

*Los Angeles City Unified School District*

~~Manuel Ortiz~~  
EAST LOS ANGELES SKILL CENTER  
1260 MONTEREY PASS ROAD, MONTEREY PARK, CALIFORNIA 91754  
TELEPHONE: (213) 263-6903

WILLIAM J. JOHNSTON  
*Superintendent of Schools*

ABRAM FRIEDMAN  
*Assistant Superintendent  
Division of Adult Education*

GABRIEL CORTINA  
*Skill Center Principal*

July 22, 1976

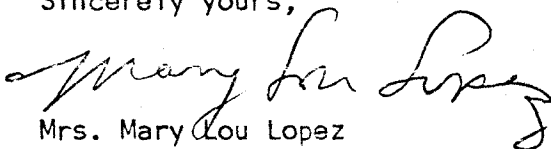
Mr. Manuel Ortiz, Director  
State Manpower Office  
800 Capitol Mall, MIC 77  
Sacramento, California 95814

Dear Mr. Ortiz:

In answer to your letter of June 25, regarding Dr. Alfred A. Barrios' teaching and behavior modification techniques, I would like to recommend (if you have not already thought of it) that Dr. Barrios be considered as one of the vocational educational consultants who will work on Governor Brown's Vocational Education Program under a special grant.

Dr. Barrios' program has been applied successfully at a number of schools and in private industry. Make use of his expertise. I feel confident that if you contact him, he will find time to help you.

Sincerely yours,



Mrs. Mary Lou Lopez  
Multi-Clerical Instructor

Enclosures

cc: Ms. Lorraine Alvarez

CONFIDENTIAL

ANTONIO R. VILLARAIGOSA  
COUNCILMEMBER OF THE FOURTEENTH DISTRICT  
FEB 2 PM 4 53

January 28, 2004

Roy Romer  
Superintendent of Schools  
Office of the Superintendent  
333 S. Beaudry Ave., 24th Floor  
Los Angeles, CA 90017

Dear Superintendent Romer:

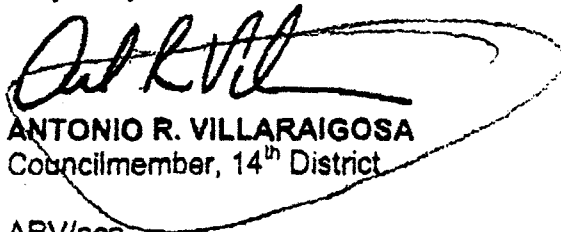
I am writing to request that you meet with Dr. Alfred Barrios to discuss his programs that teach stress management and positive thinking techniques.

Dr. Barrios' techniques focus on teaching people how to build a stronger sense of self-efficacy and belief in their own abilities and lessen the stress factors that may limit or interfere with their ability to achieve success. Dr. Barrios would like to work with L.A.U.S.D. to provide stress management workshops for teachers and administrators. He would also like to provide positive thinking techniques instruction to students who may be labeled "at-risk" or "under achieving" but who are thought to be capable of exceeding their current performance levels with some guidance and support.

Dr. Barrios was one of my professors at UCLA and I can state first hand that his techniques, particularly those that help students learn, believe in their own abilities, work to build a positive attitude and increase student capacity to learn. I believe your teachers and students would benefit from participating in his workshops.

Please consider meeting with Dr. Barrios or having a member of your staff meet with him to talk about his programs and how they may benefit the teachers and students of L.A.U.S.D. Attached is a copy of an article that gives more details his program. Barrios can be reached at (310) 301-3317.

