

SUPERIOR COURT OF THE STATE OF CALIFORNIA  
CITY AND COUNTY OF SAN FRANCISCO

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4 ELIEZER WILLIAMS, et al., )  
5 Plaintiffs, )  
6 vs. ) No. 312 236  
7 STATE OF CALIFORNIA, DELAINE ) Pages 169 to 408  
8 EASTIN, State Superintendent ) Volume II  
9 of Public Instruction, STATE )  
10 DEPARTMENT OF EDUCATION, )  
11 STATE BOARD OF EDUCATION, )  
12 Defendants. )  
13 )  
14 AND RELATED CROSS-ACTION )  
15 )

16  
17  
18 DEPOSITION OF NATALIE PERKINS-ALI  
19 TAKEN ON  
20 WEDNESDAY, DECEMBER 19, 2001  
21  
22  
23

24 Reported by: PHILIP D. NORRIS  
25 CSR NO. 4980

1 Deposition of Natalie Perkins-Ali, taken on  
 2 behalf of Defendant State of California, at 400 South  
 3 Hope Street, Los Angeles, California, on Wednesday,  
 4 December 19, 2001, at 9:50 a.m., before Philip D.  
 5 Norris, CSR No. 4980, pursuant to Notice.  
 6  
 7 APPEARANCES:  
 8  
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 25

1 INDEX  
 2  
 3 WITNESS EXAMINATION PAGE  
 4 NATALIE PERKINS-ALI  
 5 (By Mr. Choate) 173, 386, 395  
 6 (By Ms. Shargel) 356  
 7 (By Ms. Kott) 391  
 8  
 9 EXHIBITS PAGE  
 10 5-Declaration of Natalie Perkins-Ali, five pages 320  
 11  
 12  
 13  
 14  
 15  
 16  
 17  
 18  
 19  
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 22  
 23  
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 20 ALSO PRESENT:  
 21 MR. PERKINS-ALI  
 22  
 23  
 24  
 25

1 LOS ANGELES, CALIFORNIA; WEDNESDAY, DECEMBER 19, 2001  
 2 9:50 A.M.  
 3  
 4  
 5 NATALIE PERKINS-ALI,  
 6 having been previously sworn, was  
 7 examined and testified as follows:  
 8  
 9 EXAMINATION  
 10  
 11 BY MR. CHOATE:  
 12 Q. Let's go on the record. Good morning,  
 13 Ms. Perkins-Ali.  
 14 A. Good morning.  
 15 Q. Do you realize that you're still under oath  
 16 today?  
 17 A. Yes, I do.  
 18 Q. And do you understand that that means that you  
 19 are still required to answer my questions today with  
 20 your most complete truthful answers as possible?  
 21 A. Yes.  
 22 Q. Do you remember the ground rules that we talked  
 23 about last time? Do you want to go over any of those?  
 24 A. If you feel secure, I'm pretty sure I remember  
 25 them all.

1 Q. Is there any reason why you can't provide me  
2 with your most complete truthful testimony today?  
3 A. No, there isn't. There is no reason.  
4 Q. Have you taken any medication within the last  
5 24 hours that would affect your ability to testify  
6 truthfully today?  
7 A. No.  
8 Q. Have you consumed any alcohol or drugs in the  
9 last 24 hours that would impair your ability to testify  
10 truthfully today?  
11 A. No.  
12 Q. What did you do to prepare for today's  
13 deposition?  
14 A. I went over my declaration.  
15 Q. Did you do anything else?  
16 A. Looked for more documents of my --  
17 Q. I'm sorry, can you repeat that last part?  
18 A. Okay. I looked for more documents of my time  
19 being at Locke.  
20 Q. Did you do anything else in preparation for  
21 today's deposition?  
22 A. No.  
23 Q. When did you look at your declaration in  
24 preparation for today's deposition?  
25 A. Yesterday. Yesterday morning, last night.

1 Q. How long did you spend yesterday morning  
2 looking at your declaration?  
3 A. No more than five minutes.  
4 Q. How long did you spend last night looking at  
5 your declaration?  
6 A. An hour.  
7 Q. Why did you spend an hour last night looking at  
8 your declaration and only five minutes yesterday?  
9 A. Yesterday morning I was spending time with my  
10 family preparing for Christmas, and after I finished  
11 that I had more time to myself.  
12 Q. You brought with you today two documents, one  
13 of which is your, looks to be, your cumulative record  
14 from Locke High School and another is a document  
15 relating to your Stanford 9 scores while you were at  
16 Gardena High School; is that right?  
17 A. Yes, that's correct.  
18 Q. Are these the only documents that you found  
19 when you went back and looked for additional documents?  
20 A. No. I had -- I found a couple more report  
21 cards but forgot to bring.  
22 Q. How many report cards did you find but forget  
23 to bring?  
24 A. Two or three.  
25 Q. Were there any other documents that you found

1 but forgot to bring today?  
2 A. No.  
3 Q. Have you located all the documents that you  
4 have in your possession that are responsive to the  
5 document request that was served upon you?  
6 A. Yes.  
7 MR. CHOATE: Can I get copies of those report  
8 cards?  
9 MS. KOTT: Yes.  
10 BY MR. CHOATE:  
11 Q. Did you have any conversations with anybody  
12 about your deposition this morning?  
13 MS. KOTT: Objection. Attorney/client  
14 privilege. Don't answer if it's about anything that we  
15 talked about. You can tell him whether or not we spoke.  
16 BY MR. CHOATE:  
17 Q. The question was just whether you had any  
18 conversations with anybody. I'm not asking you yet what  
19 they were about. I just want to know if you had any  
20 conversations with anybody about your deposition today.  
21 A. Yes.  
22 Q. Who did you speak with?  
23 A. Miss Kott.  
24 Q. Did you speak with anybody else other than  
25 Miss Kott about your deposition today?

1 A. No.  
2 Q. When did you speak with Miss Kott?  
3 A. Yesterday and the day before yesterday.  
4 Q. How long did you speak with her yesterday?  
5 A. I really cannot say. I do not know.  
6 Q. Was that over the phone?  
7 A. Yes.  
8 Q. What about the day before yesterday, how long  
9 did you speak with Miss Kott?  
10 A. I cannot remember that.  
11 Q. Is that also on the phone?  
12 A. Yes.  
13 Q. I think when we ended the first day of your  
14 deposition we were talking about textbooks in your 11th  
15 grade year, and you testified that, I believe, you  
16 didn't have textbooks for a certain portion of time in  
17 your AP art history class and your algebra class.  
18 A. Yes.  
19 Q. And you testified that you didn't have any  
20 other classes in your 11th grade year in which students  
21 didn't have textbooks; do you recall that?  
22 MS. KOTT: Objection. You're misstating her  
23 testimony. I believe you were just talking about  
24 textbooks to use in class.  
25 MR. CHOATE: Yes. Exactly.

1 Q. You testified last time that you didn't have  
2 any other classes other than your AP art history and  
3 your algebra in which students didn't have textbooks to  
4 use in class.  
5 A. Yes.  
6 Q. Is that true?  
7 A. Yes, that's true.  
8 Q. Did you have any classes in your 11th grade  
9 year at Locke High School in which students had  
10 textbooks to use in class but were unable to take those  
11 textbooks home at night for the purposes of doing  
12 homework?  
13 A. Yes. But I want to clarify something. In my  
14 English class -- my American literature class, we had a  
15 set of class textbooks that we were not allowed to take  
16 home, but in my first semester, when I had my teacher  
17 from Gardena, for the 15 weeks after the first five  
18 weeks we weren't allowed to take them home. But if we  
19 had an assignment that day that we did not finish, she  
20 allowed us to take them home that night but to  
21 immediately bring them back before school began the next  
22 morning.  
23 Q. Other than your American literature class, did  
24 you have any other classes in your 11th grade year in  
25 which students had textbooks to use in class but could

1 rotation of subs, substitute teachers. For the next 15  
2 weeks my teacher from Gardena came and spent the rest of  
3 the semester with us.  
4 Q. For the last 15 weeks of the first semester?  
5 A. Yes.  
6 Q. A semester is just 20 weeks?  
7 A. Yes.  
8 Q. What was the teacher from Gardena? What was  
9 her name?  
10 A. Miss Williams.  
11 Q. Was Miss Williams your teacher in American  
12 literature in the spring semester of 11th grade?  
13 A. No, she was not.  
14 Q. Who was the teacher in American literature in  
15 the spring semester?  
16 A. I had two substitute teachers, one for the  
17 first 10 weeks and one for the next -- for the other 10  
18 weeks.  
19 Q. What were their names? Do you recall?  
20 A. I do not remember their names.  
21 Q. How many students, approximately, were in your  
22 American literature class in the first semester?  
23 A. I cannot say number-wise, but --  
24 Q. Give me your best estimate.  
25 A. My best estimate would be approximately 15 to

1 not take those textbooks home at night?  
2 A. Not to my recollection.  
3 Q. If you did have other classes in which students  
4 had textbooks to use in class but could not take them  
5 home, do you think you would remember that?  
6 A. Yes, I would have.  
7 Q. So is it accurate that you didn't have any  
8 other classes during your 11th grade year at Locke High  
9 School other than American literature in which students  
10 could not take textbooks home at night?  
11 A. Yes.  
12 Q. That is accurate?  
13 A. That is accurate.  
14 Q. Let's spend some time talking about your  
15 American literature class. You took American literature  
16 in both the fall and the spring semester of your 11th  
17 grade year?  
18 A. Yes, I did.  
19 Q. Who was your teacher in the fall semester,  
20 first semester, of your 11th grade year?  
21 A. Well, I was assigned [REDACTED] but she never  
22 showed up the entire school year.  
23 Q. Did you have a teacher in the first semester of  
24 your American literature class?  
25 A. Yes. Well, the first five weeks we had a

1 20 students.  
2 Q. And how many students would you estimate were  
3 in your American literature class in the second semester  
4 of your 11th grade year?  
5 A. Approximately 15 -- 10 to 15 students.  
6 Q. 10 to 15?  
7 A. Yes.  
8 Q. Why were there fewer students? Do you know?  
9 MS. KOTT: Objection. Calls for speculation.  
10 BY MR. CHOATE:  
11 Q. Do you know?  
12 A. I do not know.  
13 Q. The students in your American literature class  
14 in the 11th grade used a class set of textbooks in  
15 class?  
16 A. Yes.  
17 Q. Do you recall what the name of that textbook  
18 was?  
19 A. No, I cannot recall the name of the textbook.  
20 Q. What did the textbook look like?  
21 A. It was blue. If I'm not mistaken, this is my  
22 best guess, that I can have a memory, a visual picture  
23 of, but I think it was called, my best estimate of it,  
24 being called "American Literature" by -- I can't even  
25 remember the name.

1 Q. Approximately how many books were in the class  
2 set of textbooks that was used in your American  
3 literature class?

4 A. I don't know, but best estimate would be about  
5 20, because everyone did have a book, a class set of the  
6 books. Everyone did have one.

7 Q. In your American literature class in 11th  
8 grade, every student had his or her own copy of the  
9 textbook to use in class?

10 A. Yes.

11 Q. And is that true for the entire year that you  
12 had American literature?

13 A. Yes.

14 Q. During the first five weeks of the fall  
15 semester, when you had rotating substitutes, how many  
16 substitutes, approximately, did you have in that period?

17 A. I cannot recall, but I can give you my best  
18 estimate. It would be approximately three.

19 Q. Do you remember their names?

20 A. No, I do not.

21 Q. Can you describe for me how those substitutes  
22 taught American literature to students during the class?

23 MS. KOTT: Objection. Compound.

24 BY MR. CHOATE:

25 Q. You can answer the question.

1 Q. When Miss Williams came for the remaining 15  
2 weeks of your first semester, how did Miss Williams  
3 teach American literature to your class?

4 A. She taught it from the book.

5 Q. From the class set of textbooks?

6 A. Yes. She made her own lesson plan, which was  
7 wonderful. I give her credit for that. A lot but  
8 wonderful. It was a little tiresome, but it was worth  
9 it.

10 Q. You indicated that Miss Williams made her own  
11 lesson plan. Did she use the book each day to teach the  
12 class American literature?

13 A. Yes, she did.

14 Q. Did she use any other instruction materials in  
15 the class?

16 A. Some she had collected from other schools when  
17 she substituted there, lesson plans she made from other  
18 classes from other schools. She actually used some of  
19 the lesson plans she used from Gardena, that I can  
20 remember.

21 Q. Did she provide students in the class with any  
22 type of hand-outs, photocopies of any material?

23 A. None that I can remember.

24 Q. You can't remember her ever providing students  
25 with photocopies of lesson plans or material from other

1 A. Okay. Within those first five weeks?

2 Q. Yes.

3 A. We did nothing at all. The teachers didn't  
4 know -- they didn't have any lesson planned. They  
5 didn't know what to do. That period we would just sit  
6 there. They brought a TV in for us to watch or we  
7 worked on our work from our homework or work from our  
8 other classes.

9 Q. And what kind of -- what programs did you watch  
10 on the television?

11 A. Sometimes the subs would bring in movies from  
12 home, home movies, like ones that were in theaters; not  
13 actual home movies, but movies movies.

14 Q. Did the substitutes ever use the textbook to  
15 provide instruction to students in your American  
16 literature class?

17 A. No, not that I can remember.

18 Q. Is it possible that they did and you just don't  
19 remember?

20 A. It's possible, but to my best knowledge, I  
21 don't remember.

22 Q. Did the substitutes, during those first five  
23 weeks, use any other instruction materials other than  
24 the textbook to teach students in your class?

25 A. No. To the best of my recollection, no.

1 books, for instance?

2 MS. KOTT: Objection. Asked and answered.

3 THE WITNESS: No.

4 BY MR. CHOATE:

5 Q. Did your classroom or did students in your  
6 American literature class use any other type of books  
7 during the course of the year other than the in-class  
8 textbook?

9 A. No.

10 Q. Did you read any novels?

11 A. No.

12 Q. How did Miss Williams assign homework in your  
13 American literature class?

14 A. She assigned, I remember, assignments -- she  
15 would have us to write journals, journals about what we  
16 did or what we want to do, what do we want to become.  
17 She would have us right essays on certain topics. She  
18 would have us, when we read stories out of the book, she  
19 would have us write them, write the questions down and  
20 answer them that night and bring it in in the morning.  
21 And if we couldn't copy them in time before the school  
22 bell rang to let us out, we could take the book home,  
23 but we had to bring them back the next morning because  
24 she had to have them for her next class.

25 Q. How often did students in your American

1 literature class have to write journals?  
 2 A. Every day.  
 3 Q. Would you turn those journals into your  
 4 teacher?  
 5 A. After revising them and preparing them that  
 6 night, we turned them in the next day before class.  
 7 Q. Did students require any type of instruction  
 8 materials in order to prepare their journals?  
 9 A. Can you clarify that for me?  
 10 Q. Did you ever need to use the textbook in order  
 11 to prepare your journal?  
 12 A. No.  
 13 Q. And you wrote your journal every night?  
 14 A. Every night.  
 15 Q. You also indicated that Miss Williams assigned  
 16 essays on various topics.  
 17 A. Yes.  
 18 Q. How often did Miss Williams assign essays to  
 19 students in your American literature class?  
 20 A. My best estimate, we would have essays once a  
 21 week.  
 22 Q. On what sort of topics?  
 23 A. Topics, we have a story out of the book. For  
 24 example, a little girl and her growing up, she would  
 25 have us write an essay how we were growing up.

1 Something like a journal entry, but she wanted us to  
 2 write it similar to what the story was about and how the  
 3 little girl explained her growing up, and she wanted us  
 4 to do the same thing in our own words and about  
 5 ourselves.  
 6 Q. Did you require the textbook that you used in  
 7 your American literature class in order to write these  
 8 essays each week?  
 9 A. No.  
 10 Q. You also indicated that your teacher would --  
 11 Miss Williams -- would have students write down  
 12 questions from the book and then answer those questions  
 13 for homework at night.  
 14 A. Yes.  
 15 Q. How often did Miss Williams ask students to  
 16 write down questions and answer them at night?  
 17 A. After we have read a story out of the book.  
 18 Q. How often would that occur?  
 19 A. Every other day.  
 20 Q. Every other day?  
 21 A. (Witness nods head.)  
 22 Q. Every other day students in your American  
 23 literature class were assigned questions, would have to  
 24 write questions down from the book and answer those at  
 25 night?

1 A. Yes.  
 2 Q. And if students needed to take the textbook  
 3 home in order to help them answer questions, they could  
 4 take the textbook home so long as they brought it back  
 5 the next morning; is that correct?  
 6 A. Yes, that's correct.  
 7 Q. Did you ever have to take the textbook home at  
 8 night to answer questions that were assigned to you in  
 9 class?  
 10 A. Once that I can -- once. Yes, once. And that  
 11 was due to the fact that I had missed a day and I needed  
 12 to do that assignment. She allowed me to take it home  
 13 and bring it back the next morning.  
 14 Q. Are you aware of any occasions on which a  
 15 student wanted to take a textbook home at night to help  
 16 him or her answer the questions but was unable to do so  
 17 for some reason?  
 18 A. No, I don't.  
 19 Q. You're not aware of any occasions like that?  
 20 A. No.  
 21 Q. What was the condition of the textbooks in your  
 22 American literature class?  
 23 A. I would say B. They were used, but they were  
 24 still in good condition.  
 25 Q. You're not aware of any students who were

1 unable to take a textbook home at night when they needed  
 2 to use the textbook for purposes of homework?  
 3 MS. KOTT: Objection. I believe you're  
 4 misstating her testimony. Are you talking strictly  
 5 while Miss Williams is teaching? Because that's all  
 6 she's testified to so far.  
 7 BY MR. CHOATE:  
 8 Q. While Miss Williams was your teacher during the  
 9 first semester, are you aware of any students who needed  
 10 to take a textbook home to do homework but were unable  
 11 to do so?  
 12 A. No.  
 13 Q. In the second semester of your American  
 14 literature class, you had two different substitutes;  
 15 correct?  
 16 A. Correct.  
 17 Q. How did those substitutes teach American  
 18 literature?  
 19 A. The first substitute for the first 10 weeks --  
 20 Q. Miss Perkins-Ali, let me ask you a different  
 21 question. Did the substitutes in the second semester,  
 22 did they use the textbook to provide instruction to the  
 23 class?  
 24 A. The one that I can remember really well was for  
 25 the last 10 weeks of the school semester, that we did

1 use the book. We read the stories out of there and we  
 2 answered the questions.  
 3 Q. Did students use the book in class for that  
 4 second 10 weeks every day?  
 5 A. Not every day, every other day. Maybe every  
 6 other day. But the problem with that teacher was he  
 7 really didn't know what to do. He could give us  
 8 vocabulary words that he didn't really know how to spell  
 9 and he would ask us to spell. We read a story one day.  
 10 He would give questions that same day and we couldn't --  
 11 we couldn't answer them because we didn't have enough  
 12 time due to the fact that that was a sixth period class  
 13 and the bell would ring. We only had an hour. And  
 14 after we read the story, it was, like, we didn't have  
 15 enough time to write down the questions and answer them,  
 16 and he wouldn't allow us to take the books home. So  
 17 that was difficult.  
 18 Q. Did the substitute for the second 10 weeks,  
 19 did --  
 20 It was a he?  
 21 A. It was a he.  
 22 Q. -- did he use any other instructional materials  
 23 besides the textbook to teach students American  
 24 literature?  
 25 A. No.

