

1 **Declaration of Mary Hoover**

2 I, Mary Hoover, hereby declare:

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

5 2. I have been employed at Fremont High School in Los Angeles for 19 years. I
6 have been the librarian since 1999; before that I was a teacher. Between 1982 and 1995 I taught
7 English, and from 1995 to 1999, I taught community service and art production.

8 3. Fremont is a multitrack year-round school with three tracks: A track, B track, and
9 C track. At any given time during the year, the school is occupied by students from two of the
10 three tracks, and students from one track are on vacation.. The multitrack year-round schedule is
11 extremely hard on students and their families. It prevents students from getting summer jobs,
12 which can be a crucial source of household income for the families of Fremont High School
13 students. Because students on the B and C tracks have to be in school during the summer, they
14 often can not participate in traditional summer job programs that provide jobs for students at
15 traditional schools. Also, because of the year-round multitrack schedule, there are always
16 students occupying the classrooms, so there is never a period of "down time" during which the
17 school can undertake major repairs. Instead, the school sends maintenance workers to do repairs
18 such as replacing ceiling tiles, changing broken windows, polishing floors, and repairing desks,
19 during class time. Teachers often ask me to allow them to teach their class in the library because
20 having repair people in their classrooms while class is in session makes it impossible to teach.

21 4. The district makes no money available for school year expenses until at least
22 September of each year, even though two of the three tracks at Fremont High begin in early July.
23 This year, B and C tracks at Fremont High Started on July 2, 2001, but the Los Angeles Unified
24 School Board did not approve a budget for the school year until September 4th, 2001. I have not
25 been able to buy books or the supplies necessary to keep the library running, such as labels, tape,
26 and scissors because I didn't know how much money would be in the budget, and I could not
27 access funds to order materials. I submitted several requests for supplies to the Principal during
28 the months of July and August, 2001, but the Principal told me that the District had rejected all of

1 them.

2 5. No room at Fremont High School is big enough to hold the students who must
3 take the state mandated "Sharp," "Write," and "Topics" exams, so the students must take the
4 exams in the school auditorium. Because there are no tables or desks in the auditorium, students
5 have to write their exams on lap boards they bring into the auditorium with them.

6 6. Fremont High is so crowded that we do not have enough classrooms for all the
7 classes taught on campus. During the 1996-1997 and 1997-1998 school years, when I was an art
8 teacher, I had to share room 521, which was formerly used for shop classes, with an English
9 teacher. The English teacher and I had to hold our classes simultaneously in the same room
10 because there were not enough classrooms for each of us to have one. Nothing divided my class
11 from the English class. Students in the English class could hear everything that went on in my
12 art class, and the noise made it difficult for the English students to concentrate on their lessons.

13 7. Students tell me that overcrowding at Fremont makes them think that they are
14 worthless because they rarely get any individualized attention or feedback from their teachers.
15 One student told me that being at such a big school made her feel like nobody saw her, she felt
16 that people just saw "a crowd." I have seen many of the brightest students at Fremont High
17 become emotionally withdrawn because they have to spend long periods of time waiting to get
18 their teachers' attention. When I tell students that they are smart and capable of going to college,
19 they shrug their shoulders and don't respond.

20 8. Teachers have repeatedly asked the district administration to address the
21 overcrowding problems at Fremont High School. I have attached to my declaration an August
22 22, 2001 letter from the UTLA representative to the District I Superintendent, Sylvia Rousseau,
23 asking for a meeting to discuss overcrowding at the school. The Los Angeles Unified School
24 District administration does not seem to think that overcrowding is a problem at Fremont High.
25 In response to a student's complaint about overcrowding and the multitrack schedule, District
26 Superintendent Roy Romer said that he did not expect there to be a change in the situation at
27 Fremont for the foreseeable future. I have attached that letter to my declaration. I don't
28 understand why the overcrowding problem at Fremont High should remain so severe when other

1 high schools in our area do not have the space constraints that we have.

2 9. The air conditioner in the library has leaked through the ceiling and caused a part
3 of the library ceiling to fall in. Many of the tiles that are supposed to cover other parts of the
4 ceiling in the library have fallen off. You can see the space between the ceiling and the roof
5 through the holes. I requested that the school repair the ceiling in February 2001, but no one
6 came to fix it. I put in another repair request in August, 2001, but still nothing has been done.

