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1 new, usually uncredentialed, teacher. This system of dealing with overcrowding is disruptive
2 because teachers often cannot begin projects or build community during the first few weeks of
3 school, knowing that some of their students will be pulled out of their class. It is likewise disruptive
4 for students to be pulled out of a classroom environment to which they have become accustomed and
5 to be forced to start over in a new class. The overflow classes are usually split-grade classes (such as
6 a 3rd – 4th grade combination) and are usually comprised of the lowest-achieving students from
7 various classes. Because such classes are particularly challenging to teach, even for veteran
8 teachers, the fact that these classes are usually taught by uncredentialed teachers is troubling.

9 6. Because there are not enough classrooms to accommodate each teacher's class, every
10 year between ten and thirteen teachers must be "rovers." Instead of having their own classroom for
11 the entire year like most teachers, rovers must use the classrooms of various teachers as those
12 teachers go on vacation. As a result, they move every month or every three weeks. Last year, one
13 roving teacher moved fifteen times because construction to deal with the mold problem at the school
14 further limited the space at the school. No teacher is supposed to be a rover for more than one year,
15 but there is no similar rule for students. In fact, some students have been in roving classes for two or
16 three years. Rovers lose instructional time because they have to move classrooms so often. The
17 students in those classes have to move their own materials. They carry everything in little red
18 wagons across the yard to their new temporary classrooms every month. Roving also interferes with
19 the teaching ability of the non-roving teachers whose rooms are used by rovers. Each time a rover is
20 going to use my classroom, I have to dismantle my classroom beginning three days in advance.
21 Putting materials away limits my ability to teach the curriculum I would otherwise teach. Also, I
22 cannot catch up on work during my vacations because someone else is using my classroom. When I
23 come back from vacation, sometimes I find that the roving teacher has not cleaned my room. Thus, I
24 have to spend instructional time cleaning it and putting my class materials back out.

1 7. The facilities at Hawthorne are inadequate. There is a big mold problem at the school
2 because the roof has leaked for years. In fact, one of the buildings was so infested with mold, that it
3 had to be demolished this past year. To take the place of the demolished building, the school placed
4 temporary portables on the schoolyard.

5 8. I teach in one of the temporary portables, but it is very difficult for me to do so
6 because of the high noise level. The portables, which are very flimsy, sit on the yard where recess
7 takes place. The tremendous noise created by the hundreds of students that are on the yard for recess
8 between 9:30 and lunchtime seriously impacts my ability to teach. For example, I cannot read aloud
9 during other students' recess time because it is just too loud. I must keep the doors and windows
10 closed to reduce the noise. In addition, the portables get very little natural light because they have
11 just one tiny window.

12 9. The portables also are not sanitary; they have no water, so students cannot wash their
13 hands or get a drink of water. The lack of water affects my curriculum, as well. I cannot do the
14 normal art and science activities that I would like to do with the students because of the lack of
15 water. The portables also pose safety risks for the students because there is only one exit. Also,
16 there is no functioning intercom or alarm system, so the main office cannot notify us in case of an
17 emergency.

18 10. Because the portables have no bathrooms, students have to walk fifty yards
19 unsupervised through the yard to bathrooms. The portable bathrooms are locked once or twice a
20 week because the plumbing backs up. The portable bathrooms have no more than ten stalls, even
21 though there are at least 500 students on the playground at one time at recess hours. The bathrooms
22 also are not clean. There is often urine on the floor of the boys' bathroom. Frequently, there are no
23 paper towels or soap, and sometimes there is no toilet paper. I have heard students complain about
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1 the filthiness of the bathrooms. The other day, a student came in to my classroom to get tissues for
2 her friend because there was no toilet paper in the bathroom.

3 11. There are only eight water fountains on the yard to serve over 1000 kids. There are
4 no more than ten water fountains in the entire school. Only half of these work at any given time.
5 The water is warm and yellow; adults at the school won't even drink it.

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7 I declare under penalty of perjury under the laws of the State of California that the foregoing is
8 true and correct. Executed on April 17, 2001, at Oakland, California.

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10 Amy Salyer