	Page 1	79
1	SUPERIOR COURT OF THE STATE OF CALIFORNIA	
2	FOR THE COUNTY OF SAN FRANCISCO	
3		
4		
5	ELEIZER WILLIAMS, a minor, by)	
6	Sweetie Williams, his guardians)	
7	ad litem, et al.,)	
8	Plaintiffs,)	
9	vs.) No. 312236	
10	STATE OF CALIFORNIA, DELAINE) VOLUME II	
11	EASTIN, State Superintendent of)	
12	Public Instruction, et al.,)	
13	Defendants.)	
14		
15	Continued deposition of MARCIA HINES, at	
16	400 South Hope Street, 15th Floor,	
17	Los Angeles, California, commencing	
18	at 9:27 A.M., Thursday, July 5, 2001,	
19	before Ricki Q. Melton, CSR No. 9400,	
20	RPR No. 45429.	
21		
22		
23		
24		
25	PAGES 179 - 419	

	Page 180		Page 182
1	APPEARANCES OF COUNSEL:	1	LOS ANGELES, CALIFORNIA, JULY 5, 2001
2	AITEANANCES OF COUNSEL.	2	9:27 A.M.
3	FOR THE PLAINTIFFS:	3	<i>7.21</i> Think
4		4	MARCIA HINES,
5	ACLU FOUNDATION OF SOUTHERN CALIFORNIA	5 the	witness, having been previously administered an
6	BY: CATHERINE E. LHAMON, ESQ.		h in accordance with CCP Section 2094, testified
7	1616 Beverly Boulevard		ther as follows:
8	Los Angeles, California 90026	8	
9 10	(213) 977-9500	9 10 BY	EXAMINATION (CONTINUING) MR. ROZWOOD:
10	FOR DEFENDANT STATE OF CALIFORNIA:		Q. Good morning, Ms. Hines. We are going to 09:27:07
12	TOR DEFENDING STATE OF CALLIE OR ON A		ntinue your deposition from the prior day, and I 09:27:09
13	O'MELVENY & MYERS LLP		t want to remind you that the testimony you will 09:27:12
14	BY: S. BENJAMIN ROZWOOD, ESQ.	•	re today is under oath as it was in your previous 09:27:15
15	400 South Hope Street	15 sess	sion. 09:27:17
16	15th Floor	16	Do you understand that? 09:27:18
17	Los Angeles, California 90071		A. Yes, I understand. 09:27:18
18	(213) 430-6000		Q. Okay. Did you have a chance to review the 09:27:21
19 20			nscript of your prior deposition session? 09:27:23 A. No, I did not. 09:27:26
20			Q. Okay. Have you done anything to prepare for 09:27:27
22			s deposition session? 09:27:29
23			A. Not really other than put these materials in 09:27:32
24		24 a fo	older. 09:27:34
25		25 Q	Q. What materials are you referring to? 09:27:36
	Page 181		Page 183
1	Page 181 APPEARANCES OF COUNSEL (CONTINUED):	1 A	Page 183 A. I'm referring to the year-round 09:27:37
1 2	APPEARANCES OF COUNSEL (CONTINUED):	2 inst	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40
3		2 inst 3 the	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46
3 4	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT:	2 inst3 the4 and	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49
3 4 5	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH	 2 inst. 3 the 4 and 5 Q 	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59
3 4 5 6	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ.	 2 inst 3 the 4 and 5 Q 6 and 	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02
3 4 5	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH	 2 inst 3 the 4 and 5 Q 6 and 7 mer 	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02 mbers, the bell schedule. 09:28:09
3 4 5 6 7	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street	2 inst 3 the 4 and 5 Q 6 and 7 mer 8	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02
3 4 5 6 7 8	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240	2 inst 3 the 4 and 5 C 6 and 7 mer 8 9 the	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02 mbers, the bell schedule. 09:28:09 I have a copy here that you have given me of 09:28:11
3 4 5 6 7 8 9 10 11	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300	2 inst 3 the 4 and 5 Q 6 and 7 mer 8 9 the 10 talk 11 A	A. I'm referring to the year-round09:27:37tructional school calendar. I have also I have 09:27:40leadership council members which you asked for,09:27:46I have a bell schedule and a map. I have a map.09:27:49Q. Okay. I guess at the break I'll go ahead09:27:59I make copies of the list of leadership council09:28:02mbers, the bell schedule.09:28:09I have a copy here that you have given me of09:28:11year-round calendar, which we can hold off and09:28:17A. I also have leadership council09:28:19
3 4 5 6 7 8 9 10 11 12	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405	2 inst 3 the 4 and 5 C 6 and 7 mer 8 9 the 10 talk 11 A 12 resp	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02 mbers, the bell schedule. 09:28:09 I have a copy here that you have given me of 09:28:11 year-round calendar, which we can hold off and 09:28:13 c about a little bit later. 09:28:17 A. I also have leadership council 09:28:19 ponsibilities, and there was a question about that 09:28:21
3 4 5 6 7 8 9 10 11 12 13	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300 ALSO PRESENT:	2 inst 3 the 4 and 5 Q 6 and 7 mer 8 9 the 10 talk 11 A 12 resp 13 befo	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02 mbers, the bell schedule. 09:28:09 I have a copy here that you have given me of 09:28:11 year-round calendar, which we can hold off and 09:28:13 a about a little bit later. 09:28:17 A. I also have leadership council 09:28:19 ponsibilities, and there was a question about that 09:28:23
3 4 5 6 7 8 9 10 11 12 13 14	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300 ALSO PRESENT: LAURA FAER	2 inst 3 the 4 and 5 Q 6 and 7 mer 8 9 the 10 talk 11 A 12 resp 13 befo 14 resp	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02 mbers, the bell schedule. 09:28:09 I have a copy here that you have given me of 09:28:11 year-round calendar, which we can hold off and 09:28:13 a about a little bit later. 09:28:17 A. I also have leadership council 09:28:19 ponsibilities, and there was a question about that 09:28:23 ponsibilities, and that's it. 09:28:29
3 4 5 6 7 8 9 10 11 12 13 14 15	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300 ALSO PRESENT:	2 inst 3 the 4 and 5 Q 6 and 7 mer 8 9 the 10 talk 11 A 12 resp 13 befo 14 resp 15 Q	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02 mbers, the bell schedule. 09:28:09 I have a copy here that you have given me of 09:28:11 year-round calendar, which we can hold off and 09:28:13 c about a little bit later. 09:28:17 A. I also have leadership council 09:28:19 ponsibilities, and there was a question about that 09:28:23 ponsibilities, and that's it. 09:28:29 Q. You mentioned last time there were minutes 09:28:33
3 4 5 6 7 8 9 10 11 12 13 14	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300 ALSO PRESENT: LAURA FAER	2 inst 3 the 4 and 5 Q 6 and 7 mer 8 9 the 10 talk 11 A 12 resp 13 befo 14 resp 15 Q 16 take	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02 mbers, the bell schedule. 09:28:09 I have a copy here that you have given me of 09:28:11 year-round calendar, which we can hold off and 09:28:13 c about a little bit later. 09:28:17 A. I also have leadership council 09:28:21 fore. So I brought an agenda which lists all the 09:28:23 ponsibilities, and that's it. 09:28:29 Q. You mentioned last time there were minutes 09:28:33 en at the leadership council meetings. 09:28:35
3 4 5 6 7 8 9 10 11 12 13 14 15 16	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300 ALSO PRESENT: LAURA FAER	2 inst 3 the 4 and 5 Q 6 and 7 mer 8 9 the 10 talk 11 A 12 resp 13 befo 14 resp 15 Q 16 take 17 A	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02 mbers, the bell schedule. 09:28:09 I have a copy here that you have given me of 09:28:11 year-round calendar, which we can hold off and 09:28:13 c about a little bit later. 09:28:17 A. I also have leadership council 09:28:19 ponsibilities, and there was a question about that 09:28:23 ponsibilities, and that's it. 09:28:29 Q. You mentioned last time there were minutes 09:28:33
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300 ALSO PRESENT: LAURA FAER	2 inst 3 the 4 and 5 C 6 and 7 mer 8 9 the 10 talk 11 A 12 resp 13 befo 14 resp 15 C 16 take 17 A 18 C	A. I'm referring to the year-round 09:27:37 tructional school calendar. I have also I have 09:27:40 leadership council members which you asked for, 09:27:46 I have a bell schedule and a map. I have a map. 09:27:49 Q. Okay. I guess at the break I'll go ahead 09:27:59 I make copies of the list of leadership council 09:28:02 mbers, the bell schedule. 09:28:09 I have a copy here that you have given me of 09:28:11 year-round calendar, which we can hold off and 09:28:13 c about a little bit later. 09:28:17 A. I also have leadership council 09:28:19 ponsibilities, and there was a question about that 09:28:23 ponsibilities, and that's it. 09:28:29 Q. You mentioned last time there were minutes 09:28:33 en at the leadership council meetings. 09:28:35 A. Yes, there are minutes taken. 09:28:38
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300 ALSO PRESENT: LAURA FAER	2 inst 3 the 4 and 5 C 6 and 7 mer 8 9 the 10 talk 11 A 12 resp 13 befo 14 resp 15 C 16 take 17 A 18 C 19 prov	A. I'm referring to the year-round09:27:37tructional school calendar. I have also I have09:27:40leadership council members which you asked for,09:27:46I have a bell schedule and a map. I have a map.09:27:49Q. Okay. I guess at the break I'll go ahead09:27:59I make copies of the list of leadership council09:28:02mbers, the bell schedule.09:28:09I have a copy here that you have given me of09:28:11year-round calendar, which we can hold off and09:28:13a about a little bit later.09:28:17A. I also have leadership council09:28:29ponsibilities, and there was a question about that09:28:23ponsibilities, and that's it.09:28:29Q. You mentioned last time there were minutes09:28:35A. Yes, there are minutes taken.09:28:38Q. Are those minutes among the documents09:28:40duced to Specialized Legal Services this week?09:28:42A. Not that I'm aware of.09:28:50
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300 ALSO PRESENT: LAURA FAER	2 inst 3 the 4 and 5 Q 6 and 7 mer 8 9 the 10 talk 11 A 12 resp 13 bef 14 resp 15 Q 16 take 17 A 18 Q 19 proc 20 A 21	A. I'm referring to the year-round09:27:37tructional school calendar. I have also I have09:27:40leadership council members which you asked for,09:27:40leadership council members which you asked for,09:27:49Q. Okay. I guess at the break I'll go ahead09:27:59I make copies of the list of leadership council09:28:02mbers, the bell schedule.09:28:09I have a copy here that you have given me of09:28:11year-round calendar, which we can hold off and09:28:13c about a little bit later.09:28:17A. I also have leadership council09:28:23ponsibilities, and there was a question about that09:28:23ponsibilities, and that's it.09:28:29Q. You mentioned last time there were minutes09:28:35A. Yes, there are minutes taken.09:28:38Q. Are those minutes among the documents09:28:40duced to Specialized Legal Services this week?09:28:42A. Not that I'm aware of.09:28:50(Off the record.)09:29:10
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300 ALSO PRESENT: LAURA FAER	2 inst 3 the 4 and 5 Q 6 and 7 mer 8 9 the 10 talk 11 A 12 resp 13 befo 14 resp 15 Q 16 take 17 A 18 Q 19 prod 20 A 21 22	A. I'm referring to the year-round09:27:37tructional school calendar. I have also I have09:27:40leadership council members which you asked for,09:27:46I have a bell schedule and a map. I have a map.09:27:49Q. Okay. I guess at the break I'll go ahead09:27:59I make copies of the list of leadership council09:28:02mbers, the bell schedule.09:28:09I have a copy here that you have given me of09:28:11year-round calendar, which we can hold off and09:28:13c about a little bit later.09:28:17A. I also have leadership council09:28:19ponsibilities, and there was a question about that09:28:23ponsibilities, and that's it.09:28:29Q. You mentioned last time there were minutes09:28:33en at the leadership council meetings.09:28:35A. Yes, there are minutes taken.09:28:38Q. Are those minutes among the documents09:28:42A. Not that I'm aware of.09:28:50(Off the record.)09:29:10MR. ROZWOOD: I think that the leadership o9:29:10
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3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	APPEARANCES OF COUNSEL (CONTINUED): FOR DEFENDANT LOS ANGELES UNIFIED SCHOOL DISTRICT: LOZANO SMITH BY: HOWARD A. FRIEDMAN, ESQ. 2800 28th Street Suite 240 Santa Monica, California 90405 (310) 382-5300 ALSO PRESENT: LAURA FAER	2 inst. 3 the 4 and 5 Q 6 and 7 mer 8 9 9 the 10 talk 11 A 12 resp 13 befo 14 resp 15 Q 16 take 17 A 18 Q 20 A 21 22 23 cou 24 doc	A. I'm referring to the year-round09:27:37tructional school calendar. I have also I have09:27:40leadership council members which you asked for,09:27:46I have a bell schedule and a map. I have a map.09:27:49Q. Okay. I guess at the break I'll go ahead09:27:59I make copies of the list of leadership council09:28:02mbers, the bell schedule.09:28:09I have a copy here that you have given me of09:28:11year-round calendar, which we can hold off and09:28:13c about a little bit later.09:28:17A. I also have leadership council09:28:21ponsibilities, and there was a question about that09:28:23ponsibilities, and that's it.09:28:29Q. You mentioned last time there were minutes09:28:33en at the leadership council meetings.09:28:35A. Yes, there are minutes among the documents09:28:40duced to Specialized Legal Services this week?09:28:42A. Not that I'm aware of.09:29:10MR. ROZWOOD: I think that the leadership 09:29:10uncil minutes are responsive to the outstanding09:29:19

	Page 184		Page 186
1		1	
	completing the deposition and reserve our rights to 09:29:32	1	Q. Do you recall anything Ms. Roland stated to 09:32:25
2	continue the deposition based upon new information 09:29:36	2	you during those conversations? 09:32:28
3	revealed in those minutes. 09:29:40	3	A. The only thing I can remember is that she 09:32:30 wanted to talk to the plant manager to find out 09:32:32
4	MR. FRIEDMAN: I would just offer that I 09:29:42 think we are resuming Ms. Roland's deposition next 09:29:44	45	wanted to talk to the plant manager to find out 09:32:32 again, to solidify in her mind about the plant, 09:32:37
6	Wednesday, and possibly we can get those minutes and 09:29:48	6	questions about the plant. 09:32:41
7	have Ms. Roland bring them with her next week because 09:29:51	7	Q. Okay. Did Ms. Roland mention anything about 09:32:46
8	I do recall this being a subject of conversation 09:29:59	8	her deposition to you after she had it taken? 09:32:49
9	before. It escaped me in terms of bringing them 09:30:01	9	A. No, other than she didn't have lunch. 09:32:54
10	today. 09:30:06	10	Q. We try. 09:32:58
11	MS. LHAMON: It would be helpful if we could 09:30:07	10	What I would like to do is ask you a 09:33:02
12	get them before the deposition rather than at the 09:30:09	12	question or two about the declaration of the proposed 09:33:04
13	deposition, if possible. 09:30:11	13	class representative in this lawsuit that attends 09:33:08
14	MR. FRIEDMAN: I was offering to try to 09:30:12	14	Fremont High School. Her name is Cindy Diego. 09:33:10
15	produce them when Ms. Roland's deposition resumes on 09:30:14	15	And I'll mark this document as the next 09:33:14
16	Wednesday, prior to, if possible, but my thought 09:30:18	16	exhibit to your deposition. It bears Bates stamped 09:33:17
17	being, if they were produced by next Wednesday, they 09:30:23	17	Nos. PLTF 00129 through 00131. 09:33:22
18	are certainly available to ask her about, and in 09:30:26	18	(Document referred to above was 09:33:22
19	turn, if we are resuming Ms. Hines's deposition at 09:30:28	19	marked as Defendants' Exhibit 7 09:33:22
20	some later point, you would have ample time to take a 09:30:31	20	for identification by the reporter 09:33:39
21	look at them before Ms. Hines's deposition. 09:30:36	21	and is attached hereto.) 09:33:39
22	MS. LHAMON: Depending on the length of the 09:30:40	22	BY MR. ROZWOOD: 09:33:39
23	minutes, we may not have time to review them to ask 09:30:41	23	Q. That's going to be Exhibit 7 that the 09:33:41
24	Ms. Roland about it if you don't produce them until 09:30:49	24	reporter just handed to you is going to be the actual 09:33:43
25	Wednesday, which is why we would like them 09:30:52	25	exhibit to your deposition. I see a pencil in your 09:33:47
1 2	Page 185 beforehand. 09:30:54 MR. FRIEDMAN: We will try to do that. 09:30:55	1 2	Page 187 hand. Any marks you make will be part of the 09:33:50 permanent record. 09:33:53
-	beforehand. 09:30:54		hand. Any marks you make will be part of the 09:33:50
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	some teachers, this multitrack might be more of a 09:35:11	1	Q. Other than the test and the teacher, what 09:37:41
	challenge, but I still think that the main challenge 09:35:16	2	else is involved in what else would you need to 09:37:44
, ,	that we have is getting competent teachers that know 09:35:18	2 3	know to answer that question? 09:37:48
		3 4	1
	ý 5 1	-	A. Well, I guess I would have to know a little 09:37:51 bit more about the student. There are a ton of 09:37:53
	good teacher on, they are going to do an excellent 09:35:27	5	
)	job. 09:35:31	6	variables in that concept. 09:37:57
	Q. When you say "they are going to do an 09:35:32	7	Q. Can you list the variables for us that you 09:38:00
	excellent job," what does that mean with respect to 09:35:34	8	can think of as you are sitting here? 09:38:03
	the students' ability to learn the subject matter? 09:35:36	9	A. I can try. 09:38:05
)	A. That it will be enhanced and maximized. 09:35:39	10	Q. Great. 09:38:06
	Q. Is that independent of whether or not the 09:35:42	11	A. Okay. You are talking about a student 09:38:07
2	school is on a multitrack schedule, in your opinion? 09:35:44	12	you could be talking about a student who has some 09:38:09
5	A. Absolutely. 09:35:47	13	kind of physical problem on that particular day, 09:38:12
ŀ	Q. Do you see where Ms. Diego states in 09:35:52	14	there could have been family problems, there could 09:38:15
)	paragraph 3, on lines 13 and 14: 09:35:58	15	have been incompetent mastery of the subject the 09:38:18
)	"I was tested on my first day after 09:36:01	16	first time around, the test itself could have been 09:38:22
7	break and didn't do well because I 09:36:04	17	flawed, the teacher yeah, that relates to the 09:38:25
8	couldn't remember everything I 09:36:07	18	teacher insofar as making up the test, as far as what 09:38:32
)	learned before the break"? 09:36:09	19	is on the test. So just a lot of things to take into 09:38:35
)	Do you see that? 09:36:10	20	consideration. 09:38:40
	A. Yes. 09:36:11	21	Q. Have you ever yourself ever taught classes 09:38:42
2	Q. Is that a problem created by the multitrack 09:36:11	22	on a multitrack schedule? 09:38:45
3	schedule, in your opinion? 09:36:14	23	A. No. 09:38:45
ŀ	A. Actually I'm not really sure what she is 09:36:17	24	Q. But you do review teachers that teach on the 09:38:49
5	referring to here. 09:36:19	25	schedule; correct? 09:38:52
	Page 189		Page 191
	Q. Okay. 09:36:22	1	A. Yes. 09:38:52
	A. "Tested" meaning I don't know. It could 09:36:23	2	Q. Is that part of the Stull testing? 09:38:53
	be a teacher-generated test. I don't believe there 09:36:27	3	A. All teachers are reviewed as part of their 09:38:57

3 st. I don't believe there 4 would be any standardized test on the first day after 09:36:31 5 a break. 09:36:33 6 Q. Well, that's correct. We took her 09:36:35 7 deposition, and I can represent to you that she is 09:36:36 8 referring to a teacher-generated test related to the 09:36:39 9 subject matter of that class, Algebra 2B, and she is 09:36:44 10 testifying in her declaration that she took -- she 09:36:49 was forced to take a test on her first day back from 09:36:52 11 break and that she didn't do well because she 09:36:55 12 13 couldn't remember everything she learned before the 09:36:58 14 break. 09:37:00 15 And my question is: Is Ms. Diego's failure 09:37:01 to remember everything she learned before the break, 09:37:08 16 17 in your opinion, a function of the multitrack 09:37:10 18 schedule? 09:37:14 19 MS. LHAMON: Calls for speculation. 09:37:16 20 BY MS. LHAMON: 09:37:20 09:37:20 21 O. You can answer. 22 A. I don't really think I can answer that 09:37:22 23 question. I don't know enough about the test, the 09:37:24 teacher. I mean there are just way too many things 09:37:29 24

09:37:33

> 1 2

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involved.

4 09:39:00 evaluation. 5 Q. Is there anything that you do special as 09:39:02 6 part of an evaluation of a teacher on a multitrack 09:39:04 7 schedule? 09:39:09 8 MS. LHAMON: Vague as to "special." 09:39:09 9 THE WITNESS: The only thing I can think of 09:39:12 10 is there are two different time lines for 09:39:14 evaluations. C track is evaluated earlier than B and 09:39:16 11 12 09:39:20 A. 13 BY MR. ROZWOOD: 09:39:20 14 Q. Have you ever participated in evaluations of 09:39:21 teachers that teach on a traditional school calendar? 09:39:24 15 16 09:39:24 A. Yes. 17 Q. The evaluation process, is it different for 09:39:31 18 teachers on a traditional calendar versus on a 09:39:33 19 multitrack schedule? 09:39:36 20 A. No. 09:39:36 21 09:39:40 O. Why not? 22 A. Well, because the district gives us the same 09:39:42 23 objectives, standards to evaluate the teacher. We 09:39:48 24 09:39:51 have to use the same --25 Q. Can you describe the objective standards for 09:39:52

	Page 192	Page 194
1	us. 09:39:53	1 Do you have any knowledge of a book problem 09:42:55
2	A. Yeah. Let me think about that. 09:39:54	2 or shortage in an economics class at Fremont? 09:42:57
3	There are five areas. The first one has to 09:39:57	A. No. Especially this year and last year we 09:43:02
4	do with achievement of instructional objectives, 09:40:02	4 have been given enough funds. Funds should be taken 09:43:07
5	planning and preparation, and there's the actual 09:40:06	5 to replace or redo the books for each of the academic 09:43:11
6	classroom delivery section. There's a section on 09:40:11	6 areas, and Econ. is certainly an academic area. We 09:43:17
7	punctuality and attendance, and there's a section on 09:40:27	7 have enough funds. 09:43:34
8	professional responsibility. 09:40:27	8 So if there were a shortage of Econ. books, 09:43:35
9	Those aren't the exact terms, but that's a 09:40:27	9 it would be the responsibility of the department 09:43:38
10	general description. There are five areas. 09:40:27	10 chair to let the administration know and order those 09:43:40
11	Q. When you evaluate a teacher's ability to 09:40:38	11 books. 09:43:40
12	achieve instructional objectives on the multitrack 09:40:40	12 I have no knowledge there was a shortage of 09:43:45
13	schedule, do you take into account the phenomenon 09:40:44	13 Econ. books. 09:43:48
14	referenced by Cindy Diego in her declaration in 09:40:49	14 Q. Is that something you would become aware of 09:43:49
15	paragraph 3 where there are breaks within semesters 09:40:54	15 in the ordinary course of performing your 09:43:53
16	that create differences from a traditional school 09:41:00	16 responsibilities at Fremont? 09:43:55
17	calendar? 09:41:04	17 A. Yes. 09:44:07
18 19	A. Actually that's never come up, in my09:41:05knowledge, with a teacher evaluation.09:41:06	 Q. Is it your testimony that, for the current 09:44:15 school year I guess we are let me ask you. 09:44:18
20	Q. Have you ever known a student to complain 09:41:09	20 Are we on summer break now at Fremont? 09:44:21
20	about the break that the effect of a break within 09:41:12	21 Which track are we on? 09:44:25
21	a multitrack schedule on their ability to learn the 09:41:16	22 A. We are never on a break at Fremont. 09:44:26
23	subject matter? 09:41:19	23 Q. Which track? 09:44:28
24	A. I can't remember that discussion with any 09:41:20	A. Right now we are opening C track actually 09:44:29
25	student. 09:41:22	25 the school year opened July 2nd. So this is the 09:44:33
	Page 193	Page 195
1	•	•
12	Q. Did you ever have such a discussion with any 09:41:23	1 third day of classes for the new school year. 09:44:37
2	Q. Did you ever have such a discussion with any 09:41:23 student? 09:41:26	•
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	Door 106		Bace 109
1	Page 196	1	Page 198
2	reported to me. The department chair did not report 09:45:49 it to me. 09:45:51	$1 \\ 2$	quickly. She is free to make her objections for the 09:48:08record and for the record only.09:48:12
3	Q. Do you see where she says in paragraph 4: 09:46:01	3	A. So the question was is? 09:48:15
4	"We can't take books home, and in 09:46:04	4	Q. Is that a true statement about the books 09:48:18
5	class two to three people share 09:46:08	5	used by students at Fremont? 09:47:42
6	each book"? 09:46:10	6	A. No. I think I would like you to look at the 09:48:21
7	A. Yes, I see that. 09:46:11	7	textbook record and see that probably 95 percent of 09:48:23
8	Q. Are you aware of any class in Fremont over 09:46:12	8	the books are in excellent condition. 09:48:27
9	the last preceding two school years where students 09:46:16	9	Q. "A" condition? 09:48:29
10	shared a book there were two to three students per 09:46:22	10	A. Yes. 09:48:29
11	book in a class? 09:46:26	11	Q. New books? 09:48:31
12	MS. LHAMON: Asked and answered. 09:46:28	12	A. Yes. 09:48:31
13	THE WITNESS: I'm sorry.09:46:32	13	Q. Do you see where she says: 09:48:32
14	MS. LHAMON: I said "asked and answered." 09:46:33	14	"They are torn, written on, old, 09:48:33
15	It was an objection. 09:46:34	15	and falling apart"? 09:48:38
16 17	THE WITNESS: Okay. What was that one? 09:46:36 MS. LHAMON: It means that I think 09:46:37	16 17	Do you see that statement? 09:48:39 A. Yes. 09:48:39
17	Mr. Rozwood has asked you that question and you have 09:46:38	17	A. Yes. 09:48:39 Q. Do you see where she says that? 09:48:42
19	answered it. 09:46:42	10	A. Yeah. I see where that is, and I disagree. 09:48:44
20	MR. FRIEDMAN: You can go ahead and answer 09:46:43	20	Q. Can you think of any class in which that 09:48:48
21	the question. 09:46:44	21	characterization of the books was accurate during any 09:48:53
22	THE WITNESS: Okay. Would you ask it again? 09:46:45	22	of the preceding two school years? 09:48:55
23	BY MR. ROZWOOD: 09:46:48	23	A. I can think of one class. There was a class 09:48:58
24	Q. Sure. 09:46:48	24	called the Physical Science class. It was where 09:49:00
25	Are you aware of any situation over the last 09:46:49	25	there was a substitute taking the class. We 09:49:03
	Page 197		Page 199
1	two preceding school years in which two to three 09:46:51	1	subsequently moved that substitute. 09:49:07
2	students had to share a book in any class? 09:46:55	2	When the books were collected, they were 09:49:09
3	A. No, not for the whole semester. I think 09:46:58	3	full of graffiti, and we dealt with it 09:49:11
4	we talked before about that one AP class last 09:47:01	4	administratively. 09:49:15
5	semester that we had to get books for where the kids 09:47:04	5	That's the only one I can think of. I don't 09:49:17
6	did share a book, but that was advanced placement. 09:47:08	6	know what she is talking about other than that. 09:49:20
7	Q. Other than we previously talked about 09:47:21	_	know what she is taking about other than that. 09.49.20
0	Q. Other than we previously tarked about 09.17.21	7	Q. That would be graffiti in terms of being 09:49:22
8	A. No. 09:47:21	7 8	Q. That would be graffiti in terms of being 09:49:22 written on; correct? 09:49:25
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Page 200	Page 202
1 students? 09:50:50	1 just have been instructed directed as a district 09:53:38
2 A. Yeah, I can think of some reasons. One of 09:50:52	2 to use Prentice Hall for algebra; however, those 09:53:38
3 the reasons is teachers like to copy books, and 09:50:54	3 books have not arrived yet. They are there now but 09:53:38
4 that's not really legal. You can't if you want 09:50:57	4 not processed. School started Monday and Tuesday. 09:53:40
5 someone to make your copies for you at Fremont, you 09:51:02	5 So we have to use that book. So the department chair 09:53:42
6 can't give them a textbook and have them make copies 09:51:05	6 had the first chapter copied of that book. Probably 09:53:46
7 because it's against the law. 09:51:08	7 not legally. 09:53:51
8 Sometimes teachers do that on their own. 09:51:09	8 I'm saying to a bunch of lawyers it's not 09:53:56
9 There is one walk-up machine that the teachers can 09:51:12	9 legal. 09:53:58
10 use. It's sometimes not functional. If they 09:51:15	10 I think that's but at any rate, that 09:53:59
11 actually wanted to copy a text quickly, they would 09:51:18	11 problem will be fixed fairly soon because the books 09:54:02
12 have to go to Kinko's because Title I and bilingual 09:51:22	12 are in campus, and we need to get them in the hands 09:54:07
13 will not copy directly from a book. They will, 09:51:27	13 of the teachers. 09:54:11
14 however, copy copies. So if a teacher had a copy of 09:51:30	14 Q. So whenever a teacher other than this 09:54:12
15 something they wanted to copy, that might be why they 09:51:33	15 Prentice Hall situation that you just described, when 09:54:14
16 go to copy. 09:51:37	16 a teacher makes copies of a textbook, it's for use as 09:54:16
17 Another reason, it's just faster. Bilingual 09:51:38	17 a supplemental instructional material to the 09:54:20
18 and Title I usually do not provide same-day service, 09:51:40	18 textbooks that students are already provided at 09:54:23
19 and if you want to do walk-up copiers, you sometimes 09:51:44	19 A. Yeah. 09:54:27
20 have to wait in a line. People tend to wait for the 09:51:49	20 Q Fremont High School? 09:54:27
21 last minute or wait until the night before and want a 09:51:53	A. I was just guessing about that, but I would 09:54:27
22 copy. 09:51:58	22 say that was an accurate statement. 09:54:29
23It's sometimes more expedient to go to09:51:5924Kinko's.09:52:02	 I think most of the copies that the teachers 09:54:31 make have to do with magazine articles, "L.A. Times" 09:54:33
24 Klikos. 09.52.02 25 Q. Does that happen a lot at Fremont, teachers 09:52:03	24 make have to do with magazine articles, L.A. Times 09:54:35 25 articles, perhaps a poem, something that they want 09:54:36
2.5 Q. Does that happen a fot at Premont, teachers 09.52.05	25° articles, perhaps a poem, something that they want 09.54.50
Page 201 1 going to Kinko's to make copies of lessons? 09:52:07 2 MS. LHAMON: Vague as to "a lot." 09:52:11 3 THE WITNESS: Yeah. What is "a lot"? 09:52:13 4 BY MR. ROZWOOD: 09:52:14 5 Q. How many occasions are you aware of in which 09:52:15 6 it occurred? 09:52:18 7 A. Well, probably more than 20. I would assume 09:52:21 8 that it is a fairly common thing especially among 09:52:24 9 newer teachers who don't have a lot of time. They go 09:52:29 10 10 to school and have to plan things quickly, you know, 09:52:32 11 11 teachers was a gift certificate for Kinko's. That 09:52:41 13 teachers was a gift certificate for Kinko's. That 09:52:43 14 was in their goody basket. So I can see that's 09:52:51 16 Just because something comes up and you want it right 09:52:54 17 then, and that's the way to get it right then. 09:52:58 18 Q. Why would a teacher need to make copies out 09:53:05 19 19 of a textbook? I mean aren't there sufficient 09:53:14 21 A. Yes,	Page 203 1 the kids to be able to write on and mark up, which is 09:54:41 2 like a really good reading strategy, and obviously 09:54:44 3 you are not supposed to write in textbooks owned by 09:54:48 4 L.A.U.S.D., but it's helpful as a learning device. 09:54:52 5 Actually I'm just pontificating now. 09:54:58 6 If you copy a chapter of a book and work 09:55:02 7 through the reading strategies and underline the main 09:55:04 8 points, I think that would be an excellent learning 09:55:08 9 device, and some of the teachers may be doing that. 09:55:10 10 Q. But that's not required 09:55:13 11 A. No. 09:55:13 12 Q by the district? 09:55:15 13 A. No. 09:55:15 14 Q. While it's not required as a learning 09:55:22 17 Q. If the teacher plans to deploy that learning 09:55:29 19 sufficient copies of the lesson plans at Fremont's 09:55:32 20 copy facilities? 09:55:37
22 teacher's choice if they perhaps wanted to use a book 09:53:16	22 MS. LHAMON: Objection. Calls for 09:55:37
23 that there weren't enough copies of, or it was an 09:53:20	23 speculation. 09:55:38
24 older book or even a newer book. 09:53:22	24 BY MR. ROZWOOD: 09:55:43
25 For example I'll give you an example. We 09:53:26	25 Q. In one of your previous answers when we were 09:55:43

