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11 **SUPERIOR COURT OF THE STATE OF CALIFORNIA**
12 **CITY AND COUNTY OF SAN FRANCISCO**

13

14 ELIEZER WILLIAMS, et al.,) Case No. 312 236
15)
16 Plaintiffs,) Hearing Date: September 18, 2003
17)
18 vs.) Time: 3:30 p.m.
19)
20 STATE OF CALIFORNIA, DELAINE) Department: 20
21 EASTIN, State Superintendent)
22 Of Public Instruction, STATE) Judge: Hon. Peter J. Busch
23 DEPARTMENT OF EDUCATION, STATE)
24 BOARD OF EDUCATION,)
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26 Defendants.)
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I, Sandra L. Davis, declare as follows:

1. I am currently employed by the Department of Education of the State of California (CDE). I make this declaration in support of the opposition by Defendant State of California to Plaintiffs' Motion for Summary Adjudication. All the facts set forth in this declaration are known to me personally and, if called as a witness, I could testify competently thereto.

2. Since September 2001, I have been a team member of one of the Scholastic Audit Teams of the School Improvement Division with the California Department of Education. Pursuant to the Elementary and Secondary Education Act (ESEA), Title I, Section 1116(d)6) (B), California established the Scholastic Audit in September 2001. The purpose of the Scholastic Audit process was to conduct an in depth investigation of specific dimensions of those schools that had consistently failed to make academic progress, generally referred to as Program Improvement (PI) schools and to determine the strategies that these schools and their respective districts needed to take to improve the conditions necessary for academic achievement in English language arts and mathematics.

3. The first group of schools that participated in the Scholastic Audit and Targeted Intervention Process were the Title I schools that had consistently failed to make academic progress since first identified in 1996-97. These Program

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1 Improvement Cohort I schools were identified by school districts
2 as not having met locally adopted standards of performance. The
3 PI Cohort I schools subject to the process in 2001-2002 were
4 those that met the following criteria: (1) Schools that failed to
5 make adequate yearly progress for four years, including review of
6 their 2001 Stanford-9 and API data in mid-September of that year,
7 and(2) Schools that were not participating in the Immediate
8 Intervention/Under-performing Schools Program (II/USP), or the
9 Comprehensive School Reform Demonstration (CSRDP) Program.

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4. Sun Valley Middle School (Sun Valley) was one of the schools included in PI Cohort I. In October 2001, I participated in the Scholastic Audit Team that reviewed Sun Valley. During this five-day audit, our team, which consisted of seven members total, intensely reviewed school operations in these audit areas: 1) curriculum, 2) instruction, 3) classroom and school level assessments, 4) evaluation and accountability, 5) professional development, 6) leadership and administration, 7) school organization and resources, 8) school culture and environment, and 9) family and community engagement. The team interviewed administrative staff members, teachers, and students, observed classroom sessions, met with parents and other community members, and reviewed various documents collected from the site. The audit resulted in a "Scholastic Audit Team Report," which provided a listing of findings, recommendations for improvements to increase student achievement, and a suggested timeline for implementation of these recommendations.

1 5. Subsequent to the audit, the California Department
2 of Education negotiated with the district and school personnel a
3 specific time-line by which the various items for improvement
4 would be met, the specific steps that the district and school
5 would take to meet the items, and the appropriate parties
6 responsible for each item. The product of these negotiations was
7 a Joint Intervention Agreement (JIA) between the CDE and the
8 district. (Attached, as exhibit A, is a true and correct copy of
9 the JIA for Sun Valley.) Both the Scholastic Audit Review Team
10 Report and the JIA were shared with the LAUSD school board,
11 school staff, and the community. LAUSD and Sun Valley had
12 approximately 18 months from January 2002 to implement the
13 corrective actions specified in the JIA.

14
15 6. After the initial October 2001 audit and the
16 execution of the JIA, I continued to work on this project for the
17 following eighteen months. Beginning in March 2002, LAUSD
18 provided CDE quarterly written reports prior to monitoring visits
19 that addressed Sun Valley's progress regarding each of the
20 findings in the JIA. In addition to reviewing these reports, I
21 also conducted many of the quarterly on-site visits of Sun Valley
22 to verify the report, to observe classrooms, and interview staff,
23 students, and parents. At the conclusion of each monitoring
24 visit, a report of progress was sent to Roy Romer, Superintendent
25 of LAUSD, from the California Department of Education. My final
26 visit to Sun Valley was in February 2003. At that time, I
27 verified that Sun Valley had met most of its benchmarks that were
28

1 set forth in the JIA and had increased momentum toward
2 completion of the corrective actions and benchmarks not yet due.

3
4 7. I am familiar with the Williams v. State of
5 California case, and have reviewed the allegations Plaintiffs set
6 forth in their motion for summary adjudication pertaining to the
7 lack of instructional materials at Sun Valley. In particular,
8 plaintiffs cite the 2001-2002 Sun Valley Scholastic Audit Report,
9 discussed above, which notes that:

10
11 "[c]urriculum and textbooks are not
12 distributed equitably to provide all students
13 with access" (Plaintiffs' Motion, p. 14;
14 Audit Report, finding 1)

15 8. When the audit team conducted its initial on-site
16 review in October 2001, we observed classrooms for five days. We
17 noted that there appeared to be a failure to consistently
18 distribute books to students across all tracks. Sun Valley is a
19 multi-track year-round school and one track was finishing and
20 another was beginning the week we were there. When I went into
21 classrooms for observations, I saw classroom sets of textbooks in
22 nearly every classroom. In the classrooms from the session that
23 was just finishing, however, I was told by some of the students
24 that they had just received their textbooks the week prior to the
25 audit visit.