1 Q. You indicated that he assigned vocabulary words  
 2 for students to define.  
 3 A. Yes, he did. Those were made up out of his  
 4 head or something like that.  
 5 Q. Did he provide hand-outs to students?  
 6 A. No, not at all.  
 7 Q. He would write them on the board and have  
 8 students copy them down?  
 9 A. Yes.  
 10 Q. How did this teacher in the second 10 weeks,  
 11 how did he assign homework for students?  
 12 A. Other than the vocabulary, he would ask us to  
 13 define -- I mean, he would ask us to define the  
 14 vocabulary and that was about it. That was the only  
 15 homework that we had.  
 16 Q. Did he ever assign students questions from the  
 17 book to answer at night?  
 18 A. Those were classwork questions that we had to  
 19 turn in the same day. Other than that, no.  
 20 Q. The only homework he ever assigned students  
 21 were vocabulary words that he asked you to define for  
 22 homework?  
 23 A. Yes.  
 24 Q. How often did he assign homework?  
 25 A. Every week. We would get the vocabulary on

1 Monday, we would turn it in on Friday.  
 2 Q. How many words would he have you define?  
 3 A. 20.  
 4 Q. What did you have to do to define those words?  
 5 A. We would write the vocabulary on our papers.  
 6 We had dictionaries, we were supplied with dictionaries  
 7 inside the classroom, and we would define them out of  
 8 the dictionary.  
 9 Q. Students were provided with dictionaries in the  
 10 classroom?  
 11 A. Yes.  
 12 Q. Was each student provided with a dictionary?  
 13 A. Yes, they were.  
 14 Q. And students used the dictionaries in class to  
 15 define the words?  
 16 A. Yes.  
 17 Q. I thought the vocabulary words were assigned  
 18 for homework.  
 19 A. They were for homework, but sometimes we would  
 20 do our homework inside the classroom.  
 21 Q. And what exactly did you have to do? Did you  
 22 just open up the dictionary and find the definition?  
 23 A. Yes.  
 24 Q. You indicated that the substitute during the  
 25 second 10 weeks of that second semester didn't let

1 students take the textbook home.  
 2 A. That's correct.  
 3 Q. Do you know why that is?  
 4 A. No, I do not know why.  
 5 Q. Did you ever ask the substitute?  
 6 A. No, I didn't, did not.  
 7 Q. Did you ever ask the substitute if you could  
 8 take the textbook home at night?  
 9 A. I didn't ask, but a student did ask. And I was  
 10 sitting right next to the student when she asked, and he  
 11 said, "No."  
 12 Q. What was that student's name? Do you recall?  
 13 A. No, I do not recall that student's name.  
 14 Q. When the teacher told a student that she  
 15 couldn't take a textbook home at night, did he say why?  
 16 A. No, he did not.  
 17 Q. Are you aware of any other students who asked  
 18 to take a textbook home at night but were unable to take  
 19 a textbook home at night?  
 20 A. No.  
 21 Q. What about the substitute during the first 10  
 22 weeks, how did that substitute teach American literature  
 23 to the class?  
 24 A. I really cannot say. That substitute, although  
 25 I remember his face, I vaguely remember what we did in

1 that part of the class.  
 2 Q. Did students use the textbook in class to learn  
 3 American literature?  
 4 A. He didn't have any lesson planned and he didn't  
 5 really teach, but I do remember when we had -- and I  
 6 finished my homework from other classes, I would pick up  
 7 the book and read it.  
 8 Q. Did the substitute have students use the  
 9 textbook in class when he taught American literature?  
 10 A. Not that I can remember.  
 11 Q. Do you recall whether that substitute in the  
 12 first 10 weeks, did he provide students with any other  
 13 instruction materials other than the textbook?  
 14 A. No.  
 15 Q. "No" or you can't remember?  
 16 A. No, I can't remember.  
 17 Q. How did that substitute, in the first 10 weeks,  
 18 how did he assign homework?  
 19 A. We didn't get homework, not that I remember.  
 20 Q. You can't remember any occasions on which  
 21 students were assigned homework in the first 10 weeks of  
 22 the second semester?  
 23 A. No, I can't remember.  
 24 Q. Do you have any complaints about the textbook  
 25 that students had in their American literature class?

1 A. Other than the fact that we couldn't take the  
 2 books home, other than that, no.  
 3 Q. Did not having a textbook to take home impair  
 4 your ability to learn American literature, in your  
 5 opinion?  
 6 MS. KOTT: Objection. Calls for expert  
 7 testimony.  
 8 BY MR. CHOATE:  
 9 Q. You can answer.  
 10 A. Are you talking for the whole school year or  
 11 just that semester alone?  
 12 Q. I'm just asking for the whole school year.  
 13 A. Other than the 15 weeks that I did have my  
 14 teacher from Gardena, yes, I would say I missed out a  
 15 lot. I really did. Reason being, I mean, once you have  
 16 the book at home, you're more comfortable when you're  
 17 studying or reading, and I think that plays a big part  
 18 on what you do and how you're focused on that work.  
 19 Q. Did you ever ask to take the textbook home at  
 20 night?  
 21 A. In my 15 weeks or --  
 22 Q. Aside from the time when you had Miss Williams  
 23 because I think you testified that when Miss Williams  
 24 was your teacher for those 15 weeks you asked her if you  
 25 could take the textbook home and she said you could.

1 A. Yes.  
 2 Q. Other than that one occasion, did you ask any  
 3 of your teachers in your American literature in your  
 4 entire year if you could take a textbook home at night?  
 5 A. No.  
 6 Q. Why not?  
 7 A. Well, being I didn't really have the need to  
 8 take the textbook. Let me see. My second, my last 10  
 9 weeks of my second semester, I -- let me clarify that  
 10 better. Although I needed to take the book home, I  
 11 didn't ask. Reason being due to the fact of what he  
 12 told the student inside the class, that she was unable  
 13 to take the book home, and I didn't bother to ask myself  
 14 could I take the book home.  
 15 Q. Why not?  
 16 A. Rejection. The way he told her she couldn't  
 17 take the book home. I mean, he's probably going to say  
 18 the same thing to me. That's my thought.  
 19 Q. When did this conversation with this female  
 20 student and your substitute take place? Do you recall?  
 21 A. Second week that he was there, which would make  
 22 it the 11th week.  
 23 Q. The 12th week of the semester?  
 24 A. 11th or 12th week of the semester.  
 25 Q. Prior to the 11th or 12th week of the second

1 semester, did you ever ask --  
 2 A. No.  
 3 Q. -- any of your substitutes whether you could  
 4 take the book home?  
 5 A. No.  
 6 Q. Why not?  
 7 A. We didn't start answering questions until,  
 8 actually, the second week that we were there. We would  
 9 just, like, read. The first week we read stories and we  
 10 didn't answer the questions, but the second week we read  
 11 the story and he had us answer questions. And the  
 12 student asked him could she take the book home and he  
 13 said no.  
 14 Q. But prior to that occasion, why did you never  
 15 ask one of your substitutes whether you could take the  
 16 book home?  
 17 A. I really could not say. I really don't know  
 18 why I didn't ask.  
 19 Q. And during the last eight weeks of your  
 20 American literature class in the second semester, the  
 21 only reason why you never asked to take a textbook home  
 22 is because of this one conversation between the student  
 23 and the substitute?  
 24 A. Yes.  
 25 MS. KOTT: Objection. Asked and answered.



1 THE WITNESS: Yes.  
 2 BY MR. CHOATE:  
 3 Q. Did you have any other classes in your 11th  
 4 grade year in which students couldn't take textbooks  
 5 home other than American literature?  
 6 A. Not that I can recall at this moment.  
 7 Q. In your 11th grade year, we've talked about, in  
 8 terms of textbooks, we've talked about your AP art  
 9 history class, your algebra class, your American  
 10 literature class. We talked a little bit at the end of  
 11 the first day about your U.S. history class.  
 12 A. Yes.  
 13 Q. Aside from those classes, do you have any other  
 14 complaints about the textbooks that students had  
 15 available to them in any other classes of your 11th  
 16 grade year?  
 17 A. Other than what I stated in my declaration.  
 18 Q. Do you recall any classes during your 11th  
 19 grade year in which the textbooks were not in a usable  
 20 condition?  
 21 A. My print shop class, those books were not  
 22 usable. There were a couple that were usable, but not  
 23 that many.  
 24 Q. Let me back up for a second before we start  
 25 talking about your print shop class and go back to your

1 American literature class. Did you ever complain to  
 2 anybody about the availability of textbooks for your  
 3 American literature class?  
 4 A. Not that I can recall.  
 5 Q. You can't recall complaining to anybody at  
 6 Locke High School about the availability of textbooks  
 7 for your American literature class?  
 8 MS. KOTT: Objection. Asked and answered.  
 9 THE WITNESS: No.  
 10 BY MR. CHOATE:  
 11 Q. Did you ever complain to your parents about the  
 12 availability of textbooks for your American literature  
 13 class?  
 14 A. I might have, but I cannot recall at this  
 15 moment.  
 16 Q. You can't recall a specific occasion on which  
 17 you complained to your parents about the availability of  
 18 textbooks for your American literature class?  
 19 MS. KOTT: Objection. Asked and answered.  
 20 THE WITNESS: No.  
 21 BY MR. CHOATE:  
 22 Q. Let's talk about your print shop class. How  
 23 many students were in your -- when did you take print  
 24 shop class?  
 25 A. I took it my second semester of my 11th grade

1 year, second period.  
 2 Q. And how many students were in your print shop  
 3 class?  
 4 A. I can't give you a number, but it was more than  
 5 should have been.  
 6 Q. How many students were in your print shop  
 7 class?  
 8 A. My best estimate, a little over 30.  
 9 Q. How much over 30 would you estimate?  
 10 A. From 30 to 35.  
 11 Q. Were students in your print shop class issued a  
 12 textbook?  
 13 A. No.  
 14 Q. You didn't have a textbook to use in class? I  
 15 mean, you didn't have a textbook that you could take  
 16 home in your print shop class?  
 17 A. No.  
 18 Q. Was there a class set of textbooks available to  
 19 students?  
 20 A. Wasn't really a class set, but was books there.  
 21 Q. What did you do in your print shop class?  
 22 A. Let's see. Where can I begin? Other than the  
 23 fact sitting there, when he wrote assignments on the  
 24 board, he would have us -- he would have assignments --  
 25 he would have us go to our books, books inside the

1 class, and he would have a page where there would be  
 2 definitions. We would have to define those definitions  
 3 in the print shop book.  
 4 Q. Who was the teacher in the print shop class?  
 5 A. [REDACTED]  
 6 Q. Did [REDACTED] use the textbook each day in  
 7 print shop class to teach you the material in the class?  
 8 A. Yes, but it would be the same -- the same as  
 9 the assignment we had before, and that would go on for  
 10 approximately two to three days.  
 11 Q. Okay. My question is just: Did [REDACTED] use  
 12 the textbook as part of each day's instruction in your  
 13 print shop class?  
 14 A. Yes, you could say that.  
 15 Q. Approximately how much time per day would  
 16 [REDACTED] spend using the textbook to teach students in  
 17 your print shop class?  
 18 A. Can you clarify that a little bit just for me?  
 19 Q. Sure. Well, you've testified that [REDACTED]  
 20 used the textbook each day in the print shop class to  
 21 teach students.  
 22 A. Yes.  
 23 Q. And I want to get a sense of how much time he  
 24 spent each day using the textbook to teach students in  
 25 print shop.

- 1 A. Well, he didn't use the textbook. The  
2 assignment would be on the board when we came in, and  
3 sometimes that would be the assignment from the day  
4 before or the day before that, day before yesterday. So  
5 it was like we had the same assignment for three days.  
6 Q. There was an assignment on the board when  
7 students would come into the print shop class?  
8 A. Yes.  
9 Q. And was that an assignment for -- what was that  
10 an assignment for? Was it for homework or for in-class  
11 work?  
12 A. Classwork.  
13 Q. What kind of work did students do in class?  
14 Did they do projects?  
15 A. No projects at all throughout the whole  
16 semester.  
17 Q. What kind of work did students do in class?  
18 A. Definitions.  
19 Q. Anything else?  
20 A. No.  
21 Q. Only definitions? That's the only thing that  
22 students ever did?  
23 A. That's the only thing that students ever did in  
24 that class.  
25 Q. What would [REDACTED] have students do in terms

- 1 A. 10 usable books.  
2 Q. My question is simply: How many books were in  
3 a class set?  
4 A. I cannot approximately give you an estimate of  
5 that.  
6 Q. Give me your best estimate.  
7 MS. KOTT: But don't guess.  
8 THE WITNESS: Let me see. 20.  
9 BY MR. CHOATE:  
10 Q. And students used these books each day in  
11 class; is that correct?  
12 A. Yes.  
13 Q. Would students have to share books?  
14 A. Yes.  
15 Q. How many students would have to share one book,  
16 for example, that you can recall?  
17 A. That I can recall, students that would do their  
18 work, two to three.  
19 Q. There were two to three students in the print  
20 shop class that had to share textbooks with other  
21 students?  
22 A. Yes, that would want to get it done quickly.  
23 Other than that, other students would have to wait till  
24 the next student is finished.  
25 Q. You indicated that, or you seemed to indicate,

- 1 of definitions?  
2 A. Define them.  
3 Q. He would have students define the words in  
4 class?  
5 A. Yes, he would.  
6 Q. And how did students go about defining words in  
7 class as part of their assignments?  
8 A. The books that were inside the class, he would  
9 have us, or the books that were usable inside the class,  
10 he would have us to go to a certain page to get the  
11 words from the book and define them from the back of the  
12 book, from the dictionary that was inside the book.  
13 Q. How many books were there in the class set,  
14 approximately?  
15 A. Usable books?  
16 Q. No. My question is how many books were there  
17 in the class set?  
18 A. I really cannot say.  
19 Q. Were there approximately 35 books?  
20 A. No.  
21 Q. Were there enough books in the class set for  
22 each student to have a book?  
23 A. No.  
24 Q. Well, can you estimate for me how many books  
25 were in a class set?

- 1 that some of the textbooks in your print shop class were  
2 not usable.  
3 A. Yes, they were not usable at all.  
4 Q. How were the textbooks, some of these  
5 textbooks, not usable?  
6 A. Pages were ripped out, especially the  
7 glossaries, which is the dictionary for the textbook;  
8 books cut in half. Let's see. The list goes on and on.  
9 Half books, pages scribbled on, words blacked out.  
10 Maybe that was it.  
11 Q. Okay. You've just told me that in some of the  
12 books pages were ripped out?  
13 A. Yes.  
14 Q. Some of the books were cut in half?  
15 A. Yes.  
16 Q. And some of the books had writing in them?  
17 A. Yes.  
18 Q. Are there any other conditions that made the  
19 books unusable?  
20 A. Other than the fact of being very old.  
21 Q. How old were the books?  
22 A. My best estimate, as old as when the school  
23 first opened.  
24 Q. Did you ever look at the copyright date of the  
25 books?

1 A. No, I did not.  
 2 Q. Do you know how old the books are actually?  
 3 A. No, I do not.  
 4 Q. On how many occasions did you find a book in  
 5 the print shop class that had pages missing?  
 6 A. More than five times.  
 7 Q. How many more than five times?  
 8 A. Best estimate, about 10 times. 10 times.  
 9 Q. And on those approximately five to 10 occasions  
 10 when you found a page was missing, what did you do?  
 11 A. I would share a book with a person or wait till  
 12 a person is finished with a book, with a usable book.  
 13 Finished with a usable book, I should say.  
 14 Q. On those five to 10 occasions on which you  
 15 found a page was missing, were you able at some point  
 16 during the day to find a book that had the page you were  
 17 looking for?  
 18 A. Can you clarify that for me?  
 19 Q. You testified that on about five to 10  
 20 occasions you discovered a book had a page or pages  
 21 missing.  
 22 MS. KOTT: Objection. Misstates her testimony.  
 23 She said about 10.  
 24 MR. CHOATE: Well, she said more than five,  
 25 about 10.