	Page 204	Page 206
1		1 A. I think mostly. Some teachers are better 10:02:10
2	discussing copies, you said sometimes copies are used 09:55:46	2 than others. 10:02:12
3	where there are insufficient number of textbooks 09:55:50	3 Q. Is that something that the department chairs 10:02:17
45	available. 09:55:53 Were you referring to supplemental textbooks 09:55:54	 4 are responsible for ensuring compliance with? 10:02:19 5 A. No, not in particular. 10:02:24
6	or insufficient numbers of the main textbook used in 09:55:57	6 Q. Is that something the teachers are informed 10:02:25
7	that class? 09:56:01	7 of, the policy the district policy on homework? 10:02:28
8	A. In that discussion I was talking about the 09:56:02	8 A. Yes. 10:02:28
9	Prentice Hall book. We just didn't have those at 09:56:04	9 Q. Is it the teacher's responsibility for 10:02:33
10	all. 09:56:08	10 ensuring that students receive 30 minutes of homework 10:02:35
11	Other times the reason for copying books 09:56:10	11 per academic class 10:02:39
12	the reason has not been shared with me. I know the 09:56:12	12 A. Yes. 10:02:39
13	literature teachers, she just wants a copy of a poem 09:56:15	13 Q at Fremont? 10:02:42
14	or a copy of a short story so the kids could mark it 09:56:19	14 When you discussed the reviews earlier, you 10:02:45
15	up. 09:56:23	15 discussed one area of review, and that was the 10:02:48
16	Q. That's the learning device 09:56:24	16 achievement of the instructional objectives. 10:02:52
17	A. Uh-huh. 09:56:25	17 Is it part of the review process that the 10:02:55
18	Q that we just discussed? 09:56:26 A. Uh-huh. 09:56:27	18 teachers comply with the district homework assignment 10:03:00
19 20	A. Uh-huh.09:56:27Q. Other than what we just discussed, can you09:56:28	19policy and be assessed10:03:0720MS. LHAMON: Objection as to "review10:03:09
20	think of any instances in which teachers made copies 09:56:30	20MS. LHAMON: Objection as to "review10:03:0921process."10:03:12
21	of lessons at Fremont used photocopies 09:56:35	22 BY MR. ROZWOOD: 10:03:12
23	MS. LHAMON: Objection 09:56:35	23 Q. I'm referring to the teacher review process. 10:03:13
24	BY MR. ROZWOOD: 09:56:40	A. When a teacher is visited, the instructional 10:03:16
25	Q as lessons? 09:56:40	25 objectives should be obvious to whoever is visiting 10:03:18
	Page 205	Page 207
1		
1	MS. LHAMON: calls for speculation. 09:56:42	1 the teachers, and one of the things we do a lot of 10:03:22
2	MS. LHAMON: calls for speculation. 09:56:42 I'm sorry. I didn't mean to interrupt. 09:56:43	 the teachers, and one of the things we do a lot of 10:03:22 times, if it's convenient, is to walk around the 10:03:25
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2 3 4 5 6 7 8	MS. LHAMON: calls for speculation. 09:56:42 I'm sorry. I didn't mean to interrupt. 09:56:43 MR. FRIEDMAN: Off the record. 09:56:47 MR. ROZWOOD: Off the record. 09:56:48 (Off the record.) 10:01:14 MR. ROZWOOD: Back on the record. 10:01:14 Q. Ms. Hines, does Fremont have a policy with 10:01:16 respect to the assignment of homework to students in 10:01:19	 the teachers, and one of the things we do a lot of 10:03:22 times, if it's convenient, is to walk around the 10:03:25 school and talk to the students about what they are 10:03:39 learning and they know why they are learning. After 10:03:39 a visit, we talk to the teachers about what we have 10:03:39 observed. 10:03:39 Q. Is it part of the review process at all 10:03:39 the strike that. 10:03:42
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2 3 4 5 6 7 8 9 10 11 12	MS. LHAMON: calls for speculation. 09:56:42 I'm sorry. I didn't mean to interrupt. 09:56:43 MR. FRIEDMAN: Off the record. 09:56:47 MR. ROZWOOD: Off the record. 09:56:48 (Off the record.) 10:01:14 MR. ROZWOOD: Back on the record. 10:01:14 Q. Ms. Hines, does Fremont have a policy with 10:01:16 respect to the assignment of homework to students in 10:01:19 class? 10:01:23 A. We have the district policy, which we 10:01:25 reiterate to the teachers. 10:01:30 Q. What is that policy? 10:01:31	1the teachers, and one of the things we do a lot of 10:03:222times, if it's convenient, is to walk around the 10:03:253school and talk to the students about what they are 10:03:394learning and they know why they are learning. After 10:03:395a visit, we talk to the teachers about what we have 10:03:396observed. 10:03:397Q. Is it part of the review process at all 10:03:398the strike that. 10:03:429Is the teacher's compliance with the 10:03:4810district's policy on homework in academic classes 10:03:5011addressed at all as part of the teacher review 10:03:5512process? 10:03:59
2 3 4 5 6 7 8 9 10 11 12 13	MS. LHAMON: calls for speculation. 09:56:42 I'm sorry. I didn't mean to interrupt. 09:56:43 MR. FRIEDMAN: Off the record. 09:56:47 MR. ROZWOOD: Off the record. 09:56:48 (Off the record.) 10:01:14 MR. ROZWOOD: Back on the record. 10:01:14 Q. Ms. Hines, does Fremont have a policy with 10:01:16 respect to the assignment of homework to students in 10:01:19 class? 10:01:23 A. We have the district policy, which we 10:01:25 reiterate to the teachers. 10:01:30 Q. What is that policy? 10:01:31 A. The district policy is 30 minutes of 10:01:32	1the teachers, and one of the things we do a lot of 10:03:222times, if it's convenient, is to walk around the 10:03:253school and talk to the students about what they are 10:03:394learning and they know why they are learning. After 10:03:395a visit, we talk to the teachers about what we have 10:03:396observed. 10:03:397Q. Is it part of the review process at all 10:03:398the strike that. 10:03:429Is the teacher's compliance with the 10:03:4810district's policy on homework in academic classes 10:03:5011addressed at all as part of the teacher review 10:03:5512process? 10:03:5913MS. LHAMON: Objection. Again vague as 10:04:01
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	Page 208		Page 210
1	teacher's homework policy and teacher's practice with 10:04:36		esponsibility, but I am aware like a peripheral kind 10:06:53
2	assigning homework to students in academic classes 10:04:40		of thing that a teacher might say "I have all these 10:06:59
3	was covered as any portion of the evaluation process 10:04:44		cids," and I say does the department chair know, have 10:07:01
4	for teachers at Fremont. 10:04:50		hey reported it to the assistant principal of 10:07:05
5	A. Yeah. 10:04:52		counseling. 10:07:08
6	MS. LHAMON: I'm going to object. I think 10:04:53	6 7 6	So that would just be my responsibility as 10:07:09
7	that mischaracterizes the testimony to a certain 10:04:53		ar as making sure everyone knew there was a problem 10:07:12
8	extent. 10:04:53		f it's reported to me, but in general, those 10:07:15
9	THE WITNESS: I think it's a part of it. 10:04:58 BY MR. ROZWOOD: 10:04:58	-	broblems go to the department chair, and then they go 10:07:18 o the assistant principal in charge of counseling, 10:07:21
10 11	BY MR. ROZWOOD:10:04:58Q. Can you explain how the homework practice of 10:05:00		who can direct counselors to change programs, and she 10:07:24
11	teachers at Fremont is part of the evaluation 10:05:04		can also modify the master schedule based on student 10:07:27
12	process? 10:05:07		enrollment. 10:07:31
13	A. Yes. Because when you visit a room, you 10:05:08		3Y MR. ROZWOOD: 10:07:33
15	look at what is on the board, and normally homework 10:05:10	14 D	Q. Is it unusual, to your knowledge, at Fremont 10:07:34
16	is on the board, what is assigned for the students to 10:05:13		or 60 students to be assigned to a class at the 10:07:37
17	do overnight, and it usually says "homework," or 10:05:17		beginning of a semester? 10:07:42
18	"freja," and if it doesn't say that, at our 10:05:21	18	MS. LHAMON: Objection. Calls for 10:07:44
19	conference following the visit, we ask the teacher 10:05:24		peculation. 10:07:45
20	about the homework assigned. 10:05:29	20	THE WITNESS: I would assume that it would 10:07:46
21	Q. Do you ask the students about the homework 10:05:31	21 be	be very unusual to have 60 students in a class. 10:07:48
22	assignments the teacher gives? 10:05:33	22 B	BY MR. ROZWOOD: 10:07:52
23	A. Sometimes. It's not necessarily part of 10:05:36	23	Q. What do you base your assumption on? 10:07:53
24	every visit, but it's certainly a possibility. 10:05:39	24	A. Well, because the students are scheduled by 10:07:57
25	Q. Do you discuss the homework practices with 10:05:42	25 th	he computer, the scheduler, and built into that 10:08:00
	D		
	Page 209		Page 211
1	teachers other than what you previously testified 10:05:45	-	program the classes are equalized or they are 10:08:05
2	teachers other than what you previously testified 10:05:45 to, do you discuss the homework assignment and 10:05:48	2 b	program the classes are equalized or they are 10:08:05 palanced. 10:08:09
2 3	teachers other than what you previously testified10:05:45to, do you discuss the homework assignment and10:05:48practices of teachers with them during their10:05:52	2 ba 3	brogram the classes are equalized or they are 10:08:05 balanced. 10:08:09 Now, because not as many students show up as 10:08:10
2 3 4	teachers other than what you previously testified 10:05:45 to, do you discuss the homework assignment and 10:05:48 practices of teachers with them during their 10:05:52 evaluations? 10:05:54	2 ba 3 4 st	brogram the classes are equalized or they are 10:08:05 balanced. 10:08:09 Now, because not as many students show up as 10:08:10 students enrolled, each class is oversubscribed into 10:08:14
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8 teacher reports it to her.10:09:338 Sometimes it does happen at the beginning of the10:11	
	42
9 THE WITNESS: Yeah, that is correct. I only 10:09:36 9 semester like the first two days until the classes 10:11:45	
10 know if they report it to me.10:09:3810 are balanced, but I can't imagine that would have10:11:4	.8
11I'm thinking did anyone report that to me10:09:4011ever occurred over the course of a semester.10:11:52	
12 Monday, and I think somebody did. My response was 10:09:43 12 Q. To your knowledge, it never did happen 10:11:5	4
13does your department chair know and are they going to 10:09:4613A.No.10:11:54	
14tell the head counselor, the assistant principal of 10:09:5014Q at Fremont; correct?10:11:59	
15 counseling, and if the response is yes, that they do 10:09:53 15 A. No, it didn't happen, to my knowledge. 10:12:02	_
16 know and yes, that is going to be reported, then it 10:09:56 16 Q. Do you see where Ms. Diego continues: 10:12:0 17 Image: A set of the set	7
17becomes a casual matter when I see her next, "Oh, did 10:10:0017"There are forty-five people in my10:12:1018you know? Oh, did you know?"10:10:0418American Literature class and four10:12:11	
18you know?Oh, did you know?"10:10:0418American Literature class and four10:12:1119If they have a feeling no one is helping10:10:0619people have to stand every day"?10:12:13	
19In they have a reeining no one is helping10.10.0019people have to stand every day ?10.12.1320them, then I go to the assistant principal of10:10:0820A. Yes.10:12:13	
20alent rgo to the assistant principal of10.10.0020A.10.12.1321counseling and report it myself.10:10:1121Q.Do you have any knowledge of students having 10:1	2.18
22 BY MR. ROZWOOD: 10:10:12 22 to stand every day in any American Literature class 10:12	
23 Q. So just one teacher has reported to you this 10:10:13 23 at Fremont? 10:12:23	
24 school year so far? 10:10:17 24 A. No. 10:12:23	
25A. Yes.10:10:1725Q. And with respect to her statement that five 10:12:29	i.
Page 213 Pag	a 215
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1 Q. Do you know the teacher? 10:10:20 1 or six people bring in extra chairs to use, did you 10:12:3	1
1Q. Do you know the teacher?10:10:201or six people bring in extra chairs to use, did you10:12:32A. No.10:10:202ever become aware of a time when students in the10:11	1 2:36
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	Page 216		Page 218
1	required for that number of students? 10:13:41	1	point I'm aware of would be to convert teachers to 10:15:57
2	A. Actually Fremont probably has more than the 10:13:44	2	counselors, and I really think class size is 10:16:00
3	district requires. We certainly don't have any less, 10:13:46	3	important for learning as well. 10:16:04
4	but the district only gives us a certain allotment of 10:13:50	4	Someone is making a decision we need the 10:16:05
5	counselors and that we utilize that to the full 10:13:54 extent, L.A.U.S.D. policy. 10:13:58	5	teachers in the classroom rather than turning them 10:16:07 into counselors with a credential. 10:16:11
6 7	extent. L.A.U.S.D. policy. 10:13:58 Q. Can you describe what you mean "the district 10:14:04	6 7	Q. Do the students have any ability to get 10:16:26
8	only gives us a certain allotment of counselors." 10:14:04	8	involved with their schedule let me rephrase. 10:16:34
0 9	A. Well, you have a norm, depending on how many 10:14:10	0 9	Can you describe what the students at 10:16:43
10	students. Teachers and allocated personnel are 10:14:13	10	Fremont can do to proactively get involved with their 10:16:45
10	allocated to a school, and based on your enrollment, 10:14:16	10	scheduling, their class scheduling. 10:16:52
12	you are allocated so many counselors. 10:14:19	12	MS. LHAMON: Objection. Vague as to "get 10:16:56
13	So this sounds like an accurate amount, 10:14:22	13	involved" and calls for speculation. 10:16:58
14	although I think really it's worse. I think it's 10:14:25	14	THE WITNESS: Well, as part of the school 10:17:02
15	about 1,500 students. 10:14:28	15	program, they talk to their counselor. They are all 10:17:03
16	Q. When you say "allocated a certain number of 10:14:29	16	called in to discuss their schedule with the 10:17:06
17	counselors," does that mean in your budget provided 10:14:32	17	counselor when they are programmed. 10:17:08
18	to you by the big district that the money you are 10:14:35	18	What a student could do if they need 10:17:13
19	provided is only sufficient to pay for that number of 10:14:38	19	additional assistance is make an appointment with the 10:17:16
20	counselors? 10:14:41	20	counselor to talk to the counselor on an informal 10:17:18
21	A. Yes. 10:14:41	21	basis to discuss his schedule further. 10:17:21
22	Q. That's a particular category in the 10:14:43	22	As you noted earlier, there are a lot of 10:17:28
23	budget 10:14:44	23	students per counselor. So they are seen as a part 10:17:30
24	A. Yes. 10:14:44	24	of the scheduling process. If a student would want 10:17:34
25	Q that is earmarked by the district? 10:14:45	25	more time, that would be what they do is they would 10:17:38
	Page 217		Page 219
1	Page 217	1	Page 219 make an additional appointment with the counselor $10.17.40$
1	A. Yes. 10:14:45	1	make an additional appointment with the counselor. 10:17:40
2	A. Yes. 10:14:45 Q. Could Fremont spend money from any other 10:14:49	2	make an additional appointment with the counselor. 10:17:40 They might have their parents come in and 10:17:44
	A. Yes.10:14:45Q. Could Fremont spend money from any other10:14:49category of its school budget to acquire additional10:14:51		make an additional appointment with the counselor. 10:17:40 They might have their parents come in and 10:17:44 talk with a counselor. 10:17:46
2 3	A. Yes. 10:14:45 Q. Could Fremont spend money from any other 10:14:49	2 3	make an additional appointment with the counselor. 10:17:40 They might have their parents come in and 10:17:44 talk with a counselor. 10:17:46 BY MR. ROZWOOD: 10:17:49
2 3 4	A. Yes.10:14:45Q. Could Fremont spend money from any other10:14:49category of its school budget to acquire additional10:14:51counselors for its students?10:14:57	2 3 4	make an additional appointment with the counselor. 10:17:40 They might have their parents come in and 10:17:44 talk with a counselor. 10:17:46 BY MR. ROZWOOD: 10:17:49
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2 3 4 5 6	A. Yes.10:14:45Q. Could Fremont spend money from any other10:14:49category of its school budget to acquire additional10:14:51counselors for its students?10:14:57A. Yes.10:14:57Q. What category of funds are available to the10:15:12	2 3 4 5 6	make an additional appointment with the counselor.They might have their parents come in and10:17:44talk with a counselor.10:17:46BY MR. ROZWOOD:10:17:49Q.What types of scheduling well, strike10:17:58
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1	-	
1 2	know something else that I don't know. She has the 10:19:20 total big picture. That would be my good guess, 10:19:23	1 Okay? 10:21:44 2 A. Okay. 10:21:44
3	yeah. 10:19:25	3 Q. Great. 10:21:44
4	Q. Who has the power to make the decision to 10:19:29	4 Is that the reason why you said you would 10:21:44
5	turn teachers into counselors? 10:19:31	5 rather keep the teachers in the classrooms? 10:21:44
6	A. Principal. 10:19:35	6 A. I don't see the relationship between those 10:21:48
7	Q. Does the leadership council or any other 10:19:39	7 two statements. I mean I think that quality 10:21:50
8	group have any say in that decision, to your 10:19:42	8 instruction is important, but I'm even saying you 10:21:53
9	knowledge? 10:19:47	 9 should take teachers just beginning and keep them in 10:21:58
10	A. I don't believe so. 10:19:47	10 the classroom. I don't see the relationship between 10:22:01
10	Q. Do the students or parents or other 10:19:49	11 those two statements. 10:22:03
11	interested groups have any say in how and/or whether 10:19:52	12 Q. Well, the impact of a teacher on a student's 10:22:05
12	that decision would get made? 10:19:58	12 Q. Wen, the impact of a teacher of a student's 10.22.03 13 education is greater than the impact of a counselor 10:22:08
13	A. The ultimate decision would be the 10:20:00	14 on a student's education correct? in your 10:22:11
15	principal's, but obviously if there's a ground swell 10:20:02	15 opinion? 10:22:14
15	of the school community "This is what we want and 10:20:05	16 A. In general, yes. In general. 10:22:15
10	how we want to allocate our resources" I'm sure 10:20:08	17 Q. If you had an extra million dollars, you 10:22:27
18	any principal would take that into consideration. 10:20:11	18 would hire all the teachers and counselors you 10:22:31
19	Q. To your knowledge, has there been any 10:20:15	19 wanted; right? 10:22:34
20	interest expressed in reducing the number of teachers 10:20:17	20 MS. LHAMON: Objection. Incomplete 10:22:34
21	in favor of increasing the number of counselors at 10:20:21	21 hypothetical. 10:22:35
22	Fremont High School? 10:20:24	22 THE WITNESS: Sure. 10:22:37
23	A. No, I'm not aware. 10:20:26	23 BY MR. ROZWOOD: 10:22:38
24	Q. Do you think that's a good idea? 10:20:28	24 Q. But with limited resources, the current 10:22:38
25	A. Probably if it were my decision, I would 10:20:33	25 allocation of teachers and counselors at Fremont is 10:22:42
	Page 221	Page 223
1	•	
1 2	keep the teachers in the classroom because the 10:20:35	1 as good as it can be, in your opinion; correct? 10:22:48
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	Page 224	Page 226
1	there total at Fremont? 10:23:40	1 of its classroom teachers? 10:26:41
2	A. I believe there are 11.10:23:42	2 A. After you go into the classroom, it's 10:26:43
3	Q. Okay. Let's just say approximately 11. 10:23:44	3 important that the teacher gets feedback about what 10:26:45
4	How many teachers are there at Fremont 10:23:47	4 you saw so they can improve. 10:26:47
5	approximately? 10:23:49	5 You can either do that on a casual basis, as 10:26:49
6	A. 170-plus on two tracks. Three tracks we are 10:23:50	6 is sometimes suggested now in various books that we 10:26:53
7	going up in the 200's. So about 70 teachers per 10:23:58	7 are reading, or you can actually have a conference in 10:26:56
8	track. 10:24:02	8 the office where you go through and help the teacher 10:26:58
9	Q. My question is: Given the amount of 10:24:05	9 with whatever they need to do. 10:27:02
10	resources the school has, would you rather see a 10:24:08	10 I think it's important to give them 10:27:04
11	different allocation than 11 counselors and 10:24:11	11 assistance, especially the new teacher, to make time $10:27:05$
12 13	approximately 210 teachers?10:24:15A. No, that's fine. Keep it that way.10:24:20	12 for them to visit other teachers, to make time to go 10:27:08 13 to conferences. 10:27:12
13 14	A. No, that's fine. Keep it that way. 10:24:20Q. Do you think that a different allocation or 10:24:25	15 to conferences. 10.27.12 14 I think we are doing that. Obviously we can 10:27:13
14	split between teachers and counselors would have any 10:24:28	14 Fulfink we are doing that. Obviously we can 10.27.15 15 always do a better job. 10:27:16
16	significant impact on the ability of the students to 10:24:31	16 Q. I want to ask you the same questions with 10:27:17
17	learn the subject matter at the school? 10:24:36	17 respect to the learning experience of the students at 10:27:19
18	MS. LHAMON: Objection. Calls for 10:24:38	18 Fremont. 10:27:21
19	speculation. 10:24:38	19 Is there anything that the administration at 10:27:22
20	THE WITNESS: I would have a hard time 10:24:42	20 Fremont could do to improve the quality of the 10:27:25
21	answering that question. 10:24:44	21 educational experience at Fremont other than what it 10:27:28
22	BY MR. ROZWOOD: 10:24:45	22 is already doing? 10:27:34
23	Q. I think we all would. 10:24:49	A. I'm not sure how that question varies from 10:27:35
24	Is there anything that the administration at 10:25:06	24 the one you just asked. 10:27:37
25	Fremont High School could do to improve the quality 10:25:08	25 Q. So the only way you can improve the quality 10:27:39
	Page 225	Page 227
1	Page 225	Page 227
1	or the effectiveness of the classroom teachers at the 10:25:13	1 of the learning experience of the students or of the 10:27:54
2	or the effectiveness of the classroom teachers at the 10:25:13 school that it's not already doing? 10:25:17	 of the learning experience of the students or of the 10:27:54 educational experience of the students is to focus on 10:27:54
2 3	or the effectiveness of the classroom teachers at the 10:25:13 school that it's not already doing? 10:25:17 MS. LHAMON: Objection. Calls for 10:25:21	 of the learning experience of the students or of the 10:27:54 educational experience of the students is to focus on 10:27:54 the classroom teachers? 10:27:54
2	or the effectiveness of the classroom teachers at the 10:25:13 school that it's not already doing? 10:25:17 MS. LHAMON: Objection. Calls for 10:25:21 speculation. 10:25:22	 of the learning experience of the students or of the 10:27:54 educational experience of the students is to focus on 10:27:54 the classroom teachers? 10:27:54 A. Okay. I think I understand. You are 10:27:54
2 3 4 5	or the effectiveness of the classroom teachers at the 10:25:13 school that it's not already doing? 10:25:17 MS. LHAMON: Objection. Calls for 10:25:21 speculation. 10:25:22 THE WITNESS: I think one of the things that 10:25:25	 of the learning experience of the students or of the 10:27:54 educational experience of the students is to focus on 10:27:54 the classroom teachers? 10:27:54 A. Okay. I think I understand. You are 10:27:54 talking about textbooks. 10:27:54
2 3 4	or the effectiveness of the classroom teachers at the 10:25:13 school that it's not already doing? 10:25:17 MS. LHAMON: Objection. Calls for 10:25:21 speculation. 10:25:22	1of the learning experience of the students or of the 10:27:542educational experience of the students is to focus on 10:27:543the classroom teachers?4A. Okay. I think I understand. You are5talking about textbooks.10:27:54
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	Page 228	Page 230
1	MR. FRIEDMAN: Can I ask, when you say "the 10:29:05	1 already started, but she will be coming to Fremont. 10:31:38
2	administration," you are referring to the 10:29:07	2 We are also working with Adrienne Mack, 10:31:43
3	administration at the school site? 10:29:10	3 M-a-c-k, who is out of LACOE, L-A-C-O-E, Los Angeles 10:31:45
4	MR. ROZWOOD: Correct. 10:29:11	4 County Office of Education, and she will be helping, 10:31:55
5	THE WITNESS: I'm sure there are things we 10:29:19	5 as well, the teachers, with the study groups, and 10:31:57
6	could be doing. I can't think of anything right now 10:29:21	6 with literacy strategies. 10:32:01
7	that's on my plate that we are already working on to 10:29:24	7 We continually work to conserve our 10:32:05
8	try to help our kids learn. 10:29:29	8 textbooks. Students need to learn to take care of 10:32:09
9	BY MR. ROZWOOD: 10:29:31	9 their books, retain the books, cover the books. 10:32:11
10	Q. Can you tell us what the school's site 10:29:31	10 Those are just some of the things that come 10:32:25
11	administration is currently working on to improve the 10:29:34	11 to mind. I'm sure we are doing other things. 10:32:26
12	quality of the educational experience of its 10:29:38	12 Q. You mentioned the literacy strategies, and 10:32:32
13 14	students.10:29:41A. Well, we have like I said, we are working 10:29:42	13 you also mentioned programs to help students digest10:32:3514 information contained in textbooks.10:32:40
14	with the staff development plan as far as teachers 10:29:45	15 Are those two different sets of approaches 10:32:42
16	sharing ideas and looking at student work and 10:29:48	16 to help students learn the subject matter in their 10:32:45
17	investigating how students learn. That's our current 10:29:51	17 classes, or are they related I'm trying find what 10:32:48
18	focus for staff development. 10:29:54	18 the connection is between 10:32:51
19	We will have more staff development days 10:29:56	19 A. Actually the connection is something you 10:32:53
20	this year because of the mandate actually from the 10:29:59	20 talked about with Cindy Diego, that she could not 10:32:55
21	big district that we redesign the bell schedule so 10:30:03	21 remember the information.10:33:01
22	there's more staff development time available. 10:30:07	22 So, again, I'm assuming maybe there was a 10:33:03
23	We also are creating not creating but 10:30:09	23 little faulty learning going on in the first place. 10:33:07
24	implementing a reading program called Language that 10:30:13	24 If you can follow through and help the students get 10:33:10
25	should help our kids that are just emergent readers, 10:30:18	25 the information in the first place, I'm guessing that 10:33:13
1 2	Page 229 learning to read better. We have a reading 10:30:22	Page 231 1 there will be better carry-over. 10:33:17 2 Q. You mentioned that sometimes it's difficult 10:33:22 2 for a basis of the state of the
3	coordinator now for four periods out of the 10:30:24	3 for students to absorb the information contained in 10:33:27
45	classroom. 10:30:28 She will be working with the Language 10:30:31	4 textbooks. 10:33:30 5 Is that what you said? 10:33:31
6	program as well as literacy strategies and the 10:30:33	5 Is that what you said? 10:33:31 6 A. Yes, it is. 10:33:33
7	content areas for our other teachers. 10:30:37	7 Q. Is that something that is common in your 10:33:37
8	One of the problems that the teachers have 10:30:40	8 experience, or is it, like, the results of some 10:33:44
9	-	
10	observed is that the textbooks are difficult for the 10:30:43	9 studies that you are aware of? How do you know that? 10:33:48
	students. The students need strategies in order to 10:30:47	-
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1	Q. Are you aware of any particular conferences 10:34:37	1	presented can carry over if there's a textbook in 10:37:17
1 2	that you attended that discussed this issue of 10:34:40	1 2	another field. 10:37:20
3	students' difficulty absorbing information in 10:34:45	3	Q. I asked you about symposiums or conferences. 10:37:44
4	textbook format? 10:34:48	4	Are you aware of strike that. 10:37:48
5	A. Yes. 10:34:48	5	I asked you about symposiums or conferences 10:37:50
6	Q. Which conferences are those? 10:34:50	6	where the issue of textbook presenting learning 10:37:54
7	A. Well, I went to the California Literacy 10:34:53	7	difficulty for students might have been raised. 10:37:57
8	Symposium in San Diego. I have gone to California 10:34:55	8	Are you aware of any studies or formal 10:37:59
9	Association of Teachers in English. I have gone to 10:35:02	9	findings by any experts or research groups that have 10:38:02
10 11	various workshops that the County gives. Southland 10:35:06 Council of Teachers of English. 10:35:18	10 11	investigated this issue?10:38:07A. Not really specifically. I just thought of 10:38:11
11	Q. Can you think of any others? 10:35:29	11	another conference, though. 10:38:14
13	A. Not off the top of my head, but I've gone to 10:35:33	13	The California League of High Schools, and 10:38:15
14	lots. 10:35:35	14	they have a Focus on Literacy conference that occurs 10:38:17
15	Q. If you think of any others, you can let us 10:35:36	15	at least once a year. I have been to that one as 10:38:21
16	know at any time. 10:35:39	16	well as just the general California League of High 10:38:25
17	A. Okay. 10:35:40	17	Schools conference. 10:38:28
18	Q. During the course of your evaluation of the 10:35:40	18	Q. You listed as one of the things that the 10:38:41
19	English teachers at Fremont, have you had occasion to 10:35:43	19	administration is doing to improve the overall 10:38:45
20	observe any specific instances in the classroom of10:35:47students having difficulty absorbing textbook10:35:53	20	quality of its students' education is working to10:38:48conserve its textbooks, to help students better10:38:56
21 22	information? 10:35:56	21 22	retain and cover their books; is that correct? 10:39:01
23	A. You know, actually in the English classes, 10:35:57	23	A. Yes. 10:39:01
24	the teachers do not use textbooks as much as they do 10:35:59	24	Q. What does Fremont do specifically to 10:39:04
25	in science, math, and social studies. 10:36:03	25	conserve its textbooks? 10:39:11
	Door 222		Daga 225
1	Page 233	1	Page 235
1	Q. Do you think that's a problem? 10:36:06	1	A. We have textbook covers available in the 10:39:13
2	Q. Do you think that's a problem?10:36:06A. No, I think it's wonderful.10:36:08	2	A. We have textbook covers available in the10:39:13textbook room so that, when the class sets of10:39:16
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r		1	
	Page 236		Page 238
1		1	-
1	She keeps really good records. Probably might be10:40:46unique to some schools. A good clerk is hard to10:40:49	1 2	textbooks, how can the bad acts of the minority 10:43:51 affect the majority? 10:43:58
23	find. Her records are really excellent. Her 10:40:54	3	A. Well, say you have a class of 35 and 5 kids 10:44:00
	textbook room is organized. Our textbook room is 10:40:56		
4	-	4	, 5 15 5
5	organized. We know what we have. We know the 10:41:00 condition of our books. We know who has what book. 10:41:02	5 6	there may be 20-some biology classes. So you are 10:44:07 immediately short a hundred books, and a hundred 10:44:11
6 7	All I have to mention is a certain teacher, and she 10:41:05	7	books is \$70 a book. So that's a lot of money. So 10:44:14
8	can tell me immediately what book that teacher is 10:41:08	8	it just grows, and then you don't have enough books 10:44:18
0 9	using, when they got it, how they are doing, and 10:41:11	0 9	the following semester because of those books are 10:44:21
10	that, I think, is an extremely valuable resource that 10:41:13	-	damaged or lost or defaced. 10:44:25
	we have a valuable support person in that office. 10:41:17	10 11	0
11 12	Q. I think I may have asked you this, but how 10:41:17	11	Q. How long does it take to replace the books 10:44:26 lost or damaged by the minority at Fremont? 10:44:31
12	long has the textbook clerk been with Fremont? 10:41:22	12	
13	MS. LHAMON: Asked and answered. 10:41:26	-	A. You would be looking probably the next year. 10:44:35 Normally just order one title a year. 10:44:38
14	THE WITNESS: I'm guessing, but maybe eight 10:41:26	14 15	I mean like say you are missing a whole 10:44:41
16		15	biology book. We don't put in a second order for 10:44:43
10	years. 10:41:30 BY MR. ROZWOOD: 10:41:32	10	biology until the fall because the funds are 10:44:48
18	Q. That's Linda Jones? 10:41:32	17	expended. They are allocated and expended unless the 10:44:51
10	A. Yes. 10:41:33	19	district comes and spends a lot of money, which has 10:44:55
20	Q. Can you think of anything that the 10:42:13	20	happened in the last couple of years. Then we would 10:44:59
20	administration at Fremont could do that it's not 10:42:17	20	order the books. 10:45:03
21	doing to improve the students' responsibility for 10:42:22	21	Of course, we try to get them back if we 10:45:04
22	their textbooks, for retaining and covering and 10:42:26	22	can, and that's one of Linda Jones's responsibilities 10:45:06
23	taking care of and returning their textbooks? 10:42:29	23	to call and send letters and try to get the books 10:45:09
		24	to can and send retters and if y to get the books 10.45.09
25	MS LHAMON: Objection Calls for 10:42:37	25	back 10:45:12
25	MS. LHAMON: Objection. Calls for 10:42:37	25	back. 10:45:12
25	MS. LHAMON: Objection. Calls for 10:42:37	25	back. 10:45:12
25	MS. LHAMON: Objection. Calls for 10:42:37 Page 237	25	back. 10:45:12 Page 239
25	Page 237	25	Page 239
	Page 237 speculation. 10:42:37		Page 239
1	Page 237 speculation. 10:42:37	1	Page 239 Q. From the student to whom they were issued; 10:45:14
1 2	Page 237 speculation. 10:42:37 THE WITNESS: I'm thinking. 10:42:40 I suppose there probably is something that 10:42:41	1 2	Page 239 Q. From the student to whom they were issued; 10:45:14 correct? 10:45:15 A. Yes. 10:45:15
1 2 3	Page 237 speculation. 10:42:37 THE WITNESS: I'm thinking. 10:42:40 I suppose there probably is something that 10:42:41	1 2 3	Page 239 Q. From the student to whom they were issued; 10:45:14 correct? 10:45:15 A. Yes. 10:45:15
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1 2 3 4 5	Page 237 speculation. 10:42:37 THE WITNESS: I'm thinking. 10:42:40 I suppose there probably is something that 10:42:41 doesn't occur to me right this very minute. 10:42:43 BY MR. ROZWOOD: 10:42:47	1 2 3 4 5	Page 239 Q. From the student to whom they were issued; 10:45:14 correct? 10:45:15 A. Yes. 10:45:15 Q. When you say Ms. Jones tries to get them 10:45:16 back, does she make contact with the parents to whom 10:45:19
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1 2 3 4 5 6 7 8 9 10 11 12	Page 237 speculation. 10:42:37 THE WITNESS: I'm thinking. 10:42:40 I suppose there probably is something that 10:42:41 doesn't occur to me right this very minute. 10:42:43 BY MR. ROZWOOD: 10:42:47 Q. Do you think the students at Fremont are 10:42:47 generally responsible with their textbooks in terms 10:42:51 of their use and maintenance and return? 10:42:55 MS. LHAMON: Objection. Calls for 10:42:58 speculation. 10:42:59 THE WITNESS: I think they are generally 10:43:02 responsible. I think personally, I think they 10:43:04	1 2 3 4 5 6 7 8 9 10 11 12	Page 239Q. From the student to whom they were issued; 10:45:14correct?10:45:15A. Yes.10:45:15Q. When you say Ms. Jones tries to get them 10:45:16back, does she make contact with the parents to whom 10:45:19they were issued as well?10:45:22A. Yes, she calls and sends letters.10:45:24Q. What happens on a new track after only 30 of 10:45:3135 books are returned at the end of the previous 10:45:37track and there is no money to buy replacement 10:45:37textbooks? What happens to the class using that set 10:45:39of textbooks at Fremont?10:45:43
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21 student in terms of damage or losing books are in a 10:43:38 22 small minority, but a minority can make a big mess 10:43:44 for the majority. 10:43:48 23

