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

11	ELIEZER WILLIAMS, et al.,	)	Case No. 312 236
12		)	
13	Plaintiffs,	)	Hearing Date: September 17, 2003
14		)	
15	vs.	)	Time: 3:30 p.m.
16		)	
17	STATE OF CALIFORNIA, DELAINE	)	Department: 20
18	EASTIN, State Superintendent	)	
19	Of Public Instruction, STATE	)	Judge: Hon. Peter J. Busch
20	DEPARTMENT OF EDUCATION, STATE	)	
21	BOARD OF EDUCATION,	)	
22		)	
23	Defendants.	)	
24		)	
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AND RELATED CROSS-ACTION.

DECLARATION OF RUSS WEIKLE IN SUPPORT OF DEFENDANT STATE OF  
CALIFORNIA'S OPPOSITION TO PLAINTIFFS' MOTION FOR SUMMARY  
ADJUDICATION

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I, Russ Weikle, declare as follows:

1. I am currently employed by Dry Creek Joint Elementary School District as the principal at Silverado Middle School. Prior to July 1, 2003, I was 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. On or about September 2001, I was selected to be the lead 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

LA2:680799.1

1 Title I schools that had consistently failed to make academic  
2 progress since first identified in 1996-97. These Program  
3 Improvement Cohort I schools were identified by school districts  
4 as not having met locally adopted standards of performance. The  
5 PI Cohort I schools subject to the process in 2001-2002 were  
6 those that met the following criteria: (1) Schools that failed to  
7 make adequate yearly progress for four years, including review of  
8 their 2001 Stanford-9 and API data in mid-September of that year,  
9 and(2) Schools that were not participating in the Immediate  
10 Intervention/Under-performing Schools Program (II/USP), or the  
11 Comprehensive School Reform Demonstration (CSRD) Program.

12  
13 4. Locke Senior High School (Locke) was one of the  
14 schools included in PI Cohort I. In October 2001, I led the  
15 Scholastic Audit Team that reviewed Locke. During this five-day  
16 audit, our team, which consisted of 10 members total, intensely  
17 reviewed school operations in these audit areas: 1) curriculum,  
18 2) instruction, 3) classroom and school level assessments, 4)  
19 evaluation and accountability, 5) professional development, 6)  
20 leadership and administration, 7) school organization and  
21 resources, 8) school culture and environment, and 9) family and  
22 community engagement. The team interviewed administrative staff  
23 members, teachers, and students, observed classroom sessions, met  
24 with parents and other community members, and reviewed various  
25 documents collected from the site. The audit resulted in an  
26 "Scholastic Audit Team Report," (Audit Report) which provided a  
27 listing of findings, recommendations for improvements to increase  
28

1 student achievement, and a suggested timeline for implementation  
2 of these recommendations.

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

17  
18 6. After the initial October 2001 audit and the  
19 execution of the JIA, I continued to work with LAUSD and Locke  
20 for the following eighteen months. Beginning in March 2002,  
21 LAUSD provided me quarterly written reports prior to monitoring  
22 visits that addressed Locke's progress regarding each of the  
23 findings in the JIA. In addition to reviewing these reports, I  
24 also conducted quarterly on-site visits of Locke to verify the  
25 report, to observe classrooms, and interview staff, students, and  
26 parents. At the conclusion of each monitoring visit, a report of  
27 progress was sent to Roy Romer, Superintendent of LAUSD, from the  
28 California Department of Education. My final visit to Locke was

1 in June 2003. At that time, I verified that Locke had achieved  
2 many of the corrective actions set forth in the JIA, however  
3 additional work still needs to be done to ensure a high quality  
4 instruction for all students. Not all classrooms had implemented  
5 a standards based instruction and low expectations for student  
6 performance were still evident.

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

14  
15 "students said they had to sneak textbooks  
16 from class to take home." (Plaintiffs'  
17 Motion, p. 14; Audit Report, p 5.)

18 Plaintiffs also state:

19 "[O]bservations and interviews indicate  
20 outdated textbooks, . . . a lack of  
21 textbooks, materials, and supplies, and  
22 equipment." (Plaintiffs' Motion, p. 14;  
23 Audit Report, p. 9)

24 8. When we did our initial onsite review of Locke,  
25 the team conducted classroom observations. It became apparent  
26 that the students at Locke had not been issued their textbooks.  
27 In the classrooms that I observed, the students were working out  
28 of a class set. In the open forums and in conversations with  
29 teachers, parents and students, we confirmed that the books had

1 not been issued. I went to the book supply room and confirmed  
2 that textbooks were there. I discussed this with the school  
3 principal who said that it was LAUSD's policy that the books  
4 should not be issued to students until "norming" day, which would  
5 be October 10<sup>th</sup>. She told me that after norming day, most of the  
6 student transfers are completed and there is more stability in  
7 the school and therefore, textbooks are less likely to be lost or  
8 not returned when a student is transferred to another school.