Very Truly Yours,

  
ANTONIO R. VILLARAIGOSA  
Councilmember, 14<sup>th</sup> District

ARV/aco

City Hall Office • 200 N. Spring Street, Room 425 • Los Angeles, CA 90012 • Phone (213) 485-3335 • Fax (213) 847-0680  
Boyle Heights Office • 2130 E. First Street, Suite 202 • Los Angeles, CA 90033 • Phone (323) 526-3059 • Fax (323) 526-3066  
Eagle Rock/Highland Park Office • 2035 Colorado Boulevard • Los Angeles, CA 90041 • (323) 254-5295 • Fax (213) 485-8788  
El Sereno Office • 5150 N. Huntington Drive, Suite 111 • Los Angeles, CA 90032 • (323) 226-1646 • Fax (323) 226-1644

LAUSD  
SUPERINTENDENTS OFFICE  
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030187

Alfred A. Barrios, Ph.D.  
SPC Center  
11949 Jefferson Blvd., Ste. 104  
Culver City, CA 90230

JAN. 3, 2001

Dear Dr. Barrios,

I am writing to personally thank you for all the help you provided the students and staff at Mount Lukens High School this past year. I am convinced your SPC Magic of the Mind program played a considerable role in helping our students raise both their API scores and their SAT 9 NCE scores as well as their attendance rates in comparison with the previous year. To be specific, you will note in the attached summary of results achieved:

1.) With regards to *Accountability II - Expected Gains matched SAT 9 NCE Scores*, actual student gains compared to expected student gains between this and the previous year were 50% higher (2.4 vs 1.6) for Grade 9; 417% higher (6.2 vs 1.2) for Grade 10; and 492% higher (7.1 vs 1.2) for Grade 11.

2.) With regards to *Accountability I: API Growth Target (5%)*, the actual API score for the year 99-00 was 434 as compared to the previous year score of 376. This was over three times the growth target (15.7% vs 5%) comparing the two years.

3.) With regards to attendance, *In-Seat Attendance Rate* increased from 79% to 88%.

It is hard to pinpoint exactly what it was about your presentations that helped the most. Was it your powerful mind-opening SPC techniques that create a strong sense of belief in ones capabilities (self-efficacy) or was it the pragmatic learning-to-learn techniques or the test taking techniques or the stress management techniques. I would venture to say it was a combination of all of the above. Your program not only helped increase students' sense of self-efficacy and learning & test taking skills but also in a certain sense their emotional intelligence level as well. I might add that your sessions with the staff and me also helped - in the sense of instilling a more positive outlook on our parts as well.

Again, I want to express my gratitude for your devotion throughout the year - coming as often as every two to three weeks - especially in light of the fact that it was all done pro bono.

Sincerely,



Bill Leeka  
Principal Mt Lukens High School

**Walt Whitman High School**

7795 ROSEWOOD AVENUE, LOS ANGELES, CALIFORNIA 90036

TELEPHONE: (213) 651-0645 FAX: (213) 653-9214

RUBEN ZACARIAS  
Superintendent of Schools  
JENNY McDONALD  
Principal

December 9, 1998

Dear Dr. Alfred Barrios:

This letter is to recognize the outstanding contributions you made to assist the students of Walt Whitman High School in raising their test scores on the Stanford 9 Achievement battery of tests given last Spring (1998), and the inspirational organization you gave to the staff in rescheduling our students and our school day.

Initially, you provided the staff with Staff Development opportunities where we each experienced the process of the mental preparation individuals need in order to perform optimally on something like the Stanford 9. We participated in Stress Reduction Techniques, how one focuses on the immediate task at hand, (whatever that might be), the SQ3R method of discerning information from text, and how to eliminate inappropriate choices on an objective test. You also provided the entire staff with copies of your book, Towards Greater Freedom and Happiness, which was not only motivational, but an incentive to augment our instructional delivery.

Because of our many meetings with you, we revamped our school day and created a Core Curricular Academy, with the enthusiastic support of our parents. Students who had been in individualized instruction were programmed together and given intensive instruction on particular skills in Reading, Language Arts and Writing, Social Studies, Science and Mathematics. You then donated time to meet with the students in the Academy weekly for a minimum of an entire class period - often more, to assist in the continued development of their particular skills and areas of weakness, but also to increase their own self confidence and self esteem.