24 BY MR. ROZWOOD: 10:43:48 25 Q. In the context of the availability of 10:43:49

1	Q. From the student to whom they were issued; 10:45:14
2	correct? 10:45:15
3	A. Yes. 10:45:15
4	Q. When you say Ms. Jones tries to get them 10:45:16
5	back, does she make contact with the parents to whom 10:45:19
6	they were issued as well? 10:45:22
7	A. Yes, she calls and sends letters. 10:45:24
8	Q. What happens on a new track after only 30 of 10:45:31
9	35 books are returned at the end of the previous 10:45:34
10	track and there is no money to buy replacement 10:45:37
11	textbooks? What happens to the class using that set 10:45:39
12	of textbooks at Fremont? 10:45:43
13	A. Okay. Since I don't supervise those 10:45:46
14	teachers, I don't know specifically what happens. 10:45:49
15	If it were an English teacher, I would work 10:45:51
16	with an English teacher to make sure there was 10:45:54
17	something suitable to use. I would refer them to the 10:45:58
18	department chair. 10:46:01
19	There are other resources in the district. 10:46:01
20	We can borrow books. I know that happened once with 10:46:04
21	a social studies book. 10:46:07
22	As far as science, I don't know. I would 10:46:09
23	work with the department chair, if I were that 10:46:11
24	administrator, and figure out something. 10:46:13
25	Q. Are there additional versions of the 10:46:15

	Page 240	Page 242
1	textbook available in the textbook inventory? 10:46:18	1 change in leadership in Local District I. The woman 11:08:11
2	A. Yes, there are. 10:46:23	2 coming in, Dr. Rosseau, R-o-s-s-e-a-u, may have a 11:08:14
3	Q. You've given me a list of things that the 10:46:36	3 different slant on things than Dr. McKenna, but she's 11:08:21
4	school is currently doing to improve the educational 10:46:39	4 truly an instructional leader who did wonders at 11:08:24
5	experience of its students. 10:46:47	5 Santa Monica High School with the minority students. 11:08:28
6	If you think of any other things that the 10:46:50	6 So we are absolutely looking forward to working with 11:08:31
7	school is currently doing, can you let me know 10:47:03 A. Yes, 10:47:03	7 her. 11:08:34 8 Q. Was she the principal at Santa Monica High 11:08:35
8 9	A. Yes. 10:47:05 Q at any time during your deposition? That 10:47:03	8 Q. Was she the principal at Santa Monica High 11:08:35 9 School? 11:08:37
10	would be great. 10:47:03	10 A. She was principal there, and then she worked 11:08:37
11	MS. LHAMON: If you are at a stopping point, 10:47:03	11 with Center X at UCLA and then given a job not 11:08:39
12	I could use a break. 10:47:03	12 given she was appointed to a job downtown at the 11:08:45
13	MR. ROZWOOD: Okay. Let's take a short 10:47:04	13 big district as an instructional leader and associate 11:08:50
14	break. 10:47:05	14 superintendent, and now she is the District I 11:08:53
15	(Off the record.) 11:06:44	15 superintendent as of this week. 11:08:57
16	BY MR. ROZWOOD: 11:06:44	16 Q. Do you know where Dr. McKenna is now? 11:09:03
17	Q. Ms. Hines, before we broke, we had discussed 11:06:45	17 A. No. 11:09:05
18	some of the things the school is doing to improve the 11:06:49	18Listening to Governor Romer on the11:09:1819television, he said District I now has the best. So11:09:21
19 20	educational experience of its students, and I want to 11:06:53 ask you the same questions regarding what the 11:06:56	20 he obviously thinks very highly of the woman, and her 11:09:26
20	district, the Los Angeles Unified School District 11:07:01	21 capabilities. So I think that L.A. Unified is 11:09:29
22	and/or the local applicable district 11:07:05	22 recognizing that our district does need instructional 11:09:33
23	Is it Local District I? 11:07:08	23 support so that our students can achieve commensurate 11:09:37
24	A. Yes. 11:07:08	24 with the district students as a whole. 11:09:44
25	Q what the Los Angeles Unified School 11:07:11	25 Also, District I I think I may have 11:09:48
1 2	Page 241 District and what Local District I is doing to 11:07:13 improve the educational experience of the students at 11:07:17	Page 243 1 mentioned this before. District I and G do get 11:09:51 2 priority as far as hiring credentialed teachers, 11:09:54
	District and what Local District I is doing to 11:07:13 improve the educational experience of the students at 11:07:17 Fremont. 11:07:20	 mentioned this before. District I and G do get 11:09:51 priority as far as hiring credentialed teachers, 11:09:54 which sometimes is helpful. 11:09:57
2 3 4	District and what Local District I is doing to 11:07:13 improve the educational experience of the students at 11:07:17 Fremont. 11:07:20 If you can give me a list of those things, I 11:07:21	 mentioned this before. District I and G do get 11:09:51 priority as far as hiring credentialed teachers, 11:09:54 which sometimes is helpful. 11:09:57 It's certainly helpful being able to 11:09:59
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Page 244	Page 246
Page 2441positions. There are four positions that we can hire 11:11:032for right now on tracks B and C that we have not11:11:094Q. And what you have done to fill those four11:11:105spots temporarily is you brought in fully11:11:176credentialed teachers from another track; correct?7A. Yes.8Q. Okay. When you said earlier that Governor9News.9News and District I has the best, do you know what11:11:2910he said you have the best of? What is it the best11:11:3612A. I think when he said that, that was probably 11:11:3613elliptical, meaning the best local superintendent.11:11:4314Q. Referring to Dr. Rosseau?11:11:4315A. Yes.11:11:4316Q. Other than enabling the school to provide11:11:43171819191111:12:042021222324242525262728292920202021222324242525262728292929202020 </td <td>Page 2461preferences for the school to11:13:382A. It was11:13:443Q. I'm sorry.11:13:444A. It was me. It was I.11:13:445Q. Who did you work with at Fremont to11:13:496determine what the textbook needs and preferences11:13:527were?11:13:558A. The department chairpeople.11:13:569Q. How many department chairs are there at11:14:0010Fremont?11:14:0311A. Probably 11 or 12, but we were required to11:14:0412deal with the academic chairs. So we are talking11:14:1214included E.S.L., and we included the special11:14:1715education chairperson.11:14:1916So really I worked with six department11:14:2217chairs.11:14:2418Q. I'm not sure how to state this properly.11:14:3619To whom did you indicate your textbook11:14:4020preferences once they were determined?11:14:4221A. There were two people at the district that11:14:4422we worked with. Carla Nuramatsu. And I don't have a 11:14:5724There was a woman Maureen, M-a-u-r-e-e-n,11:14:5725Carter. They both worked with that program.11:15:02</td>	Page 2461preferences for the school to11:13:382A. It was11:13:443Q. I'm sorry.11:13:444A. It was me. It was I.11:13:445Q. Who did you work with at Fremont to11:13:496determine what the textbook needs and preferences11:13:527were?11:13:558A. The department chairpeople.11:13:569Q. How many department chairs are there at11:14:0010Fremont?11:14:0311A. Probably 11 or 12, but we were required to11:14:0412deal with the academic chairs. So we are talking11:14:1214included E.S.L., and we included the special11:14:1715education chairperson.11:14:1916So really I worked with six department11:14:2217chairs.11:14:2418Q. I'm not sure how to state this properly.11:14:3619To whom did you indicate your textbook11:14:4020preferences once they were determined?11:14:4221A. There were two people at the district that11:14:4422we worked with. Carla Nuramatsu. And I don't have a 11:14:5724There was a woman Maureen, M-a-u-r-e-e-n,11:14:5725Carter. They both worked with that program.11:15:02
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 home, and they actually took funds from funds that 11:12:28 were allocated to the school to determine how they 11:12:33 were going to be spent and took those funds and 11:12:36 bought the books. 11:12:39 We were the ones that told them what books 11:12:40 we needed and how many, but I think that was a strong 11:12:42 step on their part, that making sure then that each 11:12:44 student in those four academic areas did have a book 11:12:48 to take home or will have, because some of them still 11:12:51 have not arrived. 11:12:55 Q. Is that a new program or new policy 11:12:56 A. That's 11:12:59 Q at the big district? 11:13:00 A not been done in the past, to my 11:13:02 knowledge. 11:13:03 They have taken 4111 funds, which is our 11:13:05 general textbook fund, but they've never gone into 11:13:09 funds that weren't specifically textbooks and just 11:13:17 Q. For the local districts I mean 11:13:22 A. For District I. I'm not too sure what they 11:13:25 did with the other districts. I don't know. 11:13:31 communicated the particular textbook purchase 11:13:35 	1Q. Are those employees of the Los Angeles11:15:172Unified School District?11:15:123A. Yes. They work for Local District I.11:15:144Q. Do you have any knowledge of how Local11:15:225District I or Mrs. Nuramatsu or Mrs. Carter indicated11:15:246the Local District I preferences to the big district?11:15:307A. It's kind of a mystery, but what we think11:15:348happened is someone in District I actually inputted11:15:389those orders, and the finance person expended the11:15:4611money at the local district.11:15:4611We don't think it actually went to the big11:15:5013district.11:15:5314Q. Do you know who the people were at the big11:15:5715district level that handled the ordering aggregation11:16:1217A. Could you explain what you mean by the word11:16:1218aggregation process.11:16:1419Q. I don't know what I mean.11:16:1620What I'm trying to understand is who were11:16:1721the people at the big district who were involved with 11:16:3222know.11:16:2923know.11:16:2924A. I don't think I know.11:16:2925Q. This districtwide textbook purchase program, 11:16:36

	Page 248		Page 250
1	that was done for this current school year; correct? 11:16:39	1	you get lots of people involved in it and they are 11:19:18
2	A. Yes, so that we would have enough books for 11:16:43	2	away from the site, then the tracking of who did what 11:19:20
3	when school started in July. 11:16:45	3	and when they did it and what they got is sometimes 11:19:23
4	Q. And do you at Fremont have enough textbooks 11:16:47	4	not as efficient as our normal procedure, which is we 11:19:27
5	for the current school year? 11:16:56	5	place the order and deal with the vendors. So 11:19:30
6	A. They haven't all arrived yet. So no. I 11:16:59	6	Q. Do you think it would be better if the 11:19:35
7	mean we have books, but we don't have the new books. 11:17:03	7	textbooks were ordered on a statewide basis by the 11:19:36
8	You are supposed to have books no older than 11:17:06	8	governor's office? 11:19:40
9	five years, and theoretically you are supposed to 11:17:08	9	A. I never thought of that. Not necessarily. 11:19:43
10	have the same book for everyone that's teaching that 11:17:11 same class so that there will be consistency in 11:17:15	10 11	Q. Do you think it would increase the number of 11:19:47 inefficiencies like the one that has arisen with Holt 11:19:52
11 12	instruction. 11:17:19	11 12	publisher? 11:19:57
12	Because some of the books have not come, I 11:17:20	12	MS. LHAMON: Calls for speculation. 11:19:57
14	would question whether everyone has the same book to 11:17:22	13	THE WITNESS: Then again you are just 11:19:59
15	use, but there are enough books. 11:17:25	15	getting it further away. 11:20:00
16	Q. Today is the second day of instruction? 11:17:28	16	I think the problem we had this time was 11:20:01
17	A. Third. 11:17:33	17	because it was further away from the site. I am the 11:20:03
18	Q. Was there instruction yesterday? 11:17:33	18	administrator in charge and responsible. I didn't 11:20:06
19	A. No, Monday and Tuesday. Today is Thursday. 11:17:35	19	know what the district was doing, who they were doing 11:20:09
20	Q. When do you expect the rest of the textbooks 11:17:39	20	it with, and when they were doing it. 11:20:12
21	to arrive? 11:17:44	21	It was embarrassing because teachers would 11:20:13
22	A. I would hope they would be here this month. 11:17:46	22	ask me, "What happened to my book order?" 11:20:15
23	The math ones are here already. With the Holt 11:17:49	23	"I don't know." 11:20:17
24	people, H-o-l-t that's another textbook 11:17:57	24	So I called the district and asked them 11:20:17
25	publisher we ordered math and social studies and 11:18:01	25	questions, and no one seems to know. It's difficult; 11:20:19
	Page 249		Page 251
1	Ũ	1	•
1 2	Page 249 health from Holt, and they did not they were not 11:18:05 able to locate that order. 11:18:08	1 2	-
1 2 3	health from Holt, and they did not they were not 11:18:05		whereas, if I were in charge and it was done at my 11:20:22
	health from Holt, and they did not they were not 11:18:05 able to locate that order. 11:18:08 So I faxed them the order again, and was 11:18:10 enlightened because they said, "Did you really mean 11:18:17	2	whereas, if I were in charge and it was done at my 11:20:22 site, I can have the answers and know who to complain 11:20:25 to. 11:20:25 So that probably would just be putting more 11:20:28
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1	standardized. They may have said that, but then the 11:21:58	1	schools, the environment needs to look good, and 11:24:48
2	little districts looked at publishers and looked at 11:22:02	2	actually when we interviewed new teachers, pleasingly 11:24:52
3	the books and said, "Yes, this is what we want," and 11:22:05	3	detailing when we intervie wee new teachers, preasingly 11.24.52
4	if one school said, "We don't want that," that was 11:22:08	4	they are happy about the way the campus looks. 11:24:57
5	tough. The majority wants this book. That's how it 11:22:13	5	If you have been to Fremont, you go in the 11:24:59
6	was done. 11:22:15	6	front door it's kind of like a prison with the 11:25:02
7	In response to that, yes, I do think it's a 11:22:16	7	bars, but you go inside and there's the fountain, 11:25:06
8	good idea because the students do move around to 11:22:19	8	flowers, green grass. We didn't have that three 11:25:10
9	different schools. 11:22:21	9	years ago. We had no grass because we didn't have 11:25:12
10	Because that transition from eighth grade to 11:22:22	10	sprinklers that worked. Now that we have sprinklers 11:25:15
11	ninth grade, if you start out with a certain 11:22:26	11	that work, it looks green and nice. So kind of that 11:25:19
12	methodology or text support carry-over as a 11:22:29	12	inner quad looks like a college campus. 11:25:24
13	ninth-grader, yeah, I think that's fine. It's just 11:22:33	13	Actually it's really quite nice. So I think 11:25:26
14	everyone needs to be involved in the decision-making 11:22:37	14	that's a positive step. 11:25:29
15	process as much as possible. 11:22:40	15	I'm sure there are a plethora of things they 11:25:37
16	Q. Okay. Other than coordinating the textbook 11:22:54	16	are doing that I'm not aware of. Those are just some 11:25:40
17	purchasing program and the teacher hiring priority 11:22:58	17	of the things. 11:25:42
18 19	and the extra staff development days, can you think 11:23:03 of anything else that the local district or the big 11:23:06	18 19	Q. Do you think Fremont High School has 11:25:50 adequate custodial and maintenance staff available? 11:25:52
20	district is doing to improve the educational 11:23:10	20	MS. LHAMON: Objection. Vague as to 11:25:59
20	experience of the students at Fremont? 11:23:18	20	"adequate." 11:26:00
22	MS. LHAMON: Calls for speculation to the 11:23:20	22	THE WITNESS: It is a vague question, but I 11:26:02
23	extent she doesn't know everything the district is 11:23:22	23	really think we can always use more facilities 11:26:05
24	doing. 11:23:25	24	workers. It's a big plant. We are used year-round. 11:26:10
25	THE WITNESS: It's true. I don't know 11:23:26	25	We are used in the evenings. We are used on 11:26:13
	Page 252		Page 255
	Page 253		Page 255
1	everything the district is doing. 11:23:27	1	Saturdays. People rent out our facilities, and it's 11:26:16
2	everything the district is doing. 11:23:27 One of the things I did not mention earlier, 11:23:29	2	Saturdays. People rent out our facilities, and it's 11:26:16 difficult to keep it clean. 11:26:22
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25 direction. So I'm just waiting to see right now. 11:30:20 25 About a month ago we went down there, dialogued with 11:32:38	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	 Q. Is that the responsibility of the local 11:28:57 districts? 11:28:59 A. And the big district, yeah. 11:29:01 Q. Is that 11:29:03 A. I think that came from the big district. I 11:29:04 don't know as far as how much responsibility the 11:29:07 local district has in that. 11:29:08 Q. Is that something that the big district is 11:29:10 not doing an adequate job of reviewing 11:29:13 A. I think it's unclear how they are doing. I 11:29:16 really do, but as far as the articulation between the 11:29:19 eighth and ninth grade, the local district could 11:29:23 facilitate that, and that has happened in the past 11:29:26 with the clusters. 11:29:30 Q. Can you think of anything else the local 11:29:50 improve the educational experience of its Fremont 11:29:52 students? 11:29:56 A. Well, like I said, I'm really looking 11:29:58 forward to Dr. Rosseau coming in and seeing what 11:30:01 direction that is going to take. 11:30:04 A lot of people that were there this last 11:30:05 year are no longer there, and the ones that are there 11:30:08 	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22	Is that acceptable for our use here today? 11:31:35 A. Yes. 11:31:35 Q. Can you think of anything that the state 11:31:39 agency 11:31:41 What did I call them? 11:31:42 MS. LHAMON: "State educational agencies." 11:31:44 MR. ROZWOOD: Thank you. 11:31:45 Q the State educational agencies are doing 11:31:46 to improve the quality of the educational experience 11:31:51 at Fremont High School? 11:31:58 MS. LHAMON: Objection. Calls for 11:32:00 speculation. 11:32:01 THE WITNESS: Well, actually I do know one 11:32:02 thing. There is an individual named Beth 11:32:04 Brennemann I believe that's her name and she is 11:32:09 the State to improve literacy and some of our 11:32:17 literacy is coming from opportunities that she makes 11:32:20 available to us. 11:32:23 For example, in her work she is highlighting 11:32:25 schools that are doing well with literacy programs, 11:32:29 and the last one was Anaheim High School, and she 11:32:32
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	Page 260		Page 262
1	the teacher, talked about their reading programs, and 11:32:42	1	speculation. 11:35:45
2	talked about the use of their library. So I think 11:32:45	2	THE WITNESS: I'm not really sure what all 11:35:48
3	that's an excellent program. 11:32:47	3	of their responsibilities are, but a couple of other 11:35:50
4	I'm not really sure what it's called. You 11:32:49	4	things that they have done I can tell you is that the 11:35:54
5	may be aware of that, but it has something to do with 11:32:51	5	book that they just put out in the literacy and the 11:35:57
6	literacy council or achievement. Those words could 11:32:55	6	contents areas was given actually we purchased 11:36:00
7	be in it. 11:33:01 And the conference that originally was 11:33:02	7 8	them. 11:36:04 So we purchased those and gave them to all 11:36:05
8 9	And the conference that originally was 11:33:02 the department that was part sponsor that was the 11:33:06	8 9	the teachers, which have to do with implementing 11:36:09
9 10	California Literacy Summit, and I think that was the 11:33:10	10	different strategies, which will help the students 11:36:12
10	Department of Education, plus the California League 11:33:15	10	make sense of text and negotiate meaning. 11:36:26
11	of High Schools, and plus ACSA. 11:33:17	11	They also and I believe this came from 11:36:26
12	I think as a group they were partnering to 11:33:20	12	Delaine Easton's office sent a package of the math 11:36:26
13	sponsor that, and I think that's a good thing. I 11:33:23	13	and the language art framework book, enough for each 11:36:26
15	really do. 11:33:25	15	teacher, to each school. 11:36:30
16	Enrollment in that was very limited. So we 11:33:26	16	That was kind of like a surprise. To me, if 11:36:32
10	were fortunate to be able to attend that and met some 11:33:30	17	you are going to do that or the State is going do 11:36:35
18	of the leaders in literacy throughout the state. 11:33:34	18	that, maybe there should be something coming ahead of 11:36:38
19	BY MR. ROZWOOD: 11:33:34	19	it like, "Okay. This is what we plan to do. This is 11:36:41
20	Q. What does the acronym stand for? 11:33:37	20	how you can possibly use it." 11:36:44
21	A. Association of California School 11:33:47	21	It kind of appeared on our doorstep with a 11:36:46
22	Administrators. 11:33:49	22	letter, which was nice, but you know, right before 11:36:49
23	Q. Thanks. 11:33:52	23	that, we ordered all those and paid for them. 11:36:51
24	You were saying you got to meet some of the 11:34:02	24	Maybe just communication, you know, "We are 11:36:56
25	administrators involved in this area at this 11:34:05	25	going to provide these free to you. Don't order them 11:36:59
	Dage 261		Data 362
	Page 261		Page 263
1	conference at the summit, literary summit. 11:34:07	1	this year," because they cost about \$10 each. 11:37:02
2	conference at the summit, literary summit.11:34:07A. The literacy summit in San Diego.11:34:12	1 2 2	this year," because they cost about \$10 each.11:37:02BY MR. ROZWOOD:11:37:02
2 3	conference at the summit, literary summit.11:34:07A. The literacy summit in San Diego.11:34:12Q. I didn't know which conference you were11:34:15	3	this year," because they cost about \$10 each.11:37:02BY MR. ROZWOOD:11:37:02Q. What are11:37:06
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	Page 264		Page 266
1	Q. Do you find the frameworks to be useful 11:38:11	1	Then what we did is asked for feedback about 11:41:01
2	tools to improve the quality or effectiveness of 11:38:16	2	it. We asked the different tracks, "How did you use 11:41:04
3	classroom teachers? 11:38:19	3	these strategies and what worked and what didn't?" 11:41:06
4	A. I really think they are. I think the 11:38:21	4	It gave them a chance to share. 11:41:10
5	challenge is to make sure all the teachers get a good 11:38:23	5	Q. Can you think of anything else the State 11:41:12
6	staff development with the frameworks. 11:38:26	6	educational agencies are doing to improve the 11:41:15
7	Q. And what steps is Fremont taking to ensure 11:38:30	7	educational experience of the students at Fremont 11:41:17
8	that those steps are taken? 11:38:35	8	High School? 11:41:25
9	A. Well, the frameworks are always part of our 11:38:38	9	A. No. Those are like the more recent examples 11:41:25
10	staff developments at least once a year when we talk 11:38:40	10	that I have seen, some direct things coming from the 11:41:29
11 12	about standards. 11:38:43 One of our challenges, of course, is we have 11:38:45	11 12	State, and really I hadn't seen much before that.11:41:32Maybe I just wasn't aware of what the State was11:41:34
12	so much changing personnel that you really have to 11:38:48	12	doing. So I guess that would come back to 11:41:38
13	individualize the staff developments because some of 11:38:52	13	communication. 11:41:44
15	the more mature teachers of length have had the staff 11:38:54	15	On credentialing, I don't know if they 11:41:44
16	development. So many times you have to figure out 11:39:00	16	looked at their credentialing program lately, but 11:41:46
17	how to individualize it. 11:39:02	17	they might want to reexamine that in some ways as far 11:42:00
18	Yes, I think there's valuable information. 11:39:04	18	as recruitment of teachers, say, for example, from 11:42:00
19	There's also a book coming out that I 11:39:07	19	different states as far as what the requirements are. 11:42:00
20	don't think it's on the web site about the 11:39:10	20	And I really think it's important that the 11:42:02
21	recommended reading list. 11:39:12	21	State attract qualified teachers. I know that L.A. 11:42:03
22 23	That hadn't been revised for like ten years. 11:39:13	22 23	Unified is recruiting in different states and 11:42:08 countries. 11:42:11
23 24	So someone got together and did that and got some 11:39:16 talented teachers to put that together. So that will 11:39:21	23 24	I don't know if that's even one of the 11:42:12
25	be available this month, and I think with, again, the 11:39:26	24	responsibilities. Like I said, I'm not real clear, 11:42:14
20	of available and monthly and I amine with again, the T1157.20		
	Page 265		Page 267
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	appropriate staff development, that's very useful to 11:39:28 the teachers, but sometimes people just don't know 11:39:31 about it. 11:39:34 I mean you have to kind of teach yourself. 11:39:35 You have to find the catalog and see what is going to 11:39:38 be used for what. So maybe more communication, 11:39:41 again, to the administrators about what is happening 11:39:45 with those publications. 11:39:48 Q. You mentioned a book on literacy and 11:40:02 A. Yeah. 11:40:06 Q content. 11:40:04 Can you describe that book. 11:40:07 A. Yes. That book has several strategies, 11:40:10 probably like 20 or so literacy strategies, and it 11:40:15 gives specific examples about how to use them in the 11:40:19 classroom. So that you really could use that book 11:40:22 over and over again for staff development. 11:40:28 talks about different strategies, like mind mapping, 11:40:30 SXR3, whatever that one is; different types of 11:40:46	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	but I know they are in charge of credentialing, but I 11:42:16 don't know if they are doing anything in recruitment, 11:42:19 but that might be an area. 11:42:22 Q. Do you think the state educational agencies 11:42:33 should be communicating with site administrators or 11:42:35 with district administrators? 11:42:39 A. Both, and with the general public so the 11:42:42 parents in the community really know what should be 11:42:47 happening in the school, what is available through 11:42:50 the State department, but the administrators that are 11:42:53 responsible for implementing really do need to know 11:42:58 what is available and what assistance there is. 11:43:01 Q. Do you know if there is anyone at the big 11:43:35 district that has that knowledge? 11:43:38 MS. LHAMON: Objection. Calls for 11:43:42 speculation. 11:43:42 THE WITNESS: I would certainly hope so, but 11:43:45 again, I don't know. We don't do a lot of dialogue 11:43:47 anymore with the big district. 11:43:50 BY MR. ROZWOOD: 11:43:57
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	Page 268		Page 270
1	teachers at your school who would like to attend are 11:44:08	1	Q. Do you know where the resources come from 11:47:06
2	free to attend? 11:44:11	2	that the L.A. County Office of Education provides to 11:47:10
3	A. No. You know, who gives that mostly is 11:44:12	3	Fremont High School? 11:47:14
4	LACOE, Los Angeles County Office of Education. They 11:44:15	4	A. Well, I know that the some of the 11:47:17
5	are very good at supplying us all that information, 11:44:18	5	publications that Adrian talks about are Departments 11:47:19
6	but I can't remember anything from L.A. Unified. 11:44:21	6	of Ed. such as the literacy content book that we 11:47:24
7	Maybe it's just the LACOE is so good at it 11:44:26	7	talked about. 11:47:29
8	and frequent that anything L.A. Unified does is 11:44:30	8	As far as you are talking about funding 11:47:31
9	forgotten. I really don't remember anything L.A. 11:44:33	9	that they are getting? 11:47:32
10	Unified has done. 11:44:38	10	Q. Just the resources that hit Fremont High 11:47:34
11	Q. Can you describe the actions that are taken 11:44:40	11	School, to your knowledge, you know, through the L.A. 11:47:36
12	by the L.A. County of Education that affect the 11:44:50	12	County Office of Education, where those resources 11:47:41
13	educational experience of students at Fremont? 11:44:55	13	come from. 11:47:43
14	MS. LHAMON: Are you asking about the L.A. 11:44:59	14	A. No, I don't know who is underwriting their 11:47:45
15	County Office of Education? 11:45:01	15	grant. It sounds like that's what you are asking. I 11:47:47
16	MR. ROZWOOD: Yes, the L.A. County Office of 11:45:03	16	don't know where they got the money. 11:47:50
17	Education. Thank you. 11:45:07	17	Q. Well, what are the terms of the grant that 11:47:51
18	THE WITNESS: The L.A. County Office of 11:45:08	18	Fremont High School receives? 11:47:52
19	Education had a grant to involve 50-plus inner city 11:45:11	19	A. That we had to have a literacy coordinator 11:47:56
20	schools that you had to apply for, and it's continued 11:45:17	20	on campus that had some relief time. So we do have 11:47:59
21	funding for this year, but we applied for it it 11:45:21	21	an individual so designated that only teaches two 11:48:12
22	was a fairly simple application and were accepted 11:45:24	22	classes. That we would 11:48:12
23	in that grant, and that's probably one of the reasons 11:45:28	23	I don't even know that was required. 11:48:12
24	that I'm getting so much information, and that's 11:45:30	24	That we go to the conferences because that's 11:48:12
25	probably how Ms. Brennemann became such an outreach 11:45:32	25	something that the teachers really wanted to do, but 11:48:13
	Page 269		Page 271
1	Page 269	1	Page 271
1	person for us. 11:45:37	1	I would assume that's part of it. 11:48:16
2	person for us. 11:45:37 It was really an excellent opportunity. 11:45:39	2	I would assume that's part of it. 11:48:16 That we do have this literacy coach, and 11:48:19
2 3	person for us. 11:45:37 It was really an excellent opportunity. 11:45:39 What they do is they send our teachers to conferences 11:45:41	2 3	I would assume that's part of it. 11:48:16 That we do have this literacy coach, and 11:48:19 there is some testing in the specific reading 11:48:25
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	Page 272		Dage 274
1	Page 272 monetary resources to the school? 11:49:40	1	Page 274 can you think of anything else that the State of 13:22:51
2	monetary resources to the school?11:49:40A. No.11:49:40	1 2	can you think of anything else that the State of 13:22:51 California any other means through which the State 13:22:54
3	Q. Do you know what the estimated dollar value 11:49:44	3	of California furnishes educational services to the 13:23:00
4	of the grant is for Fremont High School, if that 11:49:50	4	students at Fremont High School? 13:23:03
5	makes sense? 11:49:56	5	A. I can't think of anything right now. 13:23:07
6	A. You are probably talking salaries for the 11:49:57	6	Q. Can you think of anything else other than 13:23:08
7	two ladies, I would guess, and discounts on the 11:49:59	7	what we have discussed so far in your deposition that 13:23:10
8	conference attendance. So I would really be 11:50:04	8	the State of California could or should do to improve 13:23:13
9	guessing. So I don't know. But those would be 11:50:07	9	the quality of the education that Fremont High School 13:23:18
10	basically what it was. 11:50:09	10	students receive? 13:23:22
11 12	Q. It's not really a money grant. It's more of 11:50:12 an instructional assistance program run by the County 11:50:14	11	A. Well, for me personally, I think I would 13:23:24
12	Office of Education. 11:50:18	12 13	like to know what the responsibilities are in13:23:25relationship to our school and the California13:23:28
13	Is that a fair characterization of the 11:50:20	13	Department of Education. 13:23:31
15	program? 11:50:22	15	I know we get wonderful publications, and 13:23:32
16	A. Yes. 11:50:22	16	you have a great web site, but as far as the direct 13:23:36
17	Q. And to your knowledge, the frameworks used 11:50:25	17	responsibilities, I'm not they are not totally 13:23:39
18	in this program are developed by the State 11:50:31	18	firm to me, and that would be helpful, and I could 13:23:44
19	educational agencies; correct? 11:50:44	19	respond better. 13:23:47
20	A. Yes. 11:50:46	20	Q. I wanted to clarify something. Are you 13:23:48
21	MR. FRIEDMAN: Would this be an appropriate 11:50:52	21	finished with your answer? 13:23:50
22	time to break, or do you want to finish off 11:50:53	22	A. Yes, I'm finished. 13:23:52
23	something? 11:50:56	23	Q. I apologize. I didn't know if you were 13:23:53
24 25	MR. ROZWOOD: Yeah, sure. That's fine, 11:50:57 Howard. 11:50:59	24 25	finished. I wanted to clarify.13:23:55Twice you referred to me as "you" when13:23:57
25	11.30.39	25	Twice you referred to the as you when 15.25.57
	Page 273		Page 275
1		1	•
1 2	Let's go off the record. 11:50:59	1 2	referring to the Department of Education, and I 13:24:01
			•
2	Let's go off the record. 11:50:59 (Whereupon, at 11:51 A.M.	2	referring to the Department of Education, and I 13:24:01 wanted to clarify that I'm not the counsel for the 13:24:05
2 3	Let's go off the record. 11:50:59 (Whereupon, at 11:51 A.M. lunch recess taken.) LOS ANGELES, CALIFORNIA, JULY 5, 2001	2 3	referring to the Department of Education, and I 13:24:01 wanted to clarify that I'm not the counsel for the 13:24:05 Department of Education. 13:24:08 The Department of Education is separately 13:24:09 represented in this lawsuit by the Attorney General 13:24:11
2 3 4 5 6	Let's go off the record. 11:50:59 (Whereupon, at 11:51 A.M. lunch recess taken.)	2 3 4 5 6	referring to the Department of Education, and I 13:24:01 wanted to clarify that I'm not the counsel for the 13:24:05 Department of Education. 13:24:08 The Department of Education is separately 13:24:09 represented in this lawsuit by the Attorney General 13:24:11 of California. 13:24:13
2 3 4 5 6 7	Let's go off the record. 11:50:59 (Whereupon, at 11:51 A.M. lunch recess taken.) LOS ANGELES, CALIFORNIA, JULY 5, 2001 1:21 P.M.	2 3 4 5 6 7	referring to the Department of Education, and I 13:24:01 wanted to clarify that I'm not the counsel for the 13:24:05 Department of Education. 13:24:08 The Department of Education is separately 13:24:09 represented in this lawsuit by the Attorney General 13:24:11 of California. 13:24:13 Our law firm, O'Melveny & Myers, represents 13:24:14
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1	State as a whole. 13:25:07	1	this whole area is not very big. So I really would 13:27:27
2	MS. LHAMON: I'm going to object to the 13:25:08	2	like to know more. I would like to read more and 13:27:30
3	extent you are testifying about the legal 13:25:11	3	understand more before I gave a good answer to that 13:27:33
4	responsibilities of any of the agencies involved. 13:25:12	4	question. 13:27:35
5	MR. FRIEDMAN: I'll join, and let's have 13:25:16	5	BY MR. ROZWOOD: 13:27:35
6	everybody ask questions and move on. 13:25:18	6	Q. That's fair. 13:27:47
7	BY MR. ROZWOOD: 13:25:20	7	Can you just look at the last paragraph 13:27:47
8	Q. Did you have a different understanding about 13:25:20	8	actually it's the last paragraph on page 2 of Cindy 13:27:47
9	who I represented before I said what I just said? 13:25:22	9	Diego's declaration where she describes the bathrooms 13:27:47
10	Did you think I represented the Department of 13:25:28	10	at Fremont High School. Can you take a minute to 13:27:47
11	Education? 13:25:31	11	read that, please. 13:27:50
12	A. I guess I had. I thought representing the 13:25:31	12	A. Yes. 13:27:53
13	State, that you would be representing the Department, 13:25:33	13	Q. Let us know when you are finished. 13:27:53
14	but yeah. 13:25:36	14	A. Okay. I'm finished. 13:28:09
15	Q. But now you no longer think that; correct? 13:25:37	15	Q. Is that statement an accurate description of 13:28:10
16	A. Correct. 13:25:39	16	the bathrooms at Fremont High School? 13:28:15
17	MR. FRIEDMAN: Believing what he tells you. 13:25:41	17	MS. LHAMON: Objection. When you refer to 13:28:17
18	THE WITNESS: Yes, I believe him. 13:25:43	18	"statement," are you referring to everything in 13:28:18
19	BY MR. ROZWOOD: 13:25:45	19	paragraph 11 13:28:21
20	Q. So with that distinction in mind, is there 13:25:53	20	MR. ROZWOOD: Yes. 13:28:22
21	anything else, other than what you have already 13:25:55	21	MS. LHAMON: of Cindy Diego's 13:28:25
22	testified to, that you think the State should be 13:25:58	22	declaration? 13:28:28
23	doing that it's not already doing to improve the 13:26:00	23	MR. ROZWOOD: Yes. 13:28:29
24	quality of the educational experience of students at 13:26:03	24	THE WITNESS: I think we talked about this 13:28:30
25	Fremont High School? 13:26:06	25	last time, and I still stand by what I said. 13:28:31
	C C		•
	Page 277		Page 279
1	Page 277 A. No, not at this time. 13:26:11	1	Page 279 I never have really seen a line for the 13:28:35
1 2	-	1 2	
	A. No, not at this time. 13:26:11		I never have really seen a line for the 13:28:35
2	A. No, not at this time.13:26:11Q. Do you believe whatever the State should be13:26:12	2	I never have really seen a line for the 13:28:35 bathrooms. I talked to the plant manager, and we 13:28:38
2 3	 A. No, not at this time. 13:26:11 Q. Do you believe whatever the State should be 13:26:12 doing it should be doing through the State Department 13:26:15 	2 3	I never have really seen a line for the 13:28:35 bathrooms. I talked to the plant manager, and we 13:28:38
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1		1	
1 2	Q. Do you know who Sendy Ramirez is?13:30:14A. Actually I may know who this student is.13:30:17	1 2	a paper in the spring, but there was a paper in the 13:33:01 fall. 13:33:04
3	I'm not really sure, but she may be an individual 13:30:20	3	Q. What is the name of the teacher who was 13:33:05
4	that graduated and that's going to Berkeley. It's 13:30:24	4	originally assigned to instruct the journalism class? 13:33:08
5	possible. 13:30:26	5	A. Mr. Chaisson, C-h-a-i-s-s-o-n. 13:33:12
6	Q. On what do you base your statement that it's 13:30:27	6	Q. Mr. Chaisson was the one who got sick? 13:33:17
7	possible that she is 13:30:30	7	A. Yes. 13:33:28
8	A. Because there was a girl named Sendy but 13:30:32	8	Q. Other than the incident in which Fremont 13:33:28
9	I didn't know she spelled it that way that sat 13:30:36	9	failed to publish a school newspaper during 13:33:32
10	behind me at the awards ceremony, but other than 13:30:41	10	Mr. Chaisson's sickness, is there any other time that 13:33:35
11	that, that would be my only knowledge of her. 13:30:45	11	you are aware of in which Fremont failed to publish a 13:33:39
12	Q. Do you have any personal knowledge of the 13:30:49	12	school newspaper during a journalism class? 13:33:44
13	school's newspaper and how it's published? 13:30:52	13	A. Well, many years ago we did not have as 13:33:48
14	A. Yes. 13:30:52	14	talented a teacher as the person before Mr. Chaisson. 13:33:51
15	Q. Can you describe your involvement in the 13:31:00	15	Q. How many years ago was that?13:33:57A. Twelve.13:34:02
16 17	publication of the school newspaper or your knowledge 13:31:02 of the process. 13:31:07	16 17	A. Twelve.13:34:02Q. What was the name of the teacher just before13:34:03
17	A. Last year you want to talk about last 13:31:09	17	Mr. Chaisson? 13:34:05
19	year? 13:31:13	19	A. Rittger, R-i-t-t-g-e-r. 13:34:06
20	Q. Sure. 13:31:14	20	Q. How long did Mr. Rittger 13:34:10
21	A. Okay. Last year we had a gentleman assigned 13:31:14	21	A. It was "Mrs." 13:34:13
22	to do the newspaper, and it was published through 13:31:18	22	Q. How long was Mrs. Rittger with Fremont High 13:34:15
23	"Gardena Valley News." He became extremely ill and 13:31:22	23	School? 13:34:25
24	unable to work, and so he left, I believe, in 13:31:26	24	A. Estimating about three years. 13:34:25
25	December because he was seriously ill, and there was 13:31:34	25	Q. Do you know how the substitutes were chosen 13:34:32
	Page 281		Page 283
1	a chance he would return. But then, when it appeared 13:31:37	1	to replace Mr. Chaisson when he became ill? 13:34:35
2	a chance he would return. But then, when it appeared 13:31:37 like he was not going to return, the classes were 13:31:41	2	to replace Mr. Chaisson when he became ill? 13:34:35 A. I would have to think about that. I really 13:34:42
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1		1	
1 2	same 13:36:14 Are you following? 13:36:16	1 2	year. 13:38:35 Q. We are referring to the allegation she is 13:38:36
3	Q. Not at all. I can never follow the tracks. 13:36:16	3	making in her declaration she signed in or about July 13:38:37
4	A. Let's break it down by track. 13:36:22	4	of 2000. 13:38:41
5	A track, two classes; B track, two classes; 13:36:28	5	A. I don't remember. 13:38:42
6	and C track, two classes. So there are six classes 13:36:33	6	Q. So as to the 1999/2000 school year, are you 13:38:43
7	of kids, but they meet together when they are on 13:36:38	7	aware of any problems such as those described in 13:38:48
8	track. 13:36:42	8	paragraph 4 of Ms. Ramirez's declaration? 13:38:51
9	Q. Four at a time? 13:36:44	9	A. No, I don't remember that part. 13:38:54
10	A. Yeah, yeah. Yeah, two tracks four at a 13:36:45	10	Q. When you say you don't remember, are you 13:38:56
11	time. 13:36:48	11	saying it actually occurred but you don't remember 13:38:58
12	Q. I'm getting better. 13:36:48	12	it or you don't know one way or the other? 13:39:01
13	A. But that's how it is some semesters. Last 13:36:51 semester there may have been more. I really would 13:36:54	13	A. Okay. I don't know one way or the other. 13:39:05
14 15	need to look at some documentation to remember 13:36:57	14 15	Q. When you say you don't remember, it's a 13:39:07 different kind of statement than if you say you don't 13:39:09
15	exactly. 13:36:59	15	know one way or the other. 13:39:12
17	Q. Do you know the problem that Ms. Ramirez is 13:37:00	17	MS. LHAMON: I think the record will speak 13:39:14
18	referring to in paragraph 1 of her declaration? Do 13:37:02	18	for itself, and I think the witness has been very 13:39:15
19	you know the specific class she is referring to that 13:37:06	19	clear with her answers. 13:39:17
20	had four different substitutes? 13:37:09	20	BY MR. ROZWOOD: 13:39:19
21	A. Since she mentions you are talking about 13:37:12	21	Q. I just want to make sure you understand the 13:39:20
22	journalism. Since she mentioned a "she," she is 13:37:15	22	difference and you are careful when making your 13:39:23
23	probably talking about Ms. Rittger, but I didn't 13:37:18	23	responses. 13:39:25
24	remember that she left a month and a half before the 13:37:21	24	MS. LHAMON: I think now you are insulting 13:39:28
25	semester ended. I don't remember that. It's 13:37:24	25	the witness. She is a former English teacher. She 13:39:30
	Page 285		Page 287
1	certainly possible, but no, I don't remember that. 13:37:27	1	has been very clear with her answers and very 13:39:33
2	Ms. Rittger retired. 13:37:32	2	precise. 13:39:36
3	Q. Did she teach all of the journalism classes 13:37:42	3	BY MR. ROZWOOD: 13:39:36
4	when she was a teacher at Fremont? 13:37:45	4	Q. Well, Ms. Hines, I hope you know by the tone 13:39:43
5	A. Yes. 13:37:45	5	
6		-	of my voice that I certainly wasn't insulting you and 13:39:45
7	Q. Is it possible she retired before the end of 13:37:48	6	had no intention of insulting you. I think that's a 13:39:50
0	the school year, to your knowledge? 13:37:50	7	had no intention of insulting you. I think that's a 13:39:50 gross mischaracterization of what is happening here. 13:39:54
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9 10 11 12 13 14 15 16 17 18 19 20 21 22	 the school year, to your knowledge? 13:37:50 A. It's possible, but I don't remember that 13:37:52 happening. 13:37:55 Q. Do you see where she says: 13:38:01 "We did not get to fulfill the 13:38:04 goal of the class, which was to 13:38:06 publish two newspaper issues, 13:38:08 because the substitutes did not 13:38:10 know how to prepare a budget or how 13:38:12 to complete other responsibilities 13:38:14 necessary to publishing a 13:38:15 newspaper"? 13:38:17 A. Yes, I see that. 13:38:17 Q. Do you have any knowledge whether or not 13:38:20 A. Like I said, I don't remember the situation. 13:38:22 	7 8 9 10 11 12 13 14 15 16 17 18 19 20	had no intention of insulting you. I think that's a 13:39:50 gross mischaracterization of what is happening here. 13:39:54 I want to make sure we are on the same page with our 13:39:57 terminology and nothing more. 13:40:01 Can you look at paragraph 6 of Ms. Ramirez's 13:40:15 declaration where she is referring to the supplies 13:40:19 and facilities available in some of the science 13:40:22 classes at Fremont High School. 13:40:27 A. Yes. 13:40:34 Q. Can you review that paragraph. 13:40:34 A. Yes, I just reread it. 13:40:37 Q. Okay. Do you see anything inaccurate about 13:40:39 the statements made by Ms. Ramirez in paragraph 6? 13:40:42 A. No, I think that's fairly accurate if you 13:40:56 are saying some science classes. 13:40:58 This was one class that met in a regular 13:41:00 classroom because we needed more science classes, and 13:41:04
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	Page 288		Page 290
1	in the total department, which is a room situation. 13:41:19	1	different ethnicities, and if you were to use a 13:43:56
2	Q. Does Fremont fulfill all the educational 13:41:32	2	textbook you might find more of those authors were 13:43:59
3	excuse me instructional objectives in its science 13:41:36	3	included in a newer textbook; however, by and large, 13:44:03
4	classes, all the instructional objectives defined by 13:41:39	4	in English, we teach from the novels, and we have a 13:44:07
5	the State or the district? 13:41:42	5	very wide and wonderful selection of literature that 13:44:10
6	MS. LHAMON: Objection. Assumes facts not 13:41:46	6	the teachers can choose from. 13:44:13
7	in evidence, calls for speculation. 13:41:47	7	Q. Do you see where she says "we need 13:44:15
8	THE WITNESS: I think that would be 13:41:52	8	up-to-date information" in the last line of 13:44:17
9	difficult to answer. I don't really supervise the 13:41:52	9	paragraph 7? 13:44:20
10	science teachers, but I think any time you put the 13:41:56	10	A. Yes. 13:44:20
11	word "all" in a statement like that, it's fairly 13:42:01	11	Q. Other than increasing the variety of 13:44:21
12	you could assume there's something that needs help 13:42:03	12	literary selections and the mix from different 13:44:28
13	somewhere. So "all" might be too much. 13:42:07	13	cultural perspectives of those literary selections, 13:44:32
14	BY MR. ROZWOOD: 13:42:10	14	can you think of anything else she could possibly be 13:44:35
15	Q. Okay. That's fair. 13:42:11	15	referring to when she says she needs up-to-date 13:44:38
16	Can you turn to paragraph 7 where 13:42:14	16	information? 13:44:43
17	Ms. Ramirez says: 13:42:16	17	A. I'm straining to figure that out from the 13:44:45
18	"Some students in English classes 13:42:18	18	literature textbook how the information could be 13:44:47
19	are using outdated textbooks." 13:42:20	19	updated other than the bios of a newer writer would 13:44:50
20	Again, keeping in mind the time this 13:42:28	20	be included, and they wouldn't be included if that 13:44:54
21	declaration was prepared and signed, was that an 13:42:32	21	author is not in there, but I'm not really sure what 13:44:57
22	accurate statement? 13:42:38	22	she is talking about. 13:45:03
23	A. I can speak with more knowledge in this 13:42:40	23	Q. Okay. Can you look at paragraph 9 where she 13:45:14
24	area. 13:42:42	24	says: 13:45:17
25	Actually the English there's only one 13:42:43	25	"The multi-track system at 13:45:19
		25	The multi-track system at 15.45.19
		23	The multi-track system at 15.45.19
			The multi-track system at 15.45.19
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1	Page 289		Page 291
1 2	Page 289 teacher that I know that is using an old textbook, 13:42:46	1 2	Page 291 Fremont makes it difficult to 13:45:21
	Page 289 teacher that I know that is using an old textbook, 13:42:46 but the literature in the textbook obviously doesn't 13:42:49	1	Page 291 Fremont makes it difficult to 13:45:21 fulfill elective requirements for 13:45:24
2	Page 289 teacher that I know that is using an old textbook, 13:42:46 but the literature in the textbook obviously doesn't 13:42:49 change. The selections change, but the literature is 13:42:52	1 2	Page 291 Fremont makes it difficult to 13:45:21 fulfill elective requirements for 13:45:24 college." 13:45:25
2 3	Page 289 teacher that I know that is using an old textbook, 13:42:46 but the literature in the textbook obviously doesn't 13:42:49 change. The selections change, but the literature is 13:42:52 the same. 13:42:55	1 2 3	Page 291 Fremont makes it difficult to 13:45:21 fulfill elective requirements for 13:45:24 college." 13:45:25 Do you think that is true? 13:45:31
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2 3 4 5 6 7 8 9 10 11 12 13 14	Page 289 teacher that I know that is using an old textbook, 13:42:46 but the literature in the textbook obviously doesn't 13:42:49 change. The selections change, but the literature is 13:42:52 the same. 13:42:55 If that were occurring, if she is speaking 13:42:57 of this one teacher, he does like to use an older 13:42:59 textbook because he likes the literature that's in 13:43:02 the book. 13:43:05 I'm not aware that the pages are yellow. An 13:43:08 English textbook, you know, is like it has 13:43:16 literature in it. So something that was written in 13:43:19 the '60s is going to be the same regardless of what 13:43:22 textbook it's published in. 13:43:26 Q. Makes sense to me. 13:43:28	1 2 3 4 5 6 7 8 9 10 11 12 13 14	Page 291 Fremont makes it difficult to 13:45:21 fulfill elective requirements for 13:45:24 college." 13:45:25 Do you think that is true? 13:45:31 A. I really don't think elective requirements 13:45:33 have anything to do with the track system. The only 13:45:36 way you can relate those two is, if you have Fremont 13:45:38 and it's all on one track, you obviously have more 13:45:41 kids and teachers and there might be more room for 13:45:45 more classes in that way, and when you go down to 13:45:52 have, you don't have as much flexibility, and maybe 13:45:55 you could offer one class, for example, psychology, 13:45:58 and it could only then, therefore, be one period and 13:46:00
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22 School?

