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1 MARK D. ROSENBAUM (BAR NO. 59940)
CATHERINE E. LHAMON (BAR NO. 192751)
2 PETER J. ELIASBERG (BAR NO. 189110)
ACLU Foundation of Southern California
3 1616 Beverly Boulevard
Los Angeles, California 90026
4 Telephone: (213) 977-9500

5 JACK W. LONDEN (BAR NO. 85776)
MICHAEL A. JACOBS (BAR NO. 111664)
6 MATTHEW I. KREEGER (BAR NO. 153793)
LEE CIA WELCH (BAR. NO. 208741)
7 J. GREGORY GROSSMAN (BAR NO. 209628)
MORRISON & FOERSTER LLP
425 Market Street
8 San Francisco, California 94105-2482
9 Telephone: (415) 268-7000

10 ALAN SCHLOSSER (BAR NO. 49957)
KATAYOON MAJD (BAR NO. 211756)
ACLU Foundation of Northern California
11 1663 Mission Street, Suite 460
San Francisco, California 94103
12 Telephone: (415) 621-2493

13 JOHN T. AFFELDT (BAR NO. 154430)
Public Advocates, Inc.
14 1535 Mission Street
San Francisco, California 94103
15 Telephone: (415) 431-743

16 Attorneys for Plaintiffs
ELIEZER WILLIAMS, etc., *et al.*

17 SUPERIOR COURT OF THE STATE OF CALIFORNIA

18 COUNTY OF SAN FRANCISCO

19 UNLIMITED JURISDICTION

20 ELIEZER WILLIAMS, a minor, by SWEETIE
WILLIAMS, his guardian ad litem, *et al.*, each
21 individually and on behalf of all others similarly
situated,

22 Plaintiffs,

23 v.

24 STATE OF CALIFORNIA, DELAINE EASTIN,
State Superintendent of Public Instruction,
25 STATE DEPARTMENT OF EDUCATION,
STATE BOARD OF EDUCATION,

26 Defendants.
27

ENDORSED
FILED
San Francisco County Superior Court
JUN 10 2003
CORBON PARK-LI, Clerk
BENJAMIN M. LEE
Deputy Clerk

No. 312236

DECLARATION OF IRIS CONTRERAS

Hearing: August 25, 2003
Time: 3:30 p.m.
Department: 20, Hall of Justice
Judge: Hon. Peter J. Busch
Date Action Filed: May 17, 2000
Trial Date: August 30, 2004

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3 **Declaration of Iris Contreras**

4 I, Iris Contreras, hereby declare:

5 1. I make this declaration based on my own personal knowledge and if called to
6 testify I could and would do so competently as follows:

7 2. I teach third grade at Foothill Elementary in Pittsburg, California. I have been
8 teaching at Foothill since 1986.

9 3. This school year we have a shortage of social studies and science books for all
10 third graders. Four of the six third grade teachers have to share one class set of books for science
11 and one class set of books for social studies. Additionally, there are no books for students to take
12 home for either subject. At the end of last September I was told by the school administration that
13 the school would not be ordering more books due to lack of funding.

14 4. The class sets of social studies and science books that the teachers have to share
15 are stored in a common area and each teacher is required to check the books out in order to use
16 them. Once we are finished teaching social studies for the day we are required to place these
17 books back in the common area; the same is true for the science books. Due to the fact that we
18 each do not have a class set of these books, the other teachers and I have to coordinate our
19 schedules so that we are not teaching social studies or science on the same day.

20 5. Not having social studies books available for students to take home limits the
21 types of assignments I am able to give my students. For the most part, I am only able to hand out
22 worksheets for homework. I believe that students learn much less when they do not have books
23 to take home for homework. When I have taught social studies before this school year, and have
24 had books for the students to take home, I have been able to cover a chapter in the book each day.
25 However, without a book to assign my students, it now takes me two days to cover a chapter.
26 Without a book to take home students are unable to review what they learn in class and do not
27 retain as much information. Due to this, I spend more class time going over the same
28 information and I am unable to cover as much information. Also, if I plan a lesson and do not

1 finish it in class I have to ask one of the teachers if I can continue to use the book the next day.
2 Due to the scheduling of classes the other teachers and I have to teach social studies during the
3 same period on different days. It is very difficult being on such a tight schedule. I am much
4 further behind in comparison to last school year when I had enough books for my students to use
5 without sharing with other classes. If I were to try and catch up I would have to take time away
6 from one of the other subjects that I am required to teach. I do not believe that I have been able
7 to cover or will be able to cover all the information that the students need to know so that they
8 will be on schedule for next year.

9 6. Not having social studies books available all the time in class also impacts my
10 students' ability to learn other subjects. For example, we read short stories in reading and
11 sometimes I would like for the students to use their social studies books as a reference to look up
12 where a country that is discussed in the story is located. Because the books are not always in the
13 common area, the students do not always have books available for reference.

14 7. The science books are also not always available on a daily basis. Due to the
15 scheduling of classes and time availability the other teachers and I have to teach science at the
16 same period on different days. Not having books available in science affects my students' ability
17 to learn. For example, during the first quarter of the school year we did experiments in science.
18 Often students needed a book to review what they have learned in the experiment. However,
19 because the books were not available on a consistent basis at school students were not always
20 able to review the information they learned. Students are also not able to review the information
21 at home because there are no books for the students to take home. Due to this lack of continuity,
22 the information for students then becomes fragmented and it slows a student's learning. Not
23 having science books available for students to take home also limits the types of assignments I
24 am able to give my students. Books generally contain key terms and reference points that help a
25 child's learning and without books to take home it can be more challenging for children to learn
26 because they do not have a point of reference to learn the material.

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8. In my years of teaching I have found that at this age students often become interested in what they want to do for a future career and I believe that information in school books assist in piquing this interest. I believe that books are a necessary part of teaching and learning. Having books available all the time in class and for students to take home enables students to research and review material on their own. Without the tools, such as books to reinforce the material, the information often does not stick with students. The more ways a teacher can bring the information in, the more the information is likely to stay with students. Also there are different modalities of learning for different styles of learning and I believe that not having a book affects a child's ability to learn.

I declare under penalty of perjury of the laws of the State of California and the United States that the foregoing is true and correct. Executed by me this 27 day of May, 2003 in Pleasant Hill, California.


Iris Contreras