26 9. The JIA addresses the issue of issuing textbooks
27 to students in the corrective actions and benchmarks for finding
28 number one. Finding number one held:

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"The curriculum at Sun Valley Middle School lacks consistent rigor and is not fully aligned to the California English/Language Arts and Mathematics standards." (See JIA, p. 1)

Corrective action B to finding number one requires:

"Provide each child with a standards-based textbook in English language Arts, Math, Science, and History as stated in District B's October Newsletter." (See JIA, p.2)

Corrective Action B was to be implemented immediately. (See JIA, p.2)

The benchmarks for Corrective Action B require:

"Complete textbook survey, purchase orders that reflect needs met and Lang. Arts to be purchased after January State Adoption." (See JIA, p.2)

These benchmarks were to be completed by March 30, 2002. (See JIA, p.2)

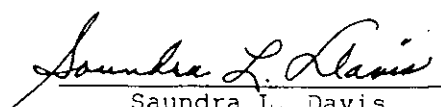
10. Quarterly reports submitted by LAUSD document the progress achieved by March 30, 2002 and June 30, 2002. These progress reports were then verified by the team at the quarterly visits. Sun Valley had done a textbook survey in December - January and the surveys indicated no text deficit. Sun Valley had collected and analyzed classroom surveys from teachers, textbook room documents, and LAUSD records. Copies of purchase orders for State adopted standards-based textbooks in English

1 language Arts, ESL Intervention, History, Social Sciences and
2 Mathematics reflected the purchase of these books. Also, Sun
3 Valley placed its textbooks on bar code system.

4
5 11. When I attended the second quarterly visit at Sun
6 Valley, the school had met 100% of its benchmarks and I saw no
7 problems with the distribution of textbooks. In all of the
8 monitoring visits I did, textbooks and materials were never a
9 significant issue after the initial audit. Furthermore, other
10 than the one month delay in the initial purchase of the new
11 adoption of Language Arts textbooks, no issues concerning the
12 absence of textbooks and instructional materials were ever raised
13 in any of the progress reports.

14
15 I declare under penalty of perjury under the laws of
16 the State of California that the foregoing is true and correct.

17
18 Executed this 18 day of August 2003, at Sacramento,
19 California.

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22 Sandra L. Davis

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Joint Intervention Agreement
Between
the California Department of Education
and
Los Angeles Unified School District
for
Sun Valley Middle School

JOINT INTERVENTION AGREEMENT

between

The California Department of Education

and

Los Angeles Unified School District

for

Sun Valley Middle School

The corrective actions for Sun Valley Middle School, herein the Joint Intervention Agreement between the California Department of Education and Los Angeles Unified School District, will be implemented in accordance with the findings developed by the California Department of Education Scholastic Audit conducted on the week of October 22-26, at Sun Valley Middle School. The Los Angeles Unified School District agrees to:

1. Develop quarterly progress reports on the audit team's five findings and related prescribed corrective actions on 3/30/02, 6/30/02, 9/30/02, 12/30/02, 3/30/03, and 6/30/03 for the State Superintendent of Public Instruction and present them to the Los Angeles Unified School District Board of Education at a public meeting. The quarterly report will include clear and specific benchmarks for progress. These benchmarks will provide evidence that the district/school is implementing the corrective action steps according to schedule, as well as evidence that these actions are positively affecting student achievement.
2. Ongoing monitoring by the California Department of Education on the progress towards meeting the prescribed benchmarks that will show progress toward meeting the school's API targets for each year within the next 18 months.
3. Provide the fiscal and human resources that are necessary to support the required corrective actions.

Finding No. 1: The curriculum at Sun Valley Middle School lacks consistent rigor and is not fully aligned to the California English/Language Arts and Mathematics standards.

Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
A. Fully implement the curricular recommendations identified in the Principal's Exchange Instructional Audit Report: <ol style="list-style-type: none"> 1. Complete and continue to refine the Language Arts curriculum binder, continue to disseminate and provide staff development on effective use of the curriculum. 	Initiate immediately with ongoing review upon assignment of new leadership	<input type="checkbox"/> Documentation of staff development that reflects curriculum recommendations <input type="checkbox"/> Completed Language Arts curriculum binder	3/30/02 ongoing 6/30/02	*Principal External Partner *Eng. Dept Chair Literacy Coach

Finding No. 2: Sun Valley Middle School does not fully engage students in grade level content and performance standards using effective, varied, research-based practices to improve student performance in reading, language arts, mathematics, and English Language Development. The school does not consistently use multiple assessment strategies to monitor and modify instruction in order to develop the complex thinking and reasoning skills embedded in the standards. There is an absence of comprehensive school-wide interventions to meet student learning needs.

Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
A. Leadership needs to supervise and monitor instruction regularly and effectively (e.g., class observations, lesson plans turned, walk throughs, etc.). Leadership needs to provide teachers constructive feedback to assist them in instructional planning, and improvement.	Initiate immediately upon assignment of new leadership	<input type="checkbox"/> Portfolio of Learning Walk feedback letters to staff <input type="checkbox"/> Documentation of ongoing feedback notes to teachers <input type="checkbox"/> Log/schedule of Classroom Visits <input type="checkbox"/> Evidence of lesson plans collected and reviewed	6/30/02 ongoing 3/30/02 ongoing 3/30/02 ongoing 3/30/02, ongoing	*Principal Assistant Principals Teachers
B. Implement fully and consistently the instructional program in Language Arts and Mathematics as recommended by the Principal's Exchange report.	Initiate upon assignment of new leadership	<input type="checkbox"/> Evidence of analysis of data and alignment of curriculum in reading and mathematics <input type="checkbox"/> Evidence of implementing LAUSD math plan <input type="checkbox"/> ELD, CELDT training	9/30/02 ongoing 3/30/02 ongoing 3/30/02	*Principal AP's Dept. Chairs ELL Spec.
C. District Literacy and Math coaches assist teachers with engaging students in problem-solving, critical thinking, and other activities that make subject matter meaningful to Middle School students.	Initiate immediately upon assignment of coaches	<input type="checkbox"/> Selection of literacy and math coaches <input type="checkbox"/> Teacher training in Academic Rigor <input type="checkbox"/> Evidence of implementing LAUSD Curriculum Guidelines in Language Arts and Math	9/30/02 6/30/02, ongoing 9/30/02 ongoing	District B *Math and Literacy Coaches Principal
D. Provide every teacher, administrator, counselor, and coordinator training and support in the implementation of: 1. Standards-based Teaching and Learning 2. English Language Development Standards 3. Taking Center Stage 4. Strategic Teaching and Learning	Initiate distribution of materials immediately and ongoing	<input type="checkbox"/> Professional development plan that reflects training in implementation of the 6 identified areas <input type="checkbox"/> Documentation of training in standards-based instruction, Principles of Learning, Literacy <input type="checkbox"/> Banked - time professional development that reflects focus on standards based instruction <input type="checkbox"/> Assign NBC Teachers to support new teachers	6/30/02 ongoing 6/30/02 ongoing 6/30/02 ongoing 9/30/02	*Principal Asst Prin Dept. Chairs Coordinators District B Teachers

Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
<p>Include training in:</p> <p>5. SDAIE Strategies</p> <p>6. Differentiated Instruction, ELL Levels, GATE</p>		<p><input type="checkbox"/> Require training in SDAIE strategies for teachers assigned ELL students</p> <p><input type="checkbox"/> Monitor differentiation of instruction for beginning, intermediate and Advanced ELL students</p>	<p>6/30/02 ongoing</p> <p>6/30/02, ongoing</p>	<p>*Principal</p> <p>*APs</p>
E. Implement current Home Room Curriculum.	Initiate w/in 3 months	<p><input type="checkbox"/> Observation of evidence that Home Room instruction reflects H. R. Curriculum</p>	3/30/02 ongoing	*Principal APs
F. Implement the consistent use of the school calendar/organizer in all classrooms to support student goal setting, organization, study skills, and communication with home. Formally train staff, parents, and students on the use of the calendar/organizer. Hold all teachers responsible and accountable for teaching, supporting, and enforcing study skills for students.	Initiate within 3 months	<p><input type="checkbox"/> Plan strategies for implementation of school calendar/organizers</p> <p><input type="checkbox"/> Evidence of training for stakeholder groups</p> <p><input type="checkbox"/> Evidence of monitoring effectiveness of use of organizers</p> <p><input type="checkbox"/> Evidence of study skills enforced for students</p>	<p>3/30/02 ongoing</p> <p>6/30/02 ongoing</p> <p>9/30/02 ongoing</p>	<p>Principal</p> <p>*Asst Prin</p> <p>Dept Chair</p> <p>Teachers</p>
G. Develop and schedule a variety of exploratory and elective courses that support and reinforce the core curriculum equitably in all three tracks for all students.	Complete plan within 3 months	<p><input type="checkbox"/> Review master program</p> <p><input type="checkbox"/> Determine electives</p> <p><input type="checkbox"/> Implement master program that reflects changes 2002-03</p>	<p>3/30/02</p> <p>3/30/02</p> <p>6/30/02</p>	<p>Principal</p> <p>*A.P.</p> <p>Counselor</p> <p>Dept Chair</p>
H. Develop detailed implementation and accountability plan for teacher collaboration across departments that focuses on student attainment of grade level standards:	Initiate within 3 months of assigning new leadership; revise and evaluate quarterly	<p><input type="checkbox"/> Common planning time that reflects time for cross departmental collaboration</p> <p><input type="checkbox"/> Evidence of Department and grade level meetings that reflect collaboration</p> <p><input type="checkbox"/> Grade levels trained to review and calibrate student work across departments</p> <p><input type="checkbox"/> Establishment of proficiency levels for literacy skills across departments</p> <p><input type="checkbox"/> Grade level analysis of common assessments</p>	<p>3/30/02, ongoing</p> <p>3/30/02, ongoing</p> <p>9/30/02, ongoing</p> <p>9/30/02, ongoing</p> <p>9/30/02, ongoing</p>	<p>*Principal</p> <p>A.P.</p> <p>Dept Chair</p>
1. Structure collaborative planning time to develop/modify integrated curriculum, instruction, and assessments				
2. Implement on-going calibration of student work across departments and disciplines				
I. Develop detailed implementation and accountability plan that provides appropriate placement and instruction of English Language	Initiate plan development within 3 Months	<p><input type="checkbox"/> Train administrator/program coordinator and appropriate school personnel in effective planning techniques, organization, documentation of</p>	<p>3/30/02 ongoing</p>	<p>*Principal</p> <p>A.P.</p>

