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I, Jan Mayer, 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 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 Process were the Title I schools that had consistently failed to make academic progress since first identified in 1996-97. These Program Improvement Cohort I

LA2:680799.1

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

11
12 4. Horace Mann Middle School (Horace Mann) was one of
13 the schools included in PI Cohort I. In October 2001, I led the
14 Scholastic Audit Team that reviewed Horace Mann. During this
15 five-day audit, our team, which consisted of seven members total,
16 intensely reviewed school operations in these audit areas: 1)
17 curriculum, 2) instruction, 3) classroom and school level
18 assessments, 4) evaluation and accountability, 5) professional
19 development, 6) leadership and administration, 7) school
20 organization and resources, 8) school culture and environment, and
21 9) family and community engagement. The team interviewed
22 administrative staff members, teachers, and students, observed
23 classroom sessions, met with parents and other community members,
24 and reviewed various documents collected from the site. The
25 audit resulted in a "Scholastic Audit Team Report," (Audit
26 Report) which provided a listing of findings, recommendations for
27 improvements to increase student achievement, and a suggested
28 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 Horace Mann.) 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 Horace Mann 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 with LAUSD (Local
17 District G) and Horace Mann for the following eighteen months.
18 Beginning in March 2002, LAUSD provided me quarterly written
19 reports prior to monitoring visits that addressed Horace Mann's
20 progress regarding each of the findings in the JIA. In addition
21 to reviewing these reports, I also conducted quarterly on-site
22 visits of Horace Mann-to verify the report, to review
23 documentation, to observe classrooms, and interview staff,
24 students, and parents. At the conclusion of each monitoring
25 visit, a report of progress was sent to Roy Romer, Superintendent
26 of LAUSD, from the California Department of Education. My fifth
27 quarterly visit to Horace Mann was in May 2003. At that time, I
28

1 verified that Horace Mann had met its benchmarks set forth in the
2 JIA.

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 Horace Mann. In particular,
8 plaintiffs cite the 2001-2002 Horace Mann Scholastic Audit
9 Report, discussed above, which notes that students lacked access
10 to a:

11
12 "[c]omplete set of instructional materials"
13 and had "few resources available for students
14 to use for in-home study." (Plaintiffs'
Motion, p. 14; Audit Report, finding 1B.)

15 8. When my audit team did our initial onsite review
16 of Horace Mann, we conducted classroom observations in all of the
17 classes. We noticed that there were very few educational
18 materials available or being used by the students. Classrooms
19 did not have a sufficient number of instructional materials or
20 textbooks for the whole class or the materials were not aligned
21 to state standards. Also, some of the school's instructional
22 materials had not been distributed. When asked about this,
23 various staff members expressed concern that the students would
24 lose them.

25
26 9. The JIA addresses the issue of distributing
27 textbooks in the corrective actions and benchmarks for finding
28 number one. Finding number 1 held:

1 "Horace Mann Middle School does not implement
2 a curriculum that is clearly articulated,
3 rigorous, and aligned to the California State
4 standards. There are inadequate
5 instructional resources to support teachers
6 and to provide students with full access to
7 the core curriculum." (Audit P. 1; JIA p. 3)

8 Corrective action D-1 to finding 1 requires:

9 "Analyze the degree to which reading/language
10 Arts and mathematics materials are available
11 and aligned to state standards." (JIA, p. 4)

12 Corrective action D-2 to finding 1 requires:

13 "Purchase new materials, as appropriate.
14 Establish and implement a system for
15 monitoring and disseminating all
16 instructional materials. Allocate a complete
17 set of standards-aligned instructional
18 materials to every student in Reading
19 Language arts and mathematics." (JIA, p. 4)

20 The benchmark for corrective action D-2 requires:

21 "Establish and implement a monitoring process
22 and allocate standards aligned instructional
23 materials to every student." (JIA, p. 4)

24 All of these corrective actions and
25 benchmarks had implementation time lines and Horace
26 Mann met them.

27 10. It was very important that a system be developed
28 and used to identify the needs of the students and teachers and