It is difficult to pinpoint the exact reason for our improved test scores, however, the students at Whitman High School improved in every area of the Stanford 9 - whether it was because of the intensive Staff Development, your resourcefulness and assistance in reworking our scheduling and the delivery of instruction, working directly with the students of the Academy, or being a catalyst for us to think "out of the box" in dealing with our students. But we

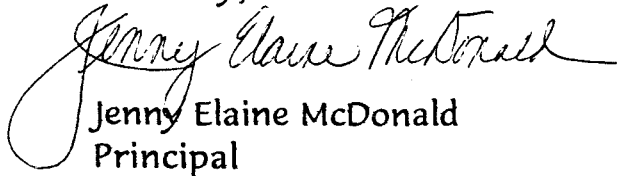
are appreciative of your efforts and are pleased and proud to share with you the following statistics from our test results:

(All Scores reflected in Mean Percentiles)

	<u>Reading</u>		
	1997	1998	Difference
Grade 9	19	20	+1
Grade 10	17	22	+5
	<u>Mathematics</u>		
Grade 9	20	29	+9
Grade 10	15	21	+6
	<u>Language</u>		
Grade 9	20	23	+3
Grade 10	17	21	+4

Thank you, Dr. Barrios, for your inspiration, assistance, direction, and support, and we will continue to practice the methodologies that you have shared with us and with our students, in the ongoing effort on the part of us all, to improve student achievement, particularly as measured by standardized tests.

Sincerely,

  
Jenny Elaine McDonald  
Principal

Norma Alarcon - Hamilton  
Ramona Opportunity High School  
231 S Alma Ave  
Los Angeles CA, 90063  
(323) 263-7429

June 27, 2005

Dear Dr. Barrios,

I would like to thank you for coming to Ramona Opportunity High school earlier in the year and providing my co-workers and myself the opportunity of being a part of your excellent staff development training. You really made us, or I shall I say, you made me feel an experience I had never considered.

- The mental preparation process that we should have in order to succeed at any particular task.
- The Stress Reduction Techniques that you provided at the meeting have been a tremendous help for me as a teacher.

I must tell you that I was impressed and astonished by your techniques. I was so motivated after the training that I immediately experimented the exercise with my students, and found that there was not a single student that was not able to learn. My students were just as surprised and astonished. After practicing these techniques in the classroom I have been observing their learning habits and behaviors (3 months). I must say that my student's attitude toward school has really changed.

- Their attendance - increased 27%
- They're more eager to learn
- They're more receptive in class
- They're not as sleepy as they were before.

The students and I test our stress levels from time to time (using the stress cards that you provided us). We found that we were able to predict with 90% accuracy who was under stress before the student used the card. The most important thing was not only to know or admit to be under stress but to know how to channel the stress and get it out of the way and continue with the most important thing, LEARNING.

Stress reduction was very helpful during our testing time in the month of May, the attendance during the test was better than prior years. The students that were practicing the stress reduction techniques attended 100% during testing. And said that the test was not hard. They seemed to be refreshed after the test, not like in past years, where they looked all tired and ready to go to sleep.

It is hard to be exact about what was more helpful to my students and me, if it was the stress technique or the magic of the mind, but I must thank you because the techniques

that I practiced with my students gave them a sense of believing in themselves. I have to remind you that our school receives students that have failed over and over again in one area of their education or personal life and this is how they get to an opportunity school. But now the students have picked themselves up from that feeling of hopelessness and now they have a very important tool; they have their mind. I wish you could see the changes in them as I am able to see them. They are starting to change their attitude towards school and they truly believe that nothing is impossible to accomplish when you have the desire and knowledge that you can do it no matter how difficult an obstacle may seem.

Thank you once again for your inspiration.

Sincerely,

  
Norma Alarcon -Hamilton