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Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
<p>Learners:</p> <p>1. Train Coordinator to effectively develop long-term plans and carry out the planning and organization of their position and standards-based program. Coordinator should be held accountable for <u>documenting</u> adequate yearly progress</p> <p>2. Provide appropriate bilingual staff to meet the needs of the school's English Language Learner population</p> <p>3. Train counselors to appropriately place students according to their level of proficiency</p> <p>4. Continue the implementation and use of ELD portfolios. Provide ongoing training on effective portfolio implementation</p>		<p><i>adequate yearly progress and implementation of standards-based instruction.</i></p> <p><input type="checkbox"/> Review bilingual staffing issues to assure compliance to district policies</p> <p><input type="checkbox"/> Training for administrators/coordinators counselors to assure appropriate placement of ELL students</p> <p><input type="checkbox"/> Provide training in ongoing use of ELD portfolios</p> <p><input type="checkbox"/> Follow LAUSD criteria for staffing to meet the needs of ELL students</p> <p><input type="checkbox"/> Monitor compliance with LAUSD Master Plan for ELL Classroom Staffing</p>	<p>3/30/02, ongoing</p> <p>3/30/02</p> <p>6/30/02, ongoing</p> <p>6/30/02, ongoing</p> <p>6/30/02 ongoing</p>	<p>*LD ELL Specialist Director</p> <p>*Principal LD ELL Specialist</p>
<p>J. Identify or develop a set of performance expectations for the role of teacher assistants in the classroom.</p>	Within 3 months	<p><input type="checkbox"/> Job description for teacher assistants</p> <p><input type="checkbox"/> Professional development for certificated staff on appropriate role of teacher assistants</p>	<p>3/30/02</p> <p>6/30/02</p>	<p>Principal *A.P.</p>

Finding No. 3: The school does not function as an efficient learning community and does not provide a climate conducive to performance excellence. Each segment of the school community fails to recognize and accept its personal and professional responsibility in student success and failure. There are significant barriers to parent involvement.

Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
<p>A. Prepare written and oral parent communication in primary language and in parent-friendly terms. Hold school functions and meetings in both English and Spanish languages through the use of interpreters.</p>	<p>Initiate consistently Immediate /Ongoing</p>	<p><input type="checkbox"/> Portfolio documenting parent materials in English and Spanish</p> <p><input type="checkbox"/> Evidence of interpreters made available for parent meetings and training</p>	<p>3/30/02 ongoing</p> <p>3/30/02 ongoing</p>	<p>Principal A.P. *Bill Coord</p>

Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
<p>B. Leadership of the school in collaboration with all stakeholders delineates responsibilities and commitments of each stakeholder and monitor regularly. (e.g., parent, student teacher expectation agreements) so that all stakeholders recognize and accept their personal and professional responsibilities in student success and failure.</p> <p>C. All stakeholders including students collaboratively develop, implement, and enforce a progressive school-wide discipline policy that includes anger management, conflict resolution, and peer leadership:</p> <ol style="list-style-type: none"> 1. Actively involve parents in the development of the school-wide discipline policy 2. Disseminate progressive, consistent, school-wide and classroom rules to the community in English/Spanish and post them in the school and classrooms 3. Include positive reinforcement in the discipline policy 4. Establish roles and responsibilities of all school employees and monitor effectiveness 5. Offer parenting classes that extend discipline expectations to the home 	<p>Complete within 3 months; evaluate and revise quarterly</p> <p>Complete within 6 months; evaluate and revise quarterly</p>	<p><input type="checkbox"/> Development of parent, teacher, student, school compact. Monitor evidence of implementation.</p> <p><input type="checkbox"/> Training at all stakeholder group meetings documented</p> <p><input type="checkbox"/> Explore including Sun Valley MS as one of the 25 Industrial Areas Foundation (IAF) schools or other parent support groups to facilitate community organizing and outreach to parents.</p> <p><input type="checkbox"/> Establish student discipline committee of all stakeholders including parent representatives</p> <p><input type="checkbox"/> Provide training and facilitation in effective management of student behavior.</p> <p><input type="checkbox"/> Publish school and classroom rules and roles, responsibilities of all staff</p> <p><input type="checkbox"/> Ongoing monitoring of student discipline records</p> <p><input type="checkbox"/> Documentation of parent training on behavior management at home and school</p>	<p>6/30/02, ongoing</p> <p>3/30/02</p> <p>ongoing</p> <p>3/30/02</p> <p>ongoing</p> <p>6/30/02</p> <p>6/30/02</p> <p>9/30/02</p> <p>9/30/02</p> <p>6/30/02</p>	<p>Principal *AP's Counselors Director</p>
<p>D. Develop a clear homework policy that reinforces learning and serves as a school/home communication tool.</p>	<p>Within 3 Months</p>	<p><input type="checkbox"/> Establish committee to develop homework policy</p> <p><input type="checkbox"/> Include homework policy in "Compact"</p>	<p>3/30/02</p> <p>6/30/02</p>	<p>Principal *AP's</p>
<p>E. Develop detailed implementation plan for providing assistance to families and community on a regular basis to increase understanding of:</p> <ol style="list-style-type: none"> 1. Principal's Exchange recommendation, plan of 	<p>Within 3 months; Evaluate and revise</p>	<p><input type="checkbox"/> Parent training plan/schedule reflects priority areas identified in corrective action</p> <p><input type="checkbox"/> Evidence that Parent Center provides information on priority areas</p>	<p>3/30/02</p> <p>ongoing</p> <p>3/30/02</p> <p>ongoing</p>	<p>Principal AP's *Parent Coordinator</p>