1 to set up a timely process in which those materials could be
2 purchased, inventoried, disseminated and recovered. By August 13,
3 2002, the new standards based English Language Arts materials had
4 been adopted and the resources for all of the core subject areas
5 had been purchased and inventoried. A sufficient number of books
6 were purchased, based upon the survey of needs that was required
7 by the JIA. During the fall of 2002, I verified that the
8 standards-based materials had been disseminated to students. In
9 my last visit, I verified that again the needs were assessed and
10 purchases had been made in anticipation for the new school year.
11

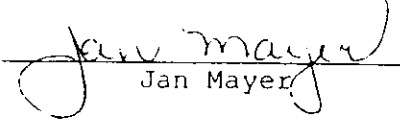
12 11. LAUSD (Local District G) and the staff at Horace
13 Mann have expressed and demonstrated capacity to sustain the
14 changes at Horace Mann. The school now has the capacity to
15 continue implementing the system since a full-time staff member
16 has been assigned to collect, disseminate, and inventory all
17 materials. The materials now have a bar code identification
18 system-to facilitate the ongoing implementation of this system.
19 In all monitoring visits subsequent to the original audit, the
20 lack of textbooks and materials were never a significant issue.

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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 18 day of August 2003, at Sacramento,
California.



Jan Mayer

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

JOINT INTERVENTION AGREEMENT

between
The California Department of Education
and
The Los Angeles Unified School District
for
Horace Mann Middle School

The corrective actions for Horace Mann Middle School, herein the Joint Intervention Agreement between the California Department of Education and the 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, 2001 at Horace Mann 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 with the next 18 months.
3. Provide the fiscal and human resources that are necessary to support the required corrective actions.

Finding No. 1: Horace Mann Middle School does not implement a curriculum that is clearly articulated, rigorous, and aligned to the California State standards. There are inadequate instructional resources to support teachers and to provide students with full access to the core curriculum.

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Responsible Individual(s)
<p>A.1. Engage all teachers in identification of the State standards. Teachers are accountable for teaching students to proficiency.</p> <p>A.2. Issue Guidelines for Instruction: English/Language Arts/Math/ESL</p>	<p>January 2002</p> <p>March 2002</p>	<p>Reissue frameworks and standards:</p> <p>Teachers develop a course syllabus for each subject with content standards clearly identified.</p> <p>Teachers: Reading Language Arts, Mathematics, and English Learners team</p>	<p>*Principal Local District Directors</p>
<p>B. Adopt a standards-aligned Reading/Language Arts curriculum that is appropriate for the student needs at the school. Determine the curriculum for a systematic and intensive reading intervention program for students who read below grade level.</p>	<p>March 2002/ Ongoing</p> <p>Sept. 2002</p>	<p>Implement a standards-based curriculum aligned to Reading/Language Arts Frameworks.</p> <p>Professional Development for intensive reading intervention program.</p> <p>Master schedule changed to reflect intervention curriculum (Intensive Reading Intervention)</p>	<p>Principal Asst. Principals *Local District Superintendent, Directors and Coordinators Instructional Team Literacy Coaches</p>
<p>C.1. Develop a reading intervention program for students who read below grade level. Determine eligibility and exit criteria, content, materials, and assessments to be used. Identify students eligible for the intervention program.</p> <p>C.2. Establish a sufficient number of intervention classes on the Fall 2002</p>	<p>By June 2002</p> <p>Professional Development February 2002</p> <p>Classes by September</p>	<p>Instructional Team will organize reading task force. The Task Force will lead the implementation of the reading intervention program. Students scoring in bands 1 (684) and 2 (364) on the Stanford 9 will be targeted for additional evaluation for possible placement in the intervention program. Information will be shared with stakeholder groups.</p> <p>Plan for implementation and placement criteria will be shared with all stakeholders.</p>	<p>*Principal Asst. Principals Task Force Local District Coordinators Literacy Coaches Principal Asst. Principals Dept. Chairpersons</p>