1 Q. On the occasions on which you found a textbook  
 2 had a missing page or pages, on each of those occasions  
 3 were you able to find the page you were looking for?  
 4 A. Yes, I was.  
 5 Q. Were you ever unable to complete your class  
 6 assignments because you couldn't find the information  
 7 you were looking for in the textbooks in class?  
 8 A. No.  
 9 Q. Do you know if other students were ever unable  
 10 to complete their class assignments because they  
 11 couldn't find a textbook with information they were  
 12 looking for?  
 13 MS. KOTT: Objection. Calls for speculation.  
 14 BY MR. CHOATE:  
 15 Q. I just asked you if you know.  
 16 A. No, I do not know.  
 17 Q. You indicated that some of the books in your  
 18 print shop class were ripped in half.  
 19 A. Yes.  
 20 Q. How many books were ripped in half?  
 21 A. How many pieces were there? Let me see. There  
 22 were about six pieces of books in half. There were  
 23 three books. Someone put the books into the paper  
 24 cutter in print shop where you can cut up to -- I don't  
 25 know -- thousands of pages at one time. The books were

1 cut in half. The books were actually cut in half into  
 2 twos, sometimes fours.  
 3 Q. And how many books were cut in half?  
 4 A. I would say approximately about three, that I  
 5 could recall, that I've seen, three at a time. Three at  
 6 one time.  
 7 Q. Who cut those books in half? Do you know?  
 8 A. No. They were like that when I came into the  
 9 classroom.  
 10 Q. And you indicated that you -- some of the books  
 11 in the class set had writing on them.  
 12 A. Yes.  
 13 Q. How often did you use a book in your print shop  
 14 class that had writing on them?  
 15 A. Every book that I got my hands on.  
 16 Q. And where was the writing on the books?  
 17 A. Throughout the pages, the front of the book, in  
 18 back of the book, on the book.  
 19 Q. Were you ever unable to complete your  
 20 assignments in class because of the writing on the  
 21 books?  
 22 A. No. I just overlooked the writing.  
 23 Q. I'm sorry?  
 24 A. I overlooked the writing.  
 25 Q. Do you know who wrote in these books?

1 A. No, I don't.  
 2 MS. KOTT: Objection. Calls for speculation.  
 3 BY MR. CHOATE:  
 4 Q. Did you ever write in any of your textbooks?  
 5 A. No. I wasn't brought up that way.  
 6 Q. Do you know, do you have any reason or any  
 7 understanding as to why other students would write in  
 8 their textbooks?  
 9 MS. KOTT: Objection. Calls for speculation.  
 10 THE WITNESS: I don't have any specific reason,  
 11 but when you have a teacher that's not there the  
 12 majority of the time, you don't have any lesson planned,  
 13 you don't have anything constructive to do, you do  
 14 something destructive. I mean, that teacher,  
 15 [REDACTED] was a one-man show. He was doing, like,  
 16 five things at one time already. He was over the art  
 17 department, I do believe. No, technical art department.  
 18 Besides being that, he was a substitute teacher, a  
 19 security guard for the back of the school, and half the  
 20 time he wouldn't be inside the classroom to watch over  
 21 the students when he was there.  
 22 BY MR. CHOATE:  
 23 Q. Did you ever see students in your print shop  
 24 class write in their textbooks?  
 25 A. No.

1 Q. You never saw them?  
 2 A. No.  
 3 Q. Have you ever seen students at Locke High  
 4 School in any of your classes write in their textbooks?  
 5 A. Not that I can recall.  
 6 Q. Is there a rule at Locke High School that  
 7 students are not supposed to write in their textbooks?  
 8 MS. KOTT: Objection. Calls for speculation.  
 9 THE WITNESS: Well, I assume that. There  
 10 should be no reason why they should write in their  
 11 books. But, no, there is no rule that I know about.  
 12 BY MR. CHOATE:  
 13 Q. What did you learn in your print shop class  
 14 about printing?  
 15 A. Nothing.  
 16 Q. Nothing?  
 17 A. Nothing. Other than the definitions that I was  
 18 assigned to define.  
 19 Q. Did you ever complain to anybody at Locke High  
 20 School about the condition of the textbooks in your  
 21 print shop class?  
 22 A. Not that I can recall. No, I don't recall  
 23 myself complaining about the class. I might have to my  
 24 parents, but I really cannot say.  
 25 Q. If you complained to somebody at Locke High

1 There were two books in my declaration. I said there  
 2 were two books, but there wasn't. There were three  
 3 books, actually. The paperback of my Shakespearean  
 4 play, that was a variety of plays that were inside the  
 5 classroom that we had to do a report on. It was the  
 6 Shakespearean's greatest plays. That was a variety of  
 7 plays that Shakespeare had written that we had to choose  
 8 from to do a report on. That was a paperback and it was  
 9 in poor condition.  
 10 Q. What condition was that in?  
 11 A. That would be D. Definitely D. But my best --  
 12 and Pride and Prejudice books were in good condition.  
 13 They were used, but they were in good condition. They  
 14 were A, I would say, A condition.  
 15 Q. In fact, you testified during the first day  
 16 that both your Macbeth book and your Pride and Prejudice  
 17 book were in A condition.  
 18 A. Yes. Because they were hardback.  
 19 Q. Thanks for the clarification.  
 20 A. You're welcome.  
 21 MS. SHARGEL: Would this be a good time for a  
 22 break?  
 23 MR. CHOATE: Let me ask a few more questions.  
 24 Q. Other than the classes that we've spoken about  
 25 today and during the first day of your deposition, do

1 School about the conditions of the textbooks in your  
 2 print shop class would you remember?  
 3 MS. KOTT: Objection. Calls for speculation.  
 4 THE WITNESS: I don't know because I didn't  
 5 complain.  
 6 BY MR. CHOATE:  
 7 Q. You didn't complain to anybody?  
 8 A. I don't remember complaining.  
 9 Q. Did you complain to your parents about the  
 10 condition of the textbooks in your print shop class?  
 11 A. I do not remember. I might have, but I do not  
 12 remember.  
 13 Q. We've talked about textbooks now in a handful  
 14 of your classes at Locke High School. Other than the  
 15 classes that we've spoken about, do you have any  
 16 complaints about the textbooks in any of your other  
 17 classes at Locke High School?  
 18 A. Nothing other than what I stated in my  
 19 declaration.  
 20 Q. Other than the classes that we've talked about  
 21 today and in the first day of your deposition, do you  
 22 have complaints about your textbooks in any of your  
 23 other classes?  
 24 A. No. But I want to clear something up in my AP  
 25 English class I think we discussed last time right here.

1 you have any complaints about the textbooks in any of  
 2 your other classes at Locke High School?  
 3 A. None that I can recall at this moment.  
 4 MR. CHOATE: Okay. You want to take a break?  
 5 (Brief recess.)  
 6 MR. CHOATE: Let's go back on the record.  
 7 Q. Ms. Perkins-Ali, I'm going to ask you some  
 8 questions now about your classes during your 12th grade  
 9 year.  
 10 A. Sure.  
 11 Q. Did you have any classes in your 12th grade  
 12 year in which some students did not have a chair to sit  
 13 in or a desk to write on at any point in time?  
 14 A. Let me see. Let me go through my classes.  
 15 Q. I'm sorry, I didn't hear what you said.  
 16 (Record read.)  
 17 THE WITNESS: Chemistry and sixth period, which  
 18 was my Spanish class.  
 19 BY MR. CHOATE:  
 20 Q. Those were the only two classes?  
 21 A. Those were the only two classes.  
 22 Q. In all of your other classes during your 12th  
 23 grade year, aside from chemistry -- let me withdraw  
 24 that.  
 25 Aside from your chemistry class and your

1 Spanish class, the students in all of your other classes  
 2 during your 12th grade year each had a chair to sit in  
 3 and a desk to write on?  
 4 A. Yes.  
 5 Q. Let's talk about your Spanish class first. How  
 6 many students were in your Spanish class?  
 7 A. Close to 40 to 60. I do remember teacher  
 8 stating that there was more than 40 children inside the  
 9 classroom.  
 10 Q. You took Spanish during both the first semester  
 11 and second semester of 12th grade; correct?  
 12 A. That's correct.  
 13 Q. And in the first semester of your Spanish class  
 14 how many students were there, approximately?  
 15 A. 40 to 60.  
 16 Q. Try to narrow that a little bit. That's a  
 17 difference of 20 students.  
 18 A. I do remember her stating there were from 45  
 19 to 50. At that time more students were checking in.  
 20 Q. I'm going to go back and ask you again to make  
 21 sure we have a clear record. Approximately how many  
 22 students were there in the first semester Spanish class  
 23 during your 12th grade year?  
 24 A. 45 to 50.  
 25 Q. And you indicated that at some point during the

1 first semester of your Spanish class?  
 2 A. The first semester we were inside a classroom  
 3 on the second floor, so I would say approximately 10 or  
 4 15 students didn't have a chair.  
 5 Q. 10 to 15?  
 6 A. 10 to 15 students didn't have a seat.  
 7 Q. For how long did these 10 to 15 students not  
 8 have their own seat, chair to sit on?  
 9 A. About the first or the second -- the first or  
 10 the second week.  
 11 Q. After the first to the second week of your fall  
 12 semester, did all of the students in your Spanish class  
 13 have their own seat to sit in and desk to write on?  
 14 A. Yes. She had told the janitor that she needed  
 15 more desks and chairs, so she -- instead of the single  
 16 seats, the single chairs with the desk, they brought in  
 17 the long tables with seats for them.  
 18 Q. When you say "she," you're referring to your  
 19 Spanish teacher?  
 20 A. Yes, Miss Escobar.  
 21 Q. So sometime during the first week or the second  
 22 week Miss Escobar called the janitor and asked for  
 23 additional tables and chairs for the approximately 10 to  
 24 15 students that were initially without a seat?  
 25 A. Yes.

1 first semester students were still checking into the  
 2 class.  
 3 A. Yes.  
 4 Q. Was that at the beginning of the semester?  
 5 A. Beginning of the semester.  
 6 Q. When at the beginning? Was it the first week?  
 7 A. I would say the first three weeks of the  
 8 beginning of the semester, the fall semester.  
 9 Q. And during the first three weeks of the fall  
 10 semester, how many additional students checked into your  
 11 Spanish class?  
 12 MS. KOTT: Objection. Calls for speculation.  
 13 THE WITNESS: I really don't know, but I can  
 14 give you my best estimate of approximately 10 students.  
 15 BY MR. CHOATE:  
 16 Q. How about during the second semester,  
 17 approximately how many students were in your Spanish  
 18 class?  
 19 A. A lot calmer, so I would say approximately 20  
 20 to 25 students.  
 21 Q. Let's focus on the first semester of your  
 22 Spanish class.  
 23 A. Yes.  
 24 Q. How many students would you estimate didn't  
 25 have a chair to sit on or a desk to write on in the

1 Q. During the first week to two weeks of your  
 2 Spanish class, what did these approximately 10 to 15  
 3 students do for a place to sit?  
 4 A. They stood up, writing on their folders, on the  
 5 walls with their papers that is, stand in the back of  
 6 the class or leaning over on other desks, sharing a desk  
 7 with other students.  
 8 Q. Some of these students shared desks with other  
 9 students?  
 10 A. Yes.  
 11 Q. Did these students who shared the desks, did  
 12 they have their own chairs?  
 13 A. Yes. They were single desks.  
 14 Q. I'm sorry?  
 15 A. They were single desks. The ones they shared  
 16 they didn't have a chair, so they most likely bend down  
 17 or they would squat to where they can write on their  
 18 papers.  
 19 Q. Did you ever see any students sitting on the  
 20 floor?  
 21 A. Not that I can recall.  
 22 Q. Did you ever see students sitting on  
 23 countertops in the classroom?  
 24 A. That classroom didn't have countertops; my  
 25 chemistry class did.

1 Q. Do you recall when specifically during the  
2 first or second week of your class Miss Escobar called  
3 the janitor for additional desks and chairs?

4 A. No.

5 Q. During the first week or so before the janitor  
6 provided additional desks and chairs, did students get  
7 chairs from other classrooms?

8 A. Not that I can recall.

9 Q. Do you have any understanding as to why the  
10 approximately 10 or 15 or -- let me withdraw that  
11 question.

12 Do you have any understanding as to why the  
13 approximately 10 to 15 students didn't have their own  
14 chair to sit in or desk to write on during the first  
15 week or two weeks?

16 A. No, I do not.

17 Q. Did you have your own chair to sit in and desk  
18 to write on during the first two weeks?

19 A. Yes. Because my class, my fifth period class,  
20 was right next to my sixth period class, so I got there  
21 early. Right after the bell rang I went straight there.

22 Q. So the only time in your Spanish class that  
23 some students didn't have a chair to sit in or a desk to  
24 write on was during that first week or first week to two  
25 weeks of your first semester; is that correct?

1 our Spanish class because there wasn't enough, actually,  
2 for everyone. I would say there were approximately 30  
3 books inside that class. And whatever I couldn't get  
4 that day I would go to my sister and get it from her.

5 Q. Okay. Let me ask the question again.

6 Was your ability to learn in Spanish during the  
7 first week to two weeks of the first semester impaired  
8 in any way, to your knowledge, by the fact that 10 to 15  
9 other students did not initially have a chair to sit in  
10 or desk to write on?

11 MS. KOTT: Objection. Calls for expert  
12 testimony.

13 THE WITNESS: No.

14 BY MR. CHOATE:

15 Q. Let's talk about your chemistry class in 12th  
16 grade.

17 A. Yes.

18 Q. You had chemistry for the entire year; correct?

19 A. Yes.

20 Q. In the spring semester of your 12th grade  
21 year -- I'm going to withdraw that.

22 In the fall semester of your 12th grade year,  
23 how many students were there, approximately, in your  
24 chemistry class?

25 A. Approximately 40 to 45.

1 A. That's correct.

2 Q. During the second semester of your Spanish  
3 class, did every student have his or her own chair to  
4 sit in and desk to write on?

5 A. Can you repeat that?

6 Q. During the second semester of your Spanish  
7 class, did every student in the class have his or her  
8 own chair to sit in and desk to write on?

9 A. Yes.

10 Q. Was your ability to learn in Spanish during the  
11 first semester impaired in any way, to your knowledge,  
12 by the fact that 10 to 15 other students did not  
13 initially have a chair to sit in or a desk to write on?

14 MS. KOTT: Objection. Calls for expert  
15 testimony.

16 THE WITNESS: It would have been if I -- let me  
17 make this clear to you. It would have been if I didn't  
18 have my sister. She also had the same class, but  
19 different periods. Her period wasn't as crowded as my  
20 period.

21 BY MR. CHOATE:

22 Q. I'm sorry, it was as crowded or it was not?

23 A. It was not. She may have had 15 to 20 -- no,  
24 10 to 15 students lesser than we had, than I had. The  
25 books we had -- we had actually to share the books in

1 Q. How many students were there in the second  
2 semester, the spring semester, of your chemistry class?

3 A. Approximately 30 to 35.

4 Q. During the first semester of your chemistry  
5 class, was there any point in time in which any student  
6 didn't have a chair to sit in and a desk to write on?

7 A. Yes, there was. Some students didn't have a  
8 seat at all.

9 Q. How many students in the first semester of your  
10 chemistry class didn't have their own chair to sit in  
11 and desk to write on?

12 A. I would say about five to 10 students.

13 Q. And during what period of time did these  
14 students not have their own chair to sit in or desk to  
15 write on?

16 A. About the first -- approximately about the  
17 first three weeks. I would give it about the first  
18 three weeks.

19 Q. Could it have been just in the first week?

20 A. No.

21 Q. Could it have been just the first two weeks?

22 A. No.

23 Q. Students in the first semester of your -- some  
24 students in the first semester of your chemistry class  
25 went for a longer period of time without a chair to sit

1 in or desk to write on than students in your Spanish  
 2 class; is that correct?  
 3 A. Yes.  
 4 Q. Do you have any understanding as to why that  
 5 was so?  
 6 A. I'm assuming -- this is my assumption of it --  
 7 by my sixth period class, which is Spanish, being inside  
 8 the main building of the school, they had easier access  
 9 to their needs, and by my chemistry class being the back  
 10 of the school, the bungalows that they had just put up  
 11 for reconstruction of the buildings inside the main  
 12 building, I would say that -- I guess they catered to  
 13 the main building before they catered to the bungalows.  
 14 Q. Why do you think that Locke High School catered  
 15 to students in the main building before they catered to  
 16 students in the bungalows?  
 17 A. You know, I really can't say, but if I had to,  
 18 I would say -- see, our chemistry, the labs for our  
 19 chemistry class were on the third floor, but that was  
 20 being remodeled, so they -- I'm assuming that they felt  
 21 that by not having any labs at that time or doing any  
 22 labs at that time that we really didn't have the need  
 23 for them.  
 24 Q. Are you guessing right now?  
 25 A. That's my perspective of that matter, but I

1 semester of chemistry?  
 2 A. Well, some of them did the same thing in my  
 3 Spanish class, where they shared a desk or wrote on the  
 4 walls, and some of them at this point would probably  
 5 just walk out the class.  
 6 Q. When you say "probably walk out of the class,"  
 7 did you see any students walk out of the class?  
 8 A. Yes.  
 9 Q. How many occasions did you see that happen?  
 10 A. Twice.  
 11 Q. Do you know why they walked out of class?  
 12 A. No, I really don't know why.  
 13 Q. During the first three weeks of your chemistry  
 14 class in the fall semester, did any students on any  
 15 occasions, to your knowledge, look for chairs in other  
 16 classrooms?  
 17 A. Not that I can recall.  
 18 Q. Did you or, to your knowledge, did anybody else  
 19 in your fall chemistry class ever complain to your  
 20 teacher about the lack of chairs for the approximately  
 21 five to 10 students that you've testified about?  
 22 A. No, not that I can recall.  
 23 Q. Why not?  
 24 A. Because I always had a seat. My first period  
 25 was right adjacent from my second period, so I would get

1 don't know for sure.  
 2 Q. Did you ever speak to anybody in the  
 3 administration about why some students didn't have their  
 4 own chairs to sit in for approximately the first three  
 5 weeks?  
 6 A. No.  
 7 Q. Did you ever speak to your chemistry teacher  
 8 about that?  
 9 A. No.  
 10 Q. Did your chemistry teacher ever tell you why  
 11 some students didn't have chairs for approximately the  
 12 first three weeks?  
 13 A. No.  
 14 Q. During the first approximately three weeks of  
 15 the fall semester of your chemistry class, did you see  
 16 any students sit on the floor?  
 17 A. Not that I can recall.  
 18 Q. Did you see any students sit on countertops?  
 19 A. We didn't have countertops inside that  
 20 classroom.  
 21 Q. I thought you testified earlier that your  
 22 chemistry class did have countertops.  
 23 A. In our second semester we had countertops.  
 24 Q. What did the approximately five to 10 students  
 25 do for chairs during the first three weeks of the fall