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Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
<p>action and timelines</p> <ol style="list-style-type: none"> 2. High School Exit Exam 3. Standards 4. Assessment results and student's achievement 5. Instructional programs, including Waiver/Parental Choice programs 6. State/district mandates (e.g., retention policy) Intervention programs 	quarterly	<input type="checkbox"/> Evidence of efforts to engage parents in parent training documented	3/30/02, ongoing	
<p>F. Establish an inclusive task force to explore best ways to use parent energy" to support achievement:</p> <ol style="list-style-type: none"> 1. Engage community, business partnerships to focus and support student success. 	Within 3 months	<input type="checkbox"/> Evidence of inclusive task force established and strategies developed <input type="checkbox"/> Engage Parents as Learning Partners Director and business sponsors to build parent involvement <input type="checkbox"/> Implement District B / Joyce Epstein Keys to Parent Involvement	3/30/02 3/30/02 ongoing 9/30/02 ongoing	District B Prog. Assoc. External Partner *Parent Coor
<p>G. Develop a comprehensive plan to promote family and community involvement in:</p> <ol style="list-style-type: none"> 1. Provisions for increased library use by families., /Extend learning hours before/after-school evening; and Intersession 2. School/business partnerships 3. Improvement of the safety, cleanliness, and appearance of the grounds and building 4. Homework assistance (e.g., homework centers, homework telephone hotline) 5. Parent education training classes 6. Expansion of Parent Center <ol style="list-style-type: none"> a. Mathematics (e.g., Family Math Night); Reading/Language Arts (e.g., Family Literacy Night) b. Adult Education classes (e.g., ESL, technology, nutrition, parenting, discipline, homework, etc.) 	Develop plan within 6 months; Evaluate and revise quarterly	<input type="checkbox"/> Provide additional Library Aide or extended library aide time to expand library use. <input type="checkbox"/> Evidence of developing and implementing Parents as Learning Partners Action Plan <input type="checkbox"/> Publicize and expand school/business partnerships <input type="checkbox"/> Establish clean campus / school beautification task force to develop plan to improve campus safety, cleanliness. <input type="checkbox"/> Assign appropriate duties to custodial staff and monitor maintenance of clean, safe campus. <input type="checkbox"/> Explore access to Ann Kirk Douglas playground grant application <input type="checkbox"/> Provide support and training for parent Center Director and Coordinator on parent community involvement partnerships through Joyce Epstein training institute <input type="checkbox"/> Explore providing Adult Ed classes on campus	9/30/02 ongoing 9/30/02, ongoing 6/30/02, ongoing 6/30/02 ongoing 3/30/02, ongoing 3/30/02, ongoing 3/30/02, ongoing 6/30/02	Principal AP's District B Prog. Assoc., District B Parent Center Director, *School Parent Outreach Coord., Plant Mgr., District B Facilities Director

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Finding No. 4: Sun Valley Middle School does not maximize its resources (time, staffing, funding, parents, school district and community resources) to support a high quality, student-centered academic program and to enhance staff performance. There is a lack of management for the organization, operations, and resources for a safe, efficient, and effective learning environment.

Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
A. Reconstitute site leadership (Principal, Assistant Principals, Coordinators, and teacher leaders.)	Within 3 months	<input type="checkbox"/> Reassign Principal, Assistant Principals, Coordinators, plant mgr. <input type="checkbox"/> Establish clear expectations and accountability for Dept. Chairs (teacher leaders). <input type="checkbox"/> All staff to sign affirmation of commitment to Joint Intervention Agreement school improvement plan <input type="checkbox"/> Suspend LEARN and SBM until school has completed corrective actions and met growth targets.	3/30/02 3/30/02 3/30/02 3/30/02	*LD Supr. *Principal *LD Supr. *LD Supr.
B. Involve all school staff in interest based, problem solving, and conflict resolution programs: 1. Provide outside facilitation for relationship team building and interpersonal communication training	Immediately	<input type="checkbox"/> Identify and contract with external facilitator as top priority <input type="checkbox"/> Determine funding for training <input type="checkbox"/> Implement training	3/30/02 3/30/02 6/30/02	*Director Principal AP's External Partner
C. School and district take immediate corrective action to provide a safe and hygienic learning environment, expediting facilities maintenance: 1. Expedite modernization project as it has already been prolonged and is affecting students' learning, as well as staff and community morale	Immediately	<input type="checkbox"/> Launch immediate clean-up and beautification of internal common areas, front entrance, perimeter. <input type="checkbox"/> Modernization project is an 18month project; includes renovation of 59 classrooms, gym facilities, administrative offices and kitchen facilities. Presently in 12 th month. Contractor has completed 25% of required work. Project is roughly 4 months behind schedule. The project's original anticipated completion date was 6/22/02. Date was changed to 11/1/02 via authorized time extension. Based on contractor's performance, a realistic completion date is 1/1/03. <input type="checkbox"/> Actions to expedite the completion of this project. <ul style="list-style-type: none"> • requested funding for two additional portable classrooms to allow contractor access to more rooms in remaining phases of the project. • evaluating working several phases consecutively to accelerate project • required contractor to submit recovery schedule to address how he intends to complete the project by 	3/30/02 6/30/03 Report on actions, progress 6/30/02 Report on actions, progress	District B *Facilities Director