9  
10 9. After discussing this concern with Silva  
11 Rousseau, the District I superintendent in LAUSD, the books  
12 started being delivered to the classrooms for distribution to the  
13 students. By Friday of that week, most of the books on hand had  
14 been delivered, and it is my understanding that some books were  
15 still on order and had not arrived at the school yet.

16  
17 10. The JIA addressed this issue of issuing textbooks  
18 to students in one of the benchmarks for finding number 3.

19 Finding number 3 held:

20  
21 "Classroom instruction is not based on student need and is not  
22 designed to improve academic performance in English/language  
23 arts, mathematics, and English language Development." (JIA, p.7)

24  
25 Corrective action B requires:

26  
27 "General fund and categorical funding will be  
28 reviewed and revised to ensure all students  
have access to standards based texts,

1 technology, and supplemental materials  
2 required to improve academic success." (JIA,  
3 p. 8)

4 Bench mark B-1, third paragraph requires:

5 "District I will ensure texts, materials and  
6 technology are available for all students."  
7 (JIA, p. 8)

8 11. In the last quarterly report to Mr. Romer, it was  
9 affirmed that corrective action B had been completed. All  
10 students did have textbooks. However, LAUSD's policy to not have  
11 textbooks available to students to take home for the first six  
12 weeks of school was identified as an ongoing problem. In  
13 particular, the last quarterly report emphasizes that regardless  
14 of whether students share textbooks during this period,  
15 standards-based instruction needs to occur conscientiously from  
16 the first day of instruction forward.

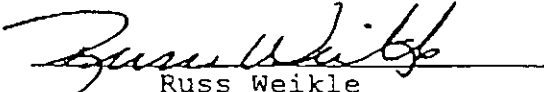
17  
18 12. Locke's participation as a Capacity Adjustment  
19 Program (CAP) receiving school for LAUSD was identified in the  
20 audit as a problem and both a corrective action and benchmarks  
21 were imposed to address Locke's role in CAP. (Audit Report, p. 1,  
22 3, 5, & 7; JIA, p. 5) The ultimate decision by LAUSD was to limit  
23 Locke to only District I transfers. This had the unintended  
24 result of also limiting the transfers out of Locke. In the fall  
25 of 2002, Locke had an additional 600 students enrolled at the  
26 beginning of school. There were not enough teachers or supplies  
27 for this additional population. Although this increase cannot be  
28 attributed directly to the change in CAP policy, it was a concern

1 and we found it imperative that LAUSD administration support the  
2 school by providing adequate administrative support to address  
3 this 600 student increase. Additional registrars were set up and  
4 students were assigned to the gymnasium until teachers and  
5 supplies could be obtained. There were no subsequent issues  
6 raised concerning inadequate supplies of textbooks.

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

Executed this 19 day of August 2003, at Roseville,  
California.

  
Russ Weikle





Joint Intervention Agreement  
Between  
the California Department of Education  
and  
Los Angeles Unified School District  
for  
*Locke Senior High School*

## JOINT INTERVENTION AGREEMENT

between

The California Department of Education

and

Los Angeles Unified School District

for

Locke Senior High School

The corrective actions for Locke Senior High 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, 2001, at Locke Senior High School. The Los Angeles Unified School District agrees to:

1. Develop quarterly progress reports on the audit team's six 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: Locke High School lacks formal systems in essential areas for a functioning high school. These areas include: registration, attendance, scheduling, discipline, data collection, and processing. This creates a school that is chaotic, fragmented, and dysfunctional. The lack of these systems makes it impossible for the leadership to identify, deliver, monitor, and assess student achievement and hinders the effectiveness of all instructional programs.**

Note: \* Denotes primary responsible individual

Corrective Actions	Implement Timeline	Benchmarks of Progress	Respon. Individ.
<p>A. The administration will support the counseling staff in the reorganization of student support systems. Systems will be designed to ensure efficient and effective processes of registration and placement of student, and monitoring of student progress.</p>	<p>March 2002 and ongoing</p>	<p>District I will resume the services of a retired head counselor who identified the problems in the counseling office and began working with the school to correct them.</p>	<p>Dist. I Supt. Asst. *Prin Sch. Coun. Svc.</p>
<p>1. Balance the student caseload among all counselors.</p>	<p>Written plan by September 2002</p>	<p>1. The school will develop a written plan for equitable and appropriate assignment of students to counselors. The plan will be implemented for the 2002-2003 school year.</p>	<p>Asst. Prin. Sch. Coun. Svcs. &amp; *Prin.</p>

