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I, Kenneth Fowlkes, 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 a history and government teacher at Locke High School (Locke) in Los Angeles. I have been teaching at Locke High School for five years from 1996-2001. I am also the United Teachers of Los Angeles area representative for the school.
- There is a real textbook problem at Locke High School. I have had less than a class set of books for the students in my social studies and government classes for four of the five years that I have been teaching, including last year. During my first year, the school gave me a full class set of books but that was the only year that I received a full set. Several students in my class must share books on most days, and the students in my class cannot take their books home without asking for permission because there just are not enough books. When I allow students to take a book home, however, they can only take the book home overnight because otherwise there will be even fewer books for my classes the next day. It is very difficult to give students work to do at home when students do not have their own textbooks because often the homework is tied into what the students have been reading in the book. For example, I often want my students to complete the review questions at the end of a chapter, however, if they don't have a book to take home then they have no reference to be able to answer the questions. Additionally, each of the students must individually copy the questions from the book onto a separate piece of paper. As a teacher I find it very disturbing that students today do not have basic materials, like textbooks, that the students when I was growing up had. Because I know that students do not have a book to take home with them at the end of the day, I lecture instead of asking questions because I want to make sure the students get the basic information that they need but that they will not have available to read at home. I would prefer to be able to offer a more interactive learning style, but I have no choice without textbooks. Finally, when students have to share books in class it is disruptive to the learning environment because students get more easily distracted and often one student moves more quickly than another student in the class. Our textbook shortage seems in

 large part due to mismanagement. One year I was told that the school spent \$70,000 on textbooks. However, when I asked what happened to those textbooks, I was told by the chair of the department that the books Locke had ordered were not district approved and so they could not be used.

- 4. Students at Locke often have rotating substitutes or several different teachers teaching their classes in one year because teachers leave the school or the school is unable to fill the teacher vacancies. During second semester of the 2000-2001 school year I took over a life skills class that had not had a permanent teacher for ten weeks (approximately half of the semester). When I began teaching that class, the students told me that during those ten weeks they had different substitutes in front of the class, they had no books, and they never did any work. I was asked to teach this life skills class because the school could not find a teacher for the class, but life skills is outside of my teaching area. Also, it was very difficult to reestablish order and to teach the students when they had been without a real teacher for so long. Students need continuity to learn and to progress.
- 5. Locke lacks basic teaching supplies. I spend at least \$500 per year of my own money on supplies for my classroom and for my students. Locke is a Title I school but still we don't have the supplies we need.
- 6. During the 1999-2000 school year, I had to borrow chairs from another social studies teacher for part of the year because there were not enough desks for all of the students in my class. The students who did not have a real desk had to sit at chairs in the back of the classroom without a desktop to write on. Problems like these seem to be a result of poor planning.
- 7. There is a high teacher turnover rate at Locke, which I believe is a result of lack of support from the school. For the 2001-2002 school year, the administration at Locke has already hired 16 new teachers. However, as of August 27th, which is the day I saw the staff roster at a staff meeting, the school must still have at least 15 teacher vacancies because the teacher roster for the 2000-2001 school year showed 120 teachers (and we had teacher vacancies last year), and the teacher roster for this year only has 105 teachers on it.

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1	8. The computers at Locke are a farce. I have two computers in my classroom and
2	only one of those computers actually turns on. The one that works is old, it has no printer
3	attached to it, it is not hooked up to the Internet, and generally can only be used to play solitaire
4	and to draw. There is one computer lab in the main building and it is locked. Students can only
5	use that lab if they get permission. Most of the classrooms at Locke do not have computers in
6	them. It is a real shame. The students really need to have access to technology if they are going
7	to compete in this world.
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9	I declare under penalty of perjury of the laws of the State of California and the United
10	States that the foregoing is true and correct. Executed this 14 day of 501, 2001 in Los
11	Angeles, California.
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