converge, we can further practice across the P-16 continuum.

We embarked upon one approach to university–district partnership in the 2019–20 school year to realign district practice with research-based guidance for dual language programs. This partnership involved collaboration between Lamont Elementary School District administrators, site staff, a professor, and an external consultant together focusing on internal evaluation of the district’s dual language program. Four professional learning and collaboration sessions were conducted to allow the space for all educator–stakeholders in the system to reflect and voice their perspectives. Each session was tailored to the needs of the district’s dual immersion teachers in response to recommendations found within Guiding Principles for Dual Language Education (GPDLE).

GPDLE reminds us that critical thinking and reflective practice are essential to successful professional learning experiences (Howard et al., 2018). The goals for participants were to more fully understand three of the seven strands within GPDLE: Strand 1–Program Structure, Strand 2–Curriculum, and Strand 3–Instruction, and to encourage involvement in shared decision–making. In each session, participants explored a target principle in depth and worked with colleagues to unpack the key points as applicable to their classrooms, school sites, and district. Further, teams articulated a set of common priorities and suggested specific change ideas to improve the district’s dual language program experience for students.

What we learned through our partnership journey is that structured collaboration, dedicated time for staff reflection, and recruitment of stakeholder voice are all essential to refinement of a district initiative. It was vital to elicit feedback via participant surveys, table discussion, sharing out, and session input as part of each convening. We applied the data gathered both to inform session content and to improve our approach to facilitation of forthcoming sessions. Responsiveness was critical to cultivating trusting relationships and accommodating self–reported needs. Consequently, in our design, the guiding principles were intentionally positioned alongside instructional strategies relevant to teacher concerns in effort to make professional learning immediately applicable to their teaching toolkits.

The impact of this partnership was heightened by a shared commitment to amplifying educators’ voices. Informed educator–stakeholder feedback influenced the development of both short–term and long–term dual language program goals for systematic improvement. This team’s journey will continue to be shaped by GPDLE and the input of empowered educators collectively invested in student achievement.

References
Partnerships Respond to COVID–19

June Ahn
Brandy Gatlin-Nash
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At the University of California at Irvine (UCI), School of Education, we are actively developing a network of school–university partnerships, known as the Orange County Educational Advancement Network (OCEAN). Over the last several months, our long-standing partnerships created opportunities to better address and mobilize support for communities in times of crisis. Through a university grant—Reimagining Educational Equity and Opportunity (REEO) during the COVID–19 Pandemic—OCEAN faculty and students are supporting our partner communities as they face the challenges of the COVID–19 pandemic. In particular, we created four workgroups targeted toward key issues that our partners identified as critical during this time. These workgroups are currently active and ongoing, and demonstrated for us the power of partnerships to advance both education research and positive community impacts.

One workgroup is supporting elementary school teachers serving bilingual Latinx students in designing and testing innovative pedagogies that leverage technology to integrate families’ funds of knowledge into remote and hybrid instruction. A second workgroup is connecting UCI teacher education candidates and undergraduate education majors with families who require virtual support for their children during remote learning. A third workgroup is providing an opportunity for district leaders from three diverse school districts to develop technological resources for non–native English speaking parents seeking to support their children in the remote environment. Finally, a fourth workgroup is analyzing survey and interview data with a particular focus on evidence-based strategies for providing mental health support for students, families, and educators.

Together, these workgroups aim to cogenerate innovative solutions for the challenges created by the pandemic, while also identifying effective practices and processes for sustaining partnerships between universities and local schools.

What can strong, cooperative partnership relationships yield? Through OCEAN, we have observed that developing mutual trust and routines for working together provides a foundation to nimbly shift research plans, address community challenges, and apply our capacity as university researchers to questions that matter to the communities we aim to serve. In a time of pandemic, the unique benefits of these features of school–university partnerships come into clear view. We are grateful to the numerous school sites and partners that have welcomed us into their communities and have been transparent in their needs. These conversations and relationships have led to the greatest change and improvement.
LIFTing UP Literacy: Urban Teachers & University Coaches Collaborate to Ensure Literacy Proficiency for Students

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When large numbers of students in primary grades were underperforming in literacy, Oakland, California Diocese school administrators knew action needed to be taken. A team of faculty and graduate students from Saint Mary’s College of California jumped into action to form a literacy partnership with the lowest performing schools. They knew that unless underperforming students have consistent, targeted interventions, by fourth grade they might never catch up and fail (Annie E. Casey Foundation, 2020). This failure affects the economic viability of families and communities.