Corrective Actions	Implement Timeline	Benchmarks of Progress	Respon. Indiv.
<p>2. Provide an operational telephone for each counselor and at each clerical station in the counseling office.</p> <p>3. Purchase, install, and network computers for each counselor and clerical staff member.</p> <p>4. Purchase and install a Windows-based student information system.</p> <p>5. Provide professional training for counselors, deans, administrators, and clerical staff on the operation of a student data information system.</p>	<p>Installed by July 2002</p> <p>Installed by September 2002</p> <p>In use by September 2002 and ongoing</p> <p>In effect by September 2002 and ongoing</p>	<p>2. Phones will be installed for each counselor.</p> <p>3. After E-rate installation computers will be installed and networked.</p> <p>4. District I and LHS will work with LAUSD to update the student information system and work out problems in its use at Locke HS.</p> <p>5. Counselors, deans, and administrators will be trained to use the system to:</p> <ul style="list-style-type: none"> <li>▪ register students,</li> <li>▪ keep track of disciplinary actions, grades, attendance, etc.</li> <li>▪ Provide parents with information</li> <li>▪ make collaborative decisions about student placement.</li> </ul>	<p>*LAUSD Asst. Supt for Tech &amp; Dist. I Supt.</p> <p>LHS Prin.</p> <p>*LHS Prin., Dist. I ITAF, &amp; Supt.</p> <p>*LHS Prin. &amp; Asst. Prin. Sch. Couns. Svcs.</p>
<p>B. Administrative leadership will create essential organizational systems that focus on gathering, recording, sharing, and using data to monitor student achievement. These include individual telephones and computers for counselors and clerical staff.</p> <p>1. Provide training to LHS staff on how to collect, analyze, and use data for the improvement of instructional program</p>	<p>September 2002</p> <p>March 2002 and ongoing</p> <p>Access to SIS by September 2002</p>	<p>Refer to Finding 1, Item A benchmarks for technology systems to be installed for staff use.</p> <p>1. District I continues to provide analyzed data and training for all staff in the school-site use of Stanford 9 results (particularly related to the reading and mathematics content clusters and <i>Performance Assignments</i>) to guide instruction. Teachers and counselors will have access to these data through the SIS system.</p>	<p>LHS Prin.</p> <p>Dist. I Supt. &amp; *Data Analyst</p>

Corrective Actions	Implement Timeline	Benchmarks of Progress	Respon. Indiv.
2. Base all future decisions on concrete data and communicate this with staff.	September 2002 and ongoing	2. Professional development planned for Locke HS to implement standards-based instruction will lead to greater alignment between standards-based instruction and grading practices. Also the school staff will be trained and have access to analyzed standardized test data.	Dist. I Supt. & *LHS Prin.
3. Benchmark student progress toward standards.	September 2002 and ongoing	3. Refer to Item 2 response. Professional development with UCLA and District I staff will engage teachers in designing lessons with intermediate standards and assessments to scaffold students toward meeting California Content Standards.	Dist. I Supt. UCLA & *LHS Prin.
	September 2002 and ongoing	Teachers will use student work and test data to determine appropriate benchmarks toward meeting standards.	Dist. I Supt., *LHS Prin. & Tchrs.
4. Administration, counselors, and program coordinators will build student support systems into the school structure with an emphasis on "no students fail".	March 2002 and ongoing	4. District I will revise agreements with UCLA's EAOP and CBOP programs to augment the work of school-based counselors in assisting students to plan for college admission and provide tutorial services.	Dist. I Dir. of HS Prog. & *LHS Prin.
	March 2002 and ongoing	<i>The Principles of Learning</i> training and the bi-weekly lesson design sessions will assist schools in integrating literacy instruction in all content areas and giving greater attention to language acquisition as a necessary requisite for literacy acquisition. These measures will lead to academic achievement for all students in all content areas.	LAUSD Prof. Dev., Off. of Instr. & Dist. I Supt. *LHS Prin.