1 there in time to get my seat.  
 2 Q. Was your ability to learn chemistry during the  
 3 first three weeks of your fall semester impaired in any  
 4 way by the fact that some students did not initially  
 5 have a chair to sit in or a desk to write on?  
 6 MS. KOTT: Objection. Calls for expert  
 7 testimony.  
 8 THE WITNESS: Can you repeat that, please?  
 9 MR. CHOATE: Yes.  
 10 Q. Was your ability to learn chemistry impaired  
 11 during the first weeks in any way, to your knowledge, by  
 12 the fact that some students didn't have their own chair  
 13 to sit in?  
 14 MS. KOTT: Same objection.  
 15 THE WITNESS: No. Because we really didn't  
 16 learn anything other than the worksheets we were handed.  
 17 BY MR. CHOATE:  
 18 Q. During the second semester of your chemistry  
 19 class, did every student have his or her own chair to  
 20 sit in and desk to write on during the entire class?  
 21 A. Not for the first week. That's when we moved  
 22 to the third floor, which had been finished being  
 23 remodeled.  
 24 Q. That's the chemistry lab on the third floor?  
 25 A. Third floor. For the first week it was a

1 little bit crowded with more students. Well, lesser  
 2 students from than it was in the beginning, the first  
 3 semester, but we still had quite a few. But it was like  
 4 they were just putting back chairs inside the classroom,  
 5 so for, like, that first week the students didn't have a  
 6 seat, so they sat on the countertops of the labs.  
 7 Q. During the first week of the second semester in  
 8 chemistry your class was taught on the first floor?  
 9 A. The third floor.  
 10 Q. Okay. Your entire second semester chemistry  
 11 class took place in the renovated lab on the third  
 12 floor?  
 13 A. Yes.  
 14 Q. And during the first week of that class some  
 15 students didn't have their own chair to sit in?  
 16 A. Correct.  
 17 Q. Approximately how many students didn't have  
 18 their own chair to sit in or desk to write on during the  
 19 first week of the second semester in chemistry?  
 20 A. About three or five.  
 21 Q. And what did these three or five, three to five  
 22 students, do for the first week for a place to sit?  
 23 A. They'd sit on the countertops of the labs.  
 24 Q. Was your ability to learn chemistry in the  
 25 first week of the second semester affected or impaired

1 A. No, I'm not aware.  
 2 Q. Let's talk about the classes in your 11th grade  
 3 year. Did you have any classes in your 11th grade year  
 4 in which some students did not have a chair to sit in or  
 5 desk to write on at any point in time?  
 6 A. Yes.  
 7 Q. What classes were those?  
 8 A. My algebra class in fifth period, and that was  
 9 on the third floor before it was remodeled.  
 10 Q. Is this the fall semester?  
 11 A. Yes.  
 12 Q. Any other classes?  
 13 A. Let me think about that. Let's see. That's  
 14 all. Just those.  
 15 Q. Other than in your algebra class, did each  
 16 student in your other classes during your 11th grade  
 17 year have his or her own chair to sit in and desk to  
 18 write on at all times?  
 19 A. Yes.  
 20 Q. You took algebra just the first semester of  
 21 your 11th grade year; is that correct?  
 22 A. That's correct.  
 23 Q. Approximately how many students were in your  
 24 algebra class?  
 25 A. Approximately 50 students.

1 in any way by the fact that some students sat on the  
 2 countertops?  
 3 MS. KOTT: Objection. Calls for expert  
 4 testimony.  
 5 THE WITNESS: No.  
 6 BY MR. CHOATE:  
 7 Q. Do you have any understanding as to why during  
 8 the first couple weeks of school some students may not  
 9 have a chair to sit in, a desk to write on?  
 10 A. Are we talking about the first semester or the  
 11 second semester?  
 12 Q. I'm talking about in general at Locke High  
 13 School. Do you have any understanding as to why during  
 14 the first week or two of school some students may not  
 15 initially have a chair to sit in or a desk to write on?  
 16 MS. KOTT: Objection. Calls for speculation.  
 17 THE WITNESS: No, I don't know for sure, only  
 18 my assumption of what it might have been, the reason.  
 19 BY MR. CHOATE:  
 20 Q. What's your --  
 21 A. I assume that it would have been not enough  
 22 chairs for students or the classes were overcrowded.  
 23 Q. Are you aware of any procedures at Locke High  
 24 School that students can use in order to request  
 25 additional chairs or desks in a classroom?

1 Q. During what portion of the semester did some  
 2 students not have their own chairs or desks to write on?  
 3 A. For some reason, that semester seemed like it  
 4 was the longest semester, and I really cannot say how  
 5 long it has been for that. Let's see. My best estimate  
 6 would be about the first three weeks.  
 7 Q. Could it have been the first two weeks?  
 8 A. It could have been, but I'm not sure. But my  
 9 best estimate it would have been three weeks.  
 10 Q. During the first two to three weeks of your  
 11 algebra class, approximately how many students didn't  
 12 have their own chairs to sit in or desks to write on?  
 13 A. Approximately 10.  
 14 Q. After the first two to three weeks in your  
 15 algebra class, did all students have their own chairs to  
 16 sit in and desks to write on?  
 17 A. Yes. But let me -- yes.  
 18 Q. It's true that after the first two to three  
 19 weeks all students in your algebra class had chairs to  
 20 sit in and desks to write on?  
 21 A. Yes.  
 22 Q. During the first two to three weeks of your  
 23 algebra class, did you ever see students sit on the  
 24 floor?  
 25 A. Not that I can recall.



1 Q. Did you ever see students sit on countertops?  
 2 A. Yes.  
 3 Q. Was your ability to learn algebra during the  
 4 first two to three weeks affected or impaired in any way  
 5 by the fact that some students initially didn't have a  
 6 chair to sit in?  
 7 MS. KOTT: Objection. Calls for expert  
 8 testimony.  
 9 THE WITNESS: No, I don't think so.  
 10 BY MR. CHOATE:  
 11 Q. Did your, during the first two to three weeks,  
 12 to your knowledge, did your algebra teacher request  
 13 additional chairs or desks from anybody in the  
 14 administration?  
 15 MS. KOTT: Objection. Calls for speculation.  
 16 THE WITNESS: Not that I can recall.  
 17 BY MR. CHOATE:  
 18 Q. During the first two to three weeks of your  
 19 algebra class, did you or, to your knowledge, any other  
 20 students complain to anyone at Locke High School about  
 21 the availability of seats in your algebra class?  
 22 A. I know I didn't, but I don't know if my -- any  
 23 other students had.  
 24 Q. During the first two to three weeks of your  
 25 algebra class, did students ever, to your knowledge,

1 THE WITNESS: I do not know.  
 2 BY MR. CHOATE:  
 3 Q. Did the fact that some students didn't have  
 4 their own chairs to sit in for the first two to three  
 5 weeks in your algebra class affect your ability to  
 6 concentrate in the class?  
 7 A. No.  
 8 Q. What about during your 12th grade year, I  
 9 think, in your chemistry class, did the fact that some  
 10 students didn't have their own chairs to sit in for the  
 11 first, you know, week to two weeks affect your ability  
 12 to concentrate in chemistry?  
 13 A. I really can't say.  
 14 Q. I'm sorry?  
 15 A. I really cannot say. I don't know. Might  
 16 have. I really cannot say at this moment.  
 17 Q. You don't know if your ability to concentrate  
 18 in chemistry was impaired in any way by the fact that  
 19 some students initially did not have chairs to sit in?  
 20 A. No, can't say. Can't say.  
 21 Q. Okay. What about in your Spanish class during  
 22 the first week to two weeks of the fall semester? Did  
 23 the fact that some students didn't have a chair to sit  
 24 in initially, did that affect your ability to  
 25 concentrate in Spanish?

1 ever go and look for chairs from other classrooms?  
 2 MS. KOTT: Objection. Calls for speculation.  
 3 BY MR. CHOATE:  
 4 Q. I'm just asking you what you know.  
 5 A. No, I don't know.  
 6 Q. Okay. How was your algebra affected by the  
 7 fact that some students didn't have chairs to sit in  
 8 during the first two, three weeks?  
 9 MS. KOTT: Objection. Vague as to "affected."  
 10 THE WITNESS: I really don't know.  
 11 BY MR. CHOATE:  
 12 Q. You don't know?  
 13 A. Can you repeat that question? I'm sorry.  
 14 Q. Yes. Did you notice that your class was --  
 15 that your algebra class was affected in any way by the  
 16 fact that some students didn't have chairs to sit in for  
 17 the first two, three weeks?  
 18 A. No, I don't, I do not know. I never asked  
 19 anyone how they felt about it.  
 20 Q. To your knowledge, did the fact that some  
 21 students didn't have seats for two to three weeks in  
 22 your algebra class affect the ability of the algebra  
 23 teacher to provide instruction to students?  
 24 MS. KOTT: Objection. Calls for expert  
 25 testimony and speculation.

1 A. I don't think so.  
 2 Q. Are you aware of any classes other than yours  
 3 at Locke High School in which some students didn't have  
 4 chairs to sit in or desks to write on at any point in  
 5 time?  
 6 A. No.  
 7 Q. I'm going to ask you some questions about  
 8 teachers.  
 9 A. Sure.  
 10 Q. You indicated during, or you testified, during  
 11 the first day of your deposition that most of your  
 12 teachers that you've had at Locke High School were  
 13 really good teachers; do you remember that?  
 14 A. Yes.  
 15 Q. Is that true, that most of your teachers at  
 16 Locke High School were really good teachers?  
 17 A. Yes, they were. That's true.  
 18 Q. What does the term "permanent teacher" mean to  
 19 you?  
 20 A. A teacher that you see every day for a long  
 21 period of time, mainly through the whole semester.  
 22 Q. Have you had any classes in your 12th grade  
 23 year at Locke High School in which the class didn't have  
 24 a permanent teacher?  
 25 A. I would say my second period chemistry class.

1 Although he was a permanent teacher there, out of all my  
 2 teachers he was the one that was mostly absent the most.  
 3 He was absent the most out of all my teachers.  
 4 Q. This is during the first semester or the second  
 5 semester?  
 6 A. First semester.  
 7 Q. Other than in your first semester chemistry  
 8 class, did you have any classes in your 12th grade year  
 9 that lacked a permanent teacher at any point?  
 10 A. No. None that I can recall.  
 11 MS. KOTT: I'm sorry, did you want to take a  
 12 break?  
 13 BY MR. CHOATE:  
 14 Q. Do you need a break?  
 15 A. Yes. That would be nice.  
 16 Q. How long do you need?  
 17 A. An hour.  
 18 Q. You're not going to get an hour, I don't think.  
 19 What time is it?  
 20 MS. KOTT: I have quarter to 12:00, and my  
 21 watch might be a little fast.  
 22 MR. CHOATE: Why don't we continue to 12:00  
 23 and then we'll take a lunch break. Does that sound  
 24 good?  
 25 Q. Did you have any classes in your 12th grade

1 names in the first semester?  
 2 A. No.  
 3 Q. How long did each of them teach for? Do you  
 4 recall?  
 5 A. I think both of them taught -- no. My best  
 6 estimate, they taught -- each of them taught for a week,  
 7 week and a half within that semester.  
 8 Q. During the first semester of your chemistry  
 9 class you had two substitutes?  
 10 A. Yes.  
 11 Q. Each of whom taught for one to one and a half  
 12 weeks?  
 13 A. Yes.  
 14 Q. And during the remaining weeks of that first  
 15 semester your assigned teacher taught the class?  
 16 A. Yes.  
 17 Q. What about during the second semester, how long  
 18 did your substitute teacher teach that class?  
 19 A. That substitute teacher taught for two weeks,  
 20 two weeks and a half. I remember that very clearly. He  
 21 taught for two weeks and a half.  
 22 Q. And during the remaining weeks of that second  
 23 semester [REDACTED] taught the class?  
 24 A. Yes.  
 25 Q. Do you know why you had two substitutes during

1 year in which students were taught by substitute  
 2 teachers?  
 3 A. Are you talking for a long period of time or  
 4 just in general?  
 5 Q. For a long period of time.  
 6 A. I would say my second period chemistry class.  
 7 Q. Any other classes that you can recall?  
 8 A. No. [REDACTED] chemistry.  
 9 Q. And was this the class where your assigned  
 10 teacher was present for the first five weeks of class  
 11 and the last five weeks of class but not in between?  
 12 A. Yes, that was my fifth period teacher of my  
 13 11th grade year.  
 14 Q. Let's talk about your chemistry class. How  
 15 many substitutes did you have in that class?  
 16 A. Three. But at different times.  
 17 Q. Was this over the course of the entire year?  
 18 A. Yes.  
 19 Q. How many substitutes did you have in the first  
 20 semester?  
 21 A. One. No, two. Two.  
 22 Q. And during the second semester you had just one  
 23 substitute?  
 24 A. Yes.  
 25 Q. Do you remember the first two substitutes'

1 your first semester?  
 2 A. No. But I do know why I had a substitute my  
 3 second semester.  
 4 Q. Why did you have a substitute --  
 5 A. I asked him --  
 6 Q. Ms. Perkins-Ali, let me finish my question  
 7 first.  
 8 A. I'm sorry.  
 9 Q. That's okay.  
 10 Why did you have a substitute during your  
 11 second semester in chemistry?  
 12 A. Well, when [REDACTED] returned after two  
 13 weeks, two and a half weeks, I asked him why was he out  
 14 for that long period of time, and he told me that he had  
 15 the flu.  
 16 Q. Are you upset by the fact that you had a  
 17 substitute teacher for about two weeks during your  
 18 second semester?  
 19 A. In a way I was, in a way I am.  
 20 Q. Why? Why were you upset?  
 21 A. Because the substitute didn't know what to do.  
 22 He didn't have any lesson plans for us to do.  
 23 Q. Do you know whether that substitute in your  
 24 second semester had a teaching credential?  
 25 A. No, I never asked.

1 Q. Do you know if he was, that substitute, was  
2 qualified to teach chemistry?  
3 MS. KOTT: Objection. Calls for expert  
4 testimony.  
5 BY MR. CHOATE:  
6 Q. Do you know?  
7 A. No, I do not know.  
8 Q. What about during the first semester, do you  
9 know why you got a substitute teacher or two substitute  
10 teachers for a total of about two to three weeks?  
11 A. No, I do not know.  
12 Q. Were you upset at all by the fact that you had  
13 those two substitute teachers?  
14 A. At that time I was a little, but not really.  
15 Reason being was the fact that I knew this teacher and I  
16 knew -- I sort of knew what to expect from him, being  
17 that I had him in my 11th grade year fifth period. I  
18 knew what to expect, that he was going to be absent  
19 quite a few times, so I wasn't really that upset. That  
20 when he did return after the second substitute teacher,  
21 I asked was he going to do the same thing he did my  
22 algebra class 11th grade year. He said no, he's going  
23 to be here for a long time. That's what he said.  
24 Q. Was there ever a time in your chemistry class  
25 in which you didn't have a teacher at all in the class?

1 A. Not that I can recall at this moment. I really  
2 don't know at this moment. Might have been, but I can't  
3 remember.  
4 Q. Can you recall any classes in your 12th grade  
5 year in which you didn't have a teacher at any point in  
6 time?  
7 A. No.  
8 MR. CHOATE: Do you want to break for lunch  
9 now? Let's go off the record.  
10 (Lunch recess.)  
11  
12  
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1 LOS ANGELES, CALIFORNIA; WEDNESDAY, DECEMBER 19, 2001  
2 1:00 P.M.  
3  
4  
5 EXAMINATION (continued)  
6  
7 BY MR. CHOATE:  
8 Q. Let's go back on the record. Ms. Perkins-Ali,  
9 is there any reason why you can't provide your most  
10 truthful, complete testimony this afternoon?  
11 A. No.  
12 Q. You realize you're still under oath?  
13 A. Yes.  
14 Q. We left off talking about your teachers in your  
15 chemistry class.  
16 A. Yes, we did. Before we start, I'd like to  
17 clarify something. Remember you asked me whether any  
18 other class in my 11th grade year that was crowded  
19 besides my fifth period class?  
20 Q. Your algebra class?  
21 A. My algebra class. My print shop, that was  
22 overcrowded.  
23 Q. Okay.  
24 A. Didn't have no seats for the students.  
25 Q. Why don't we talk about that quickly and then

1 we'll move back into teachers.  
2 How many students were there in your print shop  
3 class?  
4 A. 45 to 50.  
5 Q. About 45 to 50 students?  
6 A. Yes.  
7 Q. And was there a time during the spring semester  
8 in which some students in your print shop class didn't  
9 have a chair to sit in or a desk to write on?  
10 A. Yes.  
11 Q. Was that at the beginning of the semester?  
12 A. Yes. The beginning through the middle of the  
13 semester.  
14 Q. When you say "the beginning through the  
15 middle," what do you mean?  
16 A. From February to April.  
17 Q. From February, at the beginning of the  
18 semester, through April some students didn't have a  
19 chair to sit in?  
20 A. Yes. Some of the students that would come in,  
21 they wouldn't -- excuse me a second.  
22 Q. Let me back up for a second.  
23 I'm just asking about students who were  
24 enrolled in the print shop class. Okay?  
25 A. Yes.

1 Q. Of the students who were enrolled in your print  
2 shop class, was there a time in which some of those  
3 students didn't have a chair to sit in or a desk to  
4 write on?  
5 A. Yes.  
6 Q. And when was that period?  
7 A. That was the beginning of the semester till,  
8 like, the middle of the semester.  
9 Q. That was from February till April; is that  
10 right?  
11 A. Yes.  
12 Q. How many students in your print shop class  
13 didn't have a seat to sit in or a desk to write on?  
14 A. I can't say. I really can't say.  
15 Q. Well, try to estimate for me how many students  
16 there were.  
17 A. I couldn't even estimate sitting here how many.  
18 Q. Were there fewer than five students?  
19 A. No, it was fewer than five.  
20 MS. KOTT: It wasn't fewer than five?  
21 THE WITNESS: It was more than five. I'm  
22 sorry.  
23 BY MR. CHOATE:  
24 Q. Do you feel that you can give truthful,  
25 complete testimony today or are you not feeling well?