master schedule. Assign staff, based upon their instructional strengths and expertise, to teach intervention courses.	2002	Identification of staff and professional development needed to establish and implement intervention. (Language! training)	Local District Coordinator Central Office
Corrective Actions	Implem. Timeline	Benchmarks of Progress	Responsible Individual(s)
D.1. Analyze the degree to which Reading/Language Arts and Mathematics materials are available and aligned to state standards.	March 2002	Survey Reading/Language Arts/Math Teachers regarding the availability of standards-aligned materials.	*Principal Textbook Committee
D.2. Purchase new materials, as appropriate. Establish and implement a system for monitoring and disseminating all instructional materials. Allocate a complete set of standards-aligned instructional materials to every student in Reading Language Arts and Mathematics.	Purchase by June 2002 Implement system and allocate materials September 2002	Establish and implement a monitoring process, and allocate standards aligned instructional materials to every student.	
E. Align the 2002-2003 school plan, Title I and other categorical funds to the recommendations of this report and those activities that will directly affect student achievement.	June 2002	Redirect Title I and other categorical funds to directly impact classroom instruction and student achievement.	*Principal Title I Coordinator CEAC/ELAC Chairpersons Local District Coordinator and Advisor

Finding No. 2: Horace Mann Middle School's instructional program does not actively engage all students by using effective, varied, and research-based practices to improve student academic performance in Reading/Language Arts and Math. Multiple assessment strategies are not used to continuously plan program, place students, or monitor and modify instruction to meet student needs and support proficient student work.

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Responsible Individual(s)
<p>A.1. Identify research based instructional approaches and strategies that teachers will be expected to implement in lesson design.</p> <p>A.2. Identify standards-aligned benchmark assessments for Reading/Language Arts and Mathematics. Use a portion of Common Planning Time to collegially adopt or develop benchmark assessments. Establish a schedule and process for reviewing and reporting the assessment results.</p>	<p>Identify one assessment per grade level in R/LA and mathematics by Sept. 2002. Identify and use 2 grade-level R/LA and mathematics assessments by Jan. 2003.</p>	<p>Professional development required as primary strategy. Re-implementation of common planning time Spring 2002. Submit plan for common planning time.</p>	<p>Principal Asst. Principals Dept. Chairpersons *Local District Superintendent</p>
<p>B. Develop a process and schedule for staff to discuss common grade level or content area standards-based assignments and benchmark assessments with corresponding scoring guides; using the results to plan for student placement (including intervention classes), decide what to teach, and determine student mastery of content.</p>	<p>February 2002/Ongoing</p>	<p>Every Thursday grade-level team meetings will be held to discuss District developed performance assignments. Plan will be submitted to administrators and the Professional Development Council. Information will be shared with stakeholder groups.</p>	<p>Principal *SDM Curriculum Council Dept. Chairpersons Coordinator Local District Superintendent</p>
<p>C.1. Inventory current computer resources at the school (hardware and software), reallocate as necessary, and purchase sufficient computers, with appropriate software, for teacher use so they can use technology to continually monitor student progress and assessment data.</p> <p>C.2. Provide computers for student use.</p>	<p>Inventory February 2002 Complete remainder by Spring semester 2002</p>	<p>Purchase computers. Provide professional development.</p>	<p>*Principal Technology Coordinator Asst. Principals Local District Technology Coordinators</p>