Corrective Actions	Implement Timeline	Benchmarks of Progress	Respon. Individ.
<p>5. Saturday program will focus on targeted interventions in reading comprehension, writing, and mathematics related to state standards.</p> <p>6. Teachers will write and teach standards-based lessons focused on reading comprehension, writing, and/or mathematics.</p>	<p>September 2002 and ongoing</p> <p>March 2002 and ongoing</p> <p>March 2002 and ongoing</p> <p>September 2002 – to be reviewed January 2003</p>	<p>5. Implement an effective Saturday tutorial program focusing on content reading, writing, and mathematics.</p> <p>6. District I has implemented a <i>Cycle for Clear Expectations and Academic Rigor in Standards-based Teaching and Learning</i> around which principals and instructional leadership receive training twice a month.</p> <ul style="list-style-type: none"> <li>▪ A literacy and content expert team from UCLA will engage mathematics and social studies teachers in bi-weekly lesson design and lesson study sessions to integrate literacy instruction with content instruction to enable students to meet language arts and other content standards.</li> <li>▪ Students identified as developmental readers based on Stanford 9 scores and reading assessments will be assigned to a two-period-block of reading/language arts class.</li> </ul>	<p>*LHS Prin. &amp; Leadership Team</p> <p>District I *Supt. &amp; Dir. of Instr.</p> <p>*Dist. I Supt., UCLA, Sec. Lit. Spec.</p> <p>LHS *Prin. &amp; Asst. Prin. Sch Coun. Svc.</p>
<p>C. Implement a system to deal with the large number of transit students due to LAUSD's Capacity Adjustment Program (CAP). The system must include assessment for placement and support for students entering mid-semester and on strengthening academic skills.</p>	<p>Changes by April 2002 – implemented September 2002</p>	<p>District I will work with the CAP program staff of LAUSD to alter the sending and receiving patterns for Locke High School.</p>	<p>LAUSD Dir. Housing &amp; *Dist. I Supt. &amp; LHS Prin.</p>

**Finding No.2: The curriculum at Locke High School is not aligned with California State Standards. Curricular offerings do not support the academic and career needs of students.**

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Indiv.
<p>A. The district shall provide opportunities for all administrators, counselors, and teachers to receive intensive training in California English - language arts and Mathematics Content Standards.</p> <p>1. Provide LHS assistance in identifying and providing opportunities and resources for staff training in CA Content Standards.</p> <p>2. Provide assistance to site administration on revising the current organizational structure to support staff participation in professional development opportunities.</p>	<p>July 2002</p> <p>March 2002 and ongoing</p> <p>March 2002 and ongoing</p>	<p>A priority-staffing program will be implemented in the schools identified for Immediate Corrective Action.</p> <p>1. District I builds on LAUSD's partnership with the Institute for Learning to provide principals and instructional teams training in building the knowledge and implementation of CA Content Standards.</p> <p>2. School administration will work with District I to institute the bi-weekly standards-based lesson design training with UCLA for all mathematics and social studies teachers.</p>	<p>LAUSD Assoc. Supt for Hum. Resour.</p> <p>LAUSD Prof. Dev. Unit *Dist. I Supt.</p> <p>Dist. I Supt. &amp; *LHS Prin.</p>
<p>B. Create and distribute document that aligns LAUSD with California State Standards, including the California English Language Development Standards. A district-supported curriculum leader will be assigned the task of cross-walking the two documents.</p>	<p>September 2002</p>	<p>B. Professional development is based on California Content Standards, not LAUSD standards. Central Office has already updated <i>Guidelines for Instruction</i>, to guide teachers in implementing the state standards for each core subject.</p>	<p>LAUSD Prof. Dev. &amp; *LHS Prin.</p>
<p>C. Staff needs to receive training on how to gather, analyze, and use data to drive the school's curriculum. The master schedule needs to reflect programs and courses designed to meet the needs of students based on data-driven decisions.</p>	<p>Begin March 2002 and ongoing – to be reviewed January 2003</p>	<p>C. District I will join the LAUSD Administrative Academy in designing training for all administrators and counselors in constructing master schedules that support standards-based instructional opportunities that reflect the academic needs of students and lead to student success in meeting standards.</p>	<p>LAUSD Admin Acdmy. ,Prof. Dev. Unit, &amp; *LHS Prin.</p>

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Indiv.
1. Provide training to site administration and leadership on how to gather, analyze, and use data to drive the school's curriculum.	In progress and ongoing	1. New principal and leadership team will receive training developed by District I to gather, analyze, and use data to drive the school's curriculum.	Dist. I Data Analyst, *Prin. & Ldrshp Team
2. The master schedule will reflect programs and courses designed to meet the needs of students based on data-driven decisions.	September 2002 and ongoing – to be reviewed January 2003	2. Changes in course offerings designed to meet the needs of students will be enacted for the 2002-2003 school year. Changes will be based on student data and teacher recommendations.	LHS *Prin., Asst. Prin. Couns. Svcs., Ldrshp Team

**Finding No.3: Classroom instruction is not based on student need and is not designed to improve academic performance in English -language arts, Mathematics, and English Language Development.**

