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10  
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: 20  
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. )  
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I, Rozlynn Worrall, 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. A Joint Intervention Agreement ("JIA") for the school was negotiated, which addressed through corrective actions and benchmarks of progress, the specific responsibilities of the district and the state in improving the school.

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

14  
15           4.    Samuel Gompers Middle School ("Gompers") was one  
16 of the schools included in PI Cohort I. In September 2001, I led  
17 the Scholastic Audit Team that reviewed Gompers, a school with  
18 approximately 2000 students. During this five-day audit, our  
19 team, which consisted of seven members total, intensely reviewed  
20 school operations in these audit areas: 1) curriculum, 2)  
21 instruction, 3) classroom and school level assessments, 4)  
22 evaluation and accountability, 5) professional development, 6)  
23 leadership and administration, 7) school organization and  
24 resources, 8) school culture and environment, and 9) family and  
25 community engagement. The team interviewed administrative staff  
26 members, teachers, and students, observed classroom sessions, met  
27 with parents and other community members, and reviewed various  
28 documents collected from the site. The audit resulted in a

1 "Scholastic Audit Team Report," which provided a listing of  
2 findings, recommendations for improvements to increase student  
3 achievement, and a suggested timeline for implementation of these  
4 recommendations.

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

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

1 California Department of Education. My final visit to Gompers  
2 was in June 2003. At that time, I verified that Gompers had met  
3 most of its benchmarks that were set forth in the JIA.

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

11  
12 "[f]our weeks into the 2001-02 school year, . . . texts  
13 have not been signed out to students." (Plaintiffs'  
14 Motion, p. 14; Audit Report, finding 3.1)

15  
16 Plaintiffs also cite Audit Report recommendation  
17 3.D.2.:

18  
19 "Each teacher will have [a] complete classroom set of  
20 adopted course texts for use by students in class. In  
21 addition to books that are checked out to students for their  
22 use at home, after school tutorials or study hall, core  
23 teachers must have a stationary set of state-board approved  
24 standards-based, text books and a class set of age-  
25 appropriate dictionaries for student use."

26  
27 These items listed in Gompers' Scholastic Audit  
28 Report have been resolved.

1           8.     When my audit team conducted its initial on-site  
2 review in September 2001, we observed that classes at Gompers  
3 were over-enrolled and crowded. There had been an unexpected  
4 influx of student enrollments during the first couple weeks of  
5 school. Students were being assigned and reassigned to classes  
6 in addition to physically leaving the school for others. The  
7 master schedule was being balanced and additional teachers and  
8 classrooms were being organized. Teachers indicated that serious  
9 teaching and learning were stalled until "norm day," which was  
10 still a couple of weeks off. (Norm day is the day that the  
11 official attendance count is taken for state reporting) In the  
12 meantime, until classrooms and master schedule were stabilized,  
13 textbook distribution had been delayed. Students did not possess  
14 these textbooks at the time of our investigation, but there was  
15 evidence of a textbook room and students completing checkout  
16 documents for the books. Teachers were using overhead  
17 transparencies, photocopied materials, and dictionaries (classes  
18 were sharing sets) as materials for student learning.

19  
20           9.     Corrective action "3D" of the JIA specifically  
21 addressed this issue. LAUSD and Gompers agreed to acquire and  
22 distribute textbooks, agendas, and necessary learning material  
23 and supplies to students the first week of school 2002-03. Each  
24 student was to receive everything he/she needed to complete  
25 grade-level, standards-based assignments. (See JIA, p.9)  
26 Pursuant to this benchmark, textbook staff at Gompers distributed  
27 textbooks within the first two weeks of the school year 2002-03

28

1 and individual students were being held responsible for the  
2 materials they used through an inventory process.

3  
4 10. As of the first monitoring visit in March 2002,  
5 students were in possession of textbooks. Gompers'  
6 administrators planned throughout the 2001-02 school year how  
7 they could become more efficient procedurally to stabilize the  
8 master schedule and student enrollments so that textbook  
9 distribution could occur at the beginning of school. By the  
10 October 2002 monitoring visit (1 month after the opening of  
11 school), Gompers had met its benchmark of distributing textbooks  
12 in the core subject areas in accordance with the corrective  
13 action and with LAUSD policy. In the September 2002 report from  
14 District I on behalf of Gompers, it was reported that:

15  
16 "The school has reviewed and revised the textbook  
17 accountability system so as to reduce loss of textbooks.  
18 The textbook clerk has been trained in the textbook  
19 accountability system to minimize loss of textbooks.  
20 Students have received necessary materials, including  
21 textbooks. Classroom sets of texts were distributed during  
22 the first week of school. Individual students were issued  
23 textbooks and a record is kept and recorded in the textbook  
24 room computer system."

25  
26 Through a survey sent out to teachers by the Audit Team  
27 concurrent with our October 2002 visit, teachers validated  
28 District I's report that:

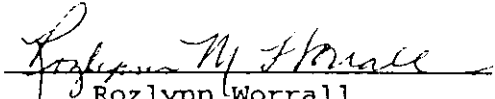
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" Gompers and the principal can assure that students are issued textbooks in the core subject areas in accordance with LAUSD policy. Classroom sets of dictionaries are also available for each classroom."

In all monitoring visits subsequent to the original audit, textbooks and materials were never again a significant issue.

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

Executed this eighteenth day of July 2003, at Sacramento, California.

  
Rozlynn Worrall