

**Declaration of Diane Adomian**

I, Diane Adomian, hereby declare:

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

2. I am an English teacher at Fremont High School in Los Angeles. This is my second year teaching high school. This year, I teach 10th grade English and 9th grade remedial reading. Last year, I taught 11th and 12th grade English. Fremont is a multitrack year-round school with three tracks. I teach on the A track.

3. My students have never been provided with the textbooks they needed on time. I didn't get any English textbooks for my students until approximately two weeks of the 2001-2002 school year had already passed. My ninth grade remedial reading students still don't have readers and activity books, and we are already six weeks into the semester. School administrators have told me that we get our books late every year because Fremont is a multitrack year-round school, and we have to wait for the books from the outgoing track to be returned, processed, and issued to new teachers. Last year was even worse. I didn't get any books for my 12th grade English class until three weeks of the 2000-2001 school year had already passed, and even then, I only got one class set of about 35 11th grade English textbooks, and 7 copies of a 12th grade English textbook. I cannot send textbooks home with the students because there are not enough books for each student to have one, so I have to photocopy assignments from the classroom set.

4. Some classes at Fremont High are taught by substitute teachers for months at a time. One 12th grade English class in the Humanitas program at Fremont High did not have a permanent teacher during the 2000-2001 school year. The teacher who was originally assigned to the class left after about a month and a half. Then, the class had a series of substitute teachers to fill in until another teacher at Fremont took over the class during her auxiliary period toward the end of the first semester. At the beginning of the second semester, I filled in for the class for two months while my students on the A track were in intersession, but when my students came back on track the school had to find another substitute to fill in for the class. When the students in that class found out that I wasn't going to be their permanent teacher, they just dropped out mentally

1 and quit reading. They told me that they didn't feel like they should have do anything for me  
2 because I wouldn't be there when grades were calculated for the class. A lot of classes at  
3 Fremont have been taught by substitute teachers. At the beginning of the 2001-2002 school year,  
4 I asked students in one of my classes to raise their hands if any of their classes had been without a  
5 permanent teacher the whole year, and about 25% of the students in the class raised their hands.

6 5. My classes are overcrowded. By law, I am supposed to have only 20 students in  
7 my ninth grade remedial reading class, but as of the middle of September, 2001, I actually had 38  
8 students in the class. Enrollment is now 27. A second such class had 31 enrolled in September,  
9 2001, and now it has 23. One of my 10th grade English classes had 43 students enrolled in the  
10 middle of September, 2001. Now, I have 35 students in that class, but the class size limit under  
11 the contract is 28. My other two periods of English 10 have gone from enrollment of 37 to 32,  
12 and from 38 to 33, both still well over the limit. In order to accommodate my students, I had to  
13 bring in three more desks from another room and clear off the table space where I used to keep  
14 my computer and my documents so students can use it. Having so many students makes it a lot  
15 harder to keep control of the classroom, and it makes it harder to give feedback on students'  
16 writing and grade homework. I spend endless hours outside of class grading homework, but it is  
17 still not enough to keep up with all my students' work.

18 6. There are so many students at Fremont High school that the counselors don't know  
19 where to put them. For the first four weeks of the 2001-2002 school year, there were new  
20 students checking into my classes every day. The counselors at Fremont High sometimes assign  
21 students to the wrong classes, and it takes a long time for them to reassign the students to the  
22 right classes. For the first month of the 2001-2002 school year I had one student in my 10th  
23 grade English class that already passed 10th grade English last year. The student spoke to her  
24 counselor every week about transferring into the right class, but the counselor kept telling her to  
25 wait. One counselor at Fremont High told me that the head counselor had instructed all the  
26 counselors not to reassign students to the correct classes until after the first month of school had  
27 passed, because the school's priority during the first month was enrolling new students.

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1           7.       Because there are so many students enrolled at Fremont High, the hallways are  
2 extremely crowded between classes. My students have told me that it is really hard for them to  
3 get to class within the six minute passing period because of the crowds.

4           8.       Students are supposed to use the bathroom during the six minute passing period,  
5 but my students have told me that there are not enough open bathrooms at Fremont High. Often  
6 my students cannot find an open bathroom within the six minute passing period, or the bathrooms  
7 that are open are so crowded that there is not enough time to wait in line to use them, so students  
8 come to my class and ask me for a pass to go to the bathroom during class time.

9           9.       My training as a new teacher was disastrously inadequate. As preparation for the  
10 2000-2001 school year, the Los Angeles Unified School District required me to attend an unpaid  
11 week of preparation. However, the training did not adequately prepare me to take roll and keep  
12 records, nor was I given any of the materials I needed to plan a curriculum. When I began my  
13 first year teaching, I did not feel like I knew what I was doing. I was told to use a computerized  
14 grading and roll system, but I couldn't get anyone to teach me how to use it or provide technical  
15 support, so I lost data several times during the 2000-2001 school year, and I had to work many  
16 16 hour days trying to re-enter the information.

17          10.      On my first day teaching, the school administration switched my class assignment  
18 without telling me. I came to class prepared to teach 10th and 11th grade English, but my  
19 students had to tell me that I had been reassigned to a 12th grade English class. I had to spend  
20 the first several weeks of the 2000-2001 school year catching up and preparing a new curriculum.  
21 The same thing happened this year. I prepared all summer to teach 9th grade English, but a few  
22 days before the school year started I was told by the administration that I would be teaching 10th  
23 grade English instead, so all my preparation was wasted, and I had to spend the first couple of  
24 weeks scrambling to catch up.

25          11.      The school administration shut down the Title I computer lab in September, 2001  
26 because the school refused to pay a lab monitor to be in charge of it. The Title I computer lab  
27 was the only place available at Fremont where students could use word processors to do English

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1 composition assignments. Now, students do not have access to computers for English  
2 assignments at all. There are two other computer labs at Fremont High, but generally only math  
3 teachers and teachers with ESL students are allowed to use them. Without computer access at  
4 school, 12th grade English students will have a lot of trouble completing enough written work to  
5 put together a senior portfolio, which is a requirement for graduation.

6 12. It is very difficult to make any photocopies at Fremont High. The only copy  
7 machine that teachers are allowed to use is the tiny one in the library, but it breaks down almost  
8 every day. Until the end of the 2000-2001 school year, the document feeder on the machine was  
9 broken, so teachers had to copy each sheet one at a time. That outdated machine can not serve  
10 the needs of nearly 5,000 students at Fremont High. The only other way to make copies at  
11 Fremont is to submit a request to the Bilingual Education Department or Title I, but those  
12 machines are often broken as well, and I have to wait up to three days to get my copies back.  
13 Teachers are discouraged from making copy requests, and the Title I and Bilingual Education  
14 administrators often reject orders or make only a fraction of the copies requested.

15 I declare under penalty of perjury of the laws of the State of California and the United  
16 States that the foregoing is true and correct. Executed this 05th day of October, 2001 in Los  
17 Angeles, California.

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