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Indiv.
A. Provide opportunities for all administrators, counselors, and teachers to receive intensive training in effective instructional strategies aligned to California English-language arts and Mathematics Content Standards.	September 2002	A. District I will work with LAUSD and explore partnerships with higher education to provide comprehensive training for counselors.	Dist. I Supt. & LAUSD Dir. HS Prog.
1. Provide LHS assistance in identifying and providing opportunities and resources for staff training in instructional strategies aligned to CA Content Standards.	Ongoing – to be reviewed January 2003	1. District I has embarked on a path of providing professional development to principals and leadership teams in strategies aligned to CA Content Standards.	LAUSD Prof. Dev. Unit & *Dist. I Supt.
2. Provide assistance to site administration on revising the current organizational structure to support staff participation in professional development opportunities.	March and ongoing	2. LHS has already organized to schedule teachers of mathematics and social studies in bi-weekly standards-based lesson design.	*LHS Prin., UCLA & Asst. Prin. Sch. Coun. Svcs.



Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Individ.
	<p>Ongoing</p> <p>July 2002</p>	<p>LAUSD provides 15 banked-time professional development days for professional development during the school year</p> <p>District I will provide Z time for two weeks of intensive professional development beyond the regular school year.</p>	<p>LAUSD &amp; *LHS Prin.</p> <p>*Dist. I Supt. &amp; LHS Prin.</p>
<p>B. General fund and categorical funding will be reviewed and revised to ensure all students have access to standards-based texts, technology, and supplemental materials required to improve academic success.</p> <p>I. Support staff will conduct an inventory on text, materials, and technology available to students.</p>	<p>September 2002 and ongoing</p> <p>In progress and ongoing</p> <p>In progress and adopted Spring 2002</p> <p>Ongoing</p> <p>September 2002 – to be reviewed January 2003</p>	<p>B. The District I High Schools Director and District I Business staff are reviewing LHS's general and categorical funding sources and spending patterns to ensure alignment to standards-based instruction with an emphasis on mathematics and literacy.</p> <p>I. LAUSD is conducting a textbook inventory to determine the adequacy of textbooks for standards-based instruction. New state-approved math adoptions and purchases took place in the 2001-2002 school year.</p> <p>Adoptions from the state-approved list for language arts will take place in 2002.</p> <p>District I will ensure texts, materials, and technology are available for all students.</p> <p>LHS also has the support of District I Instructional Technology staff in implementing the Digital High School grant that proposes to use technology as an effective instructional tool.</p>	<p>Dist. I Supt., Dir. of HS Prog. &amp; *LHS Prin.</p> <p>LAUSD Asst. Supt. Tech. &amp; Textbooks *LHS Prin.</p> <p>LAUSD Asst. Supt. Textbks *Dist. I Supt.</p> <p>Dist. I Supt. &amp; *LHS Prin.</p> <p>Dist. I ITAF &amp; *LHS Prin.</p>

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Indiv.
<p>2. Teachers will be surveyed to identify essential materials to ensure quality instruction.</p> <p>3. Teachers will submit requests to administration and Site Council for supplemental material and equipment and software that could be purchased with categorical funds.</p> <p>4. Administration and Site Council will review budgets and honor reasonable requests made from teachers for supplemental equipment, software, and materials.</p>	<p>Ongoing – to be reviewed January 2003</p> <p>Ongoing – to be reviewed January 2003</p> <p>Ongoing – to be reviewed January 2003</p>	<p>2. Teachers will participate in the selection of supplementary instructional materials. Teacher reps are involved in the LAUSD process for adopting state-approved texts.</p> <p>3. As part of lesson design and lesson study, teachers will continue to identify supplementary materials. Funds will be made available for purchase of supplemental materials determined by site-based decisions.</p> <p>4. District I Instructional Technology staff will work with LHS to identify software to promote literacy and mathematics.</p>	<p>LHS *Prin. &amp; Tchrs.</p> <p>LHS *Prin. &amp; Tchrs.</p> <p>Dist. I ITAF &amp; *LHS Prin. &amp; Dept. Chrs.</p>
<p>C. Provide opportunities for all administrators, counselors, and teachers to receive training and materials regarding STAR and CAHSEE.</p> <p>1. Provide current information regarding all state testing to principals. Provide current information regarding all state testing to all staff members.</p> <p>2. Provide current information regarding state testing to parents and students in written form (English and Spanish)</p>	<p>May 2002 and ongoing – to be reviewed September 2002</p> <p>Immediately upon signing the Joint Agreement and ongoing.</p>	<p>1. District I will provide training and information in principals and leadership meetings regarding STAR and CAHSEE as part of the standards-based training. The District I standards-based coordinator will provide training to teachers and other school-site staff.</p> <p>2. District I will prepare reports that analyze test data for parents and students in English and Spanish.</p>	<p>LAUSD Prof. Dev. Unit, &amp; *Dist. I Dir. of Inst.</p> <p>Dist. I *Supt. &amp; Dir. of Inst.</p>