1 A. I'm fine now. Let's continue.  
2 Q. I want you to provide me your best testimony of  
3 how many students who were enrolled in your print shop  
4 class didn't have their own chair to sit in or desk to  
5 write on.  
6 A. 10 to 15 students.  
7 Q. Were students in your print shop class assigned  
8 seats?  
9 A. No.  
10 Q. So how did it work? Whoever showed up first  
11 got a seat?  
12 A. First come, first served.  
13 Q. Was there ever occasion in your print shop  
14 class in which you didn't have a chair to sit in?  
15 A. No.  
16 Q. Sometime in April all students enrolled in the  
17 print shop class had a chair to sit in and a desk to  
18 write on?  
19 A. Yes.  
20 Q. What was it that happened in April, do you  
21 know, that allowed all students to have chairs to sit  
22 in?  
23 A. Majority of the students dropped out the class.  
24 Q. Do you know why they dropped out of the class?  
25 A. No.

1 Q. When you say a majority of the students dropped  
2 out of the class, how many students is that,  
3 approximately?  
4 A. Like half the class.  
5 Q. About 20 students dropped out of the class?  
6 A. Yes. Yes. Just stopped coming.  
7 Q. During the period from February till April,  
8 when some students didn't have a seat, chair to sit on,  
9 did any students, to your knowledge, ever go to other  
10 classrooms to look for chairs?  
11 A. No.  
12 Q. Do you know whether your teacher in print shop  
13 class ever asked the janitor to provide the classroom  
14 with more chairs?  
15 A. No.  
16 Q. Did you ever complain to your teacher or to  
17 anyone else at Locke High School about the availability  
18 of chairs in the print shop class?  
19 A. Not that I can remember.  
20 Q. Do you know if other students complained to  
21 your teacher or to anyone else at Locke High School  
22 about the availability of seats in the print shop class?  
23 A. No.  
24 Q. "No" you don't know?  
25 A. No, I don't know.

1 Q. Did you ever see students in your print shop  
2 class sitting on the floor?  
3 A. No.  
4 Q. Did you ever see students in your print shop  
5 class sitting on countertops?  
6 A. Yes.  
7 Q. How often would you see students in your print  
8 shop class sitting on countertops?  
9 A. Every day until April. I mean, till students  
10 started dropping out of the class.  
11 Q. Approximately how many students would you see  
12 each day sitting on the countertops?  
13 A. More than five.  
14 Q. What did the other -- the remaining students  
15 who didn't have a seat, what did they do during this  
16 period from February till April?  
17 A. Stood up against the walls, sat down near  
18 machinery, machinery desk, and in chemistry class that's  
19 about it.  
20 Q. Students sat down near the machinery desk, did  
21 they sit in chairs by the machinery desk?  
22 A. No. I mean, machinery tables. That's what I  
23 meant. The tables that were -- that the machines set  
24 on, the print machines and cutting machines set on, were  
25 on.

- 1 Q. Students sat on those tables?  
 2 A. Yes.  
 3 Q. Was your ability to concentrate in print shop  
 4 class affected by the fact that some students didn't  
 5 have their own chairs to sit in?  
 6 A. Yes.  
 7 Q. Can you tell me how it was affected?  
 8 A. For the ones that would stand up, they go  
 9 around bothering people because they didn't, pretty  
 10 much, have a seat or anything to do. So they would  
 11 sometimes bother me, but I wouldn't really let it get to  
 12 me in front of them, but it did bother me. Bothered  
 13 people next to me. It really affected me in that area.  
 14 Q. Did you ever complain to [REDACTED] about the  
 15 fact that some students in the class were bothering you?  
 16 A. No.  
 17 Q. Why not?  
 18 A. I chose not to.  
 19 Q. You told the students not to?  
 20 A. I chose not to tell.  
 21 Q. Why? Why did you choose not to tell?  
 22 A. In case they said no.  
 23 Q. Did you ever hear [REDACTED] instruct students  
 24 not to bother other students in the class?  
 25 A. No.

- 1 that students from other classes had to attend?  
 2 A. There were a few times in print shop where  
 3 students came in. I think it was my -- no. Wait a  
 4 minute. My history class there was once, and I do  
 5 remember one time -- actually, a couple of times -- in  
 6 my print class I had to go to someone else's class  
 7 because [REDACTED] didn't come that day.  
 8 Q. Are those the only occasions that you can  
 9 recall, sitting here today?  
 10 A. In my 11th grade year or my whole time being at  
 11 Locke?  
 12 Q. What you just told me about is in your 11th  
 13 grade year?  
 14 A. Yes.  
 15 Q. Let's talk about that. You said students from  
 16 other classes had to attend your print shop class on a  
 17 few occasions.  
 18 A. Yes.  
 19 Q. How many occasions? On how many occasions did  
 20 that occur, approximately?  
 21 A. Twice.  
 22 Q. On two different occasions students from other  
 23 classes had to attend your print shop class?  
 24 A. Yes.  
 25 Q. Students from other classes didn't attend the

- 1 Q. You indicated that there were tables in your  
 2 print shop class that had machinery.  
 3 A. Yes.  
 4 Q. What kind of machinery was on those tables?  
 5 A. Print machines to print paper, machines that  
 6 cut paper for the printing. It was all type. It was  
 7 different types of machines.  
 8 Q. And what did the students use those machines  
 9 for?  
 10 A. We never used them, except the cutting, cutting  
 11 machine. [REDACTED] used that. The teacher used that  
 12 machine to cut papers for other teachers to do their  
 13 printing on or photocopying.  
 14 Q. Do you know why students in your print shop  
 15 class didn't use the machines that were in the class?  
 16 A. No.  
 17 Q. Did you ever ask [REDACTED]  
 18 A. No.  
 19 Q. Did he ever tell the students in the class?  
 20 A. No.  
 21 Q. Were there any occasions while you were a  
 22 student at Locke High School in which students in other  
 23 classes had to attend one of your classes?  
 24 A. Yes.  
 25 Q. What classes did you have at Locke High School

- 1 print shop class that you were in on any other  
 2 occasions?  
 3 A. Can you clarify that more?  
 4 Q. On these two occasions when students from other  
 5 classes attended the print shop class, do you know why  
 6 they attended the print shop class?  
 7 A. Because they didn't have a teacher.  
 8 Q. Let's talk about the first time that this  
 9 happened. Do you know when that was, approximately, in  
 10 the semester?  
 11 A. No, I do not know.  
 12 Q. On the first occasion did all the students who  
 13 attended your print shop class, did they all come from  
 14 one other class?  
 15 A. Are you asking me the students from another  
 16 class come into my print shop class?  
 17 Q. You said that on two occasions students from  
 18 other classes had to attend your print shop class  
 19 because, I think you said, they didn't have teachers  
 20 that day.  
 21 A. That's correct.  
 22 Q. On the first occasion, from what class did the  
 23 students come? Do you know?  
 24 A. No.  
 25 Q. Approximately how many students came on that

- 1 first occasion to the print shop class?  
 2 A. About 10 students.  
 3 Q. And on the second occasion, approximately how  
 4 many students from another class came to your print shop  
 5 class?  
 6 A. About 15.  
 7 Q. And those two occasions happened on two  
 8 separate days; right?  
 9 A. Yes.  
 10 Q. Other than those two occasions, did students  
 11 from other classes ever have to sit in in the print shop  
 12 class?  
 13 A. Not that I know of.  
 14 Q. And on both of those two occasions, did  
 15 students have to sit in on the print shop class because  
 16 their teachers were absent?  
 17 A. Yes.  
 18 Q. Do you know why the teachers of those classes  
 19 were absent?  
 20 A. No, I do not know.  
 21 Q. Was your print shop class disrupted in any way  
 22 on those two occasions when students from other classes  
 23 had to sit in in the print shop class?  
 24 A. Yes.  
 25 Q. Can you describe for me how your class was

- 1 because [REDACTED] was absent?  
 2 A. Yes.  
 3 Q. On how many occasions?  
 4 A. Twice.  
 5 Q. What classes did you have to sit in on? Do you  
 6 remember?  
 7 A. Yes. 10th grade world history class. That was  
 8 right adjacent from the print shop class.  
 9 Q. And that happened on both occasions?  
 10 A. Yes.  
 11 Q. Do you know why [REDACTED] was absent on those  
 12 days?  
 13 A. I do not know.  
 14 Q. Were there any occasions during your 12th grade  
 15 year in which students from other classes had to sit in  
 16 in one of your classes, that you can recall?  
 17 A. Yes.  
 18 Q. How many such occasions can you recall?  
 19 A. Two I can recall in one class.  
 20 Q. Two occasions in one class?  
 21 A. Yes.  
 22 Q. What class was that?  
 23 A. My geometry class.  
 24 Q. Is this in the first or second semester of your  
 25 12th grade year?

- 1 disrupted?  
 2 A. Some of the students that came into our class  
 3 knew some of the students that was in my class and they  
 4 would sit there and talk or play, make loud noises, and  
 5 that was very distracting.  
 6 Q. On those two occasions did [REDACTED] instruct  
 7 the other students to not disrupt the print shop class?  
 8 A. No.  
 9 Q. Was [REDACTED] present in the print shop class  
 10 on those two occasions, to your knowledge?  
 11 A. For a short time.  
 12 Q. What do you mean "for a short time"?  
 13 A. In the beginning of the class period.  
 14 Q. What about the other class periods?  
 15 A. He would leave the class early.  
 16 Q. On those two occasions?  
 17 A. Yes.  
 18 Q. Are those the only two occasions on which your  
 19 print shop class was disrupted by students?  
 20 A. By other students, yes.  
 21 Q. And then I think you indicated that on a couple  
 22 of occasions students in the print shop class had to go  
 23 to other classes because [REDACTED] was absent.  
 24 A. Yes.  
 25 Q. Did you actually have to go to other classes

- 1 A. I really do not know.  
 2 Q. On the first occasion in your geometry class,  
 3 how many students from other classes had to sit in in  
 4 your geometry class?  
 5 A. The first occasion was right next door, and it  
 6 was a full class, so he had to leave his -- the two  
 7 classes were combined because it was in a bungalow, and  
 8 he opened that door so he can watch that class and watch  
 9 his class on that occasion.  
 10 Q. What class was next door?  
 11 A. It was another geometry class.  
 12 Q. And so on that day did your geometry teacher  
 13 provide instruction to both classes at the same time?  
 14 A. Yes.  
 15 Q. Did that make you upset at the time, that your  
 16 geometry teacher had to teach two classes at the same  
 17 time?  
 18 A. Yes.  
 19 Q. Why?  
 20 A. I felt that if a teacher's going to be absent,  
 21 before he shall be absent he should find a replacement  
 22 before leaving class or being absent.  
 23 Q. Do you know why the teacher of the other  
 24 geometry class was absent on that occasion?  
 25 A. No.

1 Q. Did you ever ask anybody?  
 2 A. No.  
 3 Q. Did anybody ever tell you?  
 4 A. No.  
 5 Q. On the second occasion in your geometry class,  
 6 how many students from another class had to sit in in  
 7 your geometry class?  
 8 A. 13. Approximately 13.  
 9 Q. And from what class did these 13 students come?  
 10 A. From a bungalow adjacent from my third period  
 11 class.  
 12 Q. Were they also geometry students?  
 13 A. They were, actually, different subject. I do  
 14 not know the subject, but they came to my geometry  
 15 class.  
 16 Q. And what did they do in your geometry class  
 17 while they were there during that period?  
 18 A. My teacher told them to work on what the  
 19 teacher had assigned them before he was absent.  
 20 Q. Your geometry teacher told the 13 students to  
 21 work on work that had been assigned to them by their  
 22 teacher?  
 23 A. Yes.  
 24 Q. And did those 13 students do that, to your  
 25 knowledge?

1 A. Not that I can recall.  
 2 Q. Do you recall your geometry class being  
 3 disrupted by those 13 students?  
 4 A. No.  
 5 Q. Can you recall any other occasions during your  
 6 12th grade year when students from another class had to  
 7 sit in on one of your classes?  
 8 A. AP economics class, U.S. government class.  
 9 Q. Tell me about what happened in that class.  
 10 A. That's also a bungalow class, and my teacher  
 11 had to sit in -- well, watch the class right next door  
 12 also.  
 13 Q. On how many occasions did that happen?  
 14 A. That had been once.  
 15 Q. And do you know why the class next door, why  
 16 that class's teacher was absent?  
 17 A. No, I do not know.  
 18 Q. It was your economics/government teacher;  
 19 right?  
 20 A. Yes.  
 21 Q. Did your economics/government teacher provide  
 22 instruction to the second class, too?  
 23 A. No. She gave them a video to watch.  
 24 Q. Did the students in the second class disrupt  
 25 your economics/government class?

1 A. No. My teacher doesn't allow that.  
 2 Q. Do you recall any other occasions while at  
 3 Locke High School where students from other classes had  
 4 to sit in on one of your classes?  
 5 A. No.  
 6 Q. Let's go back and talk about -- well, let me  
 7 first ask you: Have you told me about all the problems  
 8 in terms of overcrowding in the print shop class? Have  
 9 we talked about all of the problems that upset you in  
 10 your print shop class?  
 11 A. No. In my algebra it also upset me. Reason  
 12 being, because that was overcrowded and -- I mean,  
 13 students, when we have substitutes in those class, in  
 14 that class, students from other classrooms would come in  
 15 and totally disrespect people.  
 16 Q. All right. I'm going to ask you some questions  
 17 about that in a little bit. But in terms of your print  
 18 shop class, have you told me about all the conditions in  
 19 your print shop class that upset you?  
 20 A. Yes.  
 21 Q. Let's go back and talk about teachers in your  
 22 12th grade year. You had told me that, or testified,  
 23 that in your chemistry class you had two substitutes,  
 24 each of whom provided instruction for about a week to a  
 25 week and a half.

1 A. Yes.  
 2 Q. And I also think you testified on the first day  
 3 that during the first month, month and a half of your  
 4 chemistry class you had five substitutes who taught on  
 5 those days when your assigned teacher was absent;  
 6 correct?  
 7 A. In my chemistry class?  
 8 Q. In your chemistry class.  
 9 A. Might have meant to say it was twice. Thought  
 10 you might have meant to say my algebra because my  
 11 algebra teacher and my chemistry teachers were the same  
 12 teachers.  
 13 Q. Let me make sure I understand. In your  
 14 chemistry class, during the entire year that you took  
 15 chemistry, the only time you had substitutes were on  
 16 those two occasions that you had substitutes for a week  
 17 to a week and a half at a time?  
 18 A. In the first semester. Two weeks and a half in  
 19 my second semester.  
 20 Q. And are you dissatisfied with the quality of  
 21 instruction that you received from your substitute  
 22 teachers in your chemistry class?  
 23 A. Yes.  
 24 MS. KOTT: Objection. Calls for speculation  
 25 and vague as to "dissatisfied" and "quality of

1 instruction."  
 2 MR. CHOATE: I'm sure she doesn't need to  
 3 speculate as to how she feels.  
 4 Q. Can you tell me how you're dissatisfied with  
 5 the quality of instruction of your teachers?  
 6 MS. KOTT: Objection. Vague as to "quality of  
 7 instruction."  
 8 THE WITNESS: Answer?  
 9 MS. KOTT: If you understand, you can answer.  
 10 THE WITNESS: He's asking me if I was unhappy  
 11 with the way the -- are you asking me was I unhappy with  
 12 the way the teacher -- the substitutes taught?  
 13 MR. CHOATE: Yes.  
 14 Q. I'm asking were you dissatisfied or are you  
 15 dissatisfied with the instruction that you received from  
 16 the substitute teachers in your chemistry class?  
 17 A. Yes, I was very dissatisfied.  
 18 Q. Can you explain?  
 19 A. Well, simple fact they really didn't teach  
 20 anything. They didn't teach at all. They just gave the  
 21 hand-outs that the teacher had gave us and they didn't  
 22 explain it. Students weren't even really doing their  
 23 work.  
 24 Q. I'm sorry?  
 25 A. Students weren't really doing their work. It

1 was out of control. They allowed students to do  
 2 whatever. I think they could have handled it a better  
 3 way.  
 4 Q. Did you complain to anyone in administration  
 5 about the substitute teachers that you had in your  
 6 chemistry class?  
 7 A. Not that I can think of.  
 8 Q. Aside from your chemistry class, did you have  
 9 any other classes in your 12th grade year in which you  
 10 received instruction from substitute teachers for a  
 11 period of more than a week?  
 12 A. No.  
 13 Q. Are you dissatisfied with the instruction that  
 14 you received from your teachers in the other classes,  
 15 aside from chemistry, that you took in your 12th grade  
 16 year?  
 17 MS. KOTT: Objection. Vague as to  
 18 "dissatisfied." Are you asking quality of instruction?  
 19 MR. CHOATE: My question's, I think, fairly  
 20 clear. If you want me to read it back, I'll do it.  
 21 MS. KOTT: Sure.  
 22 MR. CHOATE: Would you read that?  
 23 (Whereupon the record was read as follows:  
 24 "Q. Are you dissatisfied with the  
 25 instruction that you received from your

1 teachers in the other classes, aside from  
 2 chemistry, that you took in your 12th grade  
 3 year?")  
 4 THE WITNESS: Can you clarify that for me?  
 5 BY MR. CHOATE:  
 6 Q. Did you have any other teachers in any of your  
 7 other classes -- well, let me withdraw that.  
 8 I'm going to ask you questions about your  
 9 classes in 12th grade other than chemistry. In any of  
 10 your other -- in any of your 12th grade classes other  
 11 than chemistry, did you feel you had any teachers that  
 12 were not good teachers?  
 13 MS. KOTT: Objection. Vague as to "good."  
 14 BY MR. CHOATE:  
 15 Q. Were you satisfied with the teachers you had in  
 16 your 12th grade classes other than chemistry?  
 17 MS. KOTT: Objection. Vague as to "satisfied."  
 18 THE WITNESS: Yes.  
 19 BY MR. CHOATE:  
 20 Q. Do you have any -- are there any complaints  
 21 that you're putting at issue in this lawsuit about the  
 22 instruction that you received from teachers during your  
 23 12th grade year in classes other than chemistry?  
 24 A. No.  
 25 Q. Let's talk about the teachers that you had in

1 11th grade. I think we talked about, last time, we  
 2 talked about your algebra class, and I have a fairly  
 3 good understanding of what happened in that class.  
 4 Aside from algebra, did you have any classes in your  
 5 11th grade year in which you received instruction from  
 6 substitute teachers for a period of more than seven  
 7 days?  
 8 MS. KOTT: Objection. Asked and answered.  
 9 BY MR. CHOATE:  
 10 Q. You can answer.  
 11 A. My sixth period class, American literature.  
 12 Q. Other than your American literature class and  
 13 your algebra class, did you have any classes in which  
 14 you received instruction from substitute teachers for a  
 15 period of more than a week?  
 16 A. No.  
 17 Q. Are you dissatisfied with the instruction that  
 18 you received from substitute teachers in your American  
 19 literature class in 11th grade?  
 20 MS. KOTT: Objection. Vague as to  
 21 "dissatisfied" and "instruction."  
 22 THE WITNESS: My first semester, only problem I  
 23 had was the first five weeks, and for the rest of the 15  
 24 weeks of the first semester were okay because, like I  
 25 told you before, my teachers came. My second semester I



1 was very dissatisfied with their work, although I can't  
2 really remember the first 10 weeks of that semester, but  
3 the last 10 weeks I really, really was dissatisfied with  
4 the way he taught.