Corrective Actions	Implement. Timeline	Benchmarks of Progress	Responsible Individual(s)
D. Establish a process, protocol, and schedule for administrators to monitor the use of effective instructional strategies in the Reading/Language Arts, Mathematics and SDAIE classes on a regular basis.	February 2002/Ongoing Sept. 2002	Supervision of instruction occurs regularly and a standardized form is used for feedback. Administrative schedule of visitations will be monitored and reviewed. A copy of all administered tests, exams, and assessments will be submitted quarterly with a breakdown of scores, rubrics for performance tasks, projects, prompts and 2-3 copies of proficient performances on items assessing standards.	*Principal Specialists ELL Coordinator Local District Directors and Coordinator
E. Provide teachers the opportunity to observe other teachers that use instructional strategies appropriate to the subject matter, and that are varied, instructionally effective, and differentiated according to student learning needs. The opportunities may be on-site and/or at other schools.	Spring semester 2002 Ongoing	A schedule of monthly demonstration lessons and visits (Learning Walk, Reciprocal Teaching) will be established. Vertical articulation opportunities will be provided for staff. (K-12) Ongoing monitoring and assessment of effectiveness.	*Principal Asst. Principals Mentor Teachers Instructional Leaders Cadre Local District Directors IFL Fellows
F. Conduct necessary assessments and update IEPs for Special Education students. Provide appropriate services to these pupils per their IEPs.	April 2002/ Ongoing	Assessment timelines monitored. Periodic reviews of IEPs.	Principal Asst. Principals Case Manager Psychologist *Local District Directors and Coordinator
G. Assign English learners in the Preparation for Redesignation Program (PRP) to authorized teachers who implement SDAIE instructional strategies.	Spring semester 2002/Ongoing	Successful recruitment of SDAIE teachers. Increase number of teachers completing SDAIE classes offering on-site salary point classes leading to certification. Implementation of training. Monitoring of implementation of SDAIE strategies	Personnel *Principal Bilingual Coordinator

Finding No. 3: Horace Mann Middle School does not implement site-based, research based, results-driven professional development for staff or implement procedures in order to improve teaching and learning.

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Responsible Individual(s)
<p>A.1. Collaboratively develop and implement a long-term, site-based professional develop/school improvement plan.</p> <p>A school improvement plan should include data, instructional goals and Professional Development for each goal. Data should be analyzed for "causes" and include solutions focused on the "cause".</p>	<p>January 2002</p> <p>June 2002</p>	<p>Submit professional development plan to Local District Superintendent for approval quarterly. Monitor implementation on quarterly basis.</p> <p>Needs assessment conducted in a timely manner.</p> <p>Extend school year by five work days to allow for staff development.</p>	<p>* Local District Superintendent and Directors</p> <p>Local District Superintendent and Directors Principal Asst. Principals Teachers</p>
<p>A.2. The plan will be based upon needs identified and consistent with district-wide staff development priorities.</p> <p>A.3. The plan will provide a schedule, dates, name(s) of training providers, and description of the content that will be covered. (Principals will be held accountable for the quality of the Professional Development.) The plan will take into consideration any special training needs of veteran and new teachers. The contents of the professional development sessions will be tailored to increase the staff's understanding of effective middle-school practices (described in <i>Taking Center Stage</i>), and to ensure that all teachers understand and use effective instructional strategies. The plan will address how new staff will receive training each subsequent year.</p>	<p>Plan by March 2002</p> <p>Begin training June 2002/ Ongoing</p>	<p>Involve entire staff in writing and development of plan</p> <p>Implement staff development plan by providing differentiated staff development on effective pedagogical practices.</p> <p>Phase in selected key elements of <i>Taking Center Stage</i>. (See attachment.)</p>	<p>*Principal Professional Development Council Local District Superintendent, Directors, Coordinators, Specialists, Advisors and Teacher Coaches</p>

Corrective Actions	Implement. Timeline	Benchmarks of Progress	Responsible Individual(s)
<p>B. Hire instructional coaches (one for Reading Language Arts, one for Mathematics) who will provide professional development regarding effective instructional strategies, provide model in-class mentoring and demonstration lessons, monitor instruction, and coach teachers so that effective instructional strategies are used. Coaches must have proven expertise in assisting middle grade students to remediate achievement weaknesses. At a minimum, each Reading/Language Arts and Mathematics teacher will be coached at least 2 times monthly.</p>	<p>February 2002/Ongoing</p>	<p>Recruit and hire qualified language arts and math coaches. Establish coaching schedule for language arts and math teachers. Establish Teacher Resource Center. Reopen Mentor Teacher Selection process to recruit and identify five additional mentors. Utilize DELTA Coaches to provide teacher support. Provide on-going training for coaches in strategies to meet the needs of diverse learners, including non-standard speakers and English Learners.</p>	<p>*Principal Asst. Principals Chapter Chair Local District Superintendent and Directors Central Office- Personnel Local District Support</p>

Finding No. 4: The school leadership is not organized to focus on improved student achievement. The school culture does not continually promote shared decision-making and collaboration to support academic excellence.