**Finding No.4: The school culture and climate at Locke High School does not support an atmosphere of rigorous academic achievement, creating an environment in which students cannot focus on learning and teachers on teaching.**

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Indiv.
<p>A. Discipline policies and procedures will be focused on school-wide safety and on discipline issues that have a negative impact on student achievement.</p>	<p>Block scheduling - September 2003</p>	<p>A. To create a safe school environment and reduce discipline issues, the Superintendent of District I recommends block scheduling at Locke High School. Block scheduling will reduce the fragmentation of instructional time and provide the opportunity for teachers to apprentice students in content-based literacy and provide increased opportunities to provide differentiated instruction during the class period.</p>	<p>LHS APSCS &amp; *Prin.</p>
<p>1. Form a school climate task force of administrators, teachers, students, and parents to develop a discipline plan that is fair, appropriate, clear with consistent consequences for inappropriate behavior.</p>	<p>Discipline policies implementation - Immediately upon signing the Joint Agreement</p> <p>Plan by July 2002 – ongoing implementation</p>	<p>1. The District I interim team has begun establishing a positive school climate by redefining out-of-classroom personnel roles and enforcing new or existing policies. Implementation, which will continue with the new principal, will result in school policies and systems that address student tardiness, class truancy, and discipline issues. Policies are subject to Superintendent approval.</p>	<p>LHS *Prin. &amp; Ldrshp Team</p>
<p>2. Develop a student handbook or discipline guide that clearly defines the rules of the school including clearly stated and defined consequences that become progressively stronger if the same infraction occurs.</p>	<p>September 2002</p>	<p>2. A task force of teachers, administrators, teachers, and students will develop the handbook.</p>	<p>LHS Prin.</p>
<p>3. Develop a school wide recognition program to reinforce positive behaviors.</p>	<p>Plan completed by August 2002 and ongoing implementation – to be reviewed</p>	<p>3. The current assistant principal is working with a school sub-committee to plan events that recognize attendance, leadership, and academic achievement. The new administrators will continue this work with faculty and</p>	<p>LHS Asst. Prin., *Prin. &amp; Ldrshp Team</p>

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Individ.
<p>4. Actively engage all Assistant Principals equally in the handling of major discipline Issues.</p> <p>5. Make efficient use of security staff by positioning them strategically on the campus.</p> <p>6. Institute a tardy policy and consequences that are consistently followed by all teachers and allows students to enter classrooms rather than sitting in a "tardy room."</p>	<p>January 2003</p> <p>In progress and ongoing – to be reviewed January 2003</p> <p>September 2002 – to be reviewed June 2003</p> <p>By September 2003</p> <p>In progress and ongoing – to be reviewed September 2003</p>	<p>students to create an ongoing system of positive reinforcement.</p> <p>4. Assistant Principal roles in handling discipline are being re-defined and will be further defined around the new principal due to begin in January 2002.</p> <p>A recommendation from District I Superintendent is to reorganize the administrative team to create a ninth grade administrator to oversee a ninth grade "house" and focus on helping ninth graders make a positive transition into high school.</p> <p>5. Initiated by District I interim team. Additional training will take place.</p> <p>6. A tardy policy is in development and will be completed by the new principal working with faculty and parents.</p>	<p>Dist. I Supt. &amp; *LHS Prin.</p> <p>Dist I Supt. &amp; *LHS Prin.</p> <p>LHS Prin.</p> <p>LHS *Prin. &amp; Ldrshp Team</p>
<p>B. Create an atmosphere in which students are able to focus on learning and teachers on teaching.</p> <p>1. Institute a master schedule with two lunch periods.</p> <p>2. Take period attendance rather than daily attendance.</p>	<p>2002-2003</p> <p>Exploration in by July 2002</p>	<p>1. The two lunch periods should be explored as part of block scheduling.</p> <p>2. Explore implementation with LAUSD attendance systems.</p>	<p>*Dist. I Supt. &amp; LHS Prin.</p> <p>LHS *Prin. and APSSS</p>