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Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
		<ul style="list-style-type: none"> original completion date push to complete the majority of classroom renovation at front end of project to reduce disruption/student relocation. 		
D. Reallocate resources, use of time and facilities to achieve equitable balance in class-size: 1. Equitable distribution of class size with clear criteria for each student group (e.g., Honors, Enriched, regular, ESL, Sheltered)	Initiate immediately	<input type="checkbox"/> Completed analysis of class size <input type="checkbox"/> Establish written class size criteria aligned with LAUSD class size guidelines <input type="checkbox"/> Provide evidence of equitable class size assignments <input type="checkbox"/> Monitor class size effective July 2002	3/30/02 3/30/02 9/30/02 Ongoing 9/30/02	Principal *A.P. Bil Coord
E. Reallocate resources so that they are consistently focused on student achievement, direct services to students and instructional resources: 1. Consider only one coordinator and clerical assistant for categorical programs 2. Consider more direct services to students (e.g., increase bilingual support staff) 3. Equitably provide teachers with needed materials and supplies (e.g., paper pencils, classroom libraries, etc.)	Immediately	<input type="checkbox"/> Review all resources to assure focus on student achievement <input type="checkbox"/> Reorganize and reassign program coordination aligned with whole school reorganization plan. <input type="checkbox"/> Determine additional direct services <input type="checkbox"/> Develop and implement a clear system to equitably provide teachers with needed materials. <input type="checkbox"/> Assign appropriate staff to distribute supplies to teachers <input type="checkbox"/> Monitor teacher equitable teacher access	3/30/02 6/30/02 6/30/02 3/30/02 3/30/02	*Fiscal Mgr Director Principal A.P.
F. Establish leadership teams in all tracks for communication and school wide improvement among staff and administration.	Within 6 months	<input type="checkbox"/> Reorganize entire school into 3 learning community academies by track, each with designated administrative team. <input type="checkbox"/> Select and assign principal to lead instruction <input type="checkbox"/> Assign two administrators to lead instructional improvement on each track / learning community. <input type="checkbox"/> Define the role of administrators to provide assistance to and supervision of new teachers <input type="checkbox"/> Assign one parent outreach facilitator to facilitate parent community outreach <input type="checkbox"/> Establish clear instructional leadership roles. <input type="checkbox"/> Suspend LEARN/SBM until school has completed corrective actions and met growth targets	6/30/02 6/30/02 6/30/02 6/30/02 6/30/02 6/30/02	*LD Suprt Director Principal, AP

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Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
G. Develop a detailed implementation and accountability plan delineating "priority staffing" process to ensure fully credentialed, high quality teachers in all classrooms.	2 months	<input type="checkbox"/> Follow LAUSD plan for priority staffing <input type="checkbox"/> Request Teach for America assignments as top LAUSD priority <input type="checkbox"/> Monitor adherence to plan	3/30/02 Ongoing 3/30/02 Ongoing	*Principal *Director Staff Relations
H. In collaboration with all stakeholders, develop a detailed implementation and accountability plan that increases instructional time, diminish passing time and build sense of family: 1. Restructure Home Room and passing time to make effective use of instructional time 2. Consolidate grade level classes in specific areas (e.g., 6th grade C, bldg.) to reduce passing time 3. Incorporate 2 hours a day of ELA as recommended in R/LA Framework. Explore other organization structures (e.g., Core class: ELA/ History) 4. Stagger lunches to allow time for students to eat lunch and participate in organized activities 5. Maximize instructional time by revising procedures for student absences/return to school and tardiness 6. Explore extended school year (180 school days with shorter day); extended period-(e.g., 7th period); mandatory Intercession	Within 3 Months Plan to be Implemented 2002-03 school year. 2 months 3 months	<input type="checkbox"/> Establish working curriculum and operations committees to collaborate with all stakeholders in developing detailed implementation and accountability plans to address priority issues <input type="checkbox"/> Daily schedule reflects changes that increase instructional time and reduce passing time. <input type="checkbox"/> Evidence that student room assignments are clustered to reduce passing time. <input type="checkbox"/> Implement LAUSD secondary literacy plan double period reading/language arts block for developing readers and writers <input type="checkbox"/> Examine feasibility of modifying lunch schedule. <input type="checkbox"/> Ensure adequate time for students to eat lunch. <input type="checkbox"/> Examine effective scheduling and attendance office practices in other schools <input type="checkbox"/> Study attendance procedures and modify to reduce disruption of instructional time <input type="checkbox"/> Explore possibility of extending the school year to a 4 track calendar without bussing students out	3/30/02 9/30/02 9/30/02 3/30/02 6/30/03 3/30/02 3/30/02 report of findings	*Principal *Principal *Assist. Prin. *Lit. Coach *Asst. Prin. Director Asst. Prin. * Principal Asst Prins LAUSD Sch Mgmt Office
I. Increase Intercession offering and Reading labs (Should be mandatory for at risk students).	3 months	<input type="checkbox"/> Implement LAUSD secondary literacy plan for developing readers writers Read 180 <input type="checkbox"/> Evidence of increased intercession and extended learning offerings for at risk students <input type="checkbox"/> Implement LAUSD 6-8 matriculation plan	9/30/02 9/30/02	*Principal Asst Prins