23

13:43:40

13:43:53

A. Probably only in the context that the canon, 13:43:44

24 as you know, is evolving, and we are including more 13:43:48

25 current writers and more writers of color and

22 students to fulfill their elective requirements for 13:46:26 23 college? 13:46:30

- 24 A. No, just that one. 13:46:33
- 25 Q. Do you see where she says in paragraph 10 13:46:35

	D 000	
	Page 292	Page 294
1	that: 13:46:37	1 given college library cards. That's part of the 13:49:16
2	"The multi-track, year-round system 13:46:37	2 advanced placement program at all high schools in 13:49:20
3	makes it hard to participate in 13:46:39 extracurricular activities"? 13:46:43	 3 L.A. Unified. 13:49:23 4 When I taught AP at Westchester, we issued 13:49:24
4 5	extracurricular activities"? 13:46:43 A. Yes. 13:46:43	5 library cards for UCLA for the students to use with 13:49:27
6	A. Tes. 15:40:45 Q. Is that statement true? 13:46:46	6 the knowledge, yes, we do not have a college-level 13:49:31
7	A. Well, if you look at sports, it doesn't 13:46:47	7 library at Westchester High School. 13:49:33
8	really affect sports. The kids come anyway. They 13:46:50	8 I think that certainly that would be in 13:49:36
9	come when they are off track. We have successful 13:46:54	9 general an accurate statement of any high school 13:49:37
10	many successful sport teams soccer, football, 13:46:58	10 library in L.A. Unified, that it can't compete with a 13:49:40
11	basketball. All those teachers have been 13:47:02	11 college library. 13:49:44
12	successful. The kids just come when they are off 13:47:23	12 Q. And is it the practice of teachers at 13:49:46
13	track. 13:47:07	13 Fremont High School, teachers of advanced placement 13:49:48
14	You could speculate that maybe a family 13:47:07	14 courses, to provide college library cards to their 13:49:52
15	would be gone, but for some reason, it doesn't seem 13:47:09	15 students? 13:49:56
16	to affect the kids. They get there. It's important 13:47:23	A. As far as I know, that program is still in 13:49:57
17 18	to them. 13:47:23	place. I haven't personally observed it, but it was 13:50:00something that L.A. Unified sponsored along with the 13:50:03
18	Q. Do you have any knowledge as to whether or 13:47:23 not Ms. Ramirez participated in any particular 13:47:24	19 UC system. 13:50:06
20	extracurricular activities at Fremont? 13:47:27	20 Q. Can you look at paragraph 12 of 13:50:12
21	A. No. 13:47:31	21 Ms. Ramirez's declaration, where she says: 13:50:14
22	MS. LHAMON: Objection. Calls for 13:47:31	22 "Fremont has more than 4,000 13:50:23
23	speculation. 13:47:32	23 students, but only two of our 13:50:26
24	She testified she is not sure she knows 13:47:32	24 bathrooms are open for useone 13:50:28
25	Ms. Ramirez. 13:47:36	25 near the auditorium with about five 13:50:30
	Page 293	Page 295
1	ç	
1 2	Page 293 BY MR. ROZWOOD: 13:47:42 Q. Can you look at paragraph 11 and read 13:47:58	Ũ
	BY MR. ROZWOOD: 13:47:42	1 or six stalls, and one in the 13:50:32
2	BY MR. ROZWOOD: 13:47:42 Q. Can you look at paragraph 11 and read 13:47:58	1or six stalls, and one in the13:50:322building, with four stalls."13:50:34
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1	them in with a shoehorn, but they can fit, but I've 13:51:43	1 your semester's lesson plans to accommodate the loss 13:54:34
2	never seen the school do three. I'm not sure what 13:51:47	2 of classroom instructional time? 13:54:39
3	she is referring to. 13:51:50	A. Well, personally I think you should know all 13:54:42
4	Q. Do you see where she continues in that 13:51:58	4 those things before the semester starts. I think you 13:54:44
5	paragraph to say: 13:52:00	5 should put your assemblies in so the teachers should 13:54:47
6	"We are split up into groups and 13:52:01	6 know right from the get-go. 13:54:50
7	miss time we are supposed to spend 13:52:04	7 In practice, it doesn't always happen that 13:54:51
8	in our classes"? 13:52:06	8 way. For whatever reason, the person organizing the 13:54:54
9	A. Yes. 13:52:06	9 assembly maybe doesn't have it organized yet or 13:54:57
10	Q. To your knowledge, does the scheduling of 13:52:09	10 whatever, but yeah, I agree that you should know at 13:55:01
11	assemblies interfere with the instructional minutes 13:52:12	11 the beginning of the school year. 13:55:04
12	required for each subject at Fremont High School? 13:52:19	12 Q. When they are only given one to two weeks' 13:55:06
13	A. No. The assembly should be instructional 13:52:26	13 notice, is that sufficient time for them to adjust 13:55:11
14	basically. That's what we design them to be, 13:52:32	14 their lesson plan for the semester to cover the same 13:55:14
15	instructional. 13:52:36	15 amount of instructional materials? 13:55:17
16	Q. So is it an accurate statement when she says 13:52:37	16 A. I think a good teacher can do that, yes. 13:55:19
17	she is missing time she is supposed to be spending in 13:52:43	17 Q. Are you aware of any instances in which 13:55:28
18	her classes when she attends assemblies? 13:52:46	18 teachers were unable to adjust to the missing period 13:55:31
19	A. I'm trying to think how it was two years ago 13:52:53	19 due to the scheduling of an assembly? 13:55:34
20	because it changes a little bit each year, but as I 13:52:55	20 A. No, that's not been reported to me. 13:55:38
21	recall, it would have a double period three, and the 13:52:58	21 Q. Do you consider the bungalows at Fremont 13:56:04
22	one track would go one period three and the other 13:53:02	22 High School to present a safety hazard? 13:56:07
23	track would go the other period three, and then 13:53:07	A. Can you be a little more specific? 13:56:14
24	period four would be eliminated. So it would be 13:53:09	Q. You can read paragraph 15 of Ms. Ramirez's 13:56:17
25	period three or four would be eliminated, and then we 13:53:12	25 declaration 13:56:19
	Page 297	Page 299
1	Ũ	
1 2	would rotate it to first and second. 13:53:17	1 A. Okay. 13:56:24
1 2 3	would rotate it to first and second. 13:53:17 In general, the leadership council chose 13:53:20	1A. Okay.13:56:242Q for some idea of what she is referring to 13:56:25
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	Page 300		Page 302
1	BY MR. ROZWOOD: 13:58:31	1	They are saying like narcotics, drugs, 14:00:53
2	Q. Can you look at paragraph 5 where 13:58:32	2	weapons, undesirable things to be at school are in 14:00:53
3	First of all, let me ask you: Do you know 13:58:34	3	lockers. So instead of having that, they just did 14:00:56
4	Glauz Diego? 13:58:37	4	away with them. 14:00:59
5	A. No. 13:58:38	5	Q. To your knowledge, has that subject ever 14:01:00
6	Q. Can you look at paragraph 5 where Mr. Diego 13:58:39	6	come up for discussion by the leadership council or 14:01:02
7	states that he has to take his school books, the ones 13:58:44	7	other administrative bodies at Fremont High School? 14:01:05
8	that he has, back and forth to school every day. 13:58:50	8	A. No. 14:01:08
9	A. Yes. 13:58:50	9	MS. LHAMON: Objection. Vague as to "that 14:01:09
10	Q. Do you have any knowledge of let me ask 13:58:56	10	subject." I don't know what you are talking about. 14:01:10
11	you this. 13:59:00	11	BY MR. ROZWOOD: 14:01:13
12	Does Fremont have any policy regarding 13:59:00	12	Q. Do you know what I mean by "that subject"? 14:01:13
13	students' use of lockers on the school site? 13:59:04	13	A. I'm assuming that you are meaning guns and 14:01:16
14	A. You know, I really don't know what the 13:59:12	14	narcotics in lockers, and we have not talked about 14:01:19
15	current locker policy is. It's changed and evolving, 13:59:15	15	that at Fremont. At least I have not been in that 14:01:22
16	and right now, I can't tell you what it is. I'd have 13:59:18	16	discussion, but I have never been in charge of 14:01:25
17	to find out. 13:59:21	17	lockers or school safety. So the discussion could 14:01:27
18	Q. Do you know if there was a policy during the 13:59:22	18	have gone on without my being present. 14:01:30
19	1999/2000 school year? 13:59:23	19	Q. Okay. Can you turn to paragraph 8 of 14:01:46
20	A. I I know that probably that year 13:59:28	20	Mr. Diego's declaration where he says: 14:01:48
21	everyone had a locker, I would think. 13:59:32	21	"I don't think the multi-track 14:01:57
22	Q. And what do you base 13:59:34	22	system is good because the teachers 14:01:59
23	A. I'm guessing. 13:59:35	23	have to rush through everything to 14:02:00
24	Q. I don't want you to guess. 13:59:36	24	give us the information because we 14:02:02
25	What do you base your belief that everyone 13:59:38	25	only have a little time to learn 14:02:04
		_	
	Page 301		Page 303
1	had a locker during that school year? 13:59:40	1	everything." 14:02:06
2	A. We have lockers in the school. There's an 13:59:43	2	Do you think that is an accurate statement? 14:02:07
3	administrator in charge of issuing lockers. So I 13:59:46	3	A. Well, the amount of time by law has to be 14:02:10
4	believe the students do have lockers. 13:59:50	4	the same. As we talked about earlier, the school 14:02:12
5	More recently than that, there was concern 13:59:52	5	days are longer, but there are just not as many days, 14:02:15
6	about whether or not they would be issuing lockers. 13:59:55	6	but the instructional minutes have to be the same. 14:02:19
7	Some schools have chosen not to do that. Right now I 13:59:59	7	It's mandated. 14:02:22
8	really don't know. 14:00:02	8	Q. Do you know what Mr. Diego is referring to 14:02:23
9	Q. What about for the 2000/2001 school year? 14:00:03	9	when he says: 14:02:26
10	Do you know 14:00:03	10	"We only have a little time to 14:02:27
11	A. That's what I don't know. I think during 14:00:08	11	learn everything"? 14:02:29
12	this year they probably did have lockers. 14:00:10	12	A. There's never enough time to learn 14:02:30
12	$\begin{array}{c} In System in Syst$	12	0

Q. Do you know why certain schools chose not to 14:00:16 13 issue students lockers? 14 14:00:19 15 A. I think it's a safety issue. 14:00:22 16 Q. What are the safety --14:00:24

A. Things were being concealed and left in 14:00:25 17 lockers. Some schools felt it was safer not to issue 14:00:29 18 19 lockers. 14:00:33 20 Q. What types of things were being concealed in 14:00:34 21 lockers, to your knowledge? 14:00:36 22 A. Well, this is just reasons -- these are 14:00:38 23 reasons why different schools have chosen not to 14:00:53 24 issue lockers. Whether that's happened, that's not 14:00:53

14:00:53

25

our policy.

everything. 13 14:02:32 14 I don't know what he is referring to, but I 14:02:34 15 certainly -- there are lots of things in this world 14:02:36 to learn, and none of us have enough time to learn 14:02:40 16 17 them all. 14:02:44 18 Q. But do you think that's a function of the 14:02:44 14:02:46 19 multitrack system? 20 A. No, not really. 14:02:48 Q. Do you see where Mr. Diego states: 14:02:54 22 "We finally staged a walk-out last 14:02:58 23 year because we wanted to get a 14:03:00 24 principal so that we could have 14:03:02 25 some order and improvements at our 14:03:04