So started a nine year, collaborative partnership called LIFT UP! (Literacy Innovations for Teachers: Urban Partnership) between Saint Mary’s College and schools in the Oakland Diocese. When the partnership began, only 33% of third grade students were at or above proficiency in literacy in the three pilot elementary schools. LIFT UP’s purpose was to (a) bring students to grade level proficiency, (b) advance teachers’ knowledge of literacy skills and strategies, and (c) provide teachers with university-based literacy specialists for coaching, professional development, and leadership training. A community of teachers was created across the district who learned to implement student-centered literacy assessments and use data to guide innovative, student-focused reading and writing instruction.

Across the academic year, LIFT UP coaches visited teachers weekly for observation and demonstration lessons followed by feedback and reflection. Monthly professional development sessions focused on a theme informed by assessment data and coaches’ classroom observations. Teachers met in grade level teams forming collegial learning communities while experienced LIFT UP teachers demonstrated leadership skills for their colleagues. Adding to the program’s success was the pivotal role of the Liaison who met with school principals twice monthly to share literacy strategies, monthly coaching foci, and site specific needs. The Liaison and school principal visited each classroom during these sessions to observe LIFT UP in action.

The program grew from the initial 3 schools, grades K–2, to 7 schools, grades K–3. An independent study conducted by Public Profit indicated that any student who ever had a LIFT UP teacher was three times more likely to be at grade level in literacy than their peers. The beauty of LIFT UP is that the teachers support the unique literacy needs of students each year ensuring grade level standards are met. The last set of LIFT UP spring literacy assessment data show K–2 proficiency levels between 97% – 92% and third grade proficiency at 79%.

Through this partnership we learned that better teaching, through differentiated coaching and ongoing, collaborative professional development, requires responsive literacy coaches and involved administrators for creating and sustaining purposeful change.

Reference

Author Note
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OGSD - SEAL - SJSU
Teacher Residency Partnership

Lisa A. Simpson, San Jose State University
David Whitenack, San Jose State University
Shannon Bui, Oak Grove School District
Jennifer Diehl, Sobrato Early Academic Language (SEAL)

Over the past two years, we at San José State University (SJSU) have established teacher residency partnerships (TRP) with high-need school districts in our service area. One such TRP includes Oak Grove School District (OGSD) and our community partner Sobrato Early Academic Language (SEAL). Together we prepare SJSU candidates to meet the needs of students in the OGSD community and be profession-ready on day one of the job. The cornerstone of our TRP is the year-long placement of a teacher resident in an OGSD classroom with a rigorously selected mentor teacher, who is supported with on-going professional development (PD) to hone the resident’s pedagogy using socially-just, culturally-sustaining practices.

The strength of our TRP is evidenced in bi-weekly steering committee meetings in which representatives from the three entities work together to implement the residency program. Together we have collaboratively identified a set of prioritized practices drawn from the SEAL framework for all teacher residents to be able to implement with fidelity upon completing the residency year. We have infused these prioritized practices into our university coursework allowing teacher residents to readily connect theory to practice in their placement classrooms. Mentor teachers from OGSD are encouraged to attend residency seminars co-taught by SJSU faculty and supervisors and are given information on course assignments. Mentors then support residents with resources for assignments and provide opportunities to practice targeted skills. The steering committee delivers bi-weekly PD on the prioritized practices and on coaching skills, such as giving and receiving feedback.

Our TRP is currently supported by grants from the Hewlett Foundation and Silver Giving Foundation to expand and build capacity in the TRP. Growth in our program is evident in the number and type of residents enrolled. We grew from 1 Education Specialist (ES) and 4 Multiple Subject (MS) candidates in year one to 5 ES and 6 MS candidates, including 2 bilingual Spanish candidates in year two. We were particularly pleased with this growth given the challenges of recruiting during a pandemic.

