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I, Myrna Rohr, declare as follows:

1. I am the Assistant Superintendent for Educational Services at San Jacinto Unified School District in San Jacinto, California. I am beginning my ninth year in this position. Prior to that, I was the Director of Curriculum in the Hemet Unified School District, which is adjacent to San Jacinto Unified. I was also the Principal of an elementary school in Hemet Unified for fourteen years, a Project Director for categorical programs in that district for one year, and a classroom teacher for sixteen years. I have a standard elementary education credential (K-8) and an administrative credential. I also have a Masters degree in Education from the University of Arizona.

2. I am familiar with the students, teachers, and facilities at San Jacinto High School in the San Jacinto Unified School District, and I am familiar with the curriculum and the educational opportunities that are provided to San Jacinto High School 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.

3. I am familiar the San Jacinto High School "School Application for II/USP Funding," dated May 14, 2001, which the school completed in order to participate in the Immediate Intervention/Underperforming Schools Program. In fact, I was on the II/USP Planning Team for San Jacinto High School. San

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1 Jacinto was selected to be an II/USP school beginning in the
2 2000-2001 school year.

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4 4. I am aware that one of the experts for the
5 plaintiffs in this case has cited pages 9 and 17 of the School
6 Application, which she identified as DOE 41593 and DOE 41601, in
7 a submission to this court. Page DOE 41593 contains the
8 statement: "Some students in mathematics reported that they had
9 not been given a textbook (31%) or that they had been given a
10 textbook for class use only (6%)." It also contains the
11 statement "In many classes it was observed that there were not
12 enough textbooks for students and in many cases, not even enough
13 paper."

14
15 5. I am not sure what the evaluator meant by the part
16 of the statement on Page DOE 41593 that "in many cases" it was
17 observed that there was "not even enough paper." To my
18 knowledge, there has never been a time when teachers at San
19 Jacinto High School lacked access to reasonable amounts of paper
20 for their classes. If there ever was such a time, it would not
21 be because there was not enough available. To my knowledge, if
22 teachers need paper for their classes, they have access to it.

23
24 6. Furthermore, the statements that I listed in
25 paragraph 4 do not accurately reflect the current availability of
26 textbooks at San Jacinto High School. These statements were made
27 before the district adopted new textbooks in the four core
28 subject areas - Mathematics, Language Arts, Science and Social

1 Science. At the time that the II/USP program started, we were
2 prepared to adopt new textbooks in these four core areas and, as
3 a result, the district was trying not to purchase new copies of
4 the old editions.

5
6 7. In 2000-2001, the district received a substantial
7 influx of Schiff-Bustamonte funds that we used to purchase new,
8 standards-aligned textbooks. Currently, San Jacinto High School
9 has enough standards-aligned textbooks in each of the four core
10 areas for every student to have his or her own textbook to use in
11 class and take home for homework. In fact, for the 2002-2003
12 school year, San Jacinto High School purchased extra class sets
13 in the four core subjects so that students in those classes can
14 take a textbook home and leave it home most of the time and still
15 have another book to use in class. We bought these extra
16 classroom sets to address a concern that we had about students
17 carrying several heavy books back and forth to school everyday,
18 to minimize any time on task that students who forget their books
19 at home might otherwise lose, and to prevent loss, theft, and
20 damage to books that sometimes results from students carrying
21 books back and forth.

22
23 8. Having an extra classroom set of books also gives
24 us a bit of a cushion at the beginning of the year if we have not
25 ordered enough new books to accommodate any unexpected growth in
26 enrollment at San Jacinto High School. Page DOE 41601 contains a
27 statement "On an annual basis, site principal, department
28 chairpersons, and district staff will review textbook projections

1 for the coming year to ensure that each student has appropriate
2 materials necessary to successfully master each course's
3 standards and instructional goals." Currently, we make effective
4 projections and have effective practices in place to review those
5 projections. The district and San Jacinto High School work
6 together to project the enrollment based on the prior year's
7 enrollment and on the enrollment in the rising eighth grade
8 classes in the district. In my opinion, we do a pretty good job
9 projecting enrollment. We typically order books based on our
10 projections in May or June of the prior school year. If for some
11 reason we did not order enough books, then we place a subsequent
12 order. We have found that we have been able to work effectively
13 with the publishers to expedite any additional book orders. In
14 addition, because we have extra classroom sets of core textbooks
15 at San Jacinto High School, we do not find ourselves in the
16 situation of lacking enough books for every student to have his
17 or her own at the beginning of a school year. Rather, it is
18 normally a matter of replenishing the extra classroom sets.

19
20 9. The books that San Jacinto High School students
21 currently use in the four core subjects listed above are all
22 aligned to California content standards. Therefore, to the
23 extent that the statement on page DOE 41593 that "Teachers stated
24 that their students have a textbook aligned to the CA content
25 standards as follows: language arts (67%), mathematics (57%),
26 history (57%), and science (50%)," could be interpreted to mean
27 that some teachers' students did not have standards-aligned
28

1 textbooks, such a statement does not accurately reflect the
2 alignment of the current texts to state content standards.
3

4 10. Page DOE 41593 also recommends that "The school
5 and the district will conduct an inventory to make sure that ALL
6 students are provided with standards-aligned textbooks and will
7 address any gaps that are uncovered." Both the district and the
8 school currently have an effective inventory system. We use a
9 computerized system called "Textbook Plus" which allows us not
10 only to inventory books but to check each book out to a teacher
11 or student and to track that individual book throughout the
12 school year. This program gives us a total inventory of what is
13 available at San Jacinto High School. The school initiated this
14 program at around the time that San Jacinto High School became an
15 II/USP school. The program is currently in place throughout the
16 district and is used to track and to inventory both textbooks and
17 library books.