	Page 304	Page 306
1	-	Ũ
1 2	school"? 14:03:07 MR. FRIEDMAN: Is that paragraph 9? 14:03:07	1nobody could have a locker"?14:06:332Are you aware of that alleged incident?14:06:35
3	MR. ROZWOOD: Yes. 14:03:09	3 A. No. 14:06:35
4	Q. Do you see that? 14:03:09	4 Q. Is that something you would have heard about 14:06:38
5	Q. Do you see and. 11.00.09	5 if it actually occurred? 14:06:39
6	A. Yes. 14:03:09	6 MS. LHAMON: Objection. Calls for 14:06:42
7	Q. Do you know what Mr. Diego is referring to? 14:03:11	7 speculation. 14:06:43
8	A. Let me read this paragraph. 14:03:17	8 THE WITNESS: It's possible I could have 14:06:46
9	Okay. When the walk-out occurred, there was 14:03:25	9 heard about it, but 14:06:48
10	a principal. I'm not really sure how long we were 14:03:30	10 BY MR. ROZWOOD: 14:06:51
11	without a principal, but we certainly had an acting 14:03:33	11 Q. I'm referring to the stealing of a teacher's 14:06:51
12	assistant principal, and it was maybe two weeks' time 14:03:37	12 edition book. 14:06:54
13	when we had a principal. I'm not sure what he is 14:03:43	A. No, I wouldn't necessarily know about that. 14:06:57
14	referring to. 14:03:45	14 MR. ROZWOOD: Okay. This is another 14:07:02
15 16	Q. Do you know approximately when the walk-out 14:03:47 occurred? 14:03:47	15 declaration. We will mark that as Exhibit 10. It's 14:07:11
10	A. No, but the principal was certainly there 14:03:57	 a declaration of Glauz Diego as well, but it's 14:07:15 separately Bates stamped numbered PLTF 00132 through 14:07:20
18	when it occurred. 14:03:59	18 00134, and this one was signed on January 30th, 2001. 14:07:25
19	Q. Which principal was that? 14:03:07	19 We will mark this as Exhibit 10. 14:07:31
20	A. I'm thinking of Ms. Simpson. There have 14:04:02	20 (Document referred to above was 14:07:31
21	been modified walk-outs at different times. So I'm 14:04:07	21 marked as Defendants' Exhibit 10 14:07:31
22	not really sure which one he is talking about. The 14:04:11	22 for identification by the reporter 14:07:56
23	largest one, though, the students were asking for a 14:04:15	23 and is attached hereto.) 14:07:56
24	librarian and not a principal. So he may have meant 14:04:20	24 BY MR. ROZWOOD: 14:07:56
25	librarian. I'm speculating. 14:04:26	Q. Do you see in paragraph 5 of Exhibit 10 14:07:57
	Page 305	Page 307
1	•	
1 2	Q. Can you read Mr. Diego's statements in 14:04:50	1 where Mr. Diego states, quote: 14:07:59
1 2 3	•	1 where Mr. Diego states, quote: 14:07:59
2	Q. Can you read Mr. Diego's statements in 14:04:50 paragraph 12 of his declaration that we have marked 14:04:54	1where Mr. Diego states, quote:14:07:592"Last semester we had to borrow14:08:02
2 3	Q. Can you read Mr. Diego's statements in 14:04:50 paragraph 12 of his declaration that we have marked 14:04:54 as Exhibit 9. 14:04:59	1where Mr. Diego states, quote:14:07:592"Last semester we had to borrow14:08:023bungalows from a school in the14:08:03
2 3 4	Q. Can you read Mr. Diego's statements in14:04:50paragraph 12 of his declaration that we have marked14:04:54as Exhibit 9.14:04:59A. Okay.14:05:12Okay.14:05:12Q. Are those statements accurate about the14:05:13	1where Mr. Diego states, quote:14:07:592"Last semester we had to borrow14:08:023bungalows from a school in the14:08:034valley just so we will have enough14:08:05
2 3 4 5 6 7	Q. Can you read Mr. Diego's statements in14:04:50paragraph 12 of his declaration that we have marked14:04:54as Exhibit 9.14:04:59A. Okay.14:05:12Okay.14:05:12Q. Are those statements accurate about the14:05:13bathrooms at Fremont High School?14:05:16	1where Mr. Diego states, quote:14:07:592"Last semester we had to borrow14:08:023bungalows from a school in the14:08:034valley just so we will have enough14:08:055space for all the students"?14:08:086A. Yes.14:08:087Q. Is that an accurate statement?14:08:11
2 3 4 5 6 7 8	Q. Can you read Mr. Diego's statements in14:04:50paragraph 12 of his declaration that we have marked14:04:54as Exhibit 9.14:04:59A. Okay.14:05:12Okay.14:05:12Q. Are those statements accurate about the14:05:13bathrooms at Fremont High School?14:05:16A. Well, I certainly hope not. Again, this has14:05:19	1where Mr. Diego states, quote:14:07:592"Last semester we had to borrow14:08:023bungalows from a school in the14:08:034valley just so we will have enough14:08:055space for all the students"?14:08:086A. Yes.14:08:087Q. Is that an accurate statement?14:08:118A. I don't know. I know some new bungalows14:08:13
2 3 4 5 6 7 8 9	Q. Can you read Mr. Diego's statements in 14:04:50 paragraph 12 of his declaration that we have marked 14:04:54 as Exhibit 9. 14:04:59 A. Okay. 14:05:12 Okay. 14:05:12 Q. Are those statements accurate about the 14:05:13 bathrooms at Fremont High School? 14:05:16 A. Well, I certainly hope not. Again, this has 14:05:19 not been my observation that it's crowded. I never 14:05:22	1where Mr. Diego states, quote:14:07:592"Last semester we had to borrow14:08:023bungalows from a school in the14:08:034valley just so we will have enough14:08:055space for all the students"?14:08:086A. Yes.14:08:087Q. Is that an accurate statement?14:08:118A. I don't know. I know some new bungalows14:08:139came last year, but I don't know where they came14:08:16
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	Page 308		Page 310
1	MS. LHAMON: Asked and answered. 14:09:15	1	"I heard that someone got hit in 14:12:18
2	THE WITNESS: I don't remember any computer 14:09:19	2	the head with a falling tile last 14:12:20
3	stolen in a computer lab. I do remember some 14:09:21	3	year"? 14:12:23
4	computers stolen in the journalism class, and that's 14:09:24	4	A. Yes. 14:12:23
5	about the basic knowledge I have. 14:09:30	5	Q. Are you aware of anyone getting hit in the 14:12:24
6	They were the room was broken into, and 14:09:32	6	head with a falling tile at Fremont High School? 14:12:26
7	the lock was forced, big time. It was like a 14:09:35	7	A. No. 14:12:26
8	security door, and fairly new computers were taken, 14:09:41	8	Q. Do you see where he says: 14:12:30
9	but I don't think the kids were taught computers in 14:09:46	9	"In some classrooms, the paint on 14:12:31
10	those classes. I believe it was a room used for 14:09:49	10	the walls is crusted and falling 14:12:33
11	journalism and also by adult school, and it's 14:09:52	11	off"? 14:12:35
12	possible it could have been an adult school student 14:09:57	12	A. Yes. 14:12:35
13	taking those, but in the computer labs, I don't think 14:10:00	13	Q. Is that an accurate description of Fremont? 14:12:36
14	any computers have been stolen. 14:10:03	14	A. I would say there are rooms that definitely 14:12:38
15	We have had parts taken like the mice. The 14:10:05	15	need paint. Now, whether it's crusting and falling 14:12:42
16	kids take the mice, but I don't think the computers. 14:10:08	16	off, I think the whole school needs paint on the 14:12:45
17	BY MR. ROZWOOD: 14:10:13	17	inside basically. 14:12:48
18	Q. The incident you are referring to in the 14:10:13	18	I have been there 14 years, and the 14:12:49
19	journalism class, was that before or after Fremont 14:10:15	19	classrooms have not been painted the whole time I've 14:12:51
20	erected the wrought iron fence around its perimeter? 14:10:18	20	been there on the inside. 14:12:54
21	A. I don't know. 14:10:27	21	Q. Do you see where Mr. Diego says: 14:13:02
22	Q. Okay. Can you give me your best estimate, 14:10:28	22	"The school doesn't have enough 14:13:05
23	you know, as to when the computers were stolen out of 14:10:31	23	lockers because of the 14:13:06
24	the journalism class? 14:10:35	24	overcrowding"? 14:13:07
25	You can try by school year or semester if 14:10:38	25	In paragraph 12 of Exhibit 10. 14:13:08
1	Page 309 that works. 14:10:41	1	Page 311 A. Yes. 14:13:08
2	that works. 14:10:41 A. I think it was last year. Maybe like last 14:10:44	2	A. Yes. 14:13:08Q. Is that an accurate statement? 14:13:11
2 3	that works. 14:10:41 A. I think it was last year. Maybe like last 14:10:44 fall. 14:10:52	2 3	 A. Yes. 14:13:08 Q. Is that an accurate statement? 14:13:11 A. Again, my knowledge base with lockers is 14:13:13
2 3 4	that works. 14:10:41 A. I think it was last year. Maybe like last 14:10:44 fall. 14:10:52 Q. And do you know approximately when the fence 14:10:55	2 3 4	A. Yes.14:13:08Q. Is that an accurate statement?14:13:11A. Again, my knowledge base with lockers is14:13:13very poor. So I really don't know.14:13:15
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	Dage 212		Dage 214
1	Page 312	1	Page 314
1 2	Q. Ms. Hines, do you believe the students at 14:33:47 Fremont High School are deprived of any of the basic 14:33:50	1 2	down here. 14:36:31 What I mean is, if a teacher doesn't have a 14:36:32
3	educational necessities? 14:33:53	3	full emergency teaching credential, is that an 14:36:35
4	A. Well, that's a really broad question, but if 14:33:58	4	indication that the teacher is not qualified to teach 14:36:39
5	by that do you mean that we offer all the required 14:34:01	5	the students at Fremont High School? 14:36:41
6	classes, yes, we do offer all the required classes. 14:34:04	6	A. See, I still think what I hear you saying 14:36:44
7	We have qualified teachers in the classrooms, and we 14:34:08	7	is if a teacher does not have a credential, they are 14:36:46
8	have textbooks. So those are three educational 14:34:13	8	qualified can you restate it again? 14:36:49
9	necessities. 14:34:16	9	Q. Sure. 14:36:51
10	There are lots of other things that would 14:34:17	10	A. Okay. 14:36:52
11	contribute to educational opportunity, but those are 14:34:18	11	Q. It's my fault. 14:36:52
12	the basics that we offer and have. 14:34:22	12	A. Okay. 14:36:54
13	Q. Does Fremont High School offer its students 14:34:27	13	Q. It's getting late in the day for me. I'm 14:36:55
14	sufficient instructional materials, including without 14:34:31	14	just pushing through. 14:36:57
15	limitation those textbooks you refer to? 14:34:33	15	You testified earlier about the things that 14:37:02
16	A. Sufficient 14:34:36	16	bear on the quality or effectiveness of classroom 14:37:08
17	Q. Instructional materials. 14:34:37	17	teachers. 14:37:11
18 19	A. Yes. 14:34:37 Q. Is your answer "yes"? 14:34:39	18 19	A. Uh-huh.14:37:12Q. I guess my question is: What relationship14:37:12
20	A. Yes. 14:34:39	20	does the possession of a full nonemergency credential 14:37:12
20	Q. Does each student at Fremont High School 14:34:42	20	have on the qualification or the effectiveness of 14:37:18
22	have his or her own reasonably current textbook in 14:34:45	22	your classroom teachers at Fremont? 14:37:22
23	each core subject? 14:34:49	23	A. Good question, and that could have lots of 14:37:24
24	A. That is the policy of the school, and if a 14:34:54	24	different responses as well. 14:37:26
25	student doesn't have that, we would make sure that 14:34:58	25	We assume someone with a credential has had 14:37:27
1	Page 313 the student gets it. 14:35:01	1	Page 315 student teaching and had some college training and 14:37:30
2	Q. Do the students have the use of such 14:35:04	2	education. Now, whether that takes and whether that 14:37:34
3	textbooks for use in class without sharing at Fremont 14:35:08	3	helps for that particular individual, sometimes it 14:37:37
45	High School?14:35:12A. Okay. If a student were issued a textbook14:35:15	45	does and sometimes it doesn't, but the chances are 14:37:41 that you would have broader base and more knowledge 14:37:44
6	and did not bring the textbook to school, then 14:35:17	6	to deal with, and theoretically that teacher should 14:37:47
7	perhaps he would have to share with a student. 14:35:19	7	have more resources to draw upon. 14:37:52
8	To my knowledge, there may be classrooms 14:35:22	8	As you know, that isn't always the case. We 14:37:55
9	where there is not a class set in addition to a 14:35:25	9	have many experienced teachers with full credentials 14:37:58
10	student taking home a book. 14:35:27	10	that, for whatever reason, have lost their ability to 14:38:00
11	That's a fairly recent policy by our last 14:35:29	11	communicate well or to be up on their subject matter 14:38:03
12	District I leader. In the past, policy has been each 14:35:32	12	or to get along with people and, therefore, are not 14:38:06
13	student has a book to take home that belongs to him 14:35:37	13	as effective as someone without a full credential. 14:38:09
14	that he carries back and forth. 14:35:41	14	So always there has to be someone making a 14:38:13
15	Q. So at Fremont, each student is issued a book 14:35:45	15	decision is this the right teacher for our students, 14:38:16
16	in class without sharing. Whether or not they bring 14:35:48	16	and that's one of the things I do. 14:38:19
17 18	it is a different question; is that correct?14:35:51A. That's the goal, yes.14:35:53	17 18	Q. Who is the most knowledgeable person at14:39:01Fremont regarding the frequency that the facilities14:39:03
18	Q. Is it fair to say that a lack of a full 14:36:02	10	are cleaned and maintained? 14:39:08
20	nonemergency teaching credential is a sign of an 14:36:15	20	A. The plant manager. 14:39:11
20	unqualified teacher? 14:36:19	20	Q. Who supervises the plant manager? 14:39:13
22	A. You said the lack of a nonemergency 14:36:21	22	A. Mr. Hemmans is the administrator at Fremont, 14:39:15
23	credential? 14:36:24	23	and he also has a district supervisor. 14:39:19
24	Q. Let me rephrase. There's lots of triple 14:36:26	24	Q. Local district supervisor or big district? 14:39:23
25	negatives, I guess. I'm just reading from something 14:36:28	25	A. I don't know, but I think it's by 14:39:26

	Page 316		Page 318
1	maintenance areas. We are in maintenance area 1, and 14:39:28	1	the Valley. 14:42:05
2	I think you asked me before what the name of that 14:39:32	2	Q. Do you know approximately how many students 14:42:07
3	individual is, and I don't know at this particular 14:39:41	3	are bused? 14:42:08
4 5	time. 14:39:41 Q. Okay. Do any of the academic courses or 14:39:41	4 5	A. No, I don't know.14:42:09Q. What is the name of the administrator in14:42:10
5 6	extracurricular courses at Fremont require the 14:39:43	6	charge of that program? 14:42:11
7	student to pay a fee or obtain a fee waiver in order 14:39:47	7	A. Right now there is not one, but we are 14:42:13
8	to participate? 14:39:51	8	having a new one Monday. So and I don't remember 14:42:15
9	A. No, not as far as I know. 14:39:52	9	what her name is. It's a difficult name. 14:42:20
10	Q. Have you ever been aware of any such fee or 14:39:53	10	There are several programs. You can go out 14:42:23
11	fee waiver requirements for course participation at 14:39:57	11	on PWT, integration purposes, and there's the CAP 14:42:26
12	Fremont 14:40:02	12	program which means, when we are overcrowded, we put 14:42:31
13	A. No 14:40:02	13	students on a bus to go somewhere. Whichever schools 14:42:34
14	Q or extracurricular offerings at Fremont? 14:40:03	14	have room, they are CAP receiver schools. 14:42:39
15	A the only thing I can think about is maybe 14:40:06	15	The kids that have permits to go to school 14:42:42
16 17	a cheerleader would have to buy an outfit. That's 14:40:09	16 17	in the Valley, they often start as earlier as 14:42:45 elementary school. So we never see or know those 14:42:49
17 18	the kind of thing you work with. If they can't 14:40:12 afford it, then you work with them to get the funds 14:40:15	17 18	students. 14:42:52
19	to do that, and I really don't even know for sure how 14:40:18	19	Q. Do you know how it's decided which students 14:42:57
20	that is working out. 14:40:22	20	are bused due to overcrowding? Is it a lottery or 14:43:02
21	Q. Do you have any knowledge regarding whether 14:40:43	21	some other 14:43:06
22	any of the students at Fremont are bused in to 14:40:45	22	A. Actually it has to do with when they enroll. 14:43:08
23	Fremont? 14:40:49	23	Everyone who comes the first day pretty much gets to 14:43:11
24	A. The special education students, some of them 14:40:51	24	stay or the second day, but then it's just, when we 14:43:14
25	ride buses. 14:40:55	25	are full, whoever is left on that list goes somewhere 14:43:18
	Page 317		Page 319
1	Page 317 O Other than the special education students $14:40:57$	1	Page 319
1	Q. Other than the special education students, 14:40:57	1	else. 14:43:21
2	Q. Other than the special education students, 14:40:57 are any of the other Fremont students bused into 14:41:00	1 2 3	else. 14:43:21 Q. What is the name of the administrator that 14:43:25
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	D 220	D 202
	Page 320	Page 322
1	Lhamon, which I think you already know, I'm counsel 14:48:35	1 busing. 14:50:49
23	for plaintiffs in this action. 14:48:37 I know we have been through a long day and a 14:48:39	2 Q. So when you say "whether we could CAP," that 14:50:49 3 means they are determining whether Fremont has 14:50:52
4	half in this deposition. I want to clarify a few 14:48:42	4 reached its capacity? 14:50:56
5	things before we get started with my questions. 14:48:44	5 A. Yes. 14:50:56
6	The plaintiff school children whom I 14:48:47	6 Q. Is "CAP" an acronym, C-A-P, or is "cap" 14:50:57
7	represent sued the State of California, the State 14:48:49	7 lower case, c-a-p? 14:51:05
8	Board of Education, the State Department of 14:48:52	8 A. I've never seen it written out. "Capacity," 14:51:08
9	Education, and the State Superintendent of Public 14:48:54	9 I imagine. 14:51:10
10	Instruction concerning State oversight of delivery of 14:48:56	10 MR. FRIEDMAN: I think I can represent it's 14:51:12
11	education in California. 14:48:59	11 "CAP," all caps, for Capacity Adjustment Program. 14:51:15
12	The plaintiffs have not sued any schools or 14:49:01	12 BY MS. LHAMON: 14:51:21
13	school districts or principals or vice principals, 14:49:04	13 Q. Good thing your counsel is here. 14:51:21
14	including you, which I'm sure you appreciate, and I 14:49:08 just want to make sure that you know this lawsuit 14:49:11	14 A. Yes. 14:51:25 15 Q. Do you know how many students are on each 14:51:28
15 16	concerns only the question whether the State and 14:49:13	15Q. Do you know how many students are on each14:51:2816track at Fremont High School?14:51:29
10	State agencies appropriately support schools in the 14:49:16	17 A. Approximately 1,500. 14:51:31
18	difficult task of delivering education in California. 14:49:20	18 Q. And is each track approximately the same 14:51:32
19	MR. ROZWOOD: Objection. Mischaracterizes 14:49:23	19 size, or is any one track larger than another? 14:51:35
20	the nature of this lawsuit entirely and vague and 14:49:24	A. I believe one track is larger. I don't have 14:51:38
21	ambiguous as to the State's level of support of 14:49:27	21 those figures. It's supposed to be about the same, 14:51:40
22	the appropriate support or whatever you said, but 14:49:29	22 but as you know, people come and go. So they are 14:51:43
23	I think that misstates the litigation. 14:49:42	23 never going to be exactly equal.14:51:46
24	BY MS. LHAMON: 14:49:42	Q. Which is the track that you believe is a 14:51:49
25	Q. I'll ask you questions that will give me 14:49:42	25 little bit larger? 14:51:50
1	Page 321 information relative to the State and the State 14:49:43	Page 323 1 A. I don't know. 14:51:52
2	information relative to the State and the State 14:49:43 agencies. 14:49:46	1A. I don't know.14:51:522Q. Okay. And when you say that it's supposed14:51:54
2 3	information relative to the State and the State 14:49:43 agencies. 14:49:46 First, how many total students attend 14:49:47	1A. I don't know.14:51:522Q. Okay. And when you say that it's supposed14:51:543to be roughly equal, who decides that it's supposed14:51:55
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1	C C	
1	Q. And you see those figures for what purposes? 14:52:52	1 Q. They just started 14:55:00
2	A. There are a number of reports we need to 14:52:57 submit. I'm not responsible for completing those 14:52:59	2 A. Yes. 14:55:00
3	submit. I'm not responsible for completing those14:52:59reports, but I do see them, and I do hear them14:53:01	3 Q on Monday of this week? 14:55:00 4 A. Yes. 14:55:00
5	discussed. 14:53:04	4 A. Fes. 14:55:00 5 Q. So on July 2nd? 14:55:02
6	Q. And to whom does Fremont submit those 14:53:05	6 A. Yes. 14:55:02
7	reports that have those figures? 14:53:08	7 Q. Do you know what classes are required for 14:55:06
8	A. To the district, the large district. 14:53:10	8 graduation at Fremont High School? 14:55:08
9	Q. That's on an annual basis? 14:53:14	9 A. I can tell you with a fair degree of 14:55:11
10	A. Uh-huh, yes. 14:53:16	10 certainty. I understand the requirements will be 14:55:13
11	Q. In your 14 years at Fremont, have those 14:53:17	11 changing soon, but I can tell you some of them. 14:55:16
12	numbers remained roughly the same? 14:53:19	12 There are four years of English, two years 14:55:19
13	A. No, the African-American population has 14:53:23	13 of math, two years of science, and a year of a 14:55:23
14	decreased, and the Latino population has increased. 14:53:26	14 technical art and a fine art, and as I understand 14:55:29
15	Q. Okay. Has the African-American population 14:53:32	15 that, they are going to add one year of computers 14:55:33
16	decreased significantly in the 14 years you have been 14:53:34	16 required onto that requirement, and social studies. 14:55:36
17	at Fremont? 14:53:37	17 There's world history, U.S. history. So three years 14:55:42
18	A. I'm just guessing, but I would guess, when I 14:53:38	18 of social studies. 14:55:49
19	came to the school, it was about 70 percent or 14:53:41	19 I forget English, math, science, social 14:55:53
20	60 percent Latino and the remainder African-American, 14:53:45	20 studies, fine art, practical art, two years of PE, 14:55:56
21	but that's a really rough approximation. 14:53:48	21 and I think that's it unless I'm forgetting 14:56:03
22	Q. It's helpful. Thank you. 14:53:51	22 something. 14:56:06
23	A. Yes. 14:53:51	23 Q. Is health required? 14:56:07
24	Q. Do you know how many students at Fremont are 14:53:54	A. Yes, thank you. Health. And a new class 14:56:09
25	eligible for free and reduced-priced meals? 14:53:57	25 called Life Skills, which is the old educational 14:56:12
	Base 205	Dage 207
	Page 325	Page 327
1	A. Again, I would be guessing, but I would 14:54:00	1 career planning that used to be required, and now 14:56:16
2	A. Again, I would be guessing, but I would14:54:00guess it's about 85 percent.14:54:02	1career planning that used to be required, and now14:56:162it's called Life Skills, and so a student takes a14:56:18
2 3	 A. Again, I would be guessing, but I would 14:54:00 guess it's about 85 percent. 14:54:02 Q. And just so you know, it's helpful to me if 14:54:05 	 career planning that used to be required, and now 14:56:16 it's called Life Skills, and so a student takes a 14:56:18 semester of health and a semester of Life Skills. 14:56:22
2 3 4	 A. Again, I would be guessing, but I would 14:54:00 guess it's about 85 percent. 14:54:02 Q. And just so you know, it's helpful to me if 14:54:05 you give me your estimate if you have an estimate. 14:54:09 	 career planning that used to be required, and now 14:56:16 it's called Life Skills, and so a student takes a 14:56:18 semester of health and a semester of Life Skills. 14:56:22 Q. Can you think of anything else that's 14:56:31
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2 3 4 5 6	 A. Again, I would be guessing, but I would 14:54:00 guess it's about 85 percent. 14:54:02 Q. And just so you know, it's helpful to me if 14:54:05 you give me your estimate if you have an estimate. 14:54:09 It's not so helpful if you guess, and the reason is I 14:54:11 would like the information that you have a reason to 14:54:15 	 career planning that used to be required, and now 14:56:16 it's called Life Skills, and so a student takes a 14:56:18 semester of health and a semester of Life Skills. 14:56:22 Q. Can you think of anything else that's 14:56:31 required for graduation? 14:56:32 A. Not at this minute. 14:56:33
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	Page 328	Page 33
1	A. I would be very happy to bring the 14:57:19	1 class. 14:59:22
2	graduation requirements. 14:57:22	2 Q. Is it ever taught as a year class at 14:59:22
3	Q. Thanks. I'm not trying to give you 14:57:24	3 Fremont? 14:59:26
4	homework. 14:57:26	4 A. I don't think it has been in the past. In 14:59:26
5	A. No. You know, I should be able to rattle 14:57:27	5 fact, I don't think we have had that class very often 14:59:29
6	them off. 14:57:30	6 in the past. 14:59:31
7	Q. You just actually mentioned foreign 14:57:32	7 Q. Okay. Is there an advanced placement 14:59:33
8	language, and we didn't list foreign language as a 14:57:33	8 economics course offered at Fremont? 14:59:34
9	requirement for graduation. 14:57:36	9 A. I don't think so. I would have to check, 14:59:37
10	Is it a requirement 14:57:37	10 but I don't think so. 14:59:39
11	A. No 14:57:37	11 Q. I take it that there is an advanced 14:59:43
12	Q for graduation? 14:57:39	12 placement U.S. history 14:59:45
13	A foreign language is not a requirement for 14:57:41	13 A. Yes. 14:59:45
14	graduation, but in the past it has met the fine art 14:57:42	14 Q course offered at Fremont, and that's a 14:59:48
15	requirement, and I need to look at the new 14:57:46	15 year-long course? 14:59:51
16	requirements and see if that's the case. 14:57:49	16 A. Yes. 14:59:51
17	I think we are in a transition phase about 14:57:51	17 Q. There's an advanced placement world history 14:59:52
18	that. 14:57:53	18 course offered at Fremont? 14:59:55
19	Q. And when you say that the requirements are 14:57:54	19 A. Not to my knowledge. 14:59:57
20	changing, these requirements are changing at Fremont 14:57:57	20 Q. Okay. Thanks. 14:59:59
21	High School or districtwide? 14:58:01	21 You've mentioned there's a new administrator 15:00:03
22	A. Districtwide. 14:58:02	22 who is going to start at the school on Monday. When 15:00:06
23	Q. That's the big district? 14:58:03	23 that new administrator starts, would all the 15:00:09
24	A. Yes. 14:58:03	24 administrative positions at Fremont be filled? 15:00:12
25	Q. And the computer requirement, the one-year 14:58:08	25 A. Yes. 15:00:12
	Page 329	Page 33
1		
12	computer requirement, is that in place for the 14:58:12	1 Q. How long has that position been unfilled, 15:00:16
1 2 3		
2	computer requirement, is that in place for the14:58:122001/2002 school year?14:58:14	1Q. How long has that position been unfilled,15:00:162the position15:00:193A. Too15:00:20
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1	just a tiny bit of activities and the other things. 15:01:22	1	A. Actually I think there really was only one, 15:03:44
2	It was just whoever was there to handle the problem. 15:01:26	2	and this particular girl was offered the job, and at 15:03:47
3	Q. And that's the health office? 15:01:29	3	that time I believe she went back to her district and 15:03:52
4	A. Yeah, yeah. 15:01:31	4	talked to them, and they offered her a principalship. 15:03:54
5	Q. Okay. And what is included in activities? 15:01:34	5	So that was why that particular individual ostensibly 15:03:57
6	A. Activities clubs, any kind of 15:01:37	6	did not take the job. 15:04:01
7	fund-raisers or drives that you are going to do to 15:01:43	7	The other gentleman I believe we did not 15:04:03
8	raise money, prom, dances, student government. 15:01:46	8	offer the job to, to my knowledge, and he 15:04:05
9	For the purpose of that job, that's what is 15:02:00	9 10	subsequently said he didn't want it. Why he didn't 15:04:07
10	included. Generically you could say sports, but she 15:02:02	10	want it, I don't know, because he wasn't really 15:04:11
11 12	didn't have sports.15:02:06Q. There's another administrator15:02:08	11 12	offered. 15:04:13 Those are the only two candidates we 15:04:14
12	A. Right. 15:02:10	12	Those are the only two candidates we 15:04:14 interviewed at the site. 15:04:17
13	Q that covered sports? 15:02:11	13 14	Ms. Roland said to Dr. McKenna, "You find me 15:04:18
14	Who is that administrator? 15:02:12	14	someone because I have exhausted my resources." 15:04:16
16	A. Mr. Hemmans. 15:02:14	16	He was unable to find someone. The 15:04:25
17	Q. Was it a problem to have that position 15:02:15	17	individual we hired was recommended by Ms. Pruitt. 15:04:29
18	unfilled for that period of time? 15:02:17	18	Her title was chief of staff. I don't know what it 15:04:33
19	A. Yes. 15:02:17	19	is now. That was her newly-appointed title before 15:04:37
20	Q. How is it a problem? 15:02:19	20	Dr. McKenna left. 15:04:40
21	A. Well, because we all have a lot of 15:02:20	21	So anyway, he left, and this woman we found, 15:04:41
22	responsibilities, and if suddenly a person is gone 15:02:23	22	and she is from L.A. High, and I think she will work 15:04:44
23	that had important responsibilities, then someone has 15:02:26	23	out very well. 15:04:48
24	to do them that's a qualified administrator. 15:02:29	24	BY MS. LHAMON: 15:04:48
25	So we ended up doing more different kinds of 15:02:31	25	Q. When you are referring to "she," she is the 15:04:50
	Page 333		Page 335
1	•	1	Page 335 former superintendent of Subdistrict 15:04:52
1 2	-	1 2	•
1 2 3	things, and something has to go when you are doing 15:02:35		former superintendent of Subdistrict 15:04:52
	things, and something has to go when you are doing 15:02:35 different kinds of things. 15:02:42	2	former superintendent of Subdistrict 15:04:52 A. Yes. 15:04:52
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3 4 5 6 7	things, and something has to go when you are doing 15:02:35 different kinds of things. 15:02:42 Q. Within your job description, what were the 15:02:43 things that had to go while you were filling in for 15:02:45 the unfilled 15:02:49 A. It's hard to say. If there's an 15:02:50 attendance I'm next door to the attendance office. 15:02:53 I end up dealing with the parents. So maybe what has 15:02:55 to go is my free time after school or my time at the 15:02:58	2 3 4 5 6 7	former superintendent of Subdistrict 15:04:52 A. Yes. 15:04:52 Q I; is that right? 15:04:55 A. Yes. 15:04:56 Q. It's hard to remember to both let have 15:04:57 each of us let the other finish, but you are doing 15:05:01 great so far. 15:05:04 You told me that you had interviewed two 15:05:08 candidates for that position at the school site, and 15:05:13
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	Page 340		Page 342
1	We do have mentor teachers, but the district 15:11:00	1	low key, the teachers become frightened or nervous or 15:13:07
	nentor teacher program, although they compensate the 15:11:03	1 2	stressed out and probably don't do their best and 15:13:10
	eachers generously, they don't really give them 15:11:06	3	want to come talk to me about what they are worried 15:13:13
	me. So any good mentor teacher is going to want to 15:11:11	4	about necessarily. They do that, but I think it 15:13:17
	e in the classroom with their students rather than 15:11:15	5	would be better if it was a peer. They probably 15:13:19
6 ta	ake the time to go and visit and help the other 15:11:17	6	would be able to share more. 15:13:22
7 te	eachers teach, and when they are on vacation, they 15:11:20	7	And some of the materials I've read, you do 15:13:24
	ke to be on vacation like all normal people. So it 15:11:31	8	have partners and groups, and they do visit each 15:13:26
	yould be nice to have that extra time compensated for 15:11:31	9	other, and then you have time to share about what you 15:13:28
	o that they could be out of the classroom and, say, 15:11:31	10	see and look at the work. I think that would be a 15:13:31
	have only have two or three classes and spend the 15:11:33	11	it is a really powerful model. 15:13:35
	est of the time visiting and helping and assisting. 15:11:36	12	Teachers tend to go in their classrooms and 15:13:38
13 14 te	There's a need for that, especially with new 15:11:40 eachers. 15:11:42	13 14	close the door, and they don't share what they do 15:13:41 unless you kind of put a program in or talk about it, 15:13:44
14 te	I have a teacher who is only in the second 15:11:43	14	and then they can see how exciting or powerful that 15:13:48
	ear volunteering and helped organize all the new 15:11:45	16	could be. 15:13:53
-	eachers and visits and so forth, and she is not 15:11:48	17	Q. If you had a teaching coach on staff, do you 15:13:54
	ompensated for that. She is doing that because she 15:11:50	18	think that would help with one of the other goals, 15:13:58
	ees the need, but the new teachers also need to have 15:11:54	19	which was to move ineffective teachers away from the 15:14:01
20 th	ne release time to go visit other teachers so they 15:12:03	20	Fremont campus? 15:14:11
21 ca	an observe. 15:12:06	21	A. It could. It possibly could. 15:14:13
22	That's pretty well in place, but I guess it 15:12:07	22	You know, it's not really my goal to move 15:14:16
-	ust needs to be continued. 15:12:11	23	people out. It's really my goal to help them realize 15:14:18
24	Okay. I'm winding down. 15:12:16	24	what they can do and stay there and love and care for 15:14:23
25	Q. You are doing great. 15:12:17	25	and teach our kids. 15:14:25
1	Page 341	1	Page 343
3 cd 4 5 li 6 ir 7 k 8 9 w 10 11 12 13 14	You said you need a teaching coach on staff. 15:12:19 Do you know of any schools that do have teaching 15:12:22 oaches on staff? 15:12:25 A. I really can't think of any. I've read 15:12:26 terature which that has occurred. I don't know. I 15:12:29 magine there are schools, but specifically I don't 15:12:34 now of any. 15:12:37 Q. Okay. You said that you've read literature 15:12:38 where it's occurred 15:12:40 A. Uh-huh. 15:12:41 Q where there's a teaching 15:12:42 A. Uh-huh. 15:12:43 Q coach on staff. 15:12:43 Have you learned something from that 15:12:45	1 2 3 4 5 6 7 8 9 10 11 12 13 14	If it's time for someone to go, maybe that's 15:14:26 what we need to tell them. That's not how I start 15:14:29 out at all. 15:14:32 Q. Well, that's a great clarification. 15:14:33 Do you think that a teaching coach could 15:14:36 help teachers who have fallen into a rut get out of 15:14:39 the rut and stay at the campus and love and care for 15:14:43 the students in the way you think they should? 15:14:46 A. I think probably at least half of them could 15:14:52 person could help them look at what they are doing 15:14:55 with the kids and their lives. 15:14:59 I'm pretty optimistic. So I hardly give up 15:15:01 on anyone most of the time. 15:15:04
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2 D 3 ca 4 5 li 6 ir 7 k 8 9 w 10 11 12 13 14 15 li 16 g 17 18 19 20 21 22 th 23 cl	You said you need a teaching coach on staff. 15:12:19 Do you know of any schools that do have teaching 15:12:22 oaches on staff? 15:12:25 A. I really can't think of any. I've read 15:12:26 tterature which that has occurred. I don't know. I 15:12:29 magine there are schools, but specifically I don't 15:12:34 now of any. 15:12:37 Q. Okay. You said that you've read literature 15:12:38 where it's occurred 15:12:40 A. Uh-huh. 15:12:41 Q where there's a teaching 15:12:42 A. Uh-huh. 15:12:43 Q coach on staff. 15:12:43 Have you learned something from that 15:12:45 tterature that makes you think that it would be a 15:12:47 ood idea at Fremont High School 15:12:52 A. Yes. 15:12:52 Q. What is that? 15:12:52 A. I think it's always nice to have someone 15:12:55 nat you can talk to about what you are doing in your 15:12:57 lassroom that's supportive rather than there to 15:12:59	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	If it's time for someone to go, maybe that's 15:14:26 what we need to tell them. That's not how I start 15:14:29 out at all. 15:14:32 Q. Well, that's a great clarification. 15:14:33 Do you think that a teaching coach could 15:14:36 help teachers who have fallen into a rut get out of 15:14:39 the rut and stay at the campus and love and care for 15:14:43 the students in the way you think they should? 15:14:46 A. I think probably at least half of them could 15:14:49 be helped. Some I don't really know if the right 15:14:52 person could help them look at what they are doing 15:14:55 with the kids and their lives. 15:14:59 I'm pretty optimistic. So I hardly give up 15:15:01 on anyone most of the time. 15:15:04 Q. Then you talked about class size as one of 15:15:13 size were reduced, there would be no place to put the 15:15:16 classes on the existing plant. 15:15:20 Assuming there were a place to put the extra 15:15:22 classes, why do you think a reduction in class size 15:15:30 asking the students to write, it's extremely valuable 15:15:32
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$ \begin{array}{c} 1\\2\\3\\4\\5\\6\\7\\8\\9\\10\\11\\12\\13\\14\\15\\16\\17\\18\\19\\20\\21\\22\\23\\24\\25\end{array} $	Page 344 workshop going, it's important that you can 15:15:42 conference with each student in class and talk to 15:15:45 each one. 15:15:48 If your class size for example, in senior 15:15:48 English, it is 37 as opposed to 20 in the eleventh 15:15:52 grade. It's extremely difficult to do anything with 15:15:56 composition in a meaningful way with that large of a 15:15:59 class, and that is the district contractual size for 15:16:02 twelfth-grade English. 15:16:07 The State, I believe, recognized that when 15:16:09 they moved ninth grade down to 20, and I believe that 15:16:11 has helped with the ninth grade. 15:16:17 Tenth grade is up to 28 and eleventh grade 15:16:20 is back to 20 and senior is 38. That's just language 15:16:24 arts. If you are talking the other subjects, they 15:16:28 are normed around 30. The classes have a different 15:16:39 smaller classes so you can give each student the 15:16:51 written work, the verbal exchanges in the classroom, 15:16:51 Q. And now Fremont High School doesn't have the 15:16:53 option to implement that reduction in class size 15:16:57 because all of the classroom spaces are utilized on 15:17:00	2 1 3 4 5 6 6 8 7 8 9 1 10 11 12 1 13 14 15 16 1 17 18 1 19 20 21 i 23 24	Page 346 and I passed that and was told to go to Fremont, and 15:18:09 I went to Fremont. So that's how I got there. 15:18:14 Q. And why do you stay? 15:18:17 A. Why do I stay? I'm happy there. I'm 15:18:19 comfortable. I know the school. I know the 15:18:21 students. It's a good commute for me. 15:18:23 I really never thought about leaving. 15:18:28 Q. Who was the principal at Fremont before 15:18:35 Mrs. Roland was there? 15:18:37 A. Mr. Herrera. 15:18:38 Q. And do you know why Mr. Herrera left 15:18:40 Fremont? 15:18:43 A. Yes, he retired. 15:18:44 Q. How long was he principal at Fremont? 15:18:46 A. It was probably a matter of months. It 15:18:50 might be as many as five months, six months. 15:18:53 Q. Was he there immediately preceding 15:19:01 Ms. Roland? 15:19:04 A. Yes. 15:19:04 Q. Do you know if, when he came to the school, 15:19:10 in about five months? 15:19:13 A. I would assume that most people thought he 15:19:16 was going to. He did not say, and supposedly he had 15:19:19 not decided, but he was an individual that had been 15:19:22
	because an of the classicolit spaces are dulized on 15.17.00	23	not decided, but he was an individual that had been 15.17.22
1	Page 345 Fremont campus; is that correct? 15:17:05	1 0	Page 347 chosen to lead the new Belmont Learning Center, and 15:19:26
2 3	A. We are using all the rooms, but we fully 15:17:06		that was his assignment, and he was there, and then 15:19:29 they closed it, of course. So he was sent to various 15:19:32
4	implemented the district class size reduction 15:17:09 program, and they have given us bungalows to do that. 15:17:12		locations and came to Fremont and really did an 15:19:37
5	Q. I'm talking about the additional reduction 15:17:16		excellent job, but then he chose to retire. 15:19:40
	in class size that you had mentioned. 15:17:18	6	Q. Who was the principal before Mr. Herrera was 15:19:43
7	A. Oh, no. If there were another mandate to 15:17:20 reduce class size or something we have to purchase, 15:17:23	7 a 8	at Fremont? 15:19:46 A. Lupe Simpson. 15:19:49
9	no, there would not be enough space on the campus. 15:17:26	9	Q. How long was she at Fremont? 15:19:51
10	no, alere notale not be enough space on ale eampust i retritizo		Q. How long was she at Flemont? 15.19.51
	Q. How many classrooms are there at Fremont 15:17:30	10	A. I think about a year and a year and four 15:19:53
11	Q. How many classrooms are there at Fremont 15:17:30 High? 15:17:32	11 1	A. I think about a year and a year and four15:19:53months, a year and three months.15:19:56
12	Q. How many classrooms are there at Fremont15:17:30High?15:17:32A. I don't know the answer to that question.15:17:33	11 1 12	 A. I think about a year and a year and four 15:19:53 months, a year and three months. 15:19:56 Q. Do you know why Mrs. Simpson left Fremont? 15:20:04
12 13	Q. How many classrooms are there at Fremont15:17:30High?15:17:32A. I don't know the answer to that question.15:17:33Q. Is there someone who does know, or is it15:17:35	11 1 12 13	 A. I think about a year and a year and four 15:19:53 months, a year and three months. 15:19:56 Q. Do you know why Mrs. Simpson left Fremont? 15:20:04 A. I don't really have a good answer to that. 15:20:11
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12 13	 Q. How many classrooms are there at Fremont 15:17:30 High? 15:17:32 A. I don't know the answer to that question. 15:17:33 Q. Is there someone who does know, or is it 15:17:35 written down someplace? 15:17:37 A. Absolutely, absolutely. Yeah, in fact, 15:17:39 	11 1 12 13 14 1	 A. I think about a year and a year and four 15:19:53 months, a year and three months. 15:19:56 Q. Do you know why Mrs. Simpson left Fremont? 15:20:04 A. I don't really have a good answer to that. 15:20:11 I know that she left, but as far as legally why she 15:20:13 left, I don't know. 15:20:18
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12 13 14 15 16 17 18 19 20	Q. How many classrooms are there at Fremont15:17:30High?15:17:32A. I don't know the answer to that question.15:17:33Q. Is there someone who does know, or is it15:17:35written down someplace?15:17:37A. Absolutely, absolutely. Yeah, in fact,15:17:39facilities management probably has it. Mr. Ceja15:17:41would know, the plant manager; Mr. Hemmans, who is15:17:46the administrator in charge of plant; and I'm sure15:17:52Q. Okay. I can ask her.15:17:54	11 1 12 1 13 1 14 1 15 1 16 1 17 1 18 1 19 20 21 21	A. I think about a year and a year and four 15:19:53months, a year and three months.15:19:56Q. Do you know why Mrs. Simpson left Fremont?15:20:04A. I don't really have a good answer to that.15:20:11I know that she left, but as far as legally why she15:20:13left, I don't know.15:20:18Q. She never told you why she was leaving?15:20:23Everything was cleaned out.So15:20:26Q. Okay.15:20:26A. Monday morning.15:20:29

