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

13 ELIEZER WILLIAMS, et al.,) Case No. 312 236
14)
15 Plaintiffs,) Hearing Date: August 25, 2003
16)
17 vs.) Time: 3:30 p.m.
18)
19 STATE OF CALIFORNIA, DELAINE) Department: 16
20 EASTIN, State Superintendent)
21 Of Public Instruction, STATE) Judge: Hon. Peter J. Busch
22 DEPARTMENT OF EDUCATION, STATE)
23 BOARD OF EDUCATION,)
24)
25 Defendants.)
26)
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28)
AND RELATED CROSS-ACTION.)

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

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I, Edward Drenner, declare as follows:

1. I am one of two principals of Piute Middle School in Lancaster School District. I have been co-principal of Piute since July 2002, and was assistant principal prior to that for two years. Prior to 2000, I was assistant principal of Toll Middle School in Glendale School District for one year, dean of students at Hoover High School in Glendale School District for approximately two and half years, resource teacher at Hoover High School for approximately ten, a speech therapist in Tacoma, Washington for about six years, and a speech therapist in Glendale School district for about six years. I am familiar with the curriculum and the educational opportunities that are provided to Piute Middle School students. I have personal knowledge of the facts set forth in this declaration; and if called as a witness I would and could testify competently thereto.

2. I am familiar the Piute Middle School's "School Application for II/USP Funding" and "Action Plan," dated April 25, 2001, which the school completed in order to participate in the Immediate Intervention/Underperforming Schools Program. In fact, I was on the II/USP planning committee for Piute Middle School and, thus, was involved in developing and implementing the Action Plan. Piute was selected to be an II/USP school beginning in the 2000-2001 school year. Since then we have steadily increased student achievement. In 2000-2001, Piute's overall API

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1 growth was 47 points. The following year we increased our score
2 by an additional point from the prior year.

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4 3. I am aware that one of the experts for the
5 plaintiffs in this case has cited page 3 of the Action Plan,
6 which she identified as DOE00039327, in a submission to this
7 court. Page DOE00039327 contains the statement:

8

9 "In surveys of Piute Stakeholders, parents, students and
10 staff site a lack of adequate materials and supplies as a
11 major barrier to student achievement. Current allotments
12 for textbooks are not sufficient to keep pace of content
13 area adoptions. Content area classes requiring the use of a
14 text have been supplied with classroom sets only. A minimal
15 number are available for home checkout. It is currently a
16 beyond the scope of the budget to provide take-home copies
17 for each student." It also contains the following "In
18 addition, the stakeholders cite the lack of math
19 manipulatives, science materials, library books, access to
20 technology, and ELL instructional materials as barriers to
21 achievement."

22

23 4. In connection with our participation in II/USP, we
24 reviewed our student needs and formulated an action plan that
25 addressed ways to resolve those needs and improve student
26 achievement. When Piute Middle School was first selected as an
27 II/USP school there were sufficient textbooks for all students to
28 use in class in all core classes. There were, however, certain

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1 classes that did not have enough textbooks for all students to
2 take home. In those classes, each teacher had a check-out system
3 to allow students to take extra sets of books home. In an effort
4 to increase student achievement, seventh and eighth grade
5 teachers identified the need for additional textbooks so as to
6 permit each student to have a book to take home. We also
7 identified the need to purchase textbooks that were aligned to
8 the State's recently adopted content-standards in math and
9 English language arts. Both needs were met.

10

11 5. By the beginning of 2001-2002 school year, Piute
12 had purchased and distributed new math textbooks for all seventh
13 and eighth graders that were aligned with the State's content-
14 standards and most recent adoption. Indeed, we spent
15 approximately \$28,000 on these textbooks and purchased sufficient
16 math textbooks so that each student has a copy to use in class
17 and to take home. That year Piute also spent about \$14,000 on
18 new "Art of Literature" English language arts books and grammar
19 workbooks (McGraw Hill) for the seventh and eighth grades. These
20 books are aligned with the State's most recent adoptions and
21 there are sufficient textbooks for each student to use in class
22 and to take home. In addition, Piute invested in new class room
23 sets of dictionaries.

24

25 6 In the following year, 2002-2003, Piute expended
26 approximately \$76,000 on new English language arts textbooks,
27 "Language of Literature", which meet the State's most recent
28 adoption for sixth, seventh and eight grades. Furthermore, Piute

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1 purchased new English language development books titled "High
2 Point." These textbooks are used to support our English language
3 learners in the sixth, seventh and eighth grades. There are
4 sufficient books for each English language learner student to use
5 in class and to take home as needed.

6
7 7. Thus, to date, all textbooks in core classes at
8 Piute are aligned to the State's content-standards. Moreover,
9 there are sufficient textbooks for each student to use in class
10 and to take home in all core classes for the seventh and eighth
11 grades. This includes the new math and English-language arts
12 books discussed above. Although we were prepared to purchase an
13 additional set for the sixth grade as well, sixth grade teachers
14 decided that they only wanted class sets with additional texts,
15 which could be checked out by students on occasion. Sixth grade
16 is a self-contained class in which there is one teacher for all
17 subjects. Sixth grade teachers, therefore, decided that it was
18 not beneficial to send textbooks home on a regular basis but
19 prefer flexibility to dictate the type and amount of homework
20 that their students do.

21
22 8. Since implementation of II/USP, Piute has made
23 efforts to focus on the State's content-standards and student
24 achievement. In particular, we implemented a variety of new
25 programs such as the "Accelerated Reading Program" and the
26 "Accelerated Math Program." The Accelerated Reading Program
27 encourages students to improve their reading level by reading
28 several books at a certain growth target level and then taking an

1 examination. After taking the exam three times and reaching 80%
2 or better, that student progresses to the next reading level. In
3 order to make this program effective, we spent thousands of
4 dollars in purchasing new books for our school library. The
5 Accelerated Math Program applies similar principles in that it
6 provides an individualized program for each student's math level
7 and works with that student improve his or her level. We plan to
8 expand this program so it is incorporated in our after school
9 tutorials.

10

11 9. Since implementation of II/USP, Piute also
12 expanded its technology. We now have about 178 stand alone
13 computers, all of which are on the same network and have internet
14 access. About 26 of these computers are in our computer lab and
15 the rest are in classrooms (averaging 4 computers to a class).
16 Our computers are used, not only to supplement classroom
17 instruction, but also during after school tutorials, which are
18 held each weekday for about an hour. In particular, we have
19 implemented "Cornerstone" software that provides students an
20 individualized language arts and math program.

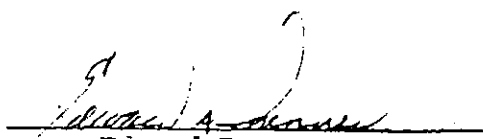
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22 10. Piute has also focused resources into professional
23 development. We provided our teachers training sessions on the
24 State's content-standards and how to differentiate progress among
25 students, which incorporates strategies on bridging the gap
26 between lower and higher achieving students. Piute also sent its
27 teachers to DataWorks this past school year. The training
28 program demonstrated a breakdown of the State's content-standards

1 and provided a comparison to what is actually taught in the
2 classroom. This helps teachers calibrate their teaching approach
3 to conform with the content-standards.

4
5 I declare under penalty of perjury under the laws of
6 the State of California that the foregoing is true and correct.

7
8 Executed this 20th day of August 2003, at Lancaster,
9 California.

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12 Edward Drenner

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