7 10. I saw rats in my classroom at least eight times between 1996 and 1998. I know
8 that there is still a rat problem at Fremont High School because teachers have told me that they
9 still see rats in their classrooms.

10 11. The copy machine in the library, which is the only machine that teachers can use
11 themselves, is overburdened. It was designed to make 500,000 copies per year, but it has already
12 made 1,500,000 copies during the last eight months. I have asked the school administration to
13 upgrade the copy machine several times, and I have brought the issue up at the Fremont High
14 Leadership Council Meetings, but nothing has been done. When the library copy machine is
15 broken, teachers have to ask the staff in the Title I coordinator's office or the bilingual education
16 coordinator's office to make copies on their copy machines, but both offices place limits on the
17 amount of copying that they will do for teachers. I have attached to this declaration a
18 memorandum sent to Fremont teachers from the bilingual education coordinator, in which she
19 demands that teachers give at least two days notice for each copy request.

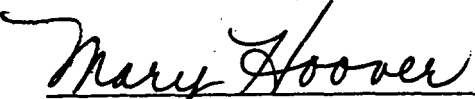
20 12. The library is not big enough to serve the students at Fremont High. It was
21 intended to serve only 2,500 children, but there are over 4,700 children that need to use it. There
22 is not enough room for two classes to use the library at once. At least once a week I have to
23 refuse to let teachers bring their classes into the library because it is already full.

24 13. I am the only librarian for almost 4,700 students. Among other duties, I am
25 expected to help students learn library research techniques and I must complete the paperwork
26 required to order books and process books when they come in. I cannot give students the
27 individualized attention they need to find books, learn to do library research, and write
28 bibliographies, because I don't have enough time and there are too many students. I have asked

1 for additional help in the library several times, but my requests have always been denied. I have
2 attached my most recent letter requesting help, dated May of 2001, to this declaration.

3 14. There are no computers in the library, and there is no internet access there.

4 I declare under penalty of perjury of the laws of the State of California and the United
5 States that the foregoing is true and correct. Executed this 6th day of September, 2001 in Los
6 Angeles, California.

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8 Mary Hoover
9 Mary Hoover

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LOS ANGELES UNIFIED SCHOOL DISTRICT

John C. Fremont High School

7676 S. SAN PEDRO STREET
LOS ANGELES, CA 90003
(323) 758-4141

To: Ms. Sylvia Rousseau, District I Superintendent
From: Mat Taylor, UTLA chairperson
Jason Reimann, UTLA co-chair
Concerned Fremont faculty members
Subject: Overcrowding at Fremont

August 22, 2001

We would like to take this opportunity to welcome you to District I and to thank you for stopping by Fremont to speak to us. We look forward to a friendly and productive collaboration to improve the education offered to our students.

It is because we are dedicated to helping our students that we would like to know why Fremont has been forced to become so appallingly overcrowded, while the other District I high schools have not. Fremont was built to hold 2,500 students. We now have about 5,000, which creates many conditions that work against both students and teachers.

- Severe overcrowding in many classes
- Teachers having to travel from classroom to classroom (some for several periods)
- Teachers unable to use their rooms during their conference periods
- A high percentage of inexperienced teachers
- An appalling teacher-turnover rate
- Not enough activated mentor teachers
- Counselors may have loads of up to 600+ students (too much paperwork and too little real counseling)
- Coordinators without offices
- The cafeteria being used as a classroom, sometimes for more than one class
- Competency testing held in the uncomfortable auditorium using lap boards
- Multi-track, year-round scheduling
- Inadequate facilities: library, offices, cafeteria, parking, storage, etc.
- No classrooms available to designate for intersession (resulting in some teachers/students traveling hourly)
- Intersession offering remedial math and English only, no enrichment classes (although these are neighborhoods where they are most needed)

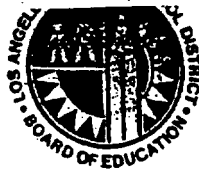
At the same time, Jordan has only 1,889 students (as of June, 2001) and Locke only 2,180 (as of April, 2001--numbers supplied 8/14/01 by District I office.) While this may be more than originally intended, neither school has gone year-round, nor have we heard of any plans to do so.

Is this a political decision? We all know that inner city schools have special problems, but why is Fremont allowed to be more impacted by these problems than other high schools in District I? This is clearly not an equitable division of District I's secondary students, and just as clearly works against a quality education for Fremont students. Has Fremont become the "throw-away school" for this district? Surely it is possible to devise strategies that will insure a fairer distribution of students.