5 BY MR. CHOATE:

6 Q. Let's talk about the first semester. Why were  
7 you dissatisfied with the instruction that you received  
8 from substitute teachers during the first five weeks?

9 A. Because there was no organization. We didn't  
10 do nothing. We didn't do nothing at all. It was  
11 basically like a free period.

12 Q. Did you receive any type of instruction from  
13 teachers during those first five weeks in your American  
14 literature class?

15 A. None that I can remember.

16 Q. How many substitutes did you have during the  
17 first five weeks?

18 MS. KOTT: Objection. Asked and answered.

19 THE WITNESS: I really cannot remember at this  
20 moment.

21 BY MR. CHOATE:

22 Q. And why were you dissatisfied about the  
23 instruction that you received from the substitute  
24 teacher during the last 10 weeks of the second semester  
25 in American literature?

1 Q. Do you have any or, to your knowledge, were any  
2 of the teachers that you had at Locke High School, did  
3 those teachers lack teaching credentials, to your  
4 knowledge?

5 A. My 11th and 12th grade year?

6 Q. Right, during your 11th and 12th grade year.

7 A. I know for sure a few of my teachers were  
8 credentialed teachers. I'm not sure about the other  
9 ones, but they were all good, the ones that I told you  
10 about. Besides the substitute, [REDACTED]

11 [REDACTED] the rest were all good teachers.

12 Q. What are the three teachers -- I think you said  
13 three. And if I'm wrong correct me -- what are the  
14 three teachers that you know that had credentials?

15 A. I think I told you -- I said a few.

16 Q. A few.

17 A. I believe I told you a few. My U.S. history --  
18 I mean, U.S. government teacher, U.S. economics.

19 Q. That's --

20 A. -- Talley. My geometry teacher, Mr. Cubias, my  
21 AP English teacher, Miss Moroney. I'm not sure about my  
22 art teacher, but I do believe she was credentialed.

23 Q. Your art teacher, when did you take art?

24 A. My 11th grade year, second semester. I do  
25 believe she was credentialed. My U.S. history teacher,

1 A. Because I felt I learned nothing in that class.  
2 I really felt I learned nothing.

3 Q. Did the substitute teacher, during the last 10  
4 weeks, did he teach students American literature in  
5 class?

6 A. No.

7 Q. Did he teach at all in class?

8 A. Vocabulary words. Told us to read from the  
9 book, answer questions, turn it in. That's it.

10 Q. Did you complain to anybody in the  
11 administration at Locke about the substitute teachers  
12 that you had in American literature?

13 A. No.

14 Q. Why not?

15 A. I really cannot say why I didn't.

16 Q. Other than what we've talked about today and  
17 during the first day of your deposition, do you have any  
18 complaints about any of the teachers that you've had at  
19 Locke High School?

20 A. Permanent teacher or substitute teachers?

21 Q. Any teachers that you've had. I mean, other  
22 than the teachers we've talked about today and during  
23 the first day of your depo.

24 A. Only what I told you. Other than that, no, all  
25 the teachers were fine, perfect.

1 Miss Shaw, I believe she was credentialed, too.

2 Q. Did these teachers tell you that they were  
3 credentialed?

4 A. No.

5 Q. How do you or why do you believe that these  
6 teachers were credentialed?

7 A. Because they were very good teachers.

8 Q. Other than the fact they were good teachers,  
9 are you aware of any facts that would indicate that they  
10 are, in fact, credentialed?

11 A. No.

12 Q. I want to ask you a question about  
13 instructional supplies that you had in your classes, and  
14 I'm talking about instructional supplies other than  
15 textbooks.

16 Do you recall any classes in your 11th grade  
17 year in which students didn't have access to  
18 instructional supplies that they should have had access  
19 to?

20 MS. KOTT: Objection. Vague as to "supplies."  
21 All you've said is not textbooks.

22 THE WITNESS: Can you clarify what type of --  
23 I'm sorry. Can you clarify that for me?

24 BY MR. CHOATE:

25 Q. Let's take your chemistry class. In your

1 chemistry class, did students in chemistry not have  
2 access to instructional supplies that you think they  
3 should have had access to?

4 MS. KOTT: Objection. Vague as to  
5 "instructional supplies" still.

6 BY MR. CHOATE:

7 Q. You can answer the question.

8 MS. KOTT: If you understand it.

9 THE WITNESS: Are you asking me did they have  
10 any access to the materials that we needed to do labs --

11 MR. CHOATE: Well, let's talk about that.

12 THE WITNESS: -- for chemistry? No, because we  
13 didn't have supplies at all.

14 BY MR. CHOATE:

15 Q. What supplies didn't you have that you were  
16 supposed to have?

17 A. We didn't have the proper burners. We didn't  
18 have the proper testtubes, the chemicals. We did not  
19 have -- my chemistry teacher, when he came and, like,  
20 the rest of my second semester, he actually borrowed  
21 material from Washington High School.

22 Q. Is this the --

23 A. [REDACTED]

24 Q. Were you supposed to do a certain number of  
25 labs in your chemistry class?

1 chemistry class were supposed to do 15 or more labs is  
2 because the textbook had information relating to 15 or  
3 more different labs?

4 A. Yes.

5 Q. Did your chemistry teacher ever provide  
6 students with a syllabus in the class indicating, you  
7 know, what the class would cover?

8 A. Not that I can recall.

9 Q. Did your chemistry teacher ever tell the class  
10 that the class would do a certain number of labs  
11 throughout the year?

12 A. Not that I can recall.

13 Q. Did you ever ask your chemistry teacher why  
14 students in the chemistry class were not doing labs?

15 A. Not that I can remember.

16 Q. Did you want to do labs in your chemistry  
17 class?

18 A. Yes, I did.

19 Q. Did you ever ask your teacher, [REDACTED]  
20 if students in your class were going to do labs?

21 A. I'm trying to remember, see if I did. I think  
22 it was one occasion I did ask, but he did not give me an  
23 answer.

24 Q. Do you recall when you asked him,  
25 [REDACTED]

1 A. Yes.

2 Q. How many labs were you supposed to do?

3 A. Let's see. Approximately over 15 labs  
4 throughout the whole school year.

5 Q. Students in your chemistry class were supposed  
6 to do 15 labs or more than 15 labs?

7 A. Yes. According to my book, my textbook, when I  
8 received it.

9 Q. What was it in your textbook that made you  
10 think students in your chemistry class were supposed to  
11 do 15 or more labs?

12 A. Inside the textbook, in each chapter, they had  
13 an assignment for us to do with a lab inside the  
14 textbook, but at the time it was -- the semester was  
15 almost over and we didn't have any supplies, so when we  
16 did get some, my teacher, he would have to go -- we  
17 started from the beginning. We actually started from  
18 Chapter 1.

19 Q. Is this in the first semester of your chemistry  
20 class?

21 A. No, second. When we received our books.

22 Q. In April; right?

23 A. Right. When he borrowed materials from  
24 Washington Preparatory High School.

25 Q. The only reason why you think students in your

1 A. No.

2 Q. And when you say [REDACTED] didn't give you  
3 an answer, did he not say anything else at all?

4 A. He did not say anything at all.

5 Q. What kind of instruction did [REDACTED] -- what did  
6 students in your chemistry class do during the second  
7 period? What did you guys do in class?

8 A. Worksheet that he handed out to us.

9 Q. And I think, and tell me if I'm wrong,  
10 [REDACTED] handed these worksheets out once a week or  
11 once every two weeks.

12 A. Yes.

13 Q. Once every week?

14 A. Once a week.

15 Q. And students covered the material in the  
16 worksheets during the week in which it was handed out?

17 A. Yes.

18 Q. Did students in your chemistry class do labs at  
19 all during that entire year?

20 A. Towards the end, the ending of the school  
21 semester of the second semester, when we received our  
22 books, and he had borrowed materials from Washington.

23 Q. And how many labs, approximately -- students  
24 received books in April of 2001; right?

25 A. Yes.

- 1 Q. Once you received your books, how many labs did  
2 your chemistry class do?  
3 A. We did a total of five labs.  
4 Q. Were any of your classes at Locke High School  
5 ever disrupted by construction noise occurring nearby?  
6 A. Yes.  
7 Q. Which classes?  
8 A. My chemistry class.  
9 Q. Is that the only class at Locke High School  
10 which you took which was disrupted by construction noise  
11 occurring nearby?  
12 A. No.  
13 Q. What other classes did you have?  
14 A. My AP English class.  
15 Q. Any others?  
16 A. My sixth period class, Spanish, 12th grade  
17 year. This is all 12th grade year.  
18 Q. Any others in your 12th grade?  
19 A. Not that I can remember.  
20 Q. What about during your 11th grade year?  
21 A. My 11th grade year, not that I can recall.  
22 Q. How was your chemistry class disrupted by  
23 construction noise?  
24 A. In the first semester, side of the bungalow  
25 area, right adjacent from it was the music building, and

- 1 Q. How many days per week was construction work  
2 occurring on the music building while you were in  
3 chemistry?  
4 A. Every day.  
5 Q. And when did the construction work end on the  
6 music building?  
7 A. To the middle of the first semester. Middle of  
8 the first semester. Because they started in July of  
9 2000. They didn't end till, like, the ending of October  
10 to beginning of November, approximately around that  
11 time.  
12 Q. And when did the semester begin? In September?  
13 A. Yes.  
14 Q. September 14th?  
15 A. I think that was the first day.  
16 Q. So between September and the end of October  
17 construction work was being done every day on the music  
18 building while you were in chemistry class?  
19 A. Yes.  
20 Q. And at the end of October there was no more  
21 construction work?  
22 A. They were finished with their music department.  
23 Q. So was your chemistry class disrupted at all by  
24 construction work after the end of October?  
25 A. Yes, the noise, a long with the disturbances

- 1 they were doing reconstruction on the music department  
2 and they were doing it during class time.  
3 Q. This was during the first semester?  
4 A. This was the first semester.  
5 Q. Your chemistry class was in a bungalow?  
6 A. Yes.  
7 Q. And near the bungalow was the music building?  
8 A. Yes.  
9 Q. And reconstruction work was being done on the  
10 music building?  
11 A. Yes.  
12 Q. How close is the music building to the bungalow  
13 in which your chemistry class is located?  
14 A. About 15 feet away.  
15 Q. 15 feet?  
16 A. Yes.  
17 Q. And when did the construction work on the music  
18 department building begin in the first semester?  
19 A. It began the summer of 2001. 2001, the summer.  
20 I went to summer school that year. I mean 2000. I'm  
21 sorry. 2000. It began the summer of 2000, in July.  
22 July 2000.  
23 Q. And you indicated that construction work was  
24 being done on the music building during class time.  
25 A. Yes.

- 1 outside the class, the noise of the machinery.  
2 Q. After the end of October, when construction  
3 finished, was your chemistry class disrupted by any  
4 construction noise?  
5 A. No.  
6 Q. During the first two months of the first  
7 semester when the construction was occurring, what kind  
8 of -- can you describe for me the noise that was  
9 occurring nearby?  
10 A. I don't know what type of machine it was, but  
11 they actually tore down inside the music department  
12 where chorus was being held. They tore downstairs  
13 inside there. I don't know what they call it.  
14 Basically tore down and rebuilt the lockers. Lockers,  
15 replaced those, which made a lot of noise. They took  
16 out a ceiling and replaced them. Ripped out the floors,  
17 so the floors were ceramic and they had to bust the  
18 ceramic up, that type of machine that they use for that.  
19 And some other machines.  
20 Q. Can you tell me how the construction noise in  
21 the music department disrupted your chemistry class?  
22 A. In that class, when the teacher was there  
23 before he left for, like, I don't know why, but when he  
24 would hand out the hand-outs and he would try to explain  
25 them, and at that time it was difficult to hear because

1 the students talk to the teacher, you're hearing that as  
 2 well as the machines that are being used for that  
 3 building. So it was really hard to understand what the  
 4 teachers were trying to say when he did explain the work  
 5 that he gave.  
 6 Q. Did you sit in the front of the class in  
 7 chemistry?  
 8 A. Yes, I did.  
 9 Q. Were you able to hear what the teacher said  
 10 during the first two months of school?  
 11 A. Sometimes.  
 12 Q. Were there occasions on which you couldn't hear  
 13 the teacher?  
 14 A. Yes.  
 15 Q. And is that because of the construction noise?  
 16 A. Yes.  
 17 Q. Did you ask the teacher to repeat what he was  
 18 saying?  
 19 A. Yes.  
 20 Q. And did you?  
 21 A. Yes.  
 22 Q. And then did you understand what the teacher  
 23 had said earlier?  
 24 A. Yes.  
 25 Q. Was your chemistry class disrupted in any way

1 A. I couldn't concentrate with the noise.  
 2 Q. On how many occasions did that happen?  
 3 A. More than five times. I couldn't give an  
 4 estimate of it, though, but I know it was more than five  
 5 times.  
 6 Q. And on those five occasions did you just not do  
 7 any work at all?  
 8 MS. KOTT: Objection. Misstates her testimony.  
 9 She said more than five times.  
 10 MR. CHOATE: Yeah.  
 11 Q. And I said on those occasions.  
 12 MS. KOTT: You said "on those five occasions."  
 13 MR. CHOATE: No, I didn't.  
 14 Q. On those five occasions did you just not do any  
 15 work in class?  
 16 A. No. I tried my best to do what I can over the  
 17 noise.  
 18 Q. Do you think that Locke High School, students  
 19 at Locke High School, received any benefit by having the  
 20 music department or the music building renovated?  
 21 MS. KOTT: Objection. Calls for speculation,  
 22 vague as to "benefit."  
 23 BY MR. CHOATE:  
 24 Q. Did the work on the music building at Locke  
 25 High School make Locke High School a better place, in

1 by the construction that occurred nearby?  
 2 A. Yes.  
 3 Q. In what way?  
 4 A. Students over talking the teacher.  
 5 Q. What did the construction nearby have to do  
 6 with -- have anything to do with students talking over  
 7 the teacher?  
 8 A. Well, along with the construction of the  
 9 machinery, the students would try to talk -- over talk  
 10 the machine, and when the machine -- when they over  
 11 talked the machine, they over talked the teacher.  
 12 Q. You mean the students were talking among  
 13 themselves at the same time the teacher was talking?  
 14 A. Yes.  
 15 Q. Did the teacher ever tell the students to be  
 16 quiet in class while he was talking?  
 17 A. Yes.  
 18 Q. Did they?  
 19 A. No.  
 20 Q. You indicated that -- well, are there any other  
 21 ways in which the construction noise disrupted your  
 22 chemistry class other than what you've told me?  
 23 A. Yes, when I was trying to do my work.  
 24 Q. Okay. And how did that prevent you from doing  
 25 your work?

1 your opinion?  
 2 A. No.  
 3 Q. Why not?  
 4 A. The whole school needed to be reconstructed.  
 5 Not one little place is going to make everything better.  
 6 I don't think so. Although I did have a class in there.  
 7 My music class was in there, but it still didn't feel  
 8 right.  
 9 Q. Let's talk about your AP English class. How  
 10 was your AP English class disrupted by noise?  
 11 A. During the first semester my AP English class,  
 12 the third floor was being reconstructed also.  
 13 Q. This is a different construction project?  
 14 A. Yes. That's where my chemistry class was  
 15 supposed to be, but they were doing construction. And  
 16 my AP English class was on the second floor, so we could  
 17 hear everything that would go on.  
 18 Q. And how long did that noise go on for?  
 19 A. The entire first semester.  
 20 Q. And can you describe for me how your English  
 21 class was disrupted by the noise?  
 22 A. Yes, I can.  
 23 Q. Will you do so?  
 24 A. My fifth period -- it was right -- my English  
 25 class was right after fifth period, and that's, like,

1 when we went to class, that's when they start back on  
 2 the construction. And it was, like, when they were --  
 3 they only worked on that building when class was in  
 4 session, but on the breaks, during the breaks, nutrition  
 5 and lunch, they would take their breaks. That's when  
 6 they would take their breaks, instead of working through  
 7 there, trying to get as much done, instead of working  
 8 during class time. And my English teacher told  
 9 [REDACTED] out it, and that was, like, after the first  
 10 month of hearing all that noise, she told [REDACTED] about  
 11 it, and she had the workers doing construction during  
 12 nutrition and after school.

13 Q. And did that help lessen the disruption in your  
 14 English class?

15 A. Yes.

16 Q. A month after the first semester began your  
 17 English teacher spoke with [REDACTED] about the  
 18 construction noise?

19 A. Yes. Because the class was complaining about  
 20 it.

21 Q. Okay. And after your English teacher spoke to  
 22 [REDACTED] the construction noise then lessened; is that  
 23 correct?

24 A. Yes.

25 Q. After the first month of class, the first month

1 minutes; correct?

2 A. Correct.

3 Q. Of those 50 minutes how many minutes of your  
 4 English class would be disrupted by the construction  
 5 noise?

6 A. A total? Let's see. About 30 minutes of the  
 7 class time.

8 Q. When the work was being done on the third  
 9 floor, did the noise occur at the beginning of your  
 10 English period or at the end of your English period?

11 A. Beginning, in the middle and at the end. Like  
 12 every 10 minutes.

13 Q. And how did the construction noise affect you  
 14 personally in your English class?

15 A. It affected me personally, I couldn't hear what  
 16 the teacher was saying, get the full understanding of  
 17 what she was trying to teach what her lesson for that  
 18 day was.