Lessons learned from year one of the residency shaped the work of year two especially in the area of PD. Feedback from our stakeholders illuminated the need to start PD earlier in the year and establish a regular and consistent PD schedule with frequent opportunities for mentors and residents to engage in inquiry cycles around our prioritized practices. We are partnering with the National Center for Teacher Residencies to meet important goals of recruiting diverse candidates to mirror the OGSD community and to develop a financially sustainable model.
Benefits of Collaborative Preparation in Early Childhood Special Education and Speech-Language Pathology

Yasemin Turan
Laura J. Hall
Sonja Pruiit-Lord
San Diego State University

The purpose of this article is to introduce components and benefits of MAINSAIL, a federally funded project by the Office of Special Education Programs (OSEP), to implement a high quality, interdisciplinary Master’s Degree program for special educators (SPED) and speech-language pathologists (SLP) working with young children with significant Autism Spectrum Disorder (ASD) at San Diego State University. Over the course of the project, 16 early childhood special educators and 16 SLPs (32 total) candidates will be supported through the program. The project involves a collaboration between two departments located in different colleges that organized select coursework from each department, two practicum experiences, one in a school, and one in an on-campus clinic, a seminar series, and field experiences where candidates could participate together.

Candidates enrolled in a course on Issues in Autism and Single-Case Design offered through the Department of Special Education and a course in Disorders of Language and Cognition offered through Speech-Language and Hearing Sciences. One social-communication course was designed for this project. During the clinic-based practicum candidates worked together to plan and implement treatment for young children with autism receiving SLP services. During each session candidates rotated positions where two implemented the treatment, two took data on child progress and two worked with the families observing through a one-way mirror and explained what was happening in the session. The second practicum took place in the school setting where instruction of SLP goals were co-planned.

Project effectiveness was evaluated for the first cohort of graduates through individual interviews. All candidates indicated that the classes were valuable and the practicum experienced critical to their learning. A highlight for all was the relationships that developed and the respect obtained for the other discipline. The SLP's learned a great deal on how to communicate with families and the importance of this relationship. The special educators reported they learned to respect the wealth of information the SLPs shared on the technical aspects of language development and how to scaffold instruction in a systematic way. Another result was increased respect for the other profession. As one candidate shared, “We can be humble and we can learn from each other. There was an attitude shift from the beginning of the semester. I learned about the importance of being open.” Following graduation, data will be collected on retention, sustained use of evidence-based practices, and employer satisfaction, and on the effects of interdisciplinary preparation on their experiences in the field.
Voices from the Field:
When Your Dream Comes a Reality ... With a Twist

Victoria Lahney
Second Grade Teacher
Flory Academy of Science & Technology, Moorpark Unified School District

I have always dreamed of the first day of school with my very own class. This dream has been 6 years in the making, 4 years as an education major, 1 year to earn my credential and 1 year as intervention teacher. Finally, my time had come. I had officially signed my contract to be a second grade teacher in my district of choice. This was a dream come true– but it came with a twist. Due to the COVID-19 pandemic, our school year would be starting off virtual. I planned and prepared tirelessly to make sure this school year would start off successful for me, my students, and their families. On the first day of school, I logged onto our video call to meet my students for the first time. It is easy to say, this is not how I dreamed what my first day of school would look like.

As I got hired, I was reminded that this year was going to be a marathon, so don’t sprint my way through it and that everyone feels like a first year teacher this year. I knew I was going to be faced with countless challenges. I feel very fortunate that each student was given a Chromebook for distance learning. But, that still doesn’t mean they all had access to great internet. Our new normal is problem solving through glitchy WIFI, frozen screens, and reminding students to mute and unmute.

My students come to me from all different socio-economic backgrounds with different abilities, opportunities, and needs. Equal accessibility for all my students is my top concern, so I knew the first thing I had to do was send each one of my students home with a learning kit. I asked myself– how will I be able to have the same expectations for my students as if we were still in the classroom? That’s where their learning kit came into play. Before the first day of school, my students were able to pick up a box filled with: pencils, markers, crayons, a notebook, math manipulatives, scissors, glue, a wipe board, eraser, dry erase marker, and more! This out of pocket expense was the best decision I made, as my students had everything they needed to be successful. Now, when I am teaching, I can ask them to bring out certain materials from their learning kit and we are able to begin quickly. Even though my students are all at different locations, they all have access to the same learning supplies.