	Page 348		Page 350
1	A. Well, after Mr. Haydel, who was there quite 15:20:52	1	meeting in her office with different people. 15:23:44 Ms. Jackson came a couple of times, but the gentleman 15:23:46
2	a length of time he was the gentleman who was 15:20:55	2	
3	principal when I came to Fremont we had Rosa 15:21:00	3	named Ron, the principal from the Valley, he was 15:23:50
4	Morley. She received a promotion and became a 15:21:04	4	there helping her for about a month or so, and 15:23:53
5	cluster leader. 15:21:07	5	Mr. Herrera helped her for a about month or so. 15:23:56
6	When Rosa left, and a second n came in. That 15:21:09	6	Q. What did Mr. Herrera help her do? 15:24:00
7	was during the time there were a lot of things going 15:21:13	7	A. Manage the school. 15:24:02
8	on. The teachers were unhappy, the students were 15:21:16	8	Q. What did Ron help her do? 15:24:03
9	unhappy, things weren't working well, and they didn't 15:21:18	9	A. Same thing. 15:24:05
10	get better. So she was moved to a different place or 15:21:25	10	Q. When you say they helped her manage the 15:24:06
11	chose to go or whatever. She was no longer there. 15:21:28	11	school, what responsibilities did they take? 15:24:08
12	So then we needed a principal, and we had 15:21:31	12	A. Well, I think they just were with her. I 15:24:11
13	Mr. Herrera, who was fresh out of his Belmont job. 15:21:35	13	don't think they took over any of her 15:24:13
14	So he came over, but you know, after after Rosa 15:21:40	14	responsibilities, but you know, we don't like it when 15:24:14
15	left, who was promoted, then just kind of dicey for a 15:21:45	15	all of our students are walking out, teachers are 15:24:18
16	while, but now hopefully Mrs. Roland will stay. 15:21:50	16	complaining. This is not a good thing. So the 15:24:21
17	Q. You said things weren't working well around 15:21:54	17	district sees a need to help someone, and they try to 15:24:23
18	the time was there. 15:21:57	18	help them. Just like I try to help the teachers that 15:24:27
19	What do you mean by that? 15:21:59	19	need help. 15:24:30
20	A. What I'm responding to, when he said we had 15:22:00	20	Q. What school year was this happening? 15:24:32
21	no principal, we really did have a principal. In one 15:22:02	21	A. It was the – I believe it was the fall 15:24:36
22	of the student's depositions that the students were 15:22:06	22	after this fall. So it would be like a year before 15:24:39
23	going on walk-outs, for example, and some of the 15:22:10	23	that. 15:24:42
24	teachers were upset. Some of the teachers chose to 15:22:13	24	Q. So the '99/2000 15:24:44
25	leave, and we had a number of district personnel in 15:22:17	25	A. I don't know dates. 15:24:47
1	Page 340		Page 351
	Page 349		Page 351
1	her office periodically in the principal's office. 15:22:22	1	Q. So the '99/2000? 15:24:48
2	her office periodically in the principal's office. 15:22:22 So I would say things were not running well. 15:22:25	2	Q. So the '99/2000? 15:24:48 A. Yeah, because Mrs. Roland just came and 15:24:51
2 3	her office periodically in the principal's office. 15:22:22 So I would say things were not running well. 15:22:25 Q. Do you know why the district personnel were 15:22:30	2 3	Q. So the '99/2000?15:24:48A. Yeah, because Mrs. Roland just came and15:24:51Mr. Herrera. Mrs. Simpson left around Halloween.15:24:55
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	Page 352	Page 354
1	unhappy at that time period as well when Ms. Simpson 15:26:03	A. I'm thinking basically materials that the 15:28:40
2	was there. What were the teachers expressing 15:26:07	2 school supplies, but we also go out of our way to 15:28:43
3	unhappiness about? 15:26:09	3 make sure the student has a notebook and paper and so 15:28:45
45	A. I think they felt a lack of support and 15:26:10 concern. 15:26:13	 4 forth, and we try to do that in a sensitive manner 15:28:49 5 because we know there is sometimes a problem getting 15:28:52
6	Q. And do you think that's because some of the 15:26:13	6 those. 15:28:54
7	teachers said that to you? 15:26:16	7
8	A. Yes. 15:26:16	8 We have a lot of donations at our school. 15:28:55
9	Q. And what did the teachers say to you? 15:26:20	9 People drop off carloads of notebooks and paper, and 15:28:57
10	A. Well, they said that they felt unsupported. 15:26:22	10 that kind of thing we are able to give those students 15:29:01
11	Q. And they felt unsupported by the principal? 15:26:26	11 if we feel there really is a need. 15:29:04
12	A. Yes. 15:26:26	12 Sometimes it's difficult to separate between 15:29:07
13	Q. Did they say in what circumstances they felt 15:26:29	13 the student has a need because of poverty and the 15:29:09
14	a lack of support? 15:26:31	14 student is lazy and doesn't remember and wants to be 15:29:13
15	A. No, I really can't remember a lot of 15:26:33	15 dependent. So that's something we talk to teachers 15:29:16
16	details, but things weren't working smoothly. So it 15:26:35	16 about. There's a bottom line here because it's 15:29:19
17	was expressed in a number of ways, and I don't15:26:41remember specific examples, but yeah.15:26:44	17 important that the students become responsible for 15:29:22
18 19	Q. What did you do when the teachers told you 15:26:47	18having those supplies because life doesn't give them15:29:2419to you usually.15:29:27
20	that they felt a lack of support? 15:26:49	20 Q. So included in the materials are notebooks 15:29:31
21	A. Well, you know, I work for the principal. 15:26:51	21 and pencils. Are books included in "materials"? 15:29:33
22	Q. Right. 15:26:53	22 A. Yes. 15:29:33
23	A. So I just listened, and I tried to find ways 15:26:53	23 Q. For example, for science instruction, are 15:29:39
24	to help the teachers that would not be doing anything 15:26:57	24 microscopes included? 15:29:42
25	that would be contrary to what the principal's 15:26:59	A. Yes, yes. Science for example, in 15:29:44
	D 252	D
	Page 353	Page 355
1	leadership was because I take direction from her. 15:27:04	1 biology, we have little fetal pigs and little animals 15:29:47
2	leadership was because I take direction from her. 15:27:04 So or him. So I just did the best I could to 15:27:07	 biology, we have little fetal pigs and little animals 15:29:47 that they cut up. I mean I have watched them; so I 15:29:51
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	Page 356		Page 358
1	Q. Right. Okay. 15:30:55	1 d	deciding how monies assigned to the school should be 15:33:18
2	Then you said you mentioned the classroom 15:30:56		spent? 15:33:26
3	is required for a student to have a chance to learn. 15:30:59	3	A. Yeah, I suppose I do have a role in some of 15:33:29
4	Why is a classroom required? 15:31:01		it. I work with the 4170 budget and the 4111. 15:33:32
5	A. Well, a classroom, I suppose, could be 15:31:04	5	4170 is the IMA budget, and 4111 is 15:33:35
			textbooks. So textbooks more directly. I assist the 15:33:39
6	anywhere. It doesn't have to be a four-walled kind 15:31:06		-
7	of thing. They need a place to be able to attend to 15:31:10		department chairs in making sure they have samples to 15:33:44
8	the teacher. If they need to do writing for that 15:31:13		show their departments' members and they truly do 15:33:47
9	class, a desk or table they can write on, or an art 15:31:16		have a consensus of the department. 15:33:50
10	class, someplace where they can build whatever they 15:31:20	10	Our policy is we choose one Title I 15:34:03
11	need to do. They need a place to do the work. 15:31:24	-	publisher for a course so all the kids have the same 15:34:03
12	Q. So the space in a classroom matters also for 15:31:28		book. So sometimes there's a problem with that, and 15:34:03
13	a student's learning; is that right? 15:31:33		I assist the department chairs working that out. 15:34:03
14	A. Absolutely, absolutely. Yeah. You have to 15:31:36	14	As far as the 4170 money, most of those 15:34:05
15	have enough room in the classroom for the students 15:31:39		orders do go through me. Not all. Some go through 15:34:09
16	and chairs and desks and things. Like we were 15:31:41	16 t	the principal, but if there's something on there that 15:34:12
17	talking earlier, if there were the class and there 15:31:45	17 l	looks strange, I question the teacher about it. 15:34:15
18	were not enough of those things, that would be a 15:31:48	18	New teacher money, the same thing. We had a 15:34:17
19	problem. 15:31:49	19 n	new teacher budget, 2145, which is the Rodriguez 15:34:20
20	Q. And why would that be a problem? 15:31:50	20 b	budget. I look at those orders as well. If 15:34:24
21	A. Because if you are standing up and everyone 15:31:52	21 s	something seems strange, I may ask the teacher about 15:34:27
22	else is sitting down and writing an essay and you are 15:31:55	22 it	it. 15:34:27
23	standing up and writing an essay, it's not going to 15:31:59	23	For example, a teacher was ordering a 15:34:31
24	be the same thing. You are going to be worried about 15:32:02	24 b	briefcase out of new teacher money. That didn't look 15:34:33
25	your tired feet or something. 15:32:05	25 li	like something that would then belong to the school. 15:34:36
	Page 357		Page 359
1	Page 357 Q. Does classroom temperature matter for 15:32:07	1	Page 359 You can order consumable supplies with it, 15:34:39
1 2	-		
	Q. Does classroom temperature matter for student learning?15:32:07	2 a	You can order consumable supplies with it, 15:34:39 and you can even order something that might help in 15:34:42
2	Q. Does classroom temperature matter for15:32:07student learning?15:32:09A. Probably, yes. If it's something way out of15:32:12	2 a 3 ti	You can order consumable supplies with it, 15:34:39 and you can even order something that might help in 15:34:42 the classroom like a CD player, if it's a music 15:34:45
2 3	Q. Does classroom temperature matter for15:32:07student learning?15:32:09A. Probably, yes. If it's something way out of15:32:12normal, it would not be conducive.15:32:15	2 a 3 tt 4 c	You can order consumable supplies with it, 15:34:39 and you can even order something that might help in 15:34:42 the classroom like a CD player, if it's a music 15:34:45 class, or a laptop. We used to do laptops. But a 15:34:49
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2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	Q. Does classroom temperature matter for15:32:07student learning?15:32:09A. Probably, yes. If it's something way out of15:32:12normal, it would not be conducive.15:32:15Q. What counts as normal?15:32:19A. Well, everyone is different, of course, and15:32:21the kids and the teachers still argue about when the15:32:23air-conditioning should come on or shouldn't come on,15:32:30coats on because the air-conditioning won't go off,15:32:33that's something else, or conversely, it doesn't work15:32:36at all and it's over a hundred, then there's a15:32:42Actually we have very few problems with15:32:42air-conditioning for as old as that school is.15:32:45Occasionally we do.15:32:49Q. Okay. Thanks for giving me that list.15:32:55needs to have a chance to learn, are you basing that15:32:58on your years as an educator?15:33:00A. Yes.15:33:04	2 a 3 ti 4 c 5 b 6 c 7 8 h 10 11 b 12 V 13 ta 14 a 15 e 16 b 17 18 c 19 s 20 21 a	You can order consumable supplies with it, 15:34:39 and you can even order something that might help in 15:34:42 the classroom like a CD player, if it's a music 15:34:45 class, or a laptop. We used to do laptops. But a 15:34:49 briefcase did not seem appropriate. So we had that 15:34:52 conversation. 15:34:55 So yeah, I have a little bit of a role. 15:34:57 Q. Are those the only three budgets that you 15:35:00 have a role in working with? 15:35:02 A. I have S766 too. That's a staff development 15:35:27 teachers to go to conference expenditures that can pay for 15:35:27 teachers to go to conferences. So sometimes teachers 15:35:34 apply and want to go, and obviously we can't send 15:35:43 We also pay the new teachers to observe 15:35:43 other teachers. So I sign-off on that or any kind of 15:35:55 about those are the major ones. 15:35:55
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2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	Q. Does classroom temperature matter for15:32:07student learning?15:32:09A. Probably, yes. If it's something way out of15:32:12normal, it would not be conducive.15:32:15Q. What counts as normal?15:32:19A. Well, everyone is different, of course, and15:32:21the kids and the teachers still argue about when the15:32:23air-conditioning should come on or shouldn't come on,15:32:30coats on because the air-conditioning won't go off,15:32:30coats on because the air-conditioning won't go off,15:32:36at all and it's over a hundred, then there's a15:32:39problem.15:32:42Actually we have very few problems with15:32:42air-conditioning for as old as that school is.15:32:52When you gave me the list that a student15:32:55needs to have a chance to learn, are you basing that15:32:58on your years as an educator?15:33:00A. Yes.15:33:04Q. Do you participate in formulating school15:33:13	2 a 3 dt 4 c 5 b 6 c 7 8 9 h 10 11 b 12 V 13 tt 14 a 15 e 16 b 17 18 c 19 s 20 21 a 22 23 24 ii	You can order consumable supplies with it, 15:34:39 and you can even order something that might help in 15:34:42 the classroom like a CD player, if it's a music 15:34:45 class, or a laptop. We used to do laptops. But a 15:34:49 briefcase did not seem appropriate. So we had that 15:34:52 conversation. 15:34:55 So yeah, I have a little bit of a role. 15:34:57 Q. Are those the only three budgets that you 15:35:00 have a role in working with? 15:35:02 A. I have S766 too. That's a staff development 15:35:24 We determine conference expenditures that can pay for 15:35:27 teachers to go to conferences. So sometimes teachers 15:35:34 apply and want to go, and obviously we can't send 15:35:43 other teachers. So I sign-off on that or any kind of 15:35:43 other teachers. So I sign-off on that or any kind of 15:35:55 Q. You described the I'm sorry. 15:35:58 The 4170 budget, the IMA budget, is that the 15:36:00 instructional materials account? 15:36:03
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Q. Does classroom temperature matter for15:32:07student learning?15:32:09A. Probably, yes. If it's something way out of15:32:12normal, it would not be conducive.15:32:15Q. What counts as normal?15:32:19A. Well, everyone is different, of course, and15:32:21the kids and the teachers still argue about when the15:32:23air-conditioning should come on or shouldn't come on,15:32:30coats on because the air-conditioning won't go off,15:32:33that's something else, or conversely, it doesn't work15:32:36at all and it's over a hundred, then there's a15:32:42Actually we have very few problems with15:32:42air-conditioning for as old as that school is.15:32:42Q. Okay. Thanks for giving me that list.15:32:52When you gave me the list that a student15:32:58on your years as an educator?15:33:00A. Yes.15:33:04Q. Do you participate in formulating school15:33:09budgets at Fremont?15:33:12	2 a 3 ti 4 c 5 b 6 c 7 8 9 h 10 11 b 12 V 13 ti 14 a 15 e 16 b 17 18 c 19 s 20 21 a 22 23	You can order consumable supplies with it, 15:34:39 and you can even order something that might help in 15:34:42 the classroom like a CD player, if it's a music 15:34:45 class, or a laptop. We used to do laptops. But a 15:34:49 briefcase did not seem appropriate. So we had that 15:34:52 conversation. 15:34:55 So yeah, I have a little bit of a role. 15:34:57 Q. Are those the only three budgets that you 15:35:00 have a role in working with? 15:35:02 A. I have S766 too. That's a staff development 15:35:05 budget with a committee, and I'm the administrator. 15:35:24 We determine conference expenditures that can pay for 15:35:27 teachers to go to conferences. So sometimes teachers 15:35:34 apply and want to go, and obviously we can't send 15:35:43 other teachers. So I sign-off on that or any kind of 15:35:43 other teachers. So I sign-off on that or any kind of 15:35:53 about those are the major ones. 15:35:58 The 4170 budget, the IMA budget, is that the 15:36:00

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1	Q. Does Fremont High School buy textbooks out 15:36:06	1	A. It's a money thing. 15:38:31
1 2	of that 4170 budget? 15:36:09	1 2	Q. You don't know if it was private donation? 15:38:32
3	A. Not usually, but once in a while, yes. 15:36:11	3	A. I doubt it was private donation because 15:38:35
4	Q. Why not usually? 15:36:14	4	usually they don't get numbers. 15:38:38
4 5	A. Because we usually buy that out of 4111, 15:36:15	4 5	Q. Could you in a given year, if you thought 15:38:53
	which is the State textbook, or procure them some 15:36:17		that the science department needed more than \$6,000 15:38:55
6 7	*	6 7	to purchase instructional materials, could you 15:38:58
	5		· ·
8	For example, this last year the district 15:36:22	8	increase the 4170 budget for the science department? 15:39:00A. I am really just one voice in that committee 15:39:06
9 10	took it from some of our other budgets. So there 15:36:25	9	•••
10	wasn't any need to use 4170. 15:36:28	10	even though I'm the administrator, but there's a 15:39:08
11	Plus a department for example, in 15:36:32	11	finance arm of the leadership council, and at the 15:39:11
12	science, which is one of the larger departments as 15:36:33	12	beginning of the year, we sit together and do a 15:39:13
13	far as allocation, is only about \$6,000. So you 15:36:37	13	distribution by percentage and the number of students 15:39:16
14	couldn't buy very many textbooks for \$6,000. It's 15:36:44	14	enrolled in the department, and it's designed so 15:39:19
15	possible if they bought all their lab equipment and 15:36:48	15	that, if you have more needs for supplies in a 15:39:25
16	they need to fill in with a few books, they might 15:36:50	16	certain department, you get a bigger share of the pot 15:39:28
17	spend the money for that, but they usually don't. 15:36:53	17	per student, and it's on a little chart so that the 15:39:42
18	They usually choose to buy more lab supplies. 15:36:56	18	departments are weighted. I guess that's the word I 15:39:42
19 20	Q. Why couldn't you buy very many textbooks 15:37:01 with \$6,000? 15:37:04	19	want. 15:39:42
20		20	Science is weighted a great deal because 15:39:42
21	A. The books are about \$70 each, and it would 15:37:05	21	they have all these consumable things they do and 15:39:42
22	not go very far as far as providing one class with 15:37:09 books. 15:37:14	22	projects. So that department has more weight than, 15:39:45
23		23	say, for example, English or social studies because 15:39:48
24 25	Q. And the science department instructional 15:37:14	24	basically they need paper and pencils and those types 15:39:51
25	materials account is \$6,000 approximately every year? 15:37:16	25	of things. 15:39:55
	D 241		D 1/2
	Page 361		Page 363
1	A. Well, it comes up to committee every year, 15:37:21	1	Q. If you thought that all the departments at 15:39:56
2	A. Well, it comes up to committee every year, 15:37:21 but that's about what it is. 15:37:23	2	Q. If you thought that all the departments at 15:39:56 Fremont needed more money for the instructional 15:40:00
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2 3 4 5 6 7	 A. Well, it comes up to committee every year, 15:37:21 but that's about what it is. 15:37:23 Q. So if the science department is not 15:37:26 purchasing textbooks, what kinds of things does a 15:37:29 science department purchase with the 4170 funds? 15:37:31 A. They buy a lot of things from science supply 15:37:34 houses such as Science Boreal, B-o-r-e-a-l, and other 15:37:38 	2 3 4 5 6 7	Q. If you thought that all the departments at15:39:56Fremont needed more money for the instructional15:40:00materials, could Fremont increase the total 417015:40:04budget for the school?15:40:08A. Not to my knowledge, no. That comes from15:40:11the big district.15:40:12Q. So the total dollar figure for the school15:40:14
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2 3 4 5 6 7 8 9 10 11 12 13 14 15	A. Well, it comes up to committee every year, 15:37:21 but that's about what it is. 15:37:23 Q. So if the science department is not 15:37:26 purchasing textbooks, what kinds of things does a 15:37:29 science department purchase with the 4170 funds? 15:37:31 A. They buy a lot of things from science supply 15:37:34 houses such as Science Boreal, B-o-r-e-a-l, and other 15:37:38 supply houses. They buy those animals that you have 15:37:44 to dissect. They buy slides, different kinds of lab 15:37:47 equipment that they need. 15:37:51 Q. Are there any other sources of funds for the 15:37:55 science department for those kinds of supplies? 15:37:58 A. Yes, they received some other money this 15:38:00 year, and I was not the one that had too much to do 15:38:02 with that other than I okayed the orders in the 15:38:06	2 3 4 5 6 7 8 9 10 11 12 13 14 15	Q. If you thought that all the departments at 15:39:56Fremont needed more money for the instructional 15:40:00materials, could Fremont increase the total 4170 15:40:04budget for the school?15:40:08A. Not to my knowledge, no. That comes from 15:40:11the big district.15:40:12Q. So the total dollar figure for the school 15:40:14for the instructional materials account comes from 15:40:17the district?15:40:19A. Yes.Q. Then at the school site, you and a committee 15:40:21decide how to allocate15:40:25Q that funding across the departments?15:40:26A. Right.15:40:28
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25

A. No, I don't know.

Q. And you don't --

15:38:29

15:38:30

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1	•	1	
1 2	with him this year, but he pretty much helps 15:40:58 facilitate that. 15:41:00	1 2	about the 766 expenditure? 15:43:25 A. S776 is a staff development committee, and 15:43:27
3	Q. And is the leadership committee different 15:41:02	3	we do have a chairperson. His name is Mr. Aldrich. 15:43:29
4	from the leadership council? 15:41:04	4	And we have a committee that has included various 15:43:33
5	A. No, I think it's the same thing. School 15:41:07	5	teachers. There are about three or four regular 15:43:36
6	leadership council. 15:41:09	6	teachers. 15:43:39
7	Q. So Mr. Giddens has been the chair of the 15:41:10	7	I'm the administrator. The principal needs 15:43:42
8	leadership council? 15:41:13	8	to sign off on the conference attendance. Pretty 15:43:45
9	A. No, that particular committee is chaired by 15:41:14	9	much she delegates that to me. 15:43:53
10	the union chair and the principal. He has just 15:41:17	10	Q. What percentage of time do you spend making 15:44:00
11	always been on the committee and has been the chair 15:41:19	11	budgetary decisions for Fremont High School? 15:44:04
12	of the finance arm of that committee, budget 15:41:23	12	MR. ROZWOOD: Objection. Mischaracterizes 15:44:08
13	committee. 15:41:26	13	that any time Ms. Hines spends is making budgetary 15:44:09
14	Q. I think I may be now confused, but is it 15:41:31	14	decisions. 15:44:13
15	correct that the leadership council is the body at 15:41:34	15	THE WITNESS: How much time would I spend 15:44:19
16	Fremont High School that makes the decision for how 15:41:37 to allocate 4170 funds across departments? 15:41:40	16 17	talking about money 15:44:20 BY MS. LHAMON: 15:44:22
17 18	to allocate 4170 funds across departments? 15:41:40 A. Yes, pretty much. Although, in essence, the 15:41:44	17	BY MS. LHAMON: 15:44:22 O. Sure. 15:44:22
19	finance arm of that committee makes a recommendation, 15:41:47	19	A spending money? 15:44:23
20	and they present it, and sometimes they discuss it, 15:41:49	20	I would say 5 percent. 15:44:25
21	but I don't think they have ever really turned it 15:41:52	21	Q. Are there times of the year when you spend 15:44:32
22	down, but they are the body with that power. They 15:41:54	22	more time than others working on budgets at Fremont 15:44:35
23	kind of delegate it to their finance committee. 15:41:57	23	High School? 15:44:37
24	Q. Is the leadership council and its finance 15:42:00	24	A. Absolutely. 15:44:38
25	committee the body that makes the decision for 15:42:04	25	Q. Which times of the year are those? 15:44:38
	Page 365		Page 367
1	•	1	
1 2	-	1 2	Page 367 A. Toward the end of the year and the beginning 15:44:41 of the year. 15:44:42
	Fremont High School for how to allocate all of the 15:42:07		A. Toward the end of the year and the beginning 15:44:41
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2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	Fremont High School for how to allocate all of the 15:42:07 funds that come to the school, including the 4111 15:42:11 funds, the 2845 funds, and the S766 funds? 15:42:14 A. No, they just do the 4170 and the 4111. 15:42:19 Q. What is the body that decides how to spend 15:42:23 the 2845 funds at the school? 15:42:26 A. That's the principal's prerogative. 15:42:29 Q. Do you have input into that prerogative? 15:42:36 A. Yes. 15:42:36 Q. Does anyone else? 15:42:39 A. Well, I suppose anyone could, but 15:42:41 I mainly take care of the new teachers, and 15:42:44 in the past, we have allocated a certain amount of 15:42:49 through me, and the principal doesn't usually look at 15:42:52 those particular orders, but even with that money, 15:42:55 there's still money left over, and she is the one 15:42:57 that works with that money, if she wants to spend it 15:43:03 wants to spend it on supplies. 15:43:07	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	A. Toward the end of the year and the beginning 15:44:41 of the year. 15:44:42 MR. FRIEDMAN: You are referring to the 15:44:44 school year or calendar year? 15:44:45 THE WITNESS: School year. 15:44:49 What can I say? 15:45:05 Off the record. Off the record. She is 15:45:05 typing that I have no life. 15:45:05 right. 15:45:07 Q. When you say "the end of the year and 15:45:07 beginning of the year," that's this time of year; is 15:45:09 that right? 15:45:12 A. Right. 15:45:13 Q. So the end of the year is the month of June, 15:45:16 year at Fremont High? 15:45:20 A. That's correct. 15:45:22 Q. It's the months of June and July when you 15:45:23
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19	Fremont High School for how to allocate all of the 15:42:07 funds that come to the school, including the 4111 15:42:11 funds, the 2845 funds, and the S766 funds? 15:42:14 A. No, they just do the 4170 and the 4111. 15:42:19 Q. What is the body that decides how to spend 15:42:23 the 2845 funds at the school? 15:42:26 A. That's the principal's prerogative. 15:42:29 Q. Do you have input into that prerogative? 15:42:36 A. Yes. 15:42:36 Q. Does anyone else? 15:42:39 A. Well, I suppose anyone could, but 15:42:41 I mainly take care of the new teachers, and 15:42:44 in the past, we have allocated a certain amount of 15:42:49 through me, and the principal doesn't usually look at 15:42:52 those particular orders, but even with that money, 15:42:55 there's still money left over, and she is the one 15:43:00 on staff development for the new teachers, if she 15:43:03 wants to spend it on supplies. 15:43:07 This December we spent some on desks and 15:43:09	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	A. Toward the end of the year and the beginning 15:44:41 of the year. 15:44:42 MR. FRIEDMAN: You are referring to the 15:44:44 school year or calendar year? 15:44:45 THE WITNESS: School year. 15:44:49 What can I say? 15:45:05 Off the record. Off the record. She is 15:45:05 typing that I have no life. It's okay. It's all 15:45:05 right. 15:45:07 Q. When you say "the end of the year and 15:45:07 beginning of the year," that's this time of year; is 15:45:09 that right? 15:45:13 Q. So the end of the year is the month of June, 15:45:14 and the beginning of the year is July for the school 15:45:16 year at Fremont High? 15:45:22 Q. It's the months of June and July when you 15:45:23 spend the most time working on budgets at Fremont? 15:45:26
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22	Fremont High School for how to allocate all of the 15:42:07 funds that come to the school, including the 4111 15:42:11 funds, the 2845 funds, and the S766 funds? 15:42:14 A. No, they just do the 4170 and the 4111. 15:42:19 Q. What is the body that decides how to spend 15:42:23 the 2845 funds at the school? 15:42:26 A. That's the principal's prerogative. 15:42:29 Q. Do you have input into that prerogative? 15:42:36 A. Yes. 15:42:36 Q. Does anyone else? 15:42:39 A. Well, I suppose anyone could, but 15:42:41 I mainly take care of the new teachers, and 15:42:44 in the past, we have allocated a certain amount of 15:42:49 through me, and the principal doesn't usually look at 15:42:52 those particular orders, but even with that money, 15:42:55 there's still money left over, and she is the one 15:42:57 that works with that money, if she wants to spend it 15:43:00 on staff development for the new teachers, if she 15:43:03 wants to spend it on supplies. 15:43:07 This December we spent some on desks and 15:43:12	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22	A. Toward the end of the year and the beginning 15:44:41 of the year. 15:44:42 MR. FRIEDMAN: You are referring to the 15:44:44 school year or calendar year? 15:44:45 THE WITNESS: School year. 15:44:49 What can I say? 15:45:05 Off the record. Off the record. She is 15:45:05 typing that I have no life. It's okay. It's all 15:45:05 right. 15:45:07 Q. When you say "the end of the year and 15:45:07 d. When you say "the end of the year; is 15:45:09 that right? 15:45:12 A. Right. 15:45:13 Q. So the end of the year is the month of June, 15:45:14 and the beginning of the year is July for the school 15:45:16 year at Fremont High? 15:45:22 Q. It's the months of June and July when you 15:45:23 spend the most time working on budgets at Fremont? 15:45:26 A. Usually we work on budgets in May. For some 15:45:30
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Fremont High School for how to allocate all of the 15:42:07 funds that come to the school, including the 4111 15:42:11 funds, the 2845 funds, and the S766 funds? 15:42:14 A. No, they just do the 4170 and the 4111. 15:42:19 Q. What is the body that decides how to spend 15:42:23 the 2845 funds at the school? 15:42:26 A. That's the principal's prerogative. 15:42:29 Q. Do you have input into that prerogative? 15:42:36 A. Yes. 15:42:36 Q. Does anyone else? 15:42:39 A. Well, I suppose anyone could, but 15:42:41 I mainly take care of the new teachers, and 15:42:44 in the past, we have allocated a certain amount of 15:42:49 through me, and the principal doesn't usually look at 15:42:52 those particular orders, but even with that money, 15:42:55 there's still money left over, and she is the one 15:42:57 that works with that money, if she wants to spend it 15:43:00 on staff development for the new teachers, if she 15:43:03 wants to spend it on supplies. 15:43:07 This December we spent some on desks and 15:43:12 need for that. So she is the one that makes that 15:43:18	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	A. Toward the end of the year and the beginning 15:44:41 of the year. 15:44:42 MR. FRIEDMAN: You are referring to the 15:44:44 school year or calendar year? 15:44:45 THE WITNESS: School year. 15:44:49 What can I say? 15:45:05 Off the record. Off the record. She is 15:45:05 typing that I have no life. It's okay. It's all 15:45:05 right. 15:45:07 Q. When you say "the end of the year and 15:45:07 beginning of the year," that's this time of year; is 15:45:09 that right? 15:45:13 Q. So the end of the year is the month of June, 15:45:14 and the beginning of the year is the month of June, 15:45:16 year at Fremont High? 15:45:22 Q. It's the months of June and July when you 15:45:23 spend the most time working on budgets at Fremont? 15:45:30 reason, we didn't do that this May. So we still need 15:45:32
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	Fremont High School for how to allocate all of the 15:42:07 funds that come to the school, including the 4111 15:42:11 funds, the 2845 funds, and the S766 funds? 15:42:14 A. No, they just do the 4170 and the 4111. 15:42:19 Q. What is the body that decides how to spend 15:42:23 the 2845 funds at the school? 15:42:26 A. That's the principal's prerogative. 15:42:29 Q. Do you have input into that prerogative? 15:42:36 A. Yes. 15:42:36 Q. Does anyone else? 15:42:39 A. Well, I suppose anyone could, but 15:42:41 I mainly take care of the new teachers, and 15:42:44 in the past, we have allocated a certain amount of 15:42:49 through me, and the principal doesn't usually look at 15:42:52 those particular orders, but even with that money, 15:42:55 there's still money left over, and she is the one 15:42:57 that works with that money, if she wants to spend it 15:43:00 on staff development for the new teachers, if she 15:43:03 wants to spend it on supplies. 15:43:07 This December we spent some on desks and 15:43:12 need for that. So she is the one that makes that 15:43:18 decision. 15:43:21	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	A. Toward the end of the year and the beginning 15:44:41 of the year. 15:44:42 MR. FRIEDMAN: You are referring to the 15:44:44 school year or calendar year? 15:44:45 THE WITNESS: School year. 15:44:49 What can I say? 15:45:05 Off the record. Off the record. She is 15:45:05 typing that I have no life. It's okay. It's all 15:45:05 right. 15:45:07 BY MS. LHAMON: 15:45:07 Q. When you say "the end of the year and 15:45:07 beginning of the year," that's this time of year; is 15:45:09 that right? 15:45:12 A. Right. 15:45:13 Q. So the end of the year is the month of June, 15:45:16 year at Fremont High? 15:45:20 A. That's correct. 15:45:22 Q. It's the months of June and July when you 15:45:23 spend the most time working on budgets at Fremont? 15:45:30 reason, we didn't do that this May. So we still need 15:45:32 to work on the budgets. We will be doing that this 15:45:36
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Fremont High School for how to allocate all of the 15:42:07 funds that come to the school, including the 4111 15:42:11 funds, the 2845 funds, and the S766 funds? 15:42:14 A. No, they just do the 4170 and the 4111. 15:42:19 Q. What is the body that decides how to spend 15:42:23 the 2845 funds at the school? 15:42:26 A. That's the principal's prerogative. 15:42:29 Q. Do you have input into that prerogative? 15:42:36 A. Yes. 15:42:36 Q. Does anyone else? 15:42:39 A. Well, I suppose anyone could, but 15:42:41 I mainly take care of the new teachers, and 15:42:44 in the past, we have allocated a certain amount of 15:42:49 through me, and the principal doesn't usually look at 15:42:52 those particular orders, but even with that money, 15:42:55 there's still money left over, and she is the one 15:42:57 that works with that money, if she wants to spend it 15:43:00 on staff development for the new teachers, if she 15:43:03 wants to spend it on supplies. 15:43:07 This December we spent some on desks and 15:43:12 need for that. So she is the one that makes that 15:43:18	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	A. Toward the end of the year and the beginning 15:44:41 of the year. 15:44:42 MR. FRIEDMAN: You are referring to the 15:44:44 school year or calendar year? 15:44:45 THE WITNESS: School year. 15:44:49 What can I say? 15:45:05 Off the record. Off the record. She is 15:45:05 typing that I have no life. It's okay. It's all 15:45:05 right. 15:45:07 Q. When you say "the end of the year and 15:45:07 beginning of the year," that's this time of year; is 15:45:09 that right? 15:45:13 Q. So the end of the year is the month of June, 15:45:14 and the beginning of the year is the month of June, 15:45:16 year at Fremont High? 15:45:22 Q. It's the months of June and July when you 15:45:23 spend the most time working on budgets at Fremont? 15:45:30 reason, we didn't do that this May. So we still need 15:45:32