19 Q. You can finish the question. I'm sorry I  
 20 interrupted.

21 A. It was kind of difficult because you had to, on  
 22 a couple of occasions, have to ask her to repeat, repeat  
 23 what she wants us to do.

24 Q. And would she repeat it for you?

25 A. Yes.

1 of the semester, was your English class still disrupted  
 2 by construction noise?

3 A. After the first semester, no.

4 Q. After the first month.

5 A. After the first month -- after the first month  
 6 it was -- wasn't disrupted by the noise anymore.

7 Q. Everything was okay after the first month?

8 A. Everything was okay.

9 Q. And during the first month of that, of the  
 10 first semester, how often would you say that your class,  
 11 your English class, was disrupted by the noise?

12 A. Every other day.

13 Q. Did the noise prevent you from learning in your  
 14 English class, to your knowledge?

15 A. In a way it did, because when they got the  
 16 machine started up on one day they'll do it for, like,  
 17 10 minutes, and at that time my teacher would try to  
 18 over talk the machine and it would stop, and that's when  
 19 they would try to get everything -- they tried to -- so  
 20 we can start working on our work.

21 Q. During this first month how much of your class  
 22 period would you say was disrupted by construction  
 23 noise?

24 A. How much as in hours or days?

25 Q. Your English class was approximately 50

1 Q. Would you sit at the front of the class?

2 A. They were assigned seats, so my seat was, like,  
 3 facing her, which was sort of, like, in the back of the  
 4 class. The way she set her desk up was her desk was  
 5 right here, and on her left side and her right side an  
 6 in front of her were desks. There were nothing in the  
 7 middle.

8 Q. Did the construction noise that took place on  
 9 the third floor affect your grades in any way, to your  
 10 knowledge, in AP English?

11 MS. KOTT: Objection. Calls for speculation,  
 12 expert testimony.

13 BY MR. CHOATE:

14 Q. I mean, if you know you can tell me what you  
 15 know.

16 A. In a way it did. Yes, it did. Every Friday we  
 17 had a test, and during the first month my tests would be  
 18 kind of low because I would hear construction during our  
 19 testing time, and that was like a big disturbance,  
 20 because I was trying to focus, because how can you focus  
 21 when you're hearing big machinery above your head?

22 Q. And do you attribute your low test scores only  
 23 to the construction noise?

24 A. Yes.

25 Q. Are there any other reasons there were --

1 A. I did pretty good to not be completely focused  
 2 on my test.  
 3 Q. What grade did you receive in AP English?  
 4 A. First semester I received a [REDACTED]  
 5 Q. What about your second semester?  
 6 A. A [REDACTED]  
 7 Q. And do you attribute the fact that you received  
 8 a [REDACTED] to the construction noise?  
 9 A. Yes.  
 10 Q. Is there any other reason why you got a [REDACTED] in  
 11 that class?  
 12 A. Not that I can think of.  
 13 Q. Do you recall how many times you were absent  
 14 from your English class?  
 15 A. No.  
 16 Q. Were you absent more than 10 times?  
 17 A. I'm not sure.  
 18 Q. Do you have Exhibit 3 in front of you?  
 19 Ms. Perkins, will you take a look at Exhibit 3?  
 20 MS. KOTT: Do you have a copy for her?  
 21 MR. CHOATE: Can she look at your copy?  
 22 MS. KOTT: It would be better to look at the  
 23 official copy.  
 24 MR. CHOATE: Do you want her to look at the  
 25 official copy? I have a deposition transcript; would

1 [REDACTED]  
 2 [REDACTED]  
 3 [REDACTED]  
 4 [REDACTED]  
 5 [REDACTED]  
 6 [REDACTED]  
 7 [REDACTED]  
 8 [REDACTED]  
 9 [REDACTED]  
 10 Q. Let's talk about your Spanish class. You  
 11 indicated that your Spanish class was disrupted by  
 12 construction noise.  
 13 A. Yes. That was also on the second floor.  
 14 Q. Is this during the first semester also?  
 15 A. Yes.  
 16 Q. And your Spanish class was disrupted by noise  
 17 for a period of about two months?  
 18 A. Yes. Yes.  
 19 Q. Did you sit at the front of the class in your  
 20 Spanish class?  
 21 A. Yes, I did.  
 22 Q. Did you have difficulty hearing the teacher  
 23 during the first two months of school?  
 24 A. Over the machinery, yes.  
 25 Q. Was there ever any occasion on which you

1 that make it easier?  
 2 MS. KOTT: Sure.  
 3 BY MR. CHOATE:  
 4 [REDACTED]  
 5 [REDACTED]  
 6 [REDACTED]  
 7 [REDACTED]  
 8 [REDACTED]  
 9 [REDACTED]  
 10 [REDACTED]  
 11 [REDACTED]  
 12 [REDACTED]  
 13 [REDACTED]  
 14 [REDACTED]  
 15 [REDACTED]  
 16 [REDACTED]  
 17 [REDACTED]  
 18 [REDACTED]  
 19 [REDACTED]  
 20 [REDACTED]  
 21 [REDACTED]  
 22 [REDACTED]  
 23 [REDACTED]  
 24 [REDACTED]  
 25 [REDACTED]

1 couldn't understand what your teacher was saying because  
 2 of the construction noise?  
 3 A. Can you repeat that?  
 4 Q. Was there any occasion during the first two  
 5 months of your Spanish class in which you could not  
 6 understand what the teacher was saying because of the  
 7 construction noise?  
 8 A. Can you clarify that for me a little more  
 9 better, please?  
 10 Q. During the first two months of your Spanish  
 11 class, were there any occasions on which you couldn't  
 12 understand what your teacher was saying because of the  
 13 construction noise that was occurring nearby?  
 14 A. Yes.  
 15 Q. How many occasions were there? Do you recall?  
 16 A. Every week. It was every week, about,  
 17 occasionally, about twice a day each week. Every time  
 18 explain another assignment, either the construction was  
 19 going on or the students were trying to over talk them.  
 20 She would excuse them out of the classroom.  
 21 Q. When you couldn't understand what your teacher  
 22 was saying during the first two months, did you ask your  
 23 teacher to repeat herself?  
 24 A. Yes.  
 25 Q. Did she?

1 A. Yes.  
 2 Q. And did you ultimately understand what she was  
 3 saying?  
 4 A. A little. The assignment. I understood the  
 5 assignments, but it was, like, on certain parts I didn't  
 6 really know what to do.  
 7 Q. I guess what I'm trying to understand, though,  
 8 is: Were there occasions in your Spanish class you  
 9 couldn't physically understand what your teacher was  
 10 saying because of construction noise, you couldn't  
 11 understand the words she was saying because of the  
 12 construction noise that was taking place?  
 13 A. Yes, there were occasions.  
 14 Q. How many occasions did that happen on? Do you  
 15 know?  
 16 A. No, I do not know.  
 17 Q. Did that happen every day?  
 18 A. Every week, not every day.  
 19 Q. And on those occasions when you couldn't  
 20 understand what your teacher was saying, you couldn't  
 21 understand the words she was saying, did you ask your  
 22 teacher to repeat herself?  
 23 A. Yes.  
 24 Q. And did she do it?  
 25 A. Yes.

1 Q. And did you finally understand what she was  
 2 saying?  
 3 A. Yes.  
 4 Q. You had testified earlier that you felt your  
 5 chemistry class lacked certain supplies.  
 6 A. Yes.  
 7 Q. Do you feel any of your other classes at Locke  
 8 High School lacked supplies?  
 9 MS. KOTT: Objection. Vague as to "supplies."  
 10 THE WITNESS: No.  
 11 MS. KOTT: Are you okay?  
 12 BY MR. CHOATE:  
 13 Q. Do you want to take a break? Do you want to  
 14 take a quick break?  
 15 A. Yes, please.  
 16 MR. CHOATE: All right. Let's go off the  
 17 record.  
 18 (Brief recess.)  
 19 MR. CHOATE: Let's go back on the record.  
 20 Q. Ms. Perkins-Ali, how many girls' restrooms are  
 21 there at Locke High School?  
 22 A. I'm going to count. Approximately five ladies'  
 23 restrooms, including the gymnasium.  
 24 Q. How often do you use the restrooms at your  
 25 school?

1 A. I actually don't use them, but during the  
 2 seasons, especially fall and spring, I have a real  
 3 bad -- I had real bad allergies, and for some reason  
 4 when I'm in the school they have the tendency of flaring  
 5 up. So it's like I go there to get tissue or to --  
 6 well, I mean, to blow my nose, really.  
 7 Q. And this is only during certain times of the  
 8 year?  
 9 A. Actually, every year. My allergies are so  
 10 weird. Simple dust and I start sneezing everywhere. It  
 11 has a tendency of flaring up around dust and when the  
 12 seasons change.  
 13 Q. How often per week would you estimate that you  
 14 go into one of the restrooms at Locke High School to get  
 15 tissue or to blow your nose or to do whatever it is you  
 16 need to do?  
 17 A. Approximately twice a week.  
 18 Q. And do you generally go into the same restroom  
 19 at Locke High School or do you go into different  
 20 restrooms?  
 21 A. I go to the restroom that's nearest to me at  
 22 that moment.  
 23 Q. Is there any one restroom that you go into more  
 24 than others?  
 25 A. The one as soon as you -- the one inside the

1 main building.  
 2 Q. How often do you go in that restroom?  
 3 A. Every week. At that time I went in there,  
 4 like, every week to get tissue.  
 5 Q. Is it accurate that about half the time, half  
 6 of the times that you go into the restrooms at Locke  
 7 High School you go into the restroom that's in the main  
 8 building?  
 9 A. Yes.  
 10 Q. And the other half of the time you go into  
 11 whatever restroom is nearest to you at the moment?  
 12 A. Yes.  
 13 Q. Which restrooms at Locke High School, to your  
 14 knowledge, do students use the most?  
 15 A. To my knowledge, that would have to be the one  
 16 near the eating area. There's one right next to the  
 17 eating area.  
 18 Q. What about the one in the main building, do  
 19 students tend to use that restroom frequently?  
 20 MS. KOTT: Objection. Calls for speculation.  
 21 THE WITNESS: Through passing periods.  
 22 BY MR. CHOATE:  
 23 Q. Do you find the conditions in any of the  
 24 restrooms at Locke High School to be unacceptable to  
 25 you?

1 A. Yes.

2 Q. What? What sorts of conditions in the  
3 restrooms at Locke High School do you consider  
4 unacceptable?

5 A. I can give you an example. The one I -- the  
6 ladies' restroom that I go to the most, which is inside  
7 the main building, that one, I've been in there and  
8 there's graffiti on the wall, water, paper towels thrown  
9 on the ceiling, graffiti on the walls, tissues on the  
10 floor, sanitary napkins everywhere, drippings, dripping  
11 sinks. I mean, and there was one, one stall that did  
12 not have any door.

13 Q. Just one of the stalls?

14 A. Just one of the stalls didn't have any door at  
15 all, and that was inside the main building.

16 Q. Any other types of conditions that you find  
17 unacceptable in the restrooms?

18 A. The dirt. Actually had dirt on the wall. I've  
19 never seen anything like that because I don't know where  
20 they would get dirt from, but there was dirt on the  
21 wall.

22 Q. Is this the main building restroom?

23 A. This is the same main building. Mirrors  
24 written on where they have engraved names on. I mean,  
25 it's really bad. It was horrible.

1 bathroom for my allergies, and I seen napkins, paper  
2 towels on the floor, the waste bins overcrowded with --  
3 I mean, that was filled with napkins like it had been  
4 sitting there for weeks because it was flowing with  
5 napkins coming out of.

6 Q. Out of the trash can?

7 A. Out of the trash can.

8 Q. What time of day was it you went to that  
9 restroom?

10 A. It was actually fifth period because I had a  
11 pass to go to the restroom.

12 Q. It was towards the end of the day?

13 A. Towards the end of the day.

14 Q. And was that the bathroom in the main  
15 administration building?

16 A. Main administration building, yes, it was.

17 Q. Tell me about the time that you saw that there  
18 was no stall door in the bathroom in the main  
19 administration building; when was that?

20 A. That was -- first time I seen it was in my 11th  
21 grade year. That's when I had just checked in in the  
22 beginning of my 11th grade year. It seemed like that  
23 door was never replaced because in my 12th grade year I  
24 seen it was never replaced.

25 Q. The very same stall?

1 Q. Anything else that you can recall?

2 A. No.

3 Q. Who is responsible at Locke High School for  
4 cleaning the restrooms?

5 MS. KOTT: Objection. Calls for speculation.  
6 BY MR. CHOATE:

7 Q. To your knowledge.

8 A. To my knowledge, the janitors.

9 Q. How many janitors are there at Locke High  
10 School, to your knowledge?

11 A. I do not know.

12 Q. Do you know how often the janitors clean the  
13 restrooms at Locke High School?

14 A. I was told by a teacher -- well, it's not, per  
15 se, for the restrooms, but I know the classrooms are  
16 cleaned once a week.

17 Q. Let's talk about the restrooms.

18 A. Okay.

19 Q. Do you have any understanding as to how often  
20 the janitors clean the restrooms?

21 A. No.

22 Q. When is the last time you saw papers towels on  
23 the floor of the restroom at Locke High School?

24 A. That would be my senior year, a week before  
25 school let out. I went in to get some tissue out the

1 A. The very same stall.

2 Q. In the other bathrooms that you go into about  
3 half the time, the bathrooms other than the main  
4 administration building, how do they compare to the  
5 bathroom in the main administration building?

6 A. Well, the bathroom, the ladies' restroom inside  
7 the multi-purpose room, that one is always clean, but  
8 the only time that we're allowed -- actually, we're not  
9 allowed to use that one at all. And how I know --

10 Q. Have you ever been inside of it?

11 A. Yes. It was the day we were preparing -- we  
12 were practicing for graduation, and the ladies had to go  
13 in and try on their cap and gowns. When I went to try  
14 on mine, that was the cleanest bathroom I had ever seen  
15 inside of Locke, seriously speaking. And it was clean.  
16 That's all I can say about it. It was like it had been  
17 cleaned every day. Nobody really used it.

18 Q. What about the other restrooms?

19 A. There was one -- the restroom by the cafeteria,  
20 the lunch, the eating area, that one was missing two  
21 stalls' doors.

22 Q. When did you notice that?

23 A. I noticed that in my 11th grade year, second  
24 semester, when I went in there with a friend. She had  
25 to use the restroom. She asked me to wait for her and



1 hold her things. And when I went in there with her,  
2 stalls were missing.

3 Q. Were the stalls ever replaced, to your  
4 knowledge?

5 A. Not to my knowledge. I never went in there  
6 again after that.

7 Q. You never went in that restroom again after  
8 that?

9 A. No.

10 Q. When is the last time that you've noticed a  
11 dripping sink in a restroom at Locke High School?

12 A. Also my 12th grade year when I went to the  
13 bathroom, the restroom, fifth period, right before  
14 school, and I noticed that it was dripping.

15 Q. Which sink was dripping?

16 A. The one closest to the stalls.

17 Q. How many sinks are there in that restroom?

18 A. There are a total of three sinks.

19 Q. Are there any, to your knowledge, are there any  
20 procedures in place at Locke High School that the  
21 students can use to make a complaint about the  
22 conditions of the restrooms?

23 A. Can you clarify that for me?

24 Q. Sure. If you wanted to -- let's say you, as a  
25 student, saw something in a restroom that you didn't

1 Q. How often, when you used the restrooms, do you  
2 find them to be dirty?

3 A. Every time I used them.

4 Q. And when you say "every time," in what way are  
5 they dirty every time?

6 A. Napkins on the floor, sinks -- sometimes they  
7 would have a sink running. I would cut them off,  
8 though, if they were running. Graffiti on the walls,  
9 sanitation napkins thrown down.

10 Q. Can you recall any occasions on which you used  
11 the restrooms at Locke High School when you noticed that  
12 the restroom was more or less clean?

13 A. Can you repeat that for me, please?

14 Q. Yeah. I mean, have you ever used a restroom at  
15 Locke High School and found the restroom was more or  
16 less clean?

17 A. More or less clean as in?

18 Q. Not dirty.

19 A. No.

20 Q. Do you know why the restrooms get dirty at  
21 Locke High School?

22 A. No, I do not know.

23 Q. Have you ever seen students throw paper towels  
24 or sanitary napkins on the floor?

25 A. No.

1 like, is there some procedure that you would follow to  
2 complain about that condition to somebody in the  
3 administration?

4 MS. KOTT: Objection. Calls for speculation.

5 THE WITNESS: I'm not sure about the complaints  
6 for anything inside the school, but [REDACTED] did set up  
7 a box for, like, for threats, like a suggestion, like an  
8 anonymous box. If you had any -- if you had, like -- if  
9 you had to tell someone, an adult, something about a  
10 threat or anything been made, just simply write it down,  
11 put it inside the box. But she never did say we could  
12 use it for anything else.

13 BY MR. CHOATE:

14 Q. Did you ever use that to complain about the  
15 restrooms?

16 A. No.

17 Q. Did you ever complain about the restrooms while  
18 you were a student at Locke High School to anyone in  
19 administration?