18
19 11. There are also several statements on page DOE
20 41593 regarding the use of technology by students at San Jacinto
21 High School. For example, page DOE 41593 states, "Many students
22 reported that they do not use computers at school (42%)."
23 Currently, students have access to technology and use it in a
24 variety of ways. For example, San Jacinto High School has a
25 multimedia laboratory with enough computers to accommodate a
26 class of 30 students as well as substantial other multimedia
27 technology. The computers in this lab are connected to the
28 Internet. The school offers at least six periods of a computer-

1 based class in which students do Web design, learn PowerPoint,
2 and work on other projects.

3
4 12. In addition, the San Jacinto High School, in
5 partnership with the County, recently built a new library, in
6 which students have access to more than 30 computers. Because
7 the library is a County library, it is available to students
8 throughout the day, from 7:00 am to 8:00 pm, providing students
9 with access to computers for research, word processing or other
10 projects before, during and after school. Students also have
11 access to computers in a counseling center, where seniors use
12 technology to research colleges or other career options. In
13 fact, at least one class at San Jacinto High School has a career
14 counseling portion that requires students to use the Internet for
15 research.

16
17 13. There are also computers in several other
18 classrooms for students to use. San Jacinto High School has made
19 the decision to focus the allocation of classroom computers in
20 those departments in which students use them the most. For
21 example, each English class has a few computers in each class.
22 Algebra classes also make extensive use of computers, and there
23 are a few computers in each of these classes. In addition, ninth
24 and tenth graders have opportunities to "publish documents"
25 using computers," and eleventh and twelfth graders have
26 opportunities to "integrate databases, graphics, and spreadsheets
27 into word-processed documents," as mentioned on page DOE 41593.
28 In fact, one of the academy programs at San Jacinto High school

1 requires every senior to take a class that is focuses on such
2 skills and projects.

3
4 14. San Jacinto High School also provides one computer
5 for every teacher's desk. These computers are not only used by
6 teachers "for administrative purposes," as page DOE 41593
7 mentions, but they are also used to prepare class materials using
8 Power Point or other software, and for email communications with
9 other staff at the school-site or in the district. Some students
10 and parents also communicate with teachers through via email.
11 All of the technology at San Jacinto High School is supported by
12 a full service assistant at the school site and by a four-person
13 technology department at the district level.

14
15 15. Page DOE 41593 states that "Teachers reported that
16 more resources (75%) and more textbooks (71%) would improve the
17 school." I was present at many of the meetings that took place
18 as part of the II/USP process at which teachers expressed a
19 desire to have additional resources. I believe that San Jacinto
20 High School has addressed the specific textbook and resource
21 concerns that were raised those meetings that are most critical
22 to improving instruction. With regard to textbooks, teachers
23 most often mentioned that they would like an additional classroom
24 set of books. They felt that having an additional classroom set
25 of books would address the frustration that they sometimes felt
26 when students forgot to bring a textbook from home. As I have
27 explained above, we have purchased additional classroom sets of
28 books in core subject areas to address this concern. Also, I

1 believe that teachers and students have much greater access to
2 reference materials and other resources through the new campus
3 library.

4
5 16. The other resource issues that teachers raised
6 were not particularly connected to what would improve instruction
7 at San Jacinto High School. Rather, they were more like a wish
8 list. For example, one teacher wanted to have a refrigerator in
9 the classroom. Although San Jacinto High School may not have
10 addressed all of the items on the teacher's wish lists, I do not
11 believe that instruction at the school suffers as a result.

12
13 17. Indeed, in my opinion, one of the key benefits of
14 being a part of the II/USP program is that II/USP process forced
15 us to focus not just on using additional resources, but also on
16 making a better use of resources. San Jacinto High School had a
17 lot of resources and instructional materials when it first became
18 an II/USP school. Through the II/USP program, however, we
19 focused on what resources would most help us to change the school
20 and to improve student achievement. One of the things on which
21 we focused was on hiring additional specialized staff, like the
22 Title 1 literacy teacher at San Jacinto.

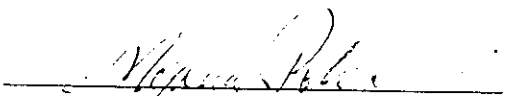
23
24 18. In my opinion, participating in the II/USP program
25 has helped San Jacinto High School improve and has helped San
26 Jacinto students be more successful. The added resources that
27 the programs provided has helped us to get San Jacinto High
28 School back on track. In addition, going through the II/USP

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self-assessment process was good for the school and the district because it was the first time since the Western Association Schools and Colleges ("WASC") review that the staff sat down and worked together to identify the barriers to achievement and the solutions for increasing the academic achievement for students. I think that this critical self-assessment and focus on student achievement will persist at the school, in large part because of the focus on student achievement at the state level and in the new No Child Left Behind legislation.

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

Executed this 2 day of August 2003, at San Jacinto, California.



Myrna Rohr