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8 SUPERIOR COURT OF THE STATE OF CALIFORNIA
9 CITY AND COUNTY OF SAN FRANCISCO

11 ELIEZER WILLIAMS, et al.,) Case No. 312 236
12)
Plaintiffs,) Hearing Date: August 25, 2003
13)
vs.) Time: 3:30 p.m.
14)
STATE OF CALIFORNIA, DELAINE) Department: 16
15 EASTIN, State Superintendent)
Of Public Instruction, STATE) Judge: Hon. Peter J. Busch
16 DEPARTMENT OF EDUCATION, STATE)
17 BOARD OF EDUCATION,)
18 Defendants.)
19 _____)
20 AND RELATED CROSS-ACTION.)
21 _____)

22
23 DECLARATION OF SHARON BOWIE IN SUPPORT OF DEFENDANT STATE OF
24 CALIFORNIA'S OPPOSITION TO PLAINTIFFS' MOTION FOR SUMMARY
25 ADJUDICATION
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I, Sharon Bowie, declare as follows:

1. I am the Director of Program Evaluation, Assessment, and Accountability for the Hanford Elementary School District in Hanford, California. My responsibilities include oversight of the Immediate Intervention/Underperforming Schools Program ("II/USP") in the district, as well as other special programs. I have held this position for four years. For one year prior to that, I was an Assistant Principal on Special Assignment, working with categorical programs and technology district-wide. Before that, I was an Assistant Principal at two different elementary schools in the district. Prior to that, I worked at the Kings County Office of Education as a speech and language therapist, an education specialist, and a program specialist. I have been an educator since 1976. I hold a restricted speech and hearing credential, a multiple subject teaching credential, a learning handicapped credential, and an administrative services credential.

2. I am familiar with the students, teachers, and facilities at Roosevelt Elementary School and Lee Richmond Elementary School in Hanford Elementary School District, and am familiar with the curriculum and the educational opportunities that are provided to Roosevelt and Richmond students. I have personal knowledge of the facts set forth in this declaration; and if called as a witness I would and could testify competently thereto.

1 3. I am familiar with the January 2000 Initial Report
2 of Findings that was prepared for Roosevelt Elementary School as
3 part of the Roosevelt's participation in the Immediate
4 Intervention/Underperforming Schools Program ("II/USP") and with
5 the January 2000 Initial Report of Findings that was prepared for
6 Lee Richmond Elementary School as part of Richmond's
7 participation in the II/USP program. Indeed, I coordinated the
8 II/USP application process for all four schools in the district
9 that participated in the II/USP program and developed action
10 plans at around that time. Both Roosevelt and Richmond became
11 II/USP schools beginning in the 1999-2000 school year. During
12 that year, Roosevelt and Richmond used II/USP funds to review
13 student needs and formulate an "action plan" that addresses ways
14 to resolve those needs and improve student achievement. In the
15 following two years, with the assistance of additional II/USP
16 funds, Roosevelt and Richmond have implemented the action plans.
17 I believe that in the last three years these two schools have
18 achieved many of the goals that they set out to meet.

19
20 4. I am aware that the plaintiffs in this case have
21 cited two pages of Roosevelt's Initial Report of Findings, which
22 they identified as DOE 51303 and DOE 51333, and page 30 of
23 Richmond's Initial Report of Findings, which they identified as
24 DOE 51432, in a submission to this court. I am aware that these
25 pages make several statements regarding the sufficiency and the
26 condition of textbooks and instructional materials and these
27 schools. The statements in these pages were not my statements or
28 the statements of anyone at Roosevelt or Richmond schools, but

1 the statements made by the external evaluator that worked closely
2 with the two school as part of the II/USP process. These
3 statements were based on opinions shared by staff and students
4 with the external evaluator.

5
6 5. Currently, teachers at both schools have access to
7 considerable instructional materials to deliver instruction.
8 Indeed, both schools have made significant investments in
9 instructional materials, with help from II/USP and other funds.
10 For example, both schools have invested significant portions of
11 their II/USP funds in leveled readers. Leveled readers are
12 typically soft-cover reading books at various reading "levels,"
13 in sets of about six or so books. This is consistent with the
14 focus of district schools on reading and early literacy.
15 Teachers at both schools also use leveled readers to deliver
16 instruction in science and social science because they choose to
17 purchase and use readers with science and social science themes.
18 These books are stored in literacy libraries on each campus from
19 which teachers can check out books for use in their classes.

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21 6. Although both Richmond and Roosevelt already had
22 significant quantities of leveled readers, the selection and
23 variety has grown significantly over the past few years as both
24 schools have invested in additional leveled readers. In addition
25 to the II/USP monies that both schools expended, both schools
26 also used site-level categorical funds to purchase leveled
27 readers as well as certain general funds that were redirected
28 from the school sites to the district as a part of a Title 1

1 settlement. From this funding source alone, each school spent
2 \$60,000 on leveled readers over three years.

3
4 7. Both schools have also made significant
5 investments in technology since they became II/USP schools. For
6 example, Roosevelt. Roosevelt, for example has received two
7 large grants to purchase classroom computers in grades 4-6, one a
8 Technology Literacy Challenge Grant and the second a School
9 Renovation Technology grant. In addition, Roosevelt received a
10 Governor's Performance Award for the improvement in its test
11 scores in 1999-2000 and used that award to purchase additional
12 classroom computers. As a result of these investments, Roosevelt
13 will have at least four student workstations in every classroom in
14 grades 4-6 when the 2003-2004 school year begins. In grades K-3,
15 there will be about two workstations in each classroom dedicated
16 for student use. Richmond also recently received a \$50,000 grant
17 for school renovation and technology, which it is using to
18 purchase additional classroom computers for grades 4-6. As a
19 result of that grant, Richmond will have at least four student
20 computers in every classroom in grades 4-6, and at about one
21 additional classroom computer in every grade K-3 classroom.

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23 8. In my opinion, being a part of the II/USP program
24 has helped both Roosevelt and Richmond to improve student
25 achievement. One of the things on which both schools worked
26 during the II/USP process is teacher collaboration and analyzing
27 student work and test scores to improve instructional strategies.
28 For example, as part of the II/USP process both schools

1 instituted grade level meetings where teachers at each grade
2 level meet to discuss the data that they receive from test scores
3 and from their students and to plan together for student
4 improvement. Currently, a substantial amount of collaboration
5 also occurs during staff meetings. In addition, being a part of
6 the II/USP program has helped improve student achievement at both
7 schools because it was an important part of holding the schools
8 accountable for student performance and thereby helping to
9 instill a focus on improvement in both schools. We are beginning
10 to see signs of improved student achievement in our standardized
11 test scores. Roosevelt's Academic Performance Index ("API")
12 score improved from 564 in 2001 to 568 in 2002, exceeding its
13 growth target. Richmond's API score improved from 515 in 2001 to
14 554 in 2002, exceeding its growth target. In addition, we have
15 recently been informed that students at both schools showed
16 continued improvement on the 2003 state standards test.

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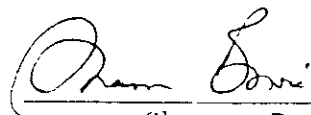
18 I declare under penalty of perjury under the laws of the State of
19 California that the foregoing is true and correct.

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21 Executed this 19 day of August 2003, at Hanford,
22 California.

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Sharon Bowie

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