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Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
J. Implement a plan to encourage teacher/student use of library. Extend library hours before/after school, evening, and Intersession.	3 months	<input type="checkbox"/> Identify resources needed to extend library hours <input type="checkbox"/> Extend hours to fullest extent possible <input type="checkbox"/> Develop Library encouragement plan	3/30/02 6/30/02 6/30/02	*Principal Asst Prins Librarian
K. Align 2002-2003 School Improvement Plan, Title I, and other categorical funds to the recommendations of this report and those activities that will directly affect student achievement.	Preliminary Plan April 2002, Final May, 2002	<input type="checkbox"/> Initiate alignment with development of AB961 Plan and LAUSD single plan project <input type="checkbox"/> Analysis of budget	6/30/02 6/30/02	Principal Asst Prins Site Coord. LD Coord
L. Develop and implement a technology plan which includes at a minimum: 1. Telephone in every classroom 2. One teacher computer in each classroom connected to the internet and office in order to communicate with other staff members, office (attendance, tardy, and grade reporting), and community 3. One student computer for student use 4. Operational technology center 5. Allocation of additional technology staff and security measures to facilitate project 6. Provide district guidelines for reasonable time for computer repairs	Computers In classrooms May, 2002 Computerized grade-reporting school year 2002-03	<input type="checkbox"/> The modernization project in progress will provide a new public address system (telephones) for each of the 59 rooms in the project. The BB safety & technology project will extend this system to the balance of the classrooms. <input type="checkbox"/> Anticipate that system provided under modernization project should start construction this summer. <input type="checkbox"/> BB project to extend public address system is not designed and cannot start until the modernization project is totally completed. Presently negotiating a project design contract. Anticipated start date for construction moved to 1/1/03. <input type="checkbox"/> Internet connectivity is being provided to each classroom as part of the E-Rate program. The project is in progress. E-rate Office anticipates completion date of 3/30/02. <input type="checkbox"/> Clarification of computer repair service / timeline	6/30/02 report on progress 9/30/02 report on progress 6/30/03 report on progress 6/30/03 report on progress 3/30/02	District B *Facilities Director *LAUSD E-Rate Office *LD ITAF
M. Implement systemic academic intervention and support programs for all students (e.g., AVID); 1. Coordinate existing interventions to prioritize services and extend/support classroom instruction. Provide staff and parents clear guidelines on who is eligible for the various interventions and how to access services.	Within 3 months	<input type="checkbox"/> Review current intervention programs and support of all students <input type="checkbox"/> Provide all staff with guidelines, training, and student eligibility	3/30/02 3/30/02 3/30/02	LD Intervention Coord. *Site Intervention Coord.

Finding No. 5: There is little evidence of coherent, long-term professional development or the use of evaluation data contributing to the continuous improvement of curriculum and instruction.

Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
A. Develop collaboratively a coherent, ongoing Professional Development plan connected to the school plan, which reflects district plan, site-based priorities, and individual teacher needs (e.g., English Language Arts/ELD alignment of content standards schoolwide, CLAD certification, classroom management, implementation of grade level standards, scaffolding strategies to access core, diversity training, etc.)	Complete within 3 months; evaluate and revise quarterly	<input type="checkbox"/> Collaboratively develop a coherent PD plan as described <input type="checkbox"/> Evidence that plan addresses priority action items <input type="checkbox"/> Provide external support to school with development of professional development plan. <input type="checkbox"/> Provide 5 paid professional development days, 2001-02 for all staff. <input type="checkbox"/> Provide 15 paid professional development days for all certificated staff, 2002-03.	3/30/02 ongoing 3/30/02 ongoing 3/30/02 ongoing 9/30/02 6/30/03	*Principal Asst Prins Coordinator Dist B Coord, Pro Dev
B. Accelerate District Reading Plan and Math Plan to incorporate Principal's Exchange recommendations and recommendations from the School Audit Team: 1. Provide three Language Arts coaches and three Math coaches instead of one 2. Reconsider configuration of Literacy Cadre at Sun Valley since only 80 teachers are fully credentialed. 3. Align District's support to include Principal's Exchange curriculum implementation	Within 3 Months	<input type="checkbox"/> Incorporate recommendations of Principal's Exchange with current school plans <input type="checkbox"/> Contract with Principals Exchange to facilitate plan implementation of recommendations <input type="checkbox"/> Determine feasibility of identifying and funding 3 math and 3 literacy coaches as indicated. Assign a math and literacy coach to each track.	6/30/02 6/30/02 6/30/02	*Principal Asst Prins Site Coord. District B Literacy and Math Coord. *LD Supr
C. Participate in Professional Development Institutes focusing on content, strategies for differentiating and sheltering instruction, and multiple measures.	Ongoing	<input type="checkbox"/> Assure appropriate participation in all PD indicated	6/30/02 ongoing	*Principal Asst Prins Director

Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
D. Visit a variety of schools, including Title I Achieving Schools, Distinguished schools, successful ITUSP (Immediate Intervention Underperforming Schools Program) schools, and high-performance high poverty schools. Staff share observations during regularly scheduled staff meetings.	Immediately /Ongoing	<input type="checkbox"/> Identify schools and schedule visitations <input type="checkbox"/> Records of visitations reviewed by school and local district	6/30/02 9/30/02	Principal Asst Prins *Director Dist B Pro Dev Coord Math Coord
G. Engage in professional dialogue/study groups to raise student achievement based on research on high performing schools with similar demographics to Sun Valley Middle School. Study groups can focus on publications such as Taking Center Stage, 90-90-90 Schools, High Poverty High Performing Schools Symposium, Turning Points 2000.	Immediately /Ongoing	<input type="checkbox"/> Training partner facilitates discussions and training on high performing schools <input type="checkbox"/> Formation of study groups by grade levels and departments <input type="checkbox"/> Provide Critical Friends Group training	6/30/02 9/30/02 12/30/02	*Principal Asst Prins Director
F. Develop plan for systemic induction for all new and uncredentialed teachers using activities aligned with the California Standards for the Teaching Profession and SB 2042.	Within 3 Months	<input type="checkbox"/> Follow LAUSD Plan for new teacher support <input type="checkbox"/> Align AB961 resources, NBC teachers, CSUN to provide support for new teachers <input type="checkbox"/> Provide 5 to 15 professional development days	3/30/02 3/30/02 9/30/02	*Principal Asst Prins LD Pro Dev Coord
G. Establish bi-monthly department meetings focusing on standards implementation and student work. Such meetings should utilize results-oriented methodology (Mike Schmoker, Results). Professional conversations at these meetings contribute to high expectations and rigorous curriculum for all students.	Immediately	<input type="checkbox"/> Provide Critical Friends Group training. <input type="checkbox"/> Common planning time days, log of content <input type="checkbox"/> Banked time Days Plan <input type="checkbox"/> Review agendas and topics regarding standards implementation and student work study <input type="checkbox"/> Explore contract with Mike Schmoker to provide training in results strategies	12/30/02 6/30/02 9/30/02 6/30/02 ongoing 9/30/02	*Principal Asst Prins LD Prof Dev Coord Intervention
H. Provide teachers with adequate training and on-going support to manage Principal's Exchange assessments. Train on how to interpret the results and use it to identify what students need to learn and what teachers need to teach. Schedule regular meetings by department to discuss pre-post assessments after completion of a unit.	Training Immediately On-going Support	<input type="checkbox"/> Training for all teachers in data, assessment techniques, clear expectations practices to inform and revise instruction practice <input type="checkbox"/> Regular meetings to review and assess implementation	6/30/02 ongoing 6/30/02 ongoing	*Principal Asst Prins DB data team Director

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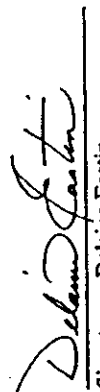
Corrective Actions	Implement Timeline	Benchmarks of Progress	Benchmark Review Date	Responsible Individual
<p>I. Develop and implement a support program providers plan that connects and maximizes services from available support program providers (e.g., mentors, Peer Assistance, DELTA Coaches, Department Chairs, etc.) with administrative assistance and support.</p> <p>1. Provide teachers with list of services and clear steps to obtain services</p> <p>2. Monitor programs for effectiveness and actual implementation</p>	Within 3 Months	<input type="checkbox"/> List of services to all teachers <input type="checkbox"/> Ongoing monitoring for effectiveness <input type="checkbox"/> Explore engaging California State University Northridge (CSUN) in providing on-site training for new teachers at Sun Valley. <input type="checkbox"/> Explore providing access to CSUN Masters Degree program coursework for Sun Valley teachers	6/30/02 ongoing	*Principal Asst Prins Director
<p>J. District B's October Newsletter states Principles of Learning and focused Learning Walks are being implemented in the District. Sun Valley has not begun implementing Learning Walks and not all the staff is familiar with the Principles of Learning. Implement District staff development plan.</p>	Immediately	<input type="checkbox"/> Initiation of Learning Walks <input type="checkbox"/> Determine current staff training level on principals of learning <input type="checkbox"/> Provide training for staff on the principles of learning and learning walks	3/30/02 3/30/02 3/30/02 ongoing	*Principals Asst Prins District B Support Staff

The District certifies that a presentation of this Joint Intervention Agreement was made at a regularly scheduled board meeting held on Jan. 22, 2002, and that all corrective actions will be implemented in accordance with this Agreement.

Local Education Agency

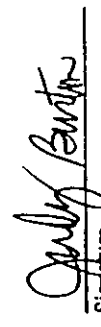
California Department of Education

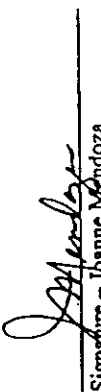

Signature
District Superintendent


Signature - Delaine Eastin
State Superintendent of Public Instruction

1/9/02
Date

1-15-02
Date


Signature
Local District Superintendent



Signature - Jpanne Mendoza
Deputy Superintendent
Curriculum and Instructional Leadership Branch

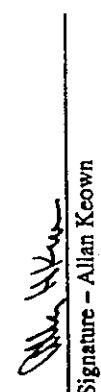
1-17-02
Date

1-15-02
Date

Approved as to form and content by:

Approved as to form and content by:


Signature
General Counsel


Signature - Allan Keown
Deputy General Counsel

1-17-02
Date

1-18-02
Date