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Indiv.
3. Revise the "tardy sweep" system in support of maximizing instructional time for all students.	March 2002	3. Institute new tardy sweep policy.	LHS *Prin., Ldrshp Team
<p>C. Model and insist upon polite and respectful behavior towards staff, students, parents, and community members.</p> <p>1. Office staff will be trained and will use appropriate telephone manners.</p> <p>2. All parents and visitors to LHS will be acknowledged when entering the main office and offered assistance.</p> <p>3. Teachers will be encouraged and provided access to telephones to contact parents regarding academic progress of students in their charge.</p>	<p>Immediately upon signing the Joint Agreement and ongoing</p> <p>March 2002</p> <p>March 2002 and ongoing</p> <p>September 2002</p> <p>Immediate upon signing the Joint Agreement</p> <p>December 2002</p>	<p>C. Training and policies will be implemented for all members of the LHS community to establish expectations for respectful behavior toward all members of the school community. Training includes attention to inter-cultural understanding and respect.</p> <p>1. Arrange for professional development for office staff at Locke HS.</p> <p>Because of the high incidence of absenteeism and instability among classified staff at Locke High School, District I will apply existing progressive disciplinary policy for attendance.</p> <p>Classified staff will be required to re-apply for existing positions. Re-assignment will be based on past performance and signed commitments to District I's vision and goals.</p> <p>2. See Item 1 above.</p> <p>3. Resolve issues surrounding telephone access and provide outside lines for all classrooms.</p>	<p>Dist. I Supt. &amp; *LHS Prin.</p> <p>Dist. I Dir. HS Prog. &amp; *LHS Prin.</p> <p>LHS Prin.</p> <p>Dist. I Supt. &amp; *LHS Prin</p> <p>*LHS Prin.</p> <p>LAUSD Dist. I *Facilities. Dir. &amp; LHS Prin.</p>

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Indiv.
<p>4. A survey designed around school discipline and culture will be developed, distributed, and collected.</p> <p>5. Increase, if possible, the number of Latino and/or Spanish speaking administrative, credentialed and support staff.</p>	<p>Immediately upon signing the Joint Agreement and ongoing</p> <p>March 2002</p> <p>Begin immediately upon signing Joint Agreement - to be reviewed January 2003</p>	<p>Set expectations for all teachers to establish contact with parents through telephone, parent conferences, and written communications.</p> <p>4. The survey will be designed to reflect inter-cultural awareness and understanding toward creating a climate of mutual respect.</p> <p>5. As part of building a new administrative staff at LHS, Spanish-speaking ability and cultural awareness will be treated as significant factors. Priority staffing will be established for Locke High School..</p>	<p>LHS Prin.</p> <p>LHS *Prin. &amp; Ldrshp Team</p> <p>LAUSD Assoc. Supt. Hum Resour. &amp; Dist. I Supt. *LHS Prin.</p>
<p>D. Leadership and staff will revise bell schedule to maximize student learning.</p> <p>1. Reconfigure bell schedule to maximize instructional time.</p> <p>2. Eliminate the block schedule for ESL students for intermediate and advanced ESL</p>	<p>September 2003</p> <p>Eliminate ESL block - September 2002</p> <p>Implement block sched. September 2003</p>	<p>1. Review Master Schedule. (See item regarding block scheduling)</p> <p>2. This double-period schedule exists for inappropriate reasons and will be eliminated and replaced by an informed understanding of ESL instruction and block scheduling for effective instructional purposes.</p>	<p>LHS Prin.</p> <p>LHS *Prin. &amp; Asst. Prin.Sch Couns. Svcs.</p>

**Finding No.6: Professional development opportunities for all Locke High School staff lack focus and are not provided as needed to ensure effectiveness of job responsibilities.**

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Indiv.
<p>A. Write and implement a comprehensive two-year professional development plan, tied to the school site plan, that is focused on academic improvement of students in the areas of reading comprehension, writing and mathematics. The secondary component of this plan shall include workshops and training for administration, counselors and support staff, including instructional assistants, that is focused on systems of organization, time management and technology essential for their jobs</p>	<p>Plan completed September 2002</p>	<p>A. Using the District I plan for standards-based lesson design and study, integration of literacy in all content areas, agreements with UCLA for facilitators, and the mathematics training through the Governor's Institute, LHS will refine their school-site professional development plan to meet specific student academic needs.</p>	<p>Dist.I, Supt. LHS *Prin.</p>
	<p>September 2003</p>	<p>LHS will take on two additional core departments in 2002-2003.</p>	<p>Dist.I, Supt. LHS *Prin.</p>
<p>1. That the counseling and clerical staff receives training to appropriate training in technology.</p>	<p>Beginning July 2002 and throughout 2003 school year</p>	<p>1. District I ITAF and SIS staff will schedule training.</p>	<p>Dist. I ITAF &amp; *LHS Prin.</p>
<p>2. All counselors will possess or be working toward a pupil personnel credential.</p>	<p>September 2002</p>	<p>2. Work with higher education to provide counselor training and hire interns trained by the university.</p>	<p>*Dist. I Supt. &amp; LHS Prin.</p>
<p>3. That the AP assigned to counseling be responsible for securing training and implementing of SIS system with the area superintendent</p>	<p>September 2002 – to be reviewed January 2003</p>	<p>3. District I will work with the LAUSD Administrative Academy to design a comprehensive training program for APSCS's to build master schedules that reflect the school and district vision that all students will learn in the appropriate instructional environment.</p>	<p>*LAUSD Admin Acdmy. &amp; Dist. I Supt</p>