<p>A. Hire a consultant to work with all school staff and community to foster team building, shared decision-making, common vision, mission, and goals to help staff establish a professional learning community.</p>	<p>February 2002</p>	<p>Recruitment and selection of consultant. Consultant submits a report of progress bi-monthly to Superintendent.</p>	<p>*Principal Leadership Team CEAC/ELAC Chairpersons Local District Superintendent and Directors</p>
<p>B. Obtain a mentor/coach for the principal and administrative staff to develop strategies for: providing instructional leadership in Reading/Language Arts, Mathematics, and ELD; effective school organization and management; enhancing and sustaining teacher motivation and collaboration; and shared decision-making.</p>	<p>Mentor by February 2002 Implement beginning in March 2002</p>	<p>Hire a retired Principal as Mentor/Coach selected by Local District Superintendent Identify/Prioritize areas of focus</p>	<p>Principal Asst. Principals *Local District Superintendent and Directors</p>

<p>C. Establish a leadership team to:</p> <ol style="list-style-type: none"> 1. collaboratively monitor the implementation of the joint agreement, and 2. develop a new Plan based on this agreement and focused on attaining high student achievement in a diverse, student-centered middle school environment. <p>Topics in the Plan shall include: allocation of resources, monitoring student progress, and developing an organizational infrastructure to remove barriers to sustain continuous school improvement.</p> <p>The Leadership Team will also develop and oversee implementation of: a clear communication policy, a process for holding all stakeholders responsible for student learning, and specific measurable goals and targets for student learning. The Leadership Team will meet at least monthly to develop the Plan, discuss school policy, monitor progress in each area of the Joint agreement, and address other school issues. The Leadership Team will be composed of the principal and representatives from the following groups: Local District G, APSCS, dean, counselor, grade-level and content area teachers, Eng. Learner team, Special Ed., and parents. (Language Appraisal Team and UTLA Chapter Chair.)</p>	<p>Team by January 2002 Plan by March 2002 Ongoing monthly meetings</p>	<p>Team members identified. Delineation of roles and responsibilities. Training on Principles of Learning for all Leadership Team members. Development of time-line by Leadership Team.</p>	
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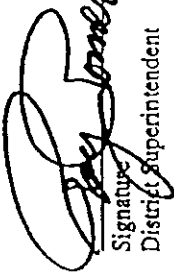
Finding No. 5: Horace Mann Middle School does not function as an efficient learning community or support a climate conducive to performance excellence. There is a minimal infrastructure to ensure school safety and promote an effective school discipline process.

Corrective Actions	Implem. Timeline	Benchmarks of Progress	Responsible Individual(s)
<p>A.1. Establish a School Safety and Discipline Team to develop a plan for promoting effective school safety procedures and discipline process. The team should minimally be composed of administrators, deans, teachers, students, and parents.</p> <p>A.2. The Plan will include a schedule and methods for publicly celebrating student achievement. Assign an administrator the responsibility of training other staff regarding the Plan and for monitoring and implementing the Plan.</p>	<p>Team by January 2002</p> <p>Plan by March 2002</p>	<p>Establish School Safety and Discipline Teams. Meetings scheduled and plans/policies updated and published.</p> <p>Implement the following: Recognition assemblies Designated bulletin boards P.A. recognition Certificates for achievement Display cases Instructional Fairs</p>	<p>*Principal Asst. Principals Chapter Chair Impact Coordinator DARE Officer School Police L.A. Bridges Asst. Principals Title I Coord. Parent Reps.</p>
<p>B. Create a Homework Policy and communicate it clearly to teachers, students, and parents. Relevant homework will be regularly assigned to extend class work. Assign an administrator the responsibility for training other staff regarding the policy, and for monitoring and implementing the policy. Conduct regular meetings with parents regarding how they can help reinforce and support learning at home. Provide them with the homework policy and describe how they can help students benefit from homework. Provide translation at meetings as appropriate.</p>	<p>March 2002/ Ongoing</p>	<p>Homework policy published to all stakeholders. Homework policy included in Teacher Course Descriptions. Policy given to parents at parent meetings, parent conferences, etc.</p>	<p>Local Leadership Team *Principal Asst. Principals Title I Coord. ELL Coord.</p>