We invite you to come to Fremont as soon as possible for a meeting with faculty members to explain this situation, and to explore possible solutions.

PLTF 02127

CAPRICE YOUNG, PRESIDENT
MARLENE CANTER
GENETHIA HUDLEY HAYES
JOSE HUIZAR
JULIE KORENSTEIN
MIKE LANSING
DAVID TOKOFSKY



Administrative Offices
450 North Grand Avenue, Room A-223
Los Angeles, California 90012
Telephone: (213) 625-6251
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ROY ROMER
SUPERINTENDENT OF SCHOOLS

August 17, 2001

Ms. Akeishia McKnight
Fremont High School

Via FAX: 323-758-4141

Dear Akeishia:

This is in response to your inquiry at the Town Hall meeting about why your school, Fremont High School, is on a year-round schedule while Locke and Jordan are not. It is the policy of this district that once a school becomes so over-crowded that more than 250 students are bused out to other schools, it must be put on the year-round calendar. That is the situation at Fremont.

However, at Locke and Jordan they are not over-crowded. In fact, Locke is a receiving school for students being bused from other schools.

The enrollment area for each school is measured every October to see if population changes occur that would alter busing patterns. But, at this point, we don't expect there to be a change at Fremont in the foreseeable future.

Thank you very much for participating in the leadership program and for asking such an important question.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Roy Romer".

Roy Romer
Superintendent

C: Dr. Sylvia Rousseau, District Superintendent, I
Margaret Roland, Principal

PLTF 02128



LOS ANGELES UNIFIED SCHOOL DISTRICT

John C. Fremont High School

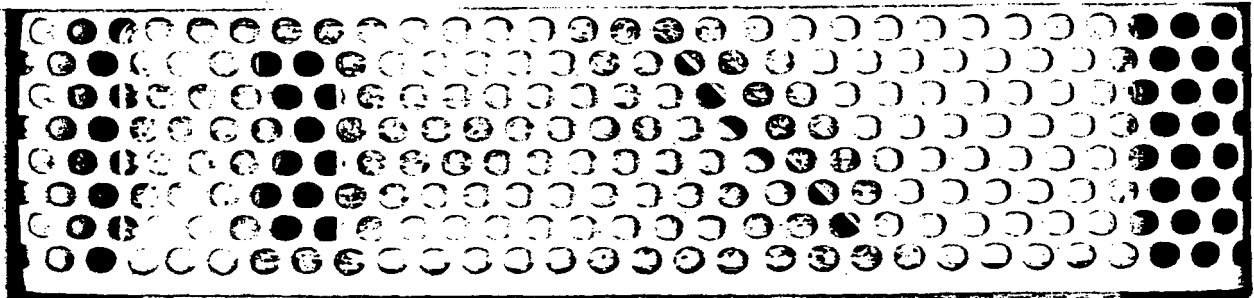
Bilingual Education Program

7676 S. San Pedro St. Los Angeles CA. 90003

MEMORANDUM

TO: ALL TEACHERS
FROM: Blanca Tetitla, Bilingual Education Coordinator
SUBJECT: COPY REQUEST

The Xerox Company contract with the Bilingual Education Office limits us to 80,000 copies per month. Consequently, we must limit your request to a maximum of 200 copies per request and a maximum of three requests per week. Please understand that copies exceeding the limit cost an additional charge to the Bilingual Education Program. Currently, we pay \$30,000 per year for rental and maintenance only. The \$30,000 cost does not include excess copies. We also ask that you give at least two days notice for each copy request. Please understand that walk-ups and emergencies will not be accommodated due to the backlog of paper work we have incurred in this office. Thank you for your cooperation and understanding.



Fremont High School

P R O P O S A L

TO: Mary Guinn, Title I Coordinator
Blanca Ramirez, Bilingual Coordinator
FROM: Mary Hoover, Librarian
SUBJECT: Library funding needs

May 15, 2001

To fully serve the needs of Fremont students, the library has been updated over the last two years to include the following:

- thorough weeding to remove outdated/unused/inappropriate/damaged materials
- purchase of several thousand new volumes, in all categories
 - Special Education to Advanced Placement
 - Fiction and Nonfiction
 - Circulating and Reference
 - English, Spanish and French books
 - Professional library
- a paperback collection designed especially to appeal to reluctant readers
- greatly enlarged collections of periodicals and videos (in English, Spanish, French)
- a Children's Collection (funded by a \$5,000 Governor's Book Grant)
- physical improvements
 - a new circulation desk (now ADA compliant)
 - 12 desks for student computers (including wheelchair accessible desks)
 - 4 stand-up computerized catalog stations (including wheelchair accessible desks)
 - a casual reading area with comfortable furniture
 - new carpeting
 - new shelving
 - new lighting fixtures
 - a piano (donated)
 - plants
 - electrical upgrade to support technology requirements
 - an office for the Testing Coordinator
- technological improvements
 - computerized catalog/check-out system (4 computers)
 - research computers for students (12 computers with Internet access)
 - 2 office computers
 - SIS computer (not yet available)
 - server
 - 4 printers
 - fax machine
 - TV and VCR (not yet installed)

These efforts have been rewarded by doubled circulation rates, teachers who now actively request/use library materials to support the curriculum, and whole classes, small groups, and individuals able to use the library for research.

The improvements in our library have happily created a situation in which one librarian is unable to serve the needs of our students and teachers. (Many schools in the district, with student populations much smaller than Fremont's, have several adults working in their libraries. (Wilson, Manual Arts, Roosevelt, San Fernando, Hamilton, to name a few.)

Librarians are (ideally) to provide many services:

- library orientation
- classroom visits for training and booktalks
- research assistance (books and Internet) for classes, small groups, and individuals
- collaborative lesson development with teachers/departments
- development of professional library
- collection development
- book processing
- support for the literacy program (including Sustained Silent Reading and Accelerated Reader)
- development of special programs (lunch activities, guest authors/poets, visits by elementary students, Readers' Theater, etc.)
- supervision of service workers
- grant-writing
- work as a member of the Instructional Leadership Committee

It is common to have many groups in the library at the same time—a class doing research, a class looking for books for SSR or book reports, an AP group that is off-track and here to study with their teacher, a small Special Ed. group with their TA, a group working with a tutor from L.A. County Probation, one or two teachers doing research prior to introducing a unit to their classes. Intersession classes are also making use of the library, especially for SSR books, which makes our number of patrons even higher than the number of students on two tracks. If it's a period when I have no service workers I am not able to do anything but check out books. If I *have* service workers, I still don't have time for *all* the students with different assignments and different needs and different levels of skills. With computers the situation will only be compounded.

I am *not* complaining—this is exactly the way the library should be, and it's what we hoped for when we redesigned the facilities. Through department orientations and word of mouth I look forward to the volume increasing even more. But this can't just be about numbers—it has to be about service and information and literacy skills. As things stand now, I don't take a conference period or an official lunch break. We *must* have more trained personnel to actually work with our students. Otherwise, we are just *pretending* to meet their needs.

In an effort to continue to increase services to our students, I am requesting the following supplemental support for the Library programs from the Title I and Bilingual budgets:

Personnel

- **Bilingual TA (6 hours/day for all tracks/1½ positions)**
(Primarily to serve our ESL students. Even for our LEP and redesignated students, also being able to access information in the primary language has been shown to improve English acquisition. An essential part of research is being able to ask the right questions, and to clearly understand the answers provided by the Library staff. District Library Services will provide free library aide training.)
- **Technical support/Internet assistance (6 hours/day for all tracks/1½ positions)**
(It is essential that our technological systems be maintained effectively, or the money that has been invested will have been wasted. Students are notoriously hard on equipment. Effective troubleshooting/maintenance will keep equipment working, and avoid costly repairs and long delays during which students are not able to complete their assignments. In addition, the District *Instructional Technology Plan* stresses that "...costs for additional technology support staffing should be budgeted as mission critical, that is, the same as electrical and plumbing services." p. 66)
- **Ed. Aide III (Bilingual) (3 hours/day for all tracks/1½ positions)**
(Currently too much of my time is spent on clerical work that is absolutely necessary, but takes time away from my time with students.)
- **Second librarian (for all tracks) Full-time or Part-time**
(Another trained librarian will make it possible to serve many more students during most of the school day. With two librarians on staggered schedules, we could have the library open for longer hours, even serving night school students. Of course, Adult School would be expected to pay part of this cost if their students use the library.)

The District Technology Plan states that "District leaders and secondary school librarians share a vision of school libraries being the hub of information access in a school building. . . . If libraries are to survive and grow into information resource centers, the district needs to reaffirm their critical importance." (p. 33)

Library funding currently comes from two sources, the federal government and the state of California. All funds are closely regulated, and may be spent only for books, videos, technology, and instructional materials—not for personnel.

