

DECLARATION OF AMY LEE

I, Amy Lee, hereby declare:

1. I am a teacher at John C. Fremont Senior High School in Los Angeles, California. I have personal knowledge of the matters set forth in this declaration, and if called upon to do so, I could and would competently testify to the matters set forth herein.

2. The purpose of this declaration is to describe the conditions at Fremont High School, where I am in my second year as a teacher, and currently teach ninth and eleventh grade English, Humanities -- a literacy class, and Career Based Opportunity Program ("CBOP") on track "C."

3. Fremont High School lacks books for its students. As an English teacher, I need books for my students. When I first started teaching at Fremont High School in August, 2000, school had already been in session for a month and a half, but the students in my classes did not have any novels to read at all. All they had was an anthology and there were only enough books for one class set. Because there was only one class set for all of my classes, none of my students were able to take the anthology home to read from or study. I finally got a couple of class sets of a novel later on that semester -- "Bless Me Ultima" but because there was only one class set of each novel, my students could not take these books home either. It is critical that students be able to take a book home so that they can do their homework and review the passages we have read during class. The homework I assign is based on the text we read and I would like my students to be able to look at their books while they are preparing their homework so they can review the material we cover in class and refresh their memories. This school year, I requested "Of Mice and Men" the first day of school. I expected to get this book within a week of the semester starting, but did not. A few weeks into the semester I requested this book again, but was told that there were no copies left for my students. I requested another book,

1 "Night John", and was given a class set of the novel, but I was not given  
2 enough copies for each of my students to take home.

3 4. This lack of textbooks extends to my Humanities class as well. in  
4 Humanities, I teach reading and literacy skills to high school students who are  
5 reading at the third grade level. I do not even have a teacher's edition of a  
6 book for this class. Instead, I have to make copies from one of my colleague's  
7 books. Students enrolled in Humanities are supposed to have a textbook and a  
8 workbook, but my students do not have either. Instead, I have to make  
9 photocopies of each unit as I progress with my lessons. It is tragic that  
10 teenagers who are reading at the third grade level are not even supplied with  
11 the basic educational tools that they need to be able to learn and possibly  
12 progress.

13 5. The lack of instructional materials is not limited to books. I also  
14 requested a tape recorder so that I could play audio books for my English  
15 classes. However, I did not get one.

16 6. Overcrowding is also a problem at Fremont High School. Even  
17 though under California law, 9th grade English classes are supposed to be  
18 limited to twenty students per class, this year I have between 24 and 28  
19 students in each of my four 9th grade English classes.

20 7. Overcrowding is not only obvious in the classrooms. During  
21 passing periods, the hallways are so crowded that it is very difficult to walk  
22 through the halls without bumping into students. I have even gotten scratched  
23 while I was walking down the hallway because it is so crowded with people.  
24 Lines in the cafeteria are so long during the nutrition and lunch periods that  
25 students spend the majority of their nutrition and lunch periods waiting for  
26 their food. One time, I decided to get a snack from the vending machine during  
27 nutrition. That was a huge mistake because I waited in line for the entire  
28 nutrition period which lasts approximately twenty minutes, but did not even get

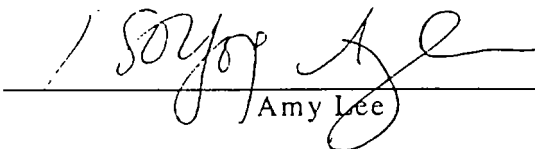
1 to the front of the line. I had to return to my classroom before I was able to  
2 purchase my snack. Aside from long lines in the cafeteria, there are long lines  
3 outside of the girls' bathrooms in the main building. Every time I walk by this  
4 restroom I see a line formed outside the bathroom doorway. Be it nutrition,  
5 lunch or during a passing period, there always seem to be at least ten students  
6 waiting inside the bathroom and three to four students waiting in line outside  
7 the doorway so that they can use the restroom. This is a problem because  
8 oftentimes students wind up being late to class because they have been stuck in  
9 line waiting to use the toilet.

10 8. Fremont is so overcrowded that bungalows have been erected to  
11 house all of the students at the school. Last year I taught my classes in a  
12 bungalow near the P.E. field. The location was terrible, because there was so  
13 much noise during class time it made it really hard for me to teach and for my  
14 students to concentrate. The students in the P.E. classes need to walk from the  
15 P.E. area through the bungalow area to get to the main building and vice-a-  
16 versa. Many students walk through this area while classes are in session and  
17 their voices are clearly audible while they are walking past the bungalow.  
18 Their voices are almost as loud as the voices in my classroom and very  
19 disruptive.

20 9. The bungalow I taught in had other problems as well. There was a  
21 severe leakage problem in my bungalow. When it rained, the tiles on the  
22 ceiling would leak water onto the bulletin boards where I kept student work.  
23 The student work that was placed there was all ruined and after this happened  
24 once, I was not able to put any more student work on the board. The ceiling  
25 looked like it was going to cave in from all of the rain. I complained to  
26 maintenance in around January or February, but did not get any sort of  
27 response. Finally, in May, when my track was over, I was moved out of this  
28 bungalow and assigned to another room. Aside from leakage, there was a

1 severe ant problem in the bungalow where I taught. Other teachers have had  
2 similar problems as well. I asked maintenance for ant spray, but was told that  
3 ant spray is not permitted in the classrooms. Ants were everywhere, all the  
4 time. They were on my desk, the students' desks and crawling on the walls and  
5 floor. It was very disruptive having such a severe ant problem because  
6 oftentimes, when my students were working they were simultaneously smacking  
7 their desks to try to get rid of all the ants that were crawling around. Not only  
8 was this a disruption to the student whose desk was overtaken by ants, but it  
9 was a disruption to the entire classroom, because of all the noise that was  
10 made. Having ants in the classroom is problematic, not only because it is  
11 unsanitary, but because it is disruptive to the students and interferes with their  
12 ability to concentrate in class.

13 I declare under penalty of perjury that the foregoing is true and correct,  
14 and that this declaration was signed on the 22 day of October, 2001, in Los  
15 Angeles, California.

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