<p>C. Increase access to the library throughout the day. Extend the time for students to use the library, for research and study.</p>	<p>January 2002</p>	<p>Publish extended library hours. Extend library hours Recruit staff through Beyond the Bell Academic Component</p>	<p>*Principal Librarian Beyond the Bell Site Coordinator YWCA Representative</p>
<p>Corrective Actions</p>	<p>Implem. Timeline</p>	<p>Benchmarks of Progress</p>	<p>Responsible Individual(s)</p>
<p>D. Increase the number of instructional days to help students meet grade level standards.</p>	<p>June 2003</p>	<p>School year extended 5-7 days for students. Teaching staff assigned 5-7 days at the end of the school year for extended year for students.</p>	<p>*Principal Local Superintendent</p>
<p>E. Increase number of days worked by administrative staff.</p>	<p>July 2002</p>	<p>Administrative Staff assigned as A-basis (year round)</p>	<p>Local Superintendent</p>
<p>F. Certificated and classified staff demonstrate competence, dedication, and a belief in children to achieve. Staff agree to aggressively implement change for the success and betterment of every student.</p>	<p>July 2002</p>	<p>Staff members sign a commitment to be a member of the Horace Mann Middle School staff.</p>	<p>*Local Superintendent Principal</p>

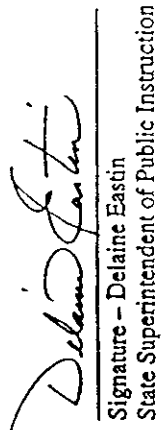
The District certifies that a presentation of this Joint Intervention Agreement was made at a regularly scheduled board meeting held on Jan. 22, 2002, and that all corrective actions will be implemented in accordance with this Agreement.

Local Education Agency

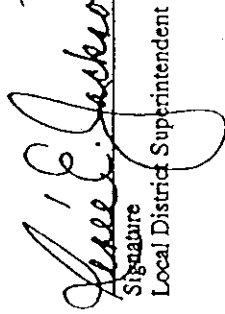

Signature
District Superintendent

1/16/02
Date

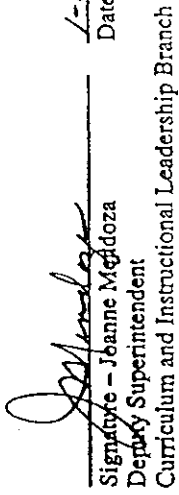
California Department of Education


Signature - Delaine Eastin
State Superintendent of Public Instruction

1-15-02
Date


Signature
Local District Superintendent

1/17/02
Date


Signature - Jeanne Mejidoza
Deputy Superintendent
Curriculum and Instructional Leadership Branch

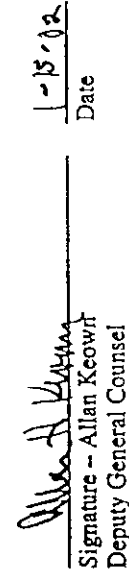
1-15-02
Date

Approved as to form and content by:


Signature
General Counsel

1-17-02
Date

Approved as to form and content by:


Signature - Allan Keowit
Deputy General Counsel

1-15-02
Date

January 15, 2002

DOE 137156