I believe you will find great support among the faculty for this use of funds to improve our library program, because it directly benefits both students and teachers, supports the curriculum (especially the schoolwide literacy program), and effectively supplements core programs already in place.

In addition, I have attached copies of research that supports the importance of libraries in an effective educational plan.

Cc: Ms. Roland, Principal
Ms. Nichols, AP
Ms. Hines, AP
Mr. Hemmans, AP
Mr. Hooker, AP
Mr. Mora, Technology Coordinator
Ms. Marlin More, District I Supervising Librarian
Ms. Andreda Pruitt, District I

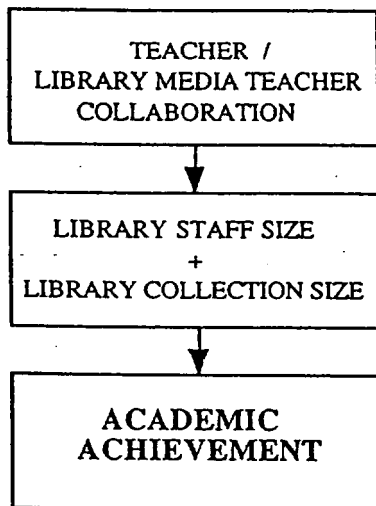
The Colorado Study:¹

The Connection Between School Libraries and Academic Achievement

Three researchers at the Colorado State Library were interested by the information released in 1987 by School Match, a company helping business executives relocate, that the best predictor of a good school was a good school library. The researchers planned and carried out research using data from 221 schools in Colorado; they compared data on student success, school expenditures, at-risk populations, teacher-pupil ratio, qualifications of the teaching staff, and total expenditures per student with characteristics of the school libraries in those schools.

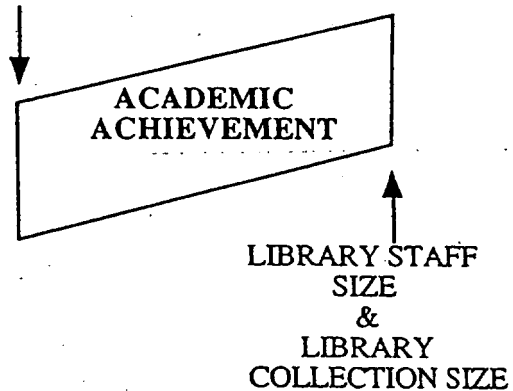
The study, published in 1993, showed that the library was a predictor of academic achievement. Specifically, the size of the library staff and the size of the library collection (all media) predicted academic achievement. The data also suggest that the collaboration of the library media teacher with teachers linked with the large collections were key factors for success. Even when at-risk factors were compared with the strength of the library factors, there was a fascinating tug-of-war with the library exhibiting a major positive influence.

TEACHER, LIBRARY MEDIA TEACHER, AND INFORMATION POWER!



TUG-OF-WAR

AT-RISK
CONDITIONS



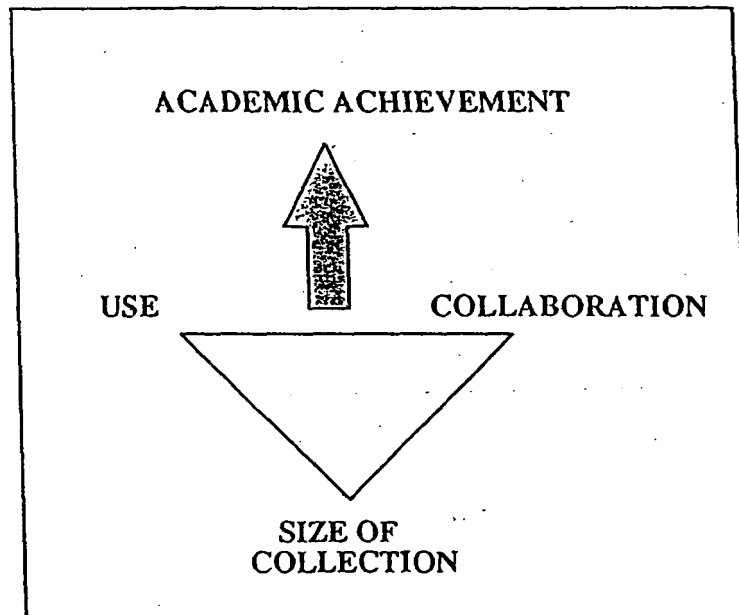
¹ Lance, Keith Curry, Lynda Welborn, and Christine Hamilton-Pennell. *The Impact of School Library Media Centers on Academic Achievement*. Hi Willow Research and Publishing, 1993. (P.O. Box 720400, San Jose, CA 95172-0400)

☉ Evaluation Talk ☉

Libraries are expensive. They always have been. They require steady funding. In this age of technology they cost even more. A nervous administrator and uninformed teachers may ask for an accounting of dollars spent and the contribution your collection is making in the education of students.