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Indiv.
<p>4. That all AP's job descriptions be revisited and focused on administrative duties and with clerical tasks performed by clerical staff.</p> <p>5. Provide advance mathematics training for all mathematics teachers.</p> <p>6. The Department Chairs should help design and implement new teacher orientation.</p> <p>7. Teachers work in grade level teams to develop) and share specific instructional techniques for teaching the objectives and standards they desire and replace the current mode of checking for comprehension with those instructional strategies.</p>	<p>March 2002 – to be reviewed September 2002</p> <p>Immediately upon signing Joint Agreement and ongoing</p> <p>September 2002 and ongoing</p> <p>Review by March 2002 and implement September 2002</p> <p>March 2002 and ongoing</p>	<p>The APSCS at Locke High School will receive immediate training in the SIS system to ensure that students are scheduled and counseled appropriately based on available data.</p> <p>4. AP's job descriptions are under review as a new administrative staff is being put in place.</p> <p>5. In addition to the bi-weekly interdisciplinary literacy lesson design/study sessions for all mathematics teachers, LAUSD and District I are building partnerships with local Cal. State Universities and UCLA to provide credit and stipends for mathematics courses of algebra and above.</p> <p>6. The role of the department chair will take on an instructional leadership focus to assist teachers in implementing the mathematics curriculum. Principal and Superintendent will select department chairs.</p> <p>7. The bi-weekly lesson design/study sessions led by UCLA facilitators are designed to assist teachers in implementing standards-based instruction that integrates literacy and content instruction to increase the number of students capable of accessing a rigorous curriculum.</p>	<p>LHS *Prin.&amp; Asst. Prin. Sch. Coun. Svcs.</p> <p>Dist. I Supt..</p> <p>LAUSD Off. of Inst. &amp; Dist. I Supt. &amp; *LHS Prin.</p> <p>LAUSD &amp; Dist. I Supt., LHS *Prin. &amp; Dept. Chrs.</p> <p>Dist. I Supt</p>



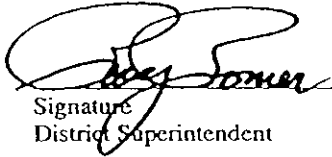
Corrective Actions	Implem. Timeline	Benchmarks of Progress	Respon. Individ.
<p>8. Administrative staff meet with teachers and review appropriate use of Instructional Assistants, and to develop plan to better utilize Instructional Assistants to support the teacher in the design and delivery of the lesson.</p>	<p>Immediately upon signing the Joint Agreement and ongoing – to be reviewed September 2002</p> <p>July 2002 and ongoing</p>	<p>8. The Special Education team led by the Special Education Coordinator spent three weeks on the Locke High School campus meeting with Special Education teachers and their assistants to implement effective standards-based curriculum and instruction. They will continue this work.</p> <p>District I is also creating a model whereby UCLA trains classroom assistants and CBOP fellows working with students to support the lessons teachers are designing in subject-alike groups.</p>	<p>*Dist. I Spec. Ed. Coord. &amp; LHS Prin.</p> <p>Dist. I Supt. &amp; *LHS Prin.</p>

\* Denotes primary responsible individual

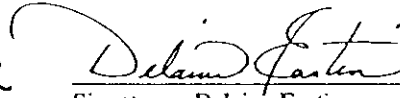
The District certifies that a presentation of this Joint Intervention Agreement was made at a regularly scheduled board meeting held on Jan. 22, 2002, and that all corrective actions will be implemented in accordance with this Agreement.

**Local Education Agency**


**California Department of Education**

  
Signature  
District Superintendent

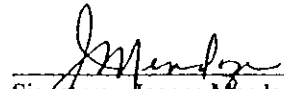
1/16/02  
Date

  
Signature - Delaine Eastin  
State Superintendent of Public Instruction

1-15-02  
Date

  
Signature  
Local District Superintendent


1/17/02  
Date

  
Signature - Joanne Mendoza  
Deputy Superintendent  
Curriculum and Instructional Leadership Branch

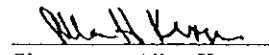
1-15-02  
Date

Approved as to form and content by:

Approved as to form and content by:

  
Signature  
General Counsel

1-17-02  
Date

  
Signature - Allan Keown  
Deputy General Counsel

1-15-02  
Date