1 2 3	Page 368 Q. Do you know why last May you didn't work on 15:45:41 new budgets? 15:45:43 A. The principal said she did not receive all 15:45:44	1 2 3	Page 370 end of August, she wanted to make sure it got done 15:47:49 because she didn't trust her friend. 15:47:53 Q. Sounds like a wise decision. 15:47:56
45	the information.15:45:46Q. And that's from the district; is that right?15:45:48	4 5	A. Yeah.15:47:58Q. Okay. Putting aside the ordering process15:48:01
6	A. Yes. 15:45:50	6	for instructional materials, how are well, is 15:48:03
7 8	Q. So now that the new school year has begun, 15:45:50 you are still working on the budget for that school 15:45:54	7 8	there a process by which teachers are allotted paper 15:48:06 at Fremont High School? 15:48:10
9	year; is that correct? 15:45:57	9	A. They can order paper for their departments, 15:48:14
10 11	A. Yes.15:45:57Q. Does that impact the planning for the new15:45:59	10 11	but in addition, there's a certain amount of paper 15:48:17 certain percentage of their budget that's taken off 15:48:21
12	school year, that the budget has not been finalized? 15:46:01	12	the top to give to the library for the copying 15:48:24
13 14	A. As far as the budgets that I work with, the 15:46:06 IMA budgets, I do have some orders that are ready to 15:46:09	13 14	machine, depending on the size of the department. 15:48:27 There's a percentage. 15:48:30
15	go for the new budget once that's in place; however, 15:46:12	15	Thereafter, we order that paper for them, 15:48:32
16 17	many of the departments have just finally put their 15:46:16 orders in, say, in the spring. So they are okay for 15:46:19	16 17	and when the library runs out of paper, we give that 15:48:33 paper to the library, but some of them want paper in 15:48:36
17	starting the new year, but the reason that we 15:46:23	17	addition to that because they have printers or 15:48:39
19 20	normally work on them in May is because July starts 15:46:25	19 20	whatever. So they can order their own out of their15:48:41own 4170 as well.15:48:45
20 21	the new school year. So we want the supplies to come 15:46:29 in. 15:46:32	20 21	own 4170 as well.15:48:45Q. So are teachers assigned a certain number of 15:48:47
22	For some reason, it did not occur this year. 15:46:33	22	reams of paper for a school year at Fremont High 15:48:50
23 24	I think it's okay. If someone has needs, I help them 15:46:36 out. If they need paper, I get them some paper. 15:46:39	23 24	School? 15:48:53 A. Well, that's what the order is based on, but 15:48:54
25	Q. You said there are some supply orders 15:46:42	25	we don't check it. It's just the paper is there. 15:48:57
	Page 369		Page 371
1	through the IMA funds that are all ready to go but 15:46:45	1	Whoever is using the copy machine pretty much uses 15:48:59
23	haven't been placed. 15:46:49 What are those orders for? 15:46:51	2 3	it. It's not really been a problem. 15:49:03 More of a problem is the lines for the 15:49:05
4	A. I believe they are for paper and pencil 15:46:52	4	people that wait until the last minute to copy. 15:49:08
5 6	types of things. I'm thinking of two orders in the15:46:54foreign language department sitting on my desk15:46:57	5 6	Q. So the lines at the copier is a problem?15:49:11A. Yes, yes.15:49:14
7	waiting until the budget is in place and ready to 15:47:00	7	Q. Teachers are not given a set number of 15:49:14
8	place for the new school year. 15:47:03	8	copies they can make in a given school term? 15:49:18
9 10	The lady that does the orders in the main 15:47:05 office was out on bereavement and is really backed 15:47:07	9 10	A. I don't think they currently are. I believe 15:49:21 they did try to do that at one time, and I believe 15:49:23
11	up. So she is trying to finalize everything from 15:47:10	11	that the reason it was dropped, it was just more work 15:49:26
12	this last year and wind it up, and then we will start 15:47:12 on these new orders. 15:47:16	12 13	than it was worth. It was keeping track of it and 15:49:28 the time, man-hours spent doing that really could be 15:49:32
13 14	on these new orders. 15:47:16 Q. So what is the foreign language department 15:47:18	13 14	better spent in a different way. 15:49:36
15	doing now while it's waiting for the orders to be 15:47:20	15	So at that point, I don't think anyone is 15:49:38
16 17	placed? 15:47:23 A. They have materials. It's for basic 15:47:24	16 17	keeping track other than there are a lot of signs up 15:49:40 saying you can only make this many copies in this 15:49:43
17	supplies, and the reason I have that one is that 15:47:25	17	many minutes. That's just to move the line along. 15:49:47
19	particular teacher is the major department chair, but 15:47:28	19	If you have ten people in line, you don't want 15:49:50
20 21	she is an A track teacher. 15:47:33 Last year when she went off track, she asked 15:47:34	20 21	someone making a thousand copies.15:49:52Q. And if a teacher had a need for a thousand15:49:54
21	the B track person to take care of it, and he didn't 15:47:37	21	copies on a day when there was a line at Fremont for 15:50:09
23	do it. So she made sure I had it to put it in so, 15:47:40	23	the copier, what would that teacher do? 15:50:09
24 25	when the time is, ready I could do that. That's why 15:47:43 I have that one. Because she won't be back until the 15:47:46	24 25	A. Well, it probably depends on the teacher. 15:50:09 Theoretically that teacher should have gone to one of 15:50:09
25	There that one. Declare she wont be bler until the 13.47.40	20	

	Page 372		Page 374
1	the other offices that does large runs because the 15:50:11	1	Q. I guess what I'm trying to find out is why 16:05:27
2	library copier is designed for short runs to help a 15:50:14	2	there was a substitute teaching the class rather than 16:05:29
3	lot of people, like one class set or two. 15:50:19	3	a teacher who had been hired to teach the class for 16:05:32
4	If you need a thousand, you are supposed to 15:50:22	4	the term. 16:05:36
5	go to the Title I or bilingual office and give it to 15:50:26	5	A. I believe that for that position there was 16:05:38
6	them a day in advance, and then you have your copies. 15:50:29	6	no one hired, which would mean that we had no viable 16:05:40
7	If it's an emergency, they let an 15:50:33	7	candidates to interview. 16:05:45
8	administrator they can go to Title I and bilingual 15:50:37	8	In thinking about that physical science 16:05:47
9	and plead their case. Those are the three options. 15:50:40	9	position, that's a subject that the State no longer 16:05:48
10	I don't think with a thousand copies they go 15:50:42	10	credentials. So you have to have you are 16:05:53
11	to Kinko's. They figure out a way to do it at 15:50:45	11	credentialed now as a physics or chemistry or biology 16:05:57
12	school. 15:50:48	12	teacher, and the district will not let any of those 16:06:02
13	Q. Okay. We have been going for a little under 15:50:55	13	teachers teach physical science. So we were offering 16:06:05
14	an hour now. 15:50:57	14	this class called Advanced Physical Science. 16:06:08
15	Do you want to take a break or keep going? 15:50:58	15	The district said they would do a 16:06:11
16	MR. ROZWOOD: Off the record. 15:51:02	16	dispensation or a waiver if the teacher could teach 16:06:13
17	(Off the record.) 16:04:00	17	two of those subjects, for example, if he was 16:06:17
18	BY MS. LHAMON: 16:04:00	18	credentialed in physics and chemistry. 16:06:18
19 20	Q. This morning you described a physical16:04:01science class with a substitute teaching it, and you16:04:02	19	Well, that's difficult to find too. So what 16:06:21 we do as a school to stop having that problem trying 16:06:24
20	talked about the books that were collected from that 16:04:06	20 21	to fill those classes was just not offer Advanced 16:06:28
21	class, and you said there was a lot of graffiti in 16:04:08	21	Physical Science. Now all of our students are taking 16:06:32
22	them. 16:04:12	23	chemistry or physics. This is a school that's chosen 16:06:34
24	Do you know why the substitute was teaching 16:04:13	24	not to do integrated science for whatever reasons. 16:06:37
25	that class? 16:04:14	25	That would have been another option, but it was not a 16:06:42
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1	Page 373	1	Page 375
1	A. I'm trying to remember the situation. I 16:04:15	1	popular one with that department. 16:06:45
2	A. I'm trying to remember the situation. I 16:04:15 remember the teacher. 16:04:18	2	popular one with that department. 16:06:45 You take bio life science, and then you take 16:06:51
2 3	A. I'm trying to remember the situation. I16:04:15remember the teacher.16:04:18I believe that that particular teacher's16:04:20	2 3	popular one with that department.16:06:45You take bio life science, and then you take16:06:51either physics or chemistry for your physical science16:06:56
2 3 4	A. I'm trying to remember the situation. I16:04:15remember the teacher.16:04:18I believe that that particular teacher's16:04:20background was math, and that was the best available16:04:22	2 3 4	popular one with that department.16:06:45You take bio life science, and then you take16:06:51either physics or chemistry for your physical science16:06:56requirement.16:07:00
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2 3 4 5 6 7 8 9 10 11 12 13 14 15 16	A. I'm trying to remember the situation. I $16:04:15$ remember the teacher. $16:04:18$ I believe that that particular teacher's $16:04:20$ background was math, and that was the best available $16:04:22$ substitute that we had at the time. $16:04:25$ One of the qualities we look for is that the $16:04:28$ teacher is able to stay there for a long period of $16:04:31$ time so it's not one teacher one week and one $16:04:34$ teacher the other week. That was something he could $16:04:36$ do, and his background was math. So he had some $16:04:39$ knowledge of physical science. $16:04:42$ Obviously there was no physical science $16:04:45$ teacher available, or there would have been one of $16:04:47$ those there. That's why he was the best candidate at $16:04:49$ the time, and it's unfortunate that he was there $16:04:53$ based on what happened, and he's not back at Fremont $16:04:56$	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16	popular one with that department.16:06:45You take bio life science, and then you take 16:06:51either physics or chemistry for your physical science 16:06:56requirement.16:07:00To graduate, you are required a year of life 16:07:01science and a year of physical science.That was one 16:07:03of the difficulties with filling the position, plus16:07:10interview last year.16:07:13The district has been very kind in16:07:15recognizing the needs.That need help with16:07:21Also the credential is a problem.16:07:34Q. So to make sure that I understand, the State 16:07:34of California no longer offers a teaching credential 16:07:34in physical science
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2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	A. I'm trying to remember the situation. I 16:04:15 remember the teacher. 16:04:18 I believe that that particular teacher's 16:04:20 background was math, and that was the best available 16:04:22 substitute that we had at the time. 16:04:25 One of the qualities we look for is that the 16:04:28 teacher is able to stay there for a long period of 16:04:31 time so it's not one teacher one week and one 16:04:34 teacher the other week. That was something he could 16:04:36 do, and his background was math. So he had some 16:04:42 Obviously there was no physical science 16:04:42 Obviously there was no physical science 16:04:45 teacher available, or there would have been one of 16:04:47 those there. That's why he was the best candidate at 16:04:49 the time, and it's unfortunate that he was there 16:04:53 based on what happened, and he's not back at Fremont 16:04:56 again. 16:05:02 Q. That teacher was there in the '99/2000 16:05:04 school year; is that right? 16:05:07 A. I don't remember which year it was. 16:05:09 Probably about a year ago. 16:05:10 Q. So it could have been '99/2000, or it could 16:05:12 have been 2000/2001, given where we are in the school 16:05:17 year at Fremont? 16:05:21	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	popular one with that department. 16:06:45 You take bio life science, and then you take 16:06:51 either physics or chemistry for your physical science 16:06:56 requirement. 16:07:00 To graduate, you are required a year of life 16:07:01 science and a year of physical science. That was one 16:07:03 of the difficulties with filling the position, plus 16:07:07 we really did not have as many candidates to 16:07:10 interview last year. 16:07:13 The district has been very kind in 16:07:15 recognizing the needs. That need help with 16:07:18 staffing it was something that was overdue. 16:07:21 Also the credential is a problem. 16:07:34 Q. So to make sure that I understand, the State 16:07:34 of California no longer offers a teaching credential 16:07:34 Q at all? 16:07:36 And the Los Angeles Unified School District 16:07:38 credentials in biology, physics, and chemistry cannot 16:07:42 teach physical science courses? 16:07:49

	Page 376		Page 378
1	integrated; so therefore, they made a leap they could 16:07:57	1	like physiology, but I don't think those are being 16:10:17
2	teach Advanced Physical Science. 16:08:00	2	offered now. 16:10:19
3	Now, the person I talked to was head of 16:08:02	3	Q. And geology is not offered? 16:10:20
4	credentialing in L.A. Unified. So I don't know that 16:08:05	4	A. No, I don't think so. 16:10:23
5	that was a State-sanctioned decision or even a State 16:08:07	5	Q. What is the ninth-grade science class in 16:10:24
6	decision, but that was the decision of credentialing 16:08:10	6	which students are traditionally placed? 16:10:27
7	in L.A. Unified, but they said definitely you can't 16:08:14	7	A. There's no ninth grade although occasionally 16:10:32
8	take a physics credential and teach advanced physical 16:08:17	8	they end up in bio, unless they want to go to AP. 16:10:35
9	science or chemistry and teach advanced physical 16:08:20	9	Normally a ninth-grader does not take science. 16:10:40
10	science. If they teach both, then they could do 16:08:23	10	Q. That's because there's two years of science 16:10:45
11	that. 16:08:25	11	required for graduation? 16:10:47
12	In advanced physical science, there are 16:08:26	12	A. Yes. 16:10:47
13	units that reflect both of those disciplines and a 16:08:28	13	Q. Okay. How many classes does a teacher at 16:10:53
14	couple of others, but that's probably the rationale 16:08:31	14	Fremont High School normally teach? 16:10:55
15	behind that. 16:08:33	15	A. Five. 16:10:58
16	Q. And it's your memory that, for that physical 16:08:36	16	Q. Are there any teachers that teach fewer than 16:10:59
17	science class that had the substitute teacher 16:08:40	17	five classes? 16:11:02
18	teaching it that we have been talking about, that 16:08:44	18	A. Yes. 16:11:02
19	class had an unfilled teaching position for that 16:08:46	19	Q. Who are those teachers, or what subject do 16:11:03
20	school year and that's why there was a substitute 16:08:52	20	they teach? 16:11:07
21	teaching the class? 16:08:56	21	A. In the current school year, we have the 16:11:07
22	A. I don't know if it lasted the whole school 16:08:57	22	literacy coordinator teaching two classes. I believe 16:11:09
23	year, but it definitely lasted until the end of a 16:08:59	23	the journalism teacher has four. The staff 16:11:13
24	time when that position was off track or that teacher 16:09:02	24	development coordinator has four. That might be it. 16:11:18
25	went off track. 16:09:06	25	No, that's wrong. 16:11:29
	Page 377		Page 379
	Page 377	1	Page 379
1	My memory of it is that this could be 16:09:07	1	Some of the department chairs only have 16:11:31
2	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10	2	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32
2 3	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13	2 3	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35
2 3 4	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17	2 3 4	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43
2 3 4 5	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19	2 3 4 5	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45
2 3 4 5 6	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24	2 3 4 5 6	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48
2 3 4 5 6 7	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28	2 3 4 5 6 7	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45
2 3 4 5 6 7 8	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29	2 3 4 5 6 7 8	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51
2 3 4 5 6 7 8 9	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32	2 3 4 5 6 7 8 9	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53
2 3 4 5 6 7 8 9 10	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36	2 3 4 5 6 7 8 9 10	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:56
2 3 4 5 6 7 8 9 10 11	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36 science no. The school does not offer integrated 16:09:38	2 3 4 5 6 7 8 9	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:56 they leave and come back. So when one goes, there's 16:11:59
2 3 4 5 6 7 8 9 10 11 12	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36 science no. The school does not offer integrated 16:09:38 science; is that correct? 16:09:43	2 3 4 5 6 7 8 9 10 11	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:59 another one there. To my knowledge both of them 16:12:02
2 3 4 5 6 7 8 9 10 11	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36 science no. The school does not offer integrated 16:09:38 science; is that correct? 16:09:43 A. That's right. 16:09:45	2 3 4 5 6 7 8 9 10 11 12	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:56 they leave and come back. So when one goes, there's 16:11:59 another one there. To my knowledge both of them 16:12:02 don't have that four schedule. There's just one that 16:12:05
2 3 4 5 6 7 8 9 10 11 12 13	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36 science no. The school does not offer integrated 16:09:38 science; is that correct? 16:09:43 A. That's right. 16:09:45 Q. So the sciences offered at Fremont are 16:09:46	2 3 4 5 6 7 8 9 10 11 12 13	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:56 they leave and come back. So when one goes, there's 16:11:59 another one there. To my knowledge both of them 16:12:02 don't have that four schedule. There's just one that 16:12:05
2 3 4 5 6 7 8 9 10 11 12 13 14	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36 science no. The school does not offer integrated 16:09:38 science; is that correct? 16:09:43 A. That's right. 16:09:45 Q. So the sciences offered at Fremont are 16:09:46	2 3 4 5 6 7 8 9 10 11 12 13 14	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:56 they leave and come back. So when one goes, there's 16:11:59 another one there. To my knowledge both of them 16:12:02 don't have that four schedule. There's just one that 16:12:05 has four classes, and the other one comes in and 16:12:08
2 3 4 5 6 7 8 9 10 11 12 13 14 15	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36 science no. The school does not offer integrated 16:09:38 science; is that correct? 16:09:43 A. That's right. 16:09:45 Q. So the sciences offered at Fremont are 16:09:46 biology, physics, chemistry; is that correct? 16:09:47	2 3 4 5 6 7 8 9 10 11 12 13 14 15	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:56 they leave and come back. So when one goes, there's 16:11:59 another one there. To my knowledge both of them 16:12:02 don't have that four schedule. There's just one that 16:12:05 has four classes, and the other one comes in and 16:12:08 manages the chairmanship and teaches five classes. 16:12:10
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36 science no. The school does not offer integrated 16:09:38 science; is that correct? 16:09:43 A. That's right. 16:09:45 Q. So the sciences offered at Fremont are 16:09:47 A. Yes. There's also advanced placement, and I 16:09:50	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:56 they leave and come back. So when one goes, there's 16:11:59 another one there. To my knowledge both of them 16:12:02 don't have that four schedule. There's just one that 16:12:05 has four classes, and the other one comes in and 16:12:08 manages the chairmanship and teaches five classes. 16:12:10 Q. You said there's two chairs. Are there two 16:12:16
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36 science no. The school does not offer integrated 16:09:38 science; is that correct? 16:09:43 A. That's right. 16:09:45 Q. So the sciences offered at Fremont are 16:09:47 A. Yes. There's also advanced placement, and I 16:09:50 know there's advanced placement physics, and I 16:09:55	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:56 they leave and come back. So when one goes, there's 16:11:59 another one there. To my knowledge both of them 16:12:02 don't have that four schedule. There's just one that 16:12:05 has four classes, and the other one comes in and 16:12:08 manages the chairmanship and teaches five classes. 16:12:10 Q. You said there's two chairs. Are there two 16:12:16 chairs for every department? 16:12:18
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36 science no. The school does not offer integrated 16:09:38 science; is that correct? 16:09:43 A. That's right. 16:09:45 Q. So the sciences offered at Fremont are 16:09:46 biology, physics, chemistry; is that correct? 16:09:47 A. Yes. There's also advanced placement, and I 16:09:50 know there's advanced placement physics, and I 16:09:58	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:56 they leave and come back. So when one goes, there's 16:11:59 another one there. To my knowledge both of them 16:12:02 don't have that four schedule. There's just one that 16:12:05 has four classes, and the other one comes in and 16:12:08 manages the chairmanship and teaches five classes. 16:12:10 Q. You said there's two chairs. Are there two 16:12:16 chairs for every department? 16:12:18 A. Yes. 16:12:18
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19	My memory of it is that this could be 16:09:07 faulty it was a B track class, and he was with us 16:09:10 in, say, January and February, and then when we saw 16:09:13 what happened, then someone else came in in 16:09:17 March/April, and we did find candidates to hire that 16:09:19 were capable of teaching that class until we totally 16:09:24 changed the positions for this year. 16:09:28 So we no longer have that problem, and we 16:09:29 are fully staffed in science right now. 16:09:32 Q. Okay. And the school offers integrated 16:09:36 science no. The school does not offer integrated 16:09:38 science; is that correct? 16:09:43 A. That's right. 16:09:45 Q. So the sciences offered at Fremont are 16:09:46 biology, physics, chemistry; is that correct? 16:09:47 A. Yes. There's also advanced placement, and I 16:09:55 believe there's advanced placement physics, and I 16:09:58 chemistry as well, but I would have to pull a current 16:09:59	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19	Some of the department chairs only have 16:11:31 four. Some of the major department chairs have an 16:11:32 extra conference period, English and math, and again 16:11:35 I would have to check the master to see. 16:11:43 Sometimes by choice the teacher does not 16:11:45 want the extra conference period and prefers to teach 16:11:48 another period instead. 16:11:51 One of the English chairs has traditionally 16:11:53 only had four classes. There are two chairs because 16:11:56 they leave and come back. So when one goes, there's 16:11:59 another one there. To my knowledge both of them 16:12:02 don't have that four schedule. There's just one that 16:12:05 has four classes, and the other one comes in and 16:12:08 manages the chairmanship and teaches five classes. 16:12:10 Q. You said there's two chairs. Are there two 16:12:16 chairs for every department? 16:12:18 A. Yes. 16:12:18 Q. And that's because when one chair is off 16:12:21

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at Fremont other than --

have to pull the master to look.

16:10:09

16:10:12

A. I don't think so this semester, but again, I 16:10:10

In the past we have offered other classes 16:10:14

22 Q. Why are there not three tracks? 16:12:27

- 23 A. Because there's always two tracks on; 16:12:30
- 24 therefore, there's only one person there any time you 16:12:33
- 25 do two separate tracks. One person is there. 16:12:46

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1	Actually one of the other departments did 16:12:46	1	this time. If he has four classes if he has three 16:15:12
2	want a chair for each track. It become so diluted. 16:12:46	2	journalism classes and an English class or maybe I 16:15:15
3	It's diluted enough with two because you always have 16:12:46	3	think he has two English classes and two journalism. 16:15:18
4	to work with a communication problem that we talked 16:12:48	4	This is what I think, but it's really, really easy to 16:15:21
5	about earlier. So we felt that the leadership was 16:12:51	5	verify. Therefore, he just stays teaching those two 16:15:25
6	stronger if there were only two since there will 16:12:56	6	journalism all year long. He is the only teacher 16:15:29
7	always be one on. 16:12:59	7	next year who rainbows, but the kids come in and out. 16:15:33
8	Q. In the English department, which tracks are 16:13:01	8	The first mester he is going to have C and 16:15:36
9	the two department chairs from? 16:13:04	9	B. Second mester he is going to have A and C track 16:15:39
10	A. C and B. 16:13:06	10	kids. They rotate throughout the year, but he only 16:15:43
11	Q. To whom would an English teacher on track A 16:13:12	11	has that many periods throughout the day. If this is 16:15:46
12	communicate a need to? The track B or C department 16:13:16	12	the correct schedule, that's how that works out. 16:15:51
13	chair? 16:13:22	13	Is that clear? 16:15:54
14	A. Depends on which one is on. Whichever one 16:13:22	14	Q. It is. I'm going to ask you some follow-up 16:15:56
15	is on at a given time because they are on with both 16:13:25	15	questions. 16:15:58
16	of those at the different part of the year. When A 16:13:28	16	When you say he's a teacher who rainbowed, 16:15:58
17	comes back, the C one will be here and the B one will 16:13:32	17	what does that mean? 16:16:01
18	be gone. So the second mester they you communicate 16:13:36	18	A. That means he works throughout the year, and 16:16:02
19	with the C track, and the third mester they 16:13:39	19	he doesn't go off track ever, but he's allotted some 16:16:04
20	communicate with the B track. 16:13:41	20	vacation days, and he would schedule those with the 16:16:08
21	Q. Have any of the teachers communicated with 16:13:43	21	administrator. 16:16:11
22	you a concern that or communicated to you a 16:13:45	22	Q. So the journalism teacher works twelve 16:16:12
23	concern that it's difficult for them to have a 16:13:49	23	months out of any year? 16:16:15
24	department chair who is not on their track? 16:13:54	24	A. Yes. 16:16:15
25	A. No. I think they are more interested in the 16:13:59	25	Q. And then he has more vacation days than a 16:16:19

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	5		
1	quality and someone that will put the time in to do 16:14:01	1	teacher
2	the orders and to make sure that they have their 16:14:04	2	A. V
3	supplies, and we actually have a number of 16:14:07	3	vacation
4	responsible people that come in, when they are off 16:14:10	4	vacation
5	track, and help as well. But no, they have never 16:14:13	5	He
6	asked for someone specifically on their track. They 16:14:16	6	would -
7	are more interested in who the person is, period. 16:14:19	7	because
8	Q. And you just told me, I think, that the 16:14:24	8	he woul
9	journalism teacher has four classes instead of five; 16:14:26	9	have is
10	is that correct? 16:14:26	10	М
11	A. Yes. 16:14:34	11	salary?
12	Q. I wanted to go back to something you said 16:14:34	12	TI
13	earlier today. You said that the journalism teacher 16:14:35	13	BY MS
14	teaches all the journalism courses at the school 16:14:39	14	Q. C
15	A. Yes. 16:14:39	15	for exar
16	Q is that correct? 16:14:39	16	tracks fo
17	A. Yes. 16:14:44	17	2001/20
18	Q. And there are two journalism classes on each 16:14:44	18	in his fo
19	of the three tracks; is that correct? 16:14:48	19	А. Ү
20	A. Yes, I believe so. 16:14:50	20	Q. 1
21	Q. So that sounds to me like there would be six 16:14:53	21	tracks?
22	journalism classes and not four. 16:14:56	22	A. F
23	What am I missing? 16:14:58	23	Q. A
24	A. What happens is I need to make sure what his 16:15:06	24	А. Ү
25	schedule is. He may have three journalism classes 16:15:08	25	Q. I

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1	teacher who works on a track at the school? 16:16:23
2	A. Well, actually I'm not sure how much 16:16:27
3	vacation they give him. He probably has less 16:16:29
4	vacation, but I know he is allowed some vacation. 16:16:32
5	He's the only one that's like that. He 16:16:36
6	would I don't think that he could ever have more 16:16:38
7	because the other teachers would have four months and 16:16:43
8	he would never have that. The most he is going to 16:16:45
9	have is two or four weeks. 16:16:49
0	MR. FRIEDMAN: Does that mean he's paid more 16:16:50
1	salary? 16:16:51
12	THE WITNESS: Absolutely. 16:16:52
13	BY MS. LHAMON: 16:16:53
4	Q. Okay. And in his classes, he will have 16:16:53
15	for example, right now on track are the B and the C 16:16:59
16	tracks for this mester. Of the six mesters of the 16:17:04
17	2001/2002 school year, he has B and C track students 16:17:08
8	in his four journalism classes? 16:17:15
19	A. Yes. 16:17:15
20	Q. Then the next mester, he will have C and A 16:17:19
21	tracks? 16:17:22
22	A. Right. 16:17:23
23	Q. And the students rotate through the year? 16:17:23
24	A. Yes. 16:17:23
25	Q. I'm getting it. 16:17:26