Major research studies give us several clues.

- Large school library collections correlate with student achievement.⁵
- Large school library collections correlate to how well students do on the NAEP scores (the nation's reading report card).⁶
- That students who read a lot do better in comprehension, spelling, grammar, vocabulary, and writing style.⁷
- That large collections and collaboration between teacher and librarian correlate with academic achievement.⁸



These studies demonstrate that school libraries and library collections do contribute to academic achievement, the bottom line these days. Results of studies tend not to be believed unless there is ample evidence at the local level to support this claim, and school librarians need to know how to collect similar data to match to other studies. Traditional measures such as circulation of materials and traffic through the library in a week indicate very little. However, both statistics are indicators since books on shelves and empty libraries contribute nothing to anyone. Thus, one could point to hefty circulation and crowded spaces as a first step, but only that.

⁵ Lance, Keith Curry, Lynda Welborn and Christine Hamilton-Pennell. *The Impact of School Library Media Centers on Academic Achievement*. San Jose, CA: Hi Willow Research and Publishing, 1993.

⁶ McQuillan, Jeff. *The Literacy Crisis: False Claims, Real Solutions*. Heinemann, 1998.

⁷ Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, 1993.

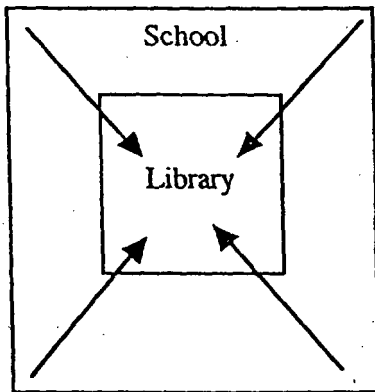
⁸ Lance, op. cit.

A New Vision

Twice in this century, school libraries have undergone a major redesign. The first was in the 1960s when book libraries had to be rethought to include a new wave of audiovisual devices and software. The second began in the 1980s with the proliferation of the microcomputer, computer networks and finally the Internet. The first redesign required only a shift in contents. The second requires an entire rethinking.

We have usually thought of the library as the "hub of the school," a place where everyone comes to get materials and equipment. Now, however, in the age of technology, the library becomes "Network Central" with its tentacles reaching from a single nucleus into every space of the school and on beyond into the home. Where we once thought of the library as a single learning laboratory, now the entire school becomes a learning laboratory served by Network Central. It becomes both centralized and decentralized at the same time.

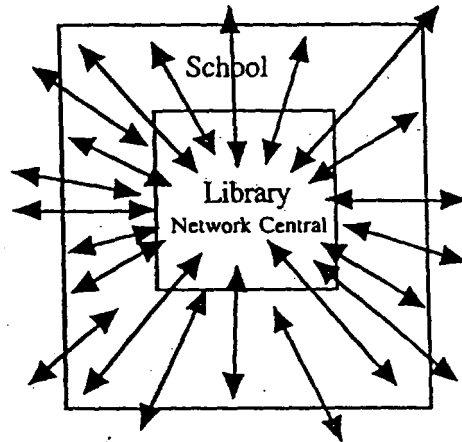
OLDER LIBRARY CONCEPT



Traditional

- Print rich
- Print and AV oriented
- Centralized (one location)
- Rigidly scheduled
- Single person staff
- A quiet, almost-empty place

NEWER LIBRARY CONCEPT



New

- Information rich in every format
- Multiple technologies
- Centralized and decentralized simultaneously
- Flexibly scheduled
- Professional and technical staff
- A busy, bustling learning laboratory

With the advent of high technology and sophisticated networks, many schools have approached high technology as if it were separate and distinct from "the library." But after the wires are in and the equipment in place, it soon becomes evident that materials and information merely have new paths to take, while the concept of a vast store of materials and information poised to serve teachers and learners named the library, the library media center, or Network Central remains intact.