-- 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:

L Wendy Basgall, hereby declare:

- I teach English on the A track at John C. Fremont High School in Los Angeles.
 This is my second year teaching, and I've taught at Fremont for both of those years.
- During the first semester of the 2000-2001 school year, I used textbooks part of the time but I was only able to get one class set of the textbooks. As a result, my students could not take the books home for homework, except in special circumstances, because I needed to keep the books on campus for all my classes to use. In addition, I have had to be really flexible to change my teaching plans to accommodate what novels the school has available for my classes. For example, during the 2000-2001 school year, I wanted to teach *Flowers for Algernon* but there were only about 33 copies of the books in the whole school and I needed about 75 books because I wanted the students to have books to take home. So I had to teach another book instead so my students could have enough books.
- 4. It is also important for kids to have access to rich classroom libraries to use for silent sustained reading in class. The Title I department gives us about 14 books for our classroom libraries, but that number is way too small. I want my students to enjoy reading for the pure pleasure of it and to improve their learning. I can see what a difference reading makes because all the excellent writers in my classes are the students who also read a lot.
- 5. Because the school does not provide enough resources for my classroom, I have spent approximately \$675 on such supplies as books and magazines for a classroom library, books for me to use to plan my lessons, trays for papers, crates for files, a three-hole punch, and other things we really need in the classroom.
- 6. Making photocopies is the bane of every Fremont teacher's existence. We have one copier the teachers can go to, in the library, but it makes millions of copies and is going almost all the time. We have to wait to be able to use that copier because so many teachers want to use it all at once. Also, that copier breaks down about once a week, so you never can count on

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being able to get our copies there. At times we are unable to use the copier because there is no toner or paper. The Title I office sometimes refuses to pay for copies, so we can't always get our copies there either. In a school that does not have a lot of books, we teachers really need to be able to rely on being able to make photocopies, but we can't even do that.

- 7. We teachers are required to cover another teacher's class if another teacher is tardy or absent and no substitute has come to cover the class. The school assigns teachers weeks to be on call to cover teacher absences and tardies, but sometimes Ms. Roland or Ms. Hines, or whoever the administrator in charge is that day, will get on the PA system and say that all teachers with first period conferences should come to the main office to cover for other teachers. New teachers are the teachers with first period conference periods because other teachers don't want to be stuck with the burden of having to cover for absent teachers so often. It is extremely hard to give up our conference periods on a regular basis. When I first started teaching during the 2000-2001 school year, I had to give up my conference period about one or two times each week to cover for absent teachers. But then our assistant principal, Marcie Hines, instituted the weekly schedule when teachers would be on call to fill in for absent or tardy teachers and that reduced the number of times we had to give up our conference periods.
- 8. Fremont's overcrowding is frightening because of the sheer numbers of people moving through the halls. Sometimes I feel like we're on the brink of chaos because of the numbers of students there. I fear that one day we will need to get out of the school in a hurry, for example, if there is an earthquake, and it will be impossible for everyone to exit safely.
- 9. One of the rooms I taught in during the 2000-2001 school year, room 231, had no heat. I could see vents in the room, but I had no idea where the heat was controlled from. I kept a teeny space heater in the classroom, but the space heater didn't keep the whole room warm on cold days and the kids would still complain that they were cold and keep their jackets on.
- That same classroom, room 231, became hot and stuffy during summer months. I taught in the room through June and another colleague of mine taught in there during the other summer months. We have a gigantic fan in the room, but it only has one speed and it blows so hard that it blows paper off desks and sounds like an airplane. We couldn't keep the fan on all the

time because it was too disruptive, so we would try to open the windows to cool off instead. But then cigarette smoke would come into the classroom and some of the kids were allergic to the smoke so we would have to close the windows again and try to endure the hot, stuffy classroom.

- Room 231 has a small space where the wall does not reach all the way up so we can hear clearly what takes place in the room next door. I teach in room 231 in the spring and last year the teacher who taught special education next door to my classroom bellowed all day long. It was really disruptive to my classes to have to listen to that teacher. We would try to do silent reading, but we could hear every word being said in the classroom next door.
- 12. The school recently closed the Title I computer lab, which is the only computer lab that my classes have regular access to. My classes theoretically could access the other computer labs but we're low on the priority list because I do not teach bilingual classes, which are the classes with priority for those labs. How am I supposed to teach writing without computers?
- 13. Fremont does not have enough open and unlocked bathrooms for the students on campus. The bathrooms on the first floor are not locked, but students have told me that the bathrooms on other floors are kept locked. Every period, at least one of my students asks to go to the bathroom, and I can't in good conscience say no because I know all the students would then be thinking about is having to go to the bathroom. It's not the students' fault that they need to leave class to use the bathroom because they can't all access the bathrooms during passing periods and lunch and nutrition. I have seen lines outside the bathrooms while students wait to get inside the few bathrooms that are unlocked at the school. Additionally, I have been told by female students that some of the stalls do not have doors.
- 14. Fremont operates on a multitrack, year-round calendar. I have never taught on a traditional calendar, but I do know that our school days are really long. The students are in school, sitting, for about eight hours each day. I think that would be really difficult, and the students always seem very tired. I have students falling asleep in class because they're working to support their families after school and trying to go to school during the day, too. They have very long days.
 - 15. My students are remarkable kids with so much potential. But the point that their

schools are deteriorated and lacking basic supplies is not lost on them. They talk almost constantly about being in a "ghetto" school, and I have heard them say that that's why we don't have ceiling tiles and other things at the school.

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 this Aday of September, 2001 in Los Angeles, California.