1A. Good.16:17:23 16:17:241yearbock class throughout the school year?16:20:002Q. Thank you.16:17:24 16:17:27A. Yeah. And Thave to sipulate with the16:20:044School who rainbow on thus same calendar?16:17:24 16:17:24School who rainbow on thus same calendar?16:17:24 16:17:245A. Neth bic stands on this devices in marke that sechool '116:17:34 16:17:34School whow, kind of asking a 16:20:17 2 one period. and it was, you know, kind of asking a 16:20:17 2 one period. And twas, you know, kind of asking a 16:20:17 2 one period. And twas, you know, kind of asking a 16:20:17 2 one period. So that class was 16:20:211and get paint and the principal in 16:17:34 11 converting and the principal in 16:17:34 12 or the period whole was and this is what these 16:17:55 15 particular administranos decided. 16:18:180 16:16:20:11 16 the signer whole him of a six do 16:18:10 16 the signer whole him of a six do 16:18:10 16:20:24 17 classes so his whole teaching. In the yearbook and the 16:20:34 12 compused in the arinhow whore and the scheel's 16:18:18 10 direction that all dis sudents then have access to 16:18:16 19 direction the have week so the transbowed aversa 16:18:12 10 there teacher share inhowed aversa 16:18:14 12 compused in the scheel's 16:20:16 12 compused in the scheel's 16:20:16 13 inst kick the decission and the scheel's 16:20:16 14 that because three was not areading the the yearbook and the 16:20:16 16:18:18 12 compused in a the scheel's 16:20:16 13 inst kick the decission and brain theele 16:19:16 14 in the scheel's the		Page 384		Page 386
2Q. Thank you.16/17.282A. Yeah. And Theve to signalar_oith her.16/17.243Are dere may other teachers at Fremour High 16/17.2316/17.243yearbook and also with leadership, which I forgot, it 16/20.664Mather at the scher only one doing that this year.16/17.243School whor anabow at the school one grint of 16/20.215A. Not fhis upcoming year. There have been in 16/17.249A. The decision is made based on the needs of 16/17.4616/17.449A. The decision is made based on the needs of 16/17.4516/17.4516/17.4516/17.4510the stackmers. Krim adde yha usistant principal.16/17.2511particular administrators decided.16/17.5512frithey world make flat decision, and this what these 16/17.5513particular administrators decided.16/18.0316garticular administrators decided.16/18.0316garte paper while he is gone. So 1 think is a good 16/18/1619decision that the scheden show consel in ad doce 16/18/2421Q. When there have been other teacher on16/18/2422campus at Premont who have reambowed, and to 16/18/2423were tangkin the rankows, schedid?24A. Joannills make schedid is manbowed awd and 16/18/2425yearbook last year.261127In the schedule they were classes to help poort284. Joannills make schedid is manbowed and the 16/12/10294. Joannills make schedule in 16/18/242011 <tr< td=""><td>1</td><td></td><td>1</td><td>-</td></tr<>	1		1	-
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	Page 388		Page 390
1	students. 16:22:16	1	that full time for the last two years. So he had six 16:24:34
2	Q. And why is that? 16:22:17	2	classes like that. So he is very experienced at 16:24:37
3	A. Because it's again, it's consistent. 16:22:18	3	managing it and is really an excellent person to do 16:24:40
4	It's a teacher that wanted to teach the class in the 16:22:21	4	it. 16:24:40
5	first place that was the first selection by 16:22:23	5	Not everyone could. I think it would be 16:24:45
6	someone somebody, and theoretically it should work 16:22:26	6	extremely difficult, but he is able to individualize 16:24:47
7	more smoothly. 16:22:30	7	and work with the students. 16:24:50
8	Once in a while, you find someone that 16:22:31	8	Again, it's really the quality of the 16:24:52
9	really takes an interest in it, and then it is really 16:22:33	9	teacher. You can go about anywhere you want to go if 16:24:54
10	helpful because you pulled another person into the 16:22:37	10	you have a good teacher. 16:24:57
11	loop, but what happens more than not is you find 16:22:39	11	Q. When you say not everyone could manage the 16:24:59
12	someone whose major interest is, for example, in the 16:22:42	12	rainbow mester strike that the rainbow reading 16:25:01
13	fall an art teacher. That's her major interest. She 16:22:44	13	class, why is that? 16:25:06
14	did it because she knew the kids needed someone, but 16:22:47	14	A. I think it's easier for some teachers to 16:25:08
15	in the spring, she wanted to go back and teach art. 16:22:50	15	individualize. They have strengths that way. They 16:25:10
16	She could see that wasn't what her strength was, but 16:22:53	16	are able to keep the records. They are able to keep 16:25:14
17	the kids did have access to the class when this 16:22:56	17	track. They are just stronger teachers. 16:25:16
18	teacher was off track. 16:23:01	18	Q. Okay. And the reading classes themselves 16:25:24
19 20	Q. Okay. And the yearbook class also last year 16:23:03	19 20	are classes for students who have poor reading 16:25:26
20 21	was rainbowed that way? Not the teacher, but the 16:23:06 class? 16:23:08	20 21	skills; is that correct? 16:25:29 A. Yes. 16:25:29
21 22	A. Yeah. Again, she did it two different ways. 16:23:20	21 22	A. Yes.16:25:29Q. And they are listed as humanities classes16:25:31
22	A. Fean, Again, she did it two different ways. 10.25:20 She stayed with it in the fall. Then in the spring, 16:23:20	22	now? 16:25:34
23	she said, "I need a break," and that time she was a C 16:23:20	23	A. Yes. 16:25:34
25	track teacher. So the yearbook was put to bed anyway 16:23:20	25	Q. What takes place in a reading class? Is it 16:25:36
	Page 389		Page 391
1	because C track goes off in May. 16:23:21	1	in addition to an English class for a student? 16:25:39
2	So what we did there is pull in a computer 16:23:23	2	A. Yes. 16:25:39
3	teacher who had five other classes, and then he just 16:23:26	3	Q. And the classes work on literacy skills? 16:25:42
4	took the yearbook kids and taught them more things 16:23:30	4	A. Yes. 16:25:42
5	about Pagemaker and graphic design and so forth. 16:23:34	5	Q. Is the design of the class to have 16:25:47
6	That works out fine because there wasn't any 16:23:36	6	individual instruction? 16:25:49
7	product to do anymore. You take your players and 16:23:40	7	A. In the past the teachers the journalism 16:25:53
8	figure out the best possible thing you can do. 16:23:42	8	teacher, whose name is Mr. Castro if you want that 16:25:57
9	Q. Okay. And for the 2001/2002 school year, 16:23:46	9	for the record. C-a-s-t-r-o. It's easier for me to 16:26:00
10	you believe that the journalism teacher is teaching 16:23:52	10	call him his name he was more or less the 16:26:03
11	two journalism classes and two English on the rainbow 16:23:54	11	coordinator for the design of curriculum for making 16:26:06
12	schedule for the journalism? 16:23:58	12	sense of text and literacy strategies, and they used 16:26:09
13	A. Actually he's rainbowing the reading classes 16:24:01	13	materials from "L.A. Youth," the newspaper, and they 16:26:14
14	that he had before, reading classes and English 16:24:05	14	used classroom reading books. So they had novels and 16:26:17
15	1 0 1 1 1 1 1 1 (0 1 0 0	15	various individual works they were looking at. 16:26:24
	classes. Same methodology. 16:24:09	16	Easthan many ash as $1 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - $
16	Q. So the two English classes that the 16:24:11	16	For the new school year, we were attempting 16:26:29
17	Q. So the two English classes that the 16:24:11 journalism teacher is teaching are reading classes? 16:24:12	17	to use a program called Language, which is one 16:26:31
17 18	Q. So the two English classes that the16:24:11journalism teacher is teaching are reading classes?16:24:12A. Yes.16:24:12	17 18	to use a program called Language, which is one16:26:31supported by the State and LACOE. It's more of a16:26:33
17 18 19	Q.So the two English classes that the16:24:11journalism teacher is teaching are reading classes?16:24:12A.Yes.16:24:12Q.And students in those classes alternate16:24:16	17 18 19	to use a program called Language, which is one 16:26:31 supported by the State and LACOE. It's more of a 16:26:33 descriptive program. So it's a little controversial 16:26:37
17 18 19 20	Q. So the two English classes that the16:24:11journalism teacher is teaching are reading classes?16:24:12A. Yes.16:24:12Q. And students in those classes alternate16:24:16mesters. Half the students leave at a mester for16:24:22	17 18 19 20	to use a program called Language, which is one 16:26:31 supported by the State and LACOE. It's more of a 16:26:33 descriptive program. So it's a little controversial 16:26:37 with some of the English teachers. 16:26:41
17 18 19 20 21	Q. So the two English classes that the16:24:11journalism teacher is teaching are reading classes?16:24:12A. Yes.16:24:12Q. And students in those classes alternate16:24:16mesters. Half the students leave at a mester for16:24:22that class; is that correct?16:24:26	17 18 19 20 21	to use a program called Language, which is one16:26:31supported by the State and LACOE. It's more of a16:26:33descriptive program. So it's a little controversial16:26:37with some of the English teachers.16:26:41It has shown success, though, supposedly in16:26:43
17 18 19 20	Q. So the two English classes that the16:24:11journalism teacher is teaching are reading classes?16:24:12A. Yes.16:24:12Q. And students in those classes alternate16:24:16mesters. Half the students leave at a mester for16:24:22	17 18 19 20	to use a program called Language, which is one 16:26:31 supported by the State and LACOE. It's more of a 16:26:33 descriptive program. So it's a little controversial 16:26:37 with some of the English teachers. 16:26:41

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reading class?

16:24:31

A. This particular teacher was one that did 16:24:32

24 students do move through a particular script or 16:26:52

	Page 392		Page 394
1	looked at some schools that are using it totally. 16:27:00	1	A. Yeah, I guess you could call it that. 16:29:26
2	We will see. We want kids to be better 16:27:04	2	Q. Other than the literacy coordinator, the 16:29:28
3	readers. That's the goal. 16:27:07	3	journalism teacher, the staff development 16:29:30
4	Q. How are students selected for the reading 16:27:11		coordinator, and some of the department chairs, all 16:29:32
5	classes at Fremont High? 16:27:14		other teachers at Fremont High School have five 16:29:35
6	A. I believe they are looking at the SAT 9 16:27:15	-	classes as their class load? 16:29:38
7	scores, the scores they come with when they come out 16:27:21	7	A. To the best of my recollection right this 16:29:41
8	of eighth grade. I'm not sure if that's the correct 16:27:24		very minute, there are some that might have six as 16:29:43
9 10	name for that particular test. 16:27:27 They look at the scores and the percentage 16:27:29		well. That's if you have an auxiliary class, and 16:29:47 that's by choice. 16:29:50
10	that they are scoring on this test. This is a lower 16:27:31	10	When that happens, if we don't have enough 16:29:51
12	level class. So they are taking the lower scores and 16:27:37		classes of something right now Ms. Nichols I'm 16:29:53
13	putting them in that class as far as reading. So the 16:27:41		sure is home balancing classes right now, figuring 16:29:56
14	counselors make the selections. 16:27:43		out what we need to close and what we need to open. 16:29:59
15	Q. And are the reading classes required for the 16:27:45	15	Sometimes there aren't enough classes to 16:30:02
16	students the counselors select? 16:27:47	16	close and open something else. You have to talk to 16:30:06
17	A. No. I suppose if a parent complained, you 16:27:50		the teachers and ask who is willing to teach a sixth 16:30:08
18	could come in and go out of it. No, we haven't done 16:27:53		class and make a good selection. That's when you 16:30:11
19	that yet. 16:27:56		open an auxiliary. You open something called an 16:30:14
20	Q. And the reading class is taking elective 16:27:58 space for the students? 16:28:01		auxiliary. 16:30:23 O. Teachers who teach auxiliary classes get 16:30:26
21 22	space for the students? 16:28:01 A. Yes. 16:28:01	21 22	Q. Teachers who teach auxiliary classes get 16:30:26 paid more than teachers who teach five classes; is 16:30:29
22	Q. Do they count toward graduation? 16:28:02		that correct? 16:30:29
23 24	A. They get credits for it, but it does not 16:28:05	24	A. That's correct. 16:30:33
25	meet a requirement. 16:28:08	25	Q. Is there any other incentive for teachers to 16:30:34
	Page 393		Page 395
1	Page 393 Q. So it's not a technical art or fine art? 16:28:10	1	
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	 Q. So it's not a technical art or fine art? 16:28:10 A. Actually, that's an interesting question. 16:28:13 That's something they should be investigating 16:28:15 	2	teach the auxiliary class? 16:30:37
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1	with you, you must stay after school, and they make 16:31:42	1 mester, but there are various changes counselor 16:34:16
2	that known before they take the auxiliary. So really 16:31:45	2 programs and get everything in the computer 16:34:16
3	they are putting in more time, like seven hours, 16:31:48	3 sometimes they have to make adjustments because of 16:34:16
4	because you have to have a conference time. 16:31:52	4 student conflicts and so forth. So that's one big 16:34:16
5	Q. Okay. Is there a time of year when teachers 16:31:54	5 time when schedules change, and then when the 16:34:18
6 7	are usually notified what classes they will be16:31:59teaching for a coming school term?16:32:02	6 students arrive, that's another huge time because we 16:34:217 are not really sure which of the students will come 16:34:24
8	A. Yes. It's in the spring. 16:32:05	8 that are enrolled. 16:34:26
9	Q. And when in the spring are they usually 16:32:06	9 We are overenrolled always by a lot. Some 16:34:29
10	notified? 16:32:08	10 of those kids come, and some don't. We don't know 16:34:32
11	A. It usually occurs in May, and then 16:32:09	11 which is which. There are lots of adjustments after 16:34:36
12	modifications are made in June, and so they are 16:32:13	12 a semester starts. We try to get those all taken 16:34:38
13	usually notified a couple of times. And the C track 16:32:16	13 care of by the second week, but I suppose you could 16:34:43
14	teachers, of course, go off at the end of April. So 16:32:19	14 change a class in the middle of a semester. It would 16:34:47
15	normally they have a tentative schedule before they 16:32:22	15 be really unusual. 16:34:50
16	leave, or if they don't, it's mailed to them shortly 16:32:25	16 Q. So the usual course of business is for 16:34:52
17	thereafter. 16:32:31	17 teachers to know finally by the second week of a new 16:34:5318 school year which classes they will be teaching at 16:35:00
18 19	MR. FRIEDMAN: I'll ask a question. Just to 16:32:33 kind of flesh this out. 16:32:37	18 school year which classes they will be teaching at 16:35:0019 least for the fall semester?16:35:03
20	I'm familiar with some schools I'm not 16:32:39	20 A. Especially an experienced teacher can 16:35:06
21	sure within L.A. Unified that have a zero period. 16:32:42	21 assume, if their class sizes are normal, they are 16:35:08
22	Do they have zero periods at your school? 16:32:46	22 probably going to be staying with that class. 16:35:12
23	THE WITNESS: No. 16:32:49	23 It's when you only have two kids in your 16:35:14
24	MR. FRIEDMAN: Are you familiar with the 16:32:49	24 class they think get me more kids or they are going 16:35:17
25	term? 16:32:50	25 to change my schedule, which sometimes happens. Yes, 16:35:21
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	Page 397	Page 399
1	THE WITNESS: Yes. That's when you teach a 16:32:51	1 that's correct. 16:35:24
2	THE WITNESS: Yes. That's when you teach a 16:32:51 class before school. 16:32:54	1that's correct.16:35:242Q. For the A track teachers who don't come back 16:35:25
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$\begin{array}{c} 2\\ 3\\ 4\\ 5\\ 6\\ 7\\ 8\\ 9\\ 10\\ 11\\ 12\\ 13\\ 14\\ 15\\ 16\\ 17\\ 18\\ 19\\ 20\\ 21\\ 22\\ 23\\ 24\\ \end{array}$	THE WITNESS: Yes. That's when you teach a 16:32:51 class before school. 16:32:54 Actually interesting story about that. They 16:32:57 had one at Westchester where I taught before, and 16:33:00 because there were not very many people on the campus 16:33:03 at that hour it's like an hour before school 16:33:07 one of the young ladies going to the class did have a 16:33:09 problem with a rape situation, and Westchester said, 16:33:14 "No more. We are not going to have zero period 16:33:16 classes." 16:33:19 You could do it after school, but you have 16:33:20 to be concerned about student safety because the 16:33:22 number of people on campus in the hour before school 16:33:25 is very low. 16:33:29 I always remember that. When they say zero 16:33:30 period, I think of that poor girl. 16:33:34 Q. That does stand out. That's a harrowing 16:33:37 experience. 16:33:40 We were talking about when teachers are 16:33:41 notified what they will be teaching before a school 16:33:44 year. Does there come a time when the classes can't 16:33:48 be changed anymore that a teacher will be teaching? 16:33:52 A. Theoretically, no. I suppose I would 16:33:56 imagine there are very few changes after the middle 16:33:59	1that's correct. $16:35:24$ 2Q. For the A track teachers who don't come back $16:35:25$ 3to school until is it September they come back?4A. End of August.5Q. For the A track teachers who don't come back?6to school until the end of August, their school16:35:315Q. For the A track teachers who don't come back $16:35:32$ 6to school until the end of August, their school16:35:347course loads are changeable until approximately two16:35:458weeks into the beginning of their semester; is that16:35:4110A. That's correct.16:35:4110A. That's correct.16:35:4511Q. Okay. Have any teachers expressed any16:35:47concerns to you about their courses changing after a $16:35:49$ 3school year has started?16:35:5314A. Yes.15Q. What do they say to you?16:35:5616A. "I spent all this time preparing for these16:36:0219I say, "Yeah, I know it's not fair, but we $16:36:03$ 20don't have enough students for this class."16:36:1021Yes, sometimes a teacher is not particularly $16:36:10$ 22flexible about situations like that, but all the $16:36:14$ 23schedules are tentative until the students enroll.24Q. And have you received any comments or $16:36:21$
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	Page 400		Page 402
1	for the 2001/2002 school year? 16:36:27	1	whole thing, and that rubs off on the kids, and they 16:39:08
2	A. Yes. 16:36:27	2	do a good job. We try to be fair. 16:39:13
3	Q. How many teachers have expressed concerns to 16:36:32	3	So, for example, the honors classes are 16:39:16
4	you? 16:36:34	4	spread around. The preps are spread around. So most 16:39:18
5	A. Two or three. 16:36:36	5	teachers have two preps. So there are a number of 16:39:22
6	Q. They said the same things you said to me, 16:36:42	6	things you look at for the good of the department, 16:39:26
7	that it's unfair? 16:36:45	7	but you also solve individual problems. It's like a 16:39:29
8	A. That's a little bit different because the 16:36:47	8	giant puzzle. 16:39:33
9	semester hasn't started. 16:36:49	9	Q. Sounds like it. 16:39:34
10	I'm thinking of an A track teacher right 16:36:51	10	You said that Fremont is always overenrolled 16:39:35
11	now. We look at the whole schedule. It's still in 16:36:53	11	by a lot. Do you mean individual classes are 16:39:46
12	flux because we have teachers that won't come back. 16:36:56	12	overenrolled, or do you mean the entire school is 16:39:46
13	For A track, for example, one is out for a promotion. 16:36:59	13	always overenrolled? 16:39:46
14	To them, I can say, "Gee, I really 16:37:03	14	A. What I mean by that, when we get materials 16:39:47
15	understand you want this instead" and make sure we 16:37:06 remember all these things and write them down and 16:37:09	15 16	from the middle schools we have three feeder 16:39:50 schools and a couple of partial schools that feed 16:39:52
16 17	remember all these things and write them down and 16:37:09 assist the teacher if we can. 16:37:12	10	into us. They send computer data into the school. 16:39:57
17	We are working with the department chair, 16:37:14	17	All of that information is put into our 16:40:00
19	and that's when these people come in handy because 16:37:16	19	computer, and all those kids receive programs, but 16:40:01
20	they remember all these things. Sometimes we don't. 16:37:19	20	that's more kids than we can have on campus, but most 16:40:04
21	So they help us. 16:37:21	21	of the time, it evens itself out, and we end up 16:40:09
22	Yeah, we try to work with it, especially if 16:37:23	22	busing only a small proportion of those. Mrs. Roland 16:40:13
23	the semester hasn't started. Sometimes you can 16:37:26	23	maybe could tell you exactly how many, but it's a big 16:40:18
24	negotiate things with other teachers. 16:37:28	24	number of students that are in the computer. We 16:40:22
25	Q. And these A track teachers who have 16:37:31	25	could never accommodate what is in the computer. And 16:40:24
	Page 401		Page 403
1	expressed concern about their schedules, how is it 16:37:33	1	not that many show up too. 16:40:28
2	their schedules have changed if they haven't started 16:37:37	2	Q. I don't understand. 16:40:30
3	teaching for the 2001/2002 school year? 16:37:40	3	Why is it that not that many show up, or how 16:40:31
4	A. I believe and I'm guessing on this 16:37:44	4	does it even itself out? 16:40:33
5	that the assistant principal counseling has the 16:37:46	5	A. I suppose they go to other schools or they 16:40:35
6	responsibility and just recently in the last three 16:37:49	6	go to other districts or something. They just never 16:40:37
7	weeks has run the A track numbers because she was 16:37:53	7	arrive at Fremont. 16:40:41
8	under the gun to run the B and C track numbers to 16:37:55	8	Q. Does anyone at Fremont investigate what 16:40:45
9	open the school. She needed to make sure they are as 16:38:00	9	happens to those students who were listed from the 16:40:47
10	perfect as they could be. 16:38:19	10	feeder schools and partial feeder schools but never 16:40:51
11	"A" track is the last thing she can when 16:38:21	11	arrive at Fremont? 16:40:54
12 13	she ends up with more time, look at A track, and if 16:38:26 they had to close classes, that affects teachers' 16:38:31	12 13	A. I believe that's handled in the attendance 16:40:56 office. 16:40:58
15 14	schedules. You have to move things around. 16:38:35	13	Q. So the administrator that's starting on 16:40:59
14	Fortunately we are not losing any personnel. 16:38:36	14	Monday, that will 16:41:02
16	So but some classes were changed. One of the 16:38:39	16	A. Yes. 16:41:02
17	teachers called and she came in and talked about it, 16:38:42	17	Q be her job? 16:41:04
18	and she's fine with it. There's another teacher who 16:38:45	18	A. Yes. 16:41:04
19	is still unhappy, and that is kind of on the back 16:38:48	19	Q. Is there an average class size for classes 16:41:10
20	burner because I think another A track teacher is 16:38:52	20	at Fremont? 16:41:13
21	going to get a promotion. So perhaps we can fix that 16:38:54	21	A. Again, that's all determined by contract. 16:41:15
22	situation as well. 16:38:57	22	So it depends on the class, but yes, each class has a 16:41:17
23	It's important, I think, that the teachers 16:39:01	23	certain norm that you look at. 16:41:22
24	feel comfortable with what they are teaching in their 16:39:02	24	Q. I understand that the English classes for 16:41:23
25	class schedule because they will be happier on the 16:39:05	25	ninth grade have a norm at 20 students in the class; 16:41:27

	Page 404		Page 406
1	is that correct? 16:41:27	1	counseling, and if a teacher has a complaint and it's 16:43:46
1 2	A. That's correct. 16:41:27	2	not resolved by that administrator and the principal, 16:43:50
		3	then I'm sure the UTLA chairperson will be happy to 16:43:53
3	Q. You told me that the senior English class is 16:41:32		
4	normally at 37 students in the class; is that 16:41:35	4	I I I I I I I I I I I I I I I I I I I
5	correct? 16:41:35	5	
6	A. That's correct. 16:41:38	6	MR. FRIEDMAN: I'm going to say it's 16:44:00
7	Q. For the tenth- and eleventh-grade English 16:41:39	7	monitored by every teacher at the school. 16:44:01
8	classes, what is the norm? 16:41:43	8	THE WITNESS: Actually it's really 16:44:04
9		9	interesting, just as an aside, because the teachers, 16:44:05
10	A. Tenth grade, I believe, is about 28, 27, 30, 16:41:44	10	a lot of them do know the contract, but when it comes 16:44:07
11	around in that area. And I told you eleventh 16:41:48	11	right down to it, they are kind of loathe, if they 16:44:11
12	grade is 20 for the eleventh. 16:41:53	12	have 22 and the class is supposed to be 20, to choose 16:44:14
13	Q. You did tell me that. I'm remembering it 16:41:55	13	those two and send them out because they feel bad 16:44:18
14	now. Thank you. 16:41:57	14	about the whole thing. 16:44:21
15	For non-English classes at the school, is 16:41:59	15	It really just depends, especially if the 16:44:22
16	there much variation in the norm for a class? Do 16:42:02	16	kids have been with you for a while. 16:44:25
17	they need to go by grade level? 16:42:05	17	BY MS. LHAMON: 16:44:27
18	A. Yeah, this is all in the contract, and as I 16:42:08	18	Q. What do they do if they are loathe to sent 16:44:27
19	recall the contract, the ninth-grade academic norm is 16:42:10	19	out two students? 16:44:30
20	at 27. I think it might even be ninth and tenth 16:42:13	20	A. I guess it depends on the situation. 16:44:31
21	grade. I have to look that up. 16:42:17	21	Sometimes they just stay, and sometimes a particular 16:44:32
22	The other ones are, I believe, 35.5 or 37.5. 16:42:19	22	administrator is hard-nosed about it, and we need to 16:44:35
23	For example, U.S. history class is an eleventh grade 16:42:25	23	make a new class or something. Then we say you have 16:44:38
24	class. So that would be 37.5. 16:42:31	24	to pick two or we choose them for them, but that 16:44:40
25	I have been out of the counseling business 16:42:36	25	would vary. 16:44:46
	-		
1 2 3 4 5 6	Page 405 for a while. It's in the contract. We do follow the 16:42:39 contract. 16:42:43 Q. So the contract I'm sure that's the 16:42:43 United Teachers of Los Angeles contract that you are 16:42:47 referring to? 16:42:49	1 2 3 4	Page 407 Q. Do teachers get paid extra if they have more 16:44:48 students than their contractual norm in their class? 16:44:51 A. No. 16:44:51 Q. If a teacher has 22 as opposed to 20, the 16:45:06
7	A. That's correct. 16:42:50 Q. So the UTLA contract sets a norm for the 16:42:51	5 6 7	teacher is making that decision out of the goodness 16:45:06 of his or her heart? 16:45:06 A. Yeah. If that's an average, then you are 16:45:06
8	Q. So the UTLA contract sets a norm for the 16:42:51 various grade levels and the various departments for 16:42:55	6 7 8	of his or her heart?16:45:06A. Yeah. If that's an average, then you are16:45:06seeing some classes at 17 or 18. The computer system 16:45:07
8 9	Q. So the UTLA contract sets a norm for the 16:42:51 various grade levels and the various departments for 16:42:55 their classes? 16:42:58	6 7 8 9	of his or her heart?16:45:06A. Yeah. If that's an average, then you are16:45:06seeing some classes at 17 or 18. The computer system16:45:07we have we can get norms very easy. So you can go in16:45:11
8 9 10	 Q. So the UTLA contract sets a norm for the 16:42:51 various grade levels and the various departments for 16:42:55 their classes? 16:42:58 A. Yeah. Actually to be clear, it is the 16:42:59 	6 7 8 9 10	of his or her heart?16:45:06A. Yeah. If that's an average, then you are16:45:06seeing some classes at 17 or 18. The computer system16:45:07we have we can get norms very easy. So you can go in16:45:11and see exactly where we are norming, but again, you16:45:15
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	Dage 408		Page 410
1	Page 408 A. In general the counselors say, "You must 16:46:15	1	Page 410 that cleared in math and whatever our needs were. 16:48:26
$\frac{1}{2}$	A. In general the counselors say, "You must16:46:15take these classes" because the students forget or16:46:17	1 2	So what I would do is call them that same 16:48:29
3	don't know. It's the counselors' primary job to make 16:46:21	3	day and try to get them to interview, and that makes 16:48:32
4	sure they have the graduation requirements. After 16:46:25	4	all the difference because the math teachers and 16:48:35
5	that, there may be some room for choice, but at our 16:46:28	5	special ed. teachers are needed probably at every 16:48:38
6	school, we have students a lot of students that 16:46:31	6	school that you could probably think of. 16:48:41
7	don't pass required classes when they start out, and 16:46:34	7	Sometimes it's like, if you get them first, 16:48:44
8	so that becomes a major thrust. 16:46:38	8	they are more likely to come to your school. So that 16:48:47
9	Then after that, there's some elective 16:46:41	9	helped. 16:48:50
10	choices. Not a whole lot, but there's some. 16:46:44	10	Then she sent the District I people to 16:48:51
11	Q. Okay. And once Fremont has identified a 16:46:49	11	interview those people, and those District I people 16:48:54
12	need for teachers, does the district assist the 16:46:53	12	would call me directly and say, "I have a candidate," 16:48:56
13 14	school in finding teachers?16:46:56A. Yes. They have been very helpful this year.16:46:58	13 14	and put them on the line and set up an appointment 16:49:01 right there if you can do it that way. If it's two 16:49:03
14	Q. Was the district very helpful last year 16:47:01	14	days later, sometimes it's too late. 16:49:07
16	also? 16:47:04	16	I lost a health teacher last week. They 16:49:09
17	A. No. 16:47:04	17	went to Jordan because I couldn't see them. He said, 16:49:13
18	Q. What accounts for the difference? 16:47:05	18	"I'm going to Universal Studios. I took a job at 16:49:16
19	A. You know, I really don't know, but for some 16:47:07	19	Jordan." 16:49:21
20	reason, District I got involved in it. I don't know 16:47:09	20	I said, "Okay. Whatever." 16:49:22
21	if that direction came from the big district or if 16:47:11	21	It's important that you do have that first 16:49:23
22	District I created something and said, "We need to do 16:47:14	22	contact with the person. 16:49:25
23	this." They may have because Dr. McKenna is that 16:47:18	23	Q. So when you have testified that the big 16:49:27
24	kind of man that wants to help the kids. He may 16:47:21	24	district is sending teachers first to District I this 16:49:32
25	have. It's possible speculating on it to help 16:47:25	25	year, all that means is that the district is giving 16:49:38
-			
	Page 409		Page 411
1	us recruit for this area, but they certainly did for 16:47:28	1	District I the big district is giving District I 16:49:42
1 2	us recruit for this area, but they certainly did for 16:47:28 G and I, and it's appreciated. 16:47:31	1 2	District I the big district is giving District I 16:49:42 first notice of teachers available to teach? 16:49:46
2 3	us recruit for this area, but they certainly did for 16:47:28 G and I, and it's appreciated. 16:47:31 I don't know where it originated, but it's 16:47:35	2 3	District I the big district is giving District I16:49:42first notice of teachers available to teach?16:49:46A. This is what I think is happening. I16:49:49
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$ \begin{array}{c} 1\\2\\3\\4\\5\\6\\7\\8\\9\\10\\11\\12\\13\\14\\15\\16\\17\\18\\19\\20\\21\\22\\23\\24\\25\end{array} $	Page 422Because I'm sure, as many people have gone through 16:50:56that district, I'm not getting that many calls, and 16:50:59that district, I'm not getting that many calls, and 16:50:59that place is jammed.16:51:02I could be speculation, but I think it's a 16:51:03fairly good speculation.16:51:05Q. Okay. Thanks.16:51:09I see your counsel looking at his watch. Am 16:51:11supposed to stop?16:51:14MR. FRIEDMAN: Any time you want to.16:51:16MS. LHAMON: Off the record for a moment.16:51:18(Off the record.)17:00:11MS. LHAMON: Back on the record.17:00:12Mat an off-the-record conversation. We17:00:12Mave decided to conclude the deposition for today, 17:00:14and we have stipulations to make, but I'm not going 17:00:28to tart.17:00:29MR. FRIEDMAN: I'll take a run at it.17:00:28to tart, meal stipulate that we will relieve 17:00:28to tart, meal stipulate that we will relieve 17:00:29to my attention. I will be responsibility for 17:00:35sent to my attention. I will be responsible for 17:00:37otatining any changes from Ms. Hines and her 17:00:47otatining any changes from Ms. Hines and her 17:00:47	3 4 5 6 7 8 9 10	Page 414 MR. FRIEDMAN: - Specialized Legal Services 17:02:05 for copying and distribution to the parties, and my 17:02:05 understanding is the bulk of those documents went out 17:02:08 on Friday of last week. 17:02:11 MS. LHAMON: I'll make an offer for the 17:02:16 to specialized Legal Services Monday from the 17:02:23 to specialized Legal Services Monday from the 17:02:24 forthcoming. We have yet to review those documents. forthcoming. We have yet to review those documents. MR. ROZWOOD: Thank you, everybody. 17:02:32 THE REPORTER: Would you like a copy? 17:02:32 MR. FRIEDMAN: Yes. 17:02:33 MS. LHAMON: Yes, and a rough draft. 17:02:34 MS. HAMON: Yes, DY. DY. Synthysing Services Yes Yes Yes Yes Yes 17:02:34 MR. FRIEDMAN: Yes. 17:02:37 MS. LHAMON: Yes, and a rough draft. 17:02:38 THE NOTED: 5:02 P.M. 17:02:34
$ \begin{array}{c} 1\\2\\3\\4\\5\\6\\7\\8\\9\\10\\11\\12\\13\\14\\15\\16\\17\\18\\19\\20\\21\\22\\23\\24\\25\end{array} $	Page 413 And if the original transcript assuming 17:00:48 my receipt by Monday, July 9th is not executed by 17:00:52 July 16th, that an unsigned copy may be used or cited 17:01:05 as if signed. 17:01:12 MR. ROZWOOD: Make that noon on July 16th. 17:01:14 MR. FRIEDMAN: Absolutely. 17:01:16 MR. ROZWOOD: So stipulated. 17:01:18 MR. FRIEDMAN: So stipulated. 17:01:19 We should just say for the record when we 17:01:21 intend to resume the deposition. 17:01:23 MR. FRIEDMAN: I believe we conferred off 17:01:25 the record earlier and agreed that Ms. Hines's 17:01:27 deposition will resume on Wednesday, July 25th, at 17:01:30 8:30 A.M. at the offices of O'Melveny & Myers. 17:01:34 MS. LHAMON: So stipulated. 17:01:39 MR. ROZWOOD: So stipulated. 17:01:45 MS. LHAMON: Anything you want to say on the 17:01:46 record about the documents that can be 17:01:48 MR. FRIEDMAN: I can only offer it is my 17:01:49 understanding, since I have been in and out of the 17:01:51 office, that the district has forwarded additional 17:01:55 documents to 17:01:57 What is the copy service? 17:02:00 MS. LHAMON: Specialized Legal Services. 17:02:03	$ \begin{array}{c} 1\\2\\3\\4\\5\\6\\7\\8\\9\\10\\11\\12\\13\\14\\15\\16\\17\\18\\19\\20\\21\\22\\23\\24\\25\end{array} $	Page 415 I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed on, 20, at, SIGNATURE OF THE WITNESS

	Page 416		Page 418
1 2 3	STATE OF CALIFORNIA) ss: COUNTY OF LOS ANGELES)	1 2 3	I N D E X VOLUME II
5 4 5	I, RICKI Q. MELTON, CSR No. 9400, RPR No. 45429, do hereby certify:	5 4 5	THURSDAY, JULY 5, 2001
6 7	That the foregoing deposition testimony of MARCIA HINES was taken before me at the time	6 7	WITNESS EXAMINATION
8 9 10	and place therein set forth, at which time the witness was placed under oath and was sworn by me to tell the	8 9 10	MARCIA HINES (By Mr. Rozwood) 179, 270
11 12 13	truth, the whole truth, and nothing but the truth;	11 12	(By Ms. Lhamon) 316
13 14 15	That the testimony of the witness and all objections made by counsel at the time of the examination were recorded stenographically by me,	13 14 15	
16 17	and were thereafter transcribed under my direction and supervision, and that the foregoing pages	16 17	
18 19 20	contain a full, true and accurate record of all proceedings and testimony to the best of my skill and ability.	18 19 20	
21 22	I further certify that I am neither counsel for	21 22	
23 24 25	any party to said action, nor am I related to any party to said action, nor am I in any way interested in the outcome thereof.	23 24 25	
1	Page 417 IN WITNESS WHEREOF, I have subscribed my name	1	Page 419 DEPOSITION EXHIBITS
1 2 3	this 9th day of July, 2001.	1 2 3	MARCIA HINES
4 5		4 5	NUMBERDESCRIPTIONIDENTIFIED7Declaration of Cindy Diego.183
6 7 8	RICKI Q. MELTON, CSR No. 9400, RPR No. 45429	6 7 8	8 Declaration of Sendy Ramirez. 276
9 10		9 10	9 Declaration of Glauz Diego. 296
11 12 13		11 12 13	10 Declaration of Glauz Diego. 303
13 14 15		13 14 15	
16 17		16 17	
18 19 20		18 19 20	
21 22		21 22	
23 24 25		23 24 25	