My next thought was– how can I keep my students engaged and excited during distance learning? We brainstormed virtual rewards that they can earn as a class. From our brainstorming session, I quickly realized that my students were lacking connections and relationships with peers. They requested to eat lunch together as a class and have extra time to talk to each other. My students recently earned their group lunch and it has been the highlight of distance learning.

A huge focus during our first month has been relationship and community building. I needed to remind my students that we are a community and a class family– even though we only see each other on the screen. We played a lot of get to know you games, and spent a lot of time sharing facts about each other. I provide them with plenty of opportunities to talk to each other and express their thoughts, feelings and ideas. Often, they don’t want to log off and want to stay online to learn or socialize.

Looking back at my first month of online teaching, I do not wish I would have done anything differently. I believe this has to do with all the experience I have had leading up to this year. After hundreds of hours of undergraduate experience and completing my student teaching through the Professional Development Program at California Lutheran University, I was as ready as I could be. My residency program provided me with amazing mentors and experiences in teaching. While this year looks nothing like my student teaching year, I am able to bring my experiences and lessons learned into my virtual classroom which helped me feel more confident in my abilities and start this school year off successful.

As I write this article, my school district has officially applied for the waiver to return to school. As you read this, I might be teaching in person with children in my very own classroom in the middle of a pandemic. Teaching from the classroom will look different this year and I do not know what to expect, but I am ready to embrace the challenge! I continue to tell myself, if I can make this year the best, despite everything, I’ll be able to do anything!
got partnership?

Become a member of CASUP and
- Learn more about School and University Partnerships
- Network with schools, districts and universities engaged in building strong school university partnerships
- Gain access to web-based resources, webinars and current trends?
- Tour schools engaged in best practices

Annual Membership Rates:
- Consortium Membership: $150
  - University & 1 partner school up to 30 people
  - $50 each additional school with 20 people included
- University Membership (up to 10 people): $100
- K-12 School Membership (up to 20 faculty included): $75
- Individual Membership: $25
- Retiree Membership: $20
- Teacher Candidate: $15

CoffeeEDU

CASUP is excited to announce a new networking opportunity to all of our members. Come one and all to our monthly virtual CoffeeEDU gathering for dialogue and collaboration. Our first virtual gathering in 2021 will be held in January. These virtual meetings provide time and space to build connections, discuss challenges, share successes and learn about high quality teacher preparation from colleagues.

We look forward to seeing you at CoffeeEDU!!

When: January 7th, 2021 and thereafter, first Thursday of each month

Time: 4:00 - 5:00 pm PST

Location: via Zoom (an evite will be sent to all current CASUP members in mid-December.)
Call for Article Submissions

The editors of CASUP Connections, formerly known as SCPDS NewsMagazine, are seeking submissions for the Spring 2021 issue. Sent to over 1200 members of the P12 and university communities nationwide, this electronic publication is an excellent way to share information, successes and innovations in your school-university partnerships.

We are seeking articles about school-university partnerships that describe:

- Best practices on teacher education in P12 and/or university,
- Partnership creation and sustainability (virtual and/or traditional format),
- Successful or unique programs,
- Replication of study/partnership,
- Overcoming partnership challenges, and
- Unique approaches to teacher preparation and clinical practice

Articles should be no more than 400 words in length and must be received no later than April 1, 2021. Co-authorship from school and university partners is encouraged. We encourage photos and if they are included, please include names listed from left to right, along with a signed CASUP Photograph and Video Release Form.

Items for submission should be sent via email to: publications@casup.org

@CASUPConnect is now on:
California Association of School-University Partnerships (CASUP) is a non-profit professional organization which provides resources, professional development and advocacy for the P-12 and university partnerships. From its initial beginnings in 2010 as an ad hoc networking group for school-university partnerships in southern California, CASUP was originally organized into a formal 501(c)3 entity under the name Southern California Professional Development Schools (SCPDS). As the consortium has grown beyond the geographic boundaries of southern California, the board of directors made the decision to change our name to reflect the entire state. CASUP is the first regional affiliate of the National Association for Professional Development Schools (NAPDS) and is an associated organization with California Council on Teacher Education (CCTE).

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