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I, Jorge Lerma, do hereby declare as follows:

I am the principal of Grant Elementary School in the West Contra Costa Unified School District. I have been the principal of Grant Elementary since fall of 2001. Prior to that, I was the assistant principal of a junior high school and the principal of an elementary school in the Oakland Unified School District. I am personally familiar with the circumstances

Elementary School, and with the curriculum and instructional materials provided to the students. I have personal knowledge of

regarding the students, teachers, and facilities at Grant

the facts set forth in this declaration, and, if called as a

witness, I would and could testify competently thereto.

I am familiar with Grant Elementary's March 2000 II/USP Action Plan which was prepared in connection with our participation in the Immediate Intervention/ Underperforming Schools Program ("II/USP"). Grant Elementary School was an II/USP school from 2000 to 2003.

I am generally familiar with the Williams lawsuit. have been informed and believe that plaintiffs in that lawsuit have cited a page of Grant Elementary School's March 2000 II/USP Action Plan and claim that Grant lacks a lower grade cohesive phonics program and appropriate intervention materials for the upper grades. I am also informed and believe that plaintiffs

4. I was not principal at Grant Elementary School when the Action Plan to which plaintiffs refer was drafted. Since I became principal in fall of 2001, it has not been true that the school lacks appropriate intervention materials for the upper grades. In the 2001-2002 school year, each of the students at Grant Elementary School was given a State standards-aligned textbook in language arts which contained intervention materials for struggling students in the higher grades. Starting in the fall of 2002, the school implemented a new District-wide reading program with Highpoint textbooks for the 4th and 5th grades and Prentice Hall textbooks for the 6<sup>th</sup> grade. The Highpoint and Prentice Hall textbooks are both State-adopted and contain intervention materials for students not reading at grade level.

5. Since the fall of 2002, Grant Elementary has provided a cohesive phonics program for its lower grades through a State-adopted reading textbook series called Open Court that has been adopted District-wide. Before the Open Court was implemented, the students in the lower grades were provided with State standards-aligned language arts texts which contained appropriate phonics materials.

1	6. Grant Elementary School's 2000 Action Plan also
2	identified a need for more supplemental learning materials such
3	as appropriate, grade-level books for the classroom libraries and
4	the main library. In the past two years that I have been
5	principal, I have taken steps to ensure that this situation is
6	remedied by using II/USP and other funds. The school has
7	purchased a large collection of reading books for classroom
8	libraries and the main library that are multilingual, appropriate
9	to the students' reading levels, and reflect their multi-cultural
10	backgrounds. I have made plans to continue purchasing more
11	reading books for the students of Grant Elementary School.
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13	7. At least since fall 2001, all students at Grant
14	Elementary School have had State standards-aligned textbooks to
15	use in class and to take home in all core classes.
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17	I declare under penalty of perjury that the foregoing is
18	true and correct.
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20	Executed this day of July, 2003 at Richmond, California.
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23	// Jorge Lerma
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