20 A. No.

21 Q. Why not?

22 A. I really cannot say even why I didn't.

23 Q. How often -- you said you used the restrooms  
24 about twice a week.

25 A. Right.

1 Q. You've never seen that?

2 A. No.

3 Q. Have you ever seen students graffiti the walls  
4 in the restrooms?

5 A. No.

6 Q. Who do you think puts graffiti on the walls in  
7 the restrooms at Locke High School?

8 A. I really cannot tell you.

9 Q. Do you think the teachers do it?

10 A. No. Teachers have their own restroom.

11 Q. Do you think students do it?

12 A. That would be -- that would be the only choice.

13 Q. I'm sorry?

14 A. That would be the only choice.

15 Q. Do you think students graffiti their restrooms  
16 at Locke High School?

17 A. Yes. Only because they're -- it seemed like  
18 they're allowed to because no one would stop them. I  
19 mean, you have security guards outside the door, outside  
20 the restroom door, and they're not going in there. If  
21 you notice a student's been in there for more than,  
22 approximately, 10 minutes, and there's really nothing to  
23 do, then you're going to wonder, let me see, go check  
24 it. Walk in, walk out, see what they're doing, or  
25 whatever. And the security guard just -- they're

1 talking to other people.  
 2 Q. Why do you think students want to put graffiti  
 3 in the restrooms at Locke High School?  
 4 MS. KOTT: Objection. Calls for speculation.  
 5 THE WITNESS: It seems like they're allowed to.  
 6 It really does. [REDACTED] or any administrator doesn't  
 7 bring it to the attention that don't do this, don't  
 8 write inside the bathrooms -- I mean the restrooms.  
 9 It's not right. There's no one coming in there,  
 10 checking the restrooms when students have been in there  
 11 for a long period of time doing things that they want to  
 12 do. I mean, there's no authority over that, really,  
 13 seriously speaking.  
 14 BY MR. CHOATE:  
 15 Q. And what do you think that the administration  
 16 at Locke High School could do to solve that problem?  
 17 MS. KOTT: Objection. Calls for expert  
 18 testimony.  
 19 THE WITNESS: Well, for one, got to have  
 20 security guards outside the restroom. They should have  
 21 the security guard -- I mean, it's not really going to,  
 22 after everyone, check or just waiting till they come out  
 23 or whatever, but, I mean, like every once in a while go  
 24 in there and see -- if they've been in there for a  
 25 certain amount of time -- go and check on them or

1 too many not doing a thing, getting paid for practically  
 2 nothing.  
 3 Q. But in terms of numbers, did you have any, you  
 4 know, estimate as to how many security guards work at  
 5 Locke High School?  
 6 A. No.  
 7 Q. More than 10?  
 8 A. Possibly.  
 9 Q. When you use the restroom, what time of day do  
 10 you tend to use the restrooms at?  
 11 A. During passing periods or nutrition or lunch.  
 12 Very seldom that I go to a restroom during class time  
 13 because usually the teacher supplies everyone with  
 14 tissue, supply of tissue on her desk.  
 15 Q. All your teachers in your classes usually have  
 16 tissue on their desk that students can use?  
 17 A. Yes.  
 18 Q. Do you tend to use the restrooms at Locke High  
 19 School towards the end of the day or the beginning of  
 20 the day or does it vary?  
 21 A. It varies. Well, actually, mainly in the  
 22 morning. Because when I wake up, I'm very -- it has a  
 23 tendency of flaring up, and I start sneezing and that's  
 24 when I mainly use the tissue. And the middle of the  
 25 day.

1 something.  
 2 BY MR. CHOATE:  
 3 Q. Are there security guards who -- there are  
 4 security guards at Locke High School who wait outside of  
 5 the restrooms?  
 6 A. Yes. They sit right outside the door of the  
 7 restrooms.  
 8 Q. Is that true for each of the girls' restrooms  
 9 at Locke High School?  
 10 A. That's true for both restrooms.  
 11 Q. For both boys and girls?  
 12 A. For both boys and girls.  
 13 Q. At all the restrooms at Locke High School there  
 14 are security guards that stand outside restrooms while  
 15 the students use the restrooms?  
 16 A. They're supposed to have security guards in  
 17 that area. The one I mainly go to inside the main  
 18 building there is one.  
 19 Q. There's a security guard that waits outside?  
 20 A. There is a security guard that waits outside.  
 21 Q. Throughout the day?  
 22 A. Throughout the day.  
 23 Q. How many security guards are there at Locke  
 24 High School? Do you know?  
 25 A. No, not as in numbers, but I know there's way

1 Q. And have you seen janitors at Locke High School  
 2 clean the restrooms from time to time?  
 3 A. No. Only time I've seen janitor clean was the  
 4 eating area, which is gated in.  
 5 Q. I'd asked you earlier if there were any  
 6 procedures in place at Locke High School that you knew  
 7 about by which a student could, you know, lodge a  
 8 complaint about the conditions of the restrooms, and you  
 9 had indicated that [REDACTED] created this box that  
 10 students could, you know, in which students could  
 11 complain about threats, but you weren't sure whether --  
 12 I mean, [REDACTED] never said you could use that for  
 13 bathrooms. Is there any other type of procedure that  
 14 you're aware of at school that students can use to  
 15 complain about the bathrooms?  
 16 A. No.  
 17 Q. Are you familiar with a telephone number that  
 18 students can call to complain about the conditions in  
 19 the restrooms at Locke High School?  
 20 A. No.  
 21 Q. Have you ever heard -- I'm sorry?  
 22 A. I'm sorry. There is one number that my sister,  
 23 my younger sister, had. She had a complaint about her  
 24 school, her school's restroom, and she called. And my  
 25 sister that attended Locke with me, she called about

1 Locke, the same number.  
 2 Q. Is this a 1-800 number?  
 3 A. Yes, as a matter of fact, it is.  
 4 Q. And your sister called that number to complain  
 5 about conditions at Locke High School?  
 6 A. Locke's restrooms.  
 7 Q. Do you know what happened when your sister  
 8 complained about that, using the telephone?  
 9 A. No, I do not know.  
 10 Q. And did you ever use that 1-800 number?  
 11 A. No.  
 12 Q. Do you know if other students use that 1-800  
 13 number?  
 14 A. No.  
 15 Q. "No" you don't know?  
 16 A. No, I do not know.  
 17 Q. It's okay.  
 18 I asked you if you thought there was anything  
 19 the school could do to make the restrooms at Locke  
 20 better, and one of the things you said they could do was  
 21 to have the security guards actually go into the  
 22 restrooms to supervise.  
 23 A. Not supervise but to check up, check the  
 24 restroom every once in a while when there is a student  
 25 in there for a long period of time. They don't have to

1 actually go in there right after a student enters and  
 2 just wait for them to come out. No, that's not  
 3 necessary at all. As a matter of fact, that's like  
 4 violating privacy. But what they can do -- I mean, if a  
 5 student's been in there more than 10 minutes or so, can  
 6 simply walk in, check to see if everything's okay and  
 7 walk out. That's all. I mean, they can't have the  
 8 janitors because I do not see janitors clean. I don't  
 9 ever recall seeing a janitor clean a restroom. The  
 10 janitors can clean. I mean, even if it's like three  
 11 times a week, they can come in and clean it up or so.  
 12 Q. Are there any other things that the school  
 13 administration could do, in your opinion?  
 14 A. In my opinion, not at this moment, not that I  
 15 can think of any at this moment.  
 16 Q. You go into the restroom to get tissue for your  
 17 nose when you have allergies. Have you ever gone in and  
 18 found there hasn't been tissue?  
 19 A. No.  
 20 Q. You've always found tissue when you go in the  
 21 restroom?  
 22 A. No. I take that back. When I went on the  
 23 second and third floor inside the ladies' room, it  
 24 was -- as a matter of fact, it was twice when I went on  
 25 the second floor -- they didn't have any tissue, and I

1 had to go to the first floor to get some.  
 2 Q. And that was on two separate occasions?  
 3 A. That was on two separate occasions.  
 4 Q. Other than those two separate occasions, each  
 5 time you've been to the restroom have you been able to  
 6 find the tissue that you needed?  
 7 A. Yes.  
 8 Q. Have you ever -- you indicated that you don't  
 9 actually use the restrooms at Locke High School.  
 10 A. Yes.  
 11 Q. Have you ever used the restrooms at Locke High  
 12 School?  
 13 A. No.  
 14 Q. What do you do when you have to use the  
 15 restroom? Do you wait until you go home?  
 16 A. Yes.  
 17 Q. Has that ever made it difficult for you to  
 18 concentrate in your classes?  
 19 A. Yes, especially if I drink a lot that day.  
 20 Q. I'm sorry?  
 21 A. Yes, especially if I have drunk a lot of water  
 22 or soda that day or any drink at all.  
 23 Q. Have you ever tried to go into one of the  
 24 restrooms at Locke High School and found that the  
 25 restroom was locked?

1 A. Yes.  
 2 Q. How many -- I'm sorry, go ahead.  
 3 A. Go ahead.  
 4 Q. How many times has that occurred,  
 5 approximately?  
 6 A. More than five times.  
 7 Q. How many? How many more than -- how many times  
 8 more than five times?  
 9 A. I can't really say, but I know it was more than  
 10 five times.  
 11 Q. Was it between five and 10 times?  
 12 A. Possibly. But I really cannot say, but I know  
 13 it was more than five times.  
 14 Q. Was it 500 times?  
 15 A. No.  
 16 Q. I'm just trying to get a sense of if you can  
 17 give me a little bit better estimate when you say "more  
 18 than five."  
 19 A. A better estimate, more than five, less than  
 20 10.  
 21 Q. Do you know why the restrooms were locked on  
 22 those occasions when you tried to use them?  
 23 A. No, I do not know.  
 24 Q. Do you have any understanding as to why a  
 25 restroom at Locke High School may be locked?

1 A. No.

2 Q. On those five to 10 occasions in which you  
3 discovered that a restroom was locked, were you able to  
4 find a restroom that was open?

5 A. Yes.

6 Q. On those five to 10 occasions that you found a  
7 restroom was locked, which restroom was it, if you  
8 recall? Was it one restroom generally or was it more  
9 than one?

10 A. Well, the main restroom is at the main  
11 building, is always open during class time and nutrition  
12 time, but at that time some of the occasions that I have  
13 approached a locked restroom was when it was closer to  
14 my -- maybe I can give you an example. It was during  
15 sixth period and I needed tissue and my teacher didn't  
16 have any, and I went to the restroom that was nearest,  
17 which was the restroom by the eating area, and that was  
18 locked.

19 Q. And this was during class time?

20 A. This was during class time.

21 Q. Do you have any understanding as to why the  
22 restroom would be locked during class time?

23 A. No. And I had to go to the main building to  
24 get tissue.

25 Q. And were you able to get the tissue you needed?

1 A. Sure. When I drink -- okay. I drink a lot of  
2 liquids, and when I drink a lot of liquids, I'm going to  
3 have to use the restroom. When I have to use the  
4 restroom, it's during class sessions or nutrition, and I  
5 really can't because the condition of the bathrooms are  
6 really nasty or filthy. And when I'm in class, I'm  
7 focusing on trying to hold it until I get home. I can't  
8 really focus on my work. So, yes, it did impair my  
9 ability to learn a lot, you know, many times.

10 Q. How many occasions do you think you've been  
11 unable to focus on your work in class because you had to  
12 use the restroom?

13 A. More than 20. Let me give you an estimate  
14 because I know that's what you're waiting for. More  
15 than 20, less than 40.

16 Q. If you decided that you were going to use the  
17 restroom before class because you had drunk a lot of  
18 liquids, would you be able to use a restroom?

19 A. Can you restate that? I mean --

20 Q. If you decided to use a restroom at Locke High  
21 School, would you be able to use a restroom?

22 A. Yes. There is -- yes, that's when the  
23 restrooms are open, during that time, especially  
24 nutrition and lunch. But if they were clean and  
25 considered half decent, I would have used it.

1 A. Yes.

2 Q. In your opinion, have the conditions of the  
3 restrooms at Locke High School impaired your ability to  
4 learn at all?

5 MS. KOTT: Objection. Calls for expert  
6 testimony.

7 THE WITNESS: If you look at it this way, would  
8 you like to -- would you have -- let me rephrase that.  
9 Could you focus knowing that -- can you focus around a  
10 school that is filthy --

11 BY MR. CHOATE:

12 Q. Ms. Perkins, I just want you to try to answer  
13 the question I ask you.

14 A. Okay.

15 Q. Just try to focus on the question and answer  
16 the best you can.

17 In your opinion, have the conditions in the  
18 restrooms at Locke High School impaired your ability to  
19 learn?

20 A. Yes.

21 MS. KOTT: Objection.

22 BY MR. CHOATE:

23 Q. Can you describe for me how it's impaired, how  
24 the conditions in the restrooms have impaired your  
25 ability to learn?

1 Q. Do other students at Locke High School use the  
2 restrooms, to your knowledge?

3 A. I don't know about them, but I know I didn't.  
4 That's about it. I mean, there was many times me and my  
5 sister have held our liquids in because -- I mean, we  
6 wasn't raised on that. That was, like, ridiculous.

7 Q. Do you feel that any of the grades you received  
8 in your classes have been a result from the conditions  
9 in the restrooms at Locke High School?

10 A. Some.

11 Q. Which ones?

12 A. By the time I had to really use the bathroom,  
13 from, like, fifth -- mainly fifth and sixth period. And  
14 when you have to use the restroom, that's all you can  
15 focus on, is using the restroom. When the teacher's  
16 trying to give information, like if I had a test in my  
17 fifth period class and she's preparing us for the test  
18 and I'm focusing on the restroom, that's like a big --

19 Q. What grades did you receive at Locke High  
20 School that you attribute to the conditions in the  
21 restrooms?

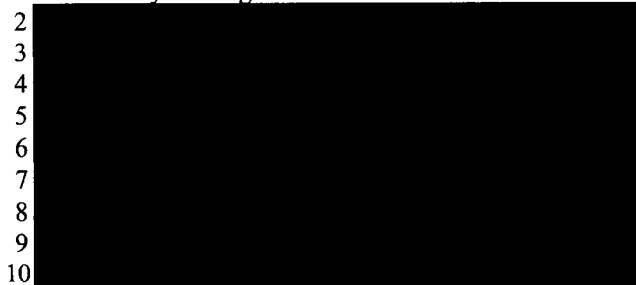
22 A. Mainly my English class.

23 Q. Which English class?

24 A. My fifth period English.

25 Q. That's your AP English class?

1 A. My AP English class.



11 Q. And why do you feel that -- do you feel that  
12 you got a C in your AP English class because of the  
13 conditions at Locke High School?

14 A. It was a lot of contributory -- I mean, a long  
15 with the restroom, along with the construction in that  
16 class -- I mean, I did a lot better my second semester  
17 because, I mean, the classroom was much more better for  
18 me to -- I mean, it was -- how can I put this? I really  
19 don't know how to put this, but I would say my focus in  
20 my class during the second semester, because there was  
21 no construction going on, I really learned how to hold  
22 my liquids in better than the first semester when I  
23 was -- this was, like, when I got to Locke it was  
24 totally different from any school I had ever been to.  
25 Totally different.

1 teacher.

2 Q. Did Ms. Talley tell you what it was the  
3 janitors did once a week when they cleaned the  
4 classrooms?

5 A. Cleaned the classrooms, they would sweep and  
6 mop the floor. Can I add something more?

7 Q. Sure.

8 A. It didn't seem like they cared either, because  
9 majority of my classes had dust on the floor, wrappings.

10 I mean, I really, I would say, out of all my classrooms,  
11 my AP government, my AP English, my -- what other class  
12 did I have? -- geometry class were the only class that  
13 were clean, and that was due to the fact that they  
14 brought their own brooms and dustpans and they kept  
15 their classroom clean. Other than that, it seemed like  
16 that was in the janitor's hands.

17 Q. So your AP English, your AP government and your  
18 geometry classes were always clean?

19 A. Yes.

20 Q. What about your other classes you had at Locke  
21 High School?

22 A. They were dirty.

23 Q. How were they dirty?

24 A. You can actually -- it was to the point that  
25 you can actually see dust on the floor. You can see

1 Q. What did you do to hold your liquids in better  
2 during the second semester that you didn't do the first  
3 semester?

4 A. Not to drink a lot of liquids.

5 Q. And did that work?

6 A. Yes, it did.

7 Q. Let me ask you about the classrooms. How  
8 often, to your knowledge, are classrooms at Locke High  
9 School cleaned?

10 MS. KOTT: Objection. Asked and answered.

11 THE WITNESS: Can you repeat that, please?

12 MR. CHOATE: Yes.

13 Q. How often are the classrooms at Locke High  
14 School cleaned, to your knowledge?

15 MS. KOTT: Same objection.

16 THE WITNESS: To my knowledge, well, I was told  
17 by a teacher -- I had to ask a teacher when I --  
18 actually asked my economics teacher because she was  
19 always constantly cleaning her room, and I asked her why  
20 she was cleaning her room when we had janitors for that,  
21 and she said the janitors only cleaned the room once a  
22 week.

23 BY MR. CHOATE:

24 Q. What teacher was this?

25 A. Ms. Talley, my AP teacher and economics

1 wrappings, papers been there you seen in that spot every  
2 time you entered that classroom.

3 Q. In which class?

4 A. My chemistry class, my Spanish class, my chorus  
5 class. It was all those were dirty classes, really.

6 Q. Because it had dust on the floor and papers or  
7 wrappers on the floor?

8 A. Yes.

9 Q. Any other way the classrooms were dirty?

10 A. This is secondhand information, but my sister's  
11 did. She seen a roach in her class when she was in --  
12 what class she told me she was in? She said she was in  
13 her gym class and she seen a rat run across the room  
14 when she was leaving one day.

15 Q. I just want to know what you've seen, though.

16 A. That's all I seen, dirt on the floor.

17 Q. And occasionally a wrapper or some paper?

18 A. Wrappers, papers, a lot of dust.

19 Q. Any of your teachers tell students in the class  
20 to throw papers and wrappers in a trash can?

21 A. Only the teachers that kept the classroom  
22 clean.

23 Q. Did you generally notice that the classrooms  
24 are cleaner at the beginning of the day versus the end  
25 of the day?

1 A. In my classrooms?  
 2 Q. Yes, your classrooms.  
 3 A. It's pretty much the same because, as I told  
 4 before, because the teachers keep their rooms clean  
 5 every time I enter it.  
 6 Q. The other classes, though.  
 7 A. Other classes the same. It's probably  
 8 occasionally twice I've seen in my Spanish class that  
 9 the classroom was clean, only twice, and that was only  
 10 in Spanish.  
 11 Q. Did you ever see, aside from in your AP  
 12 government, AP English and geometry class, did you ever  
 13 see teachers or janitors clean any of the other  
 14 classrooms?  
 15 A. No.  
 16 Q. Did you ever complain to anyone in the  
 17 administration at Locke about the cleanliness of the  
 18 classrooms?  
 19 A. Not that I can recall.  
 20 Q. Is there anything that you can think of which  
 21 Locke High School could do to improve the cleanliness of  
 22 the classrooms?  
 23 A. Well, it would be nice if each teacher was  
 24 assigned a broom and a dust pan and have one of the  
 25 students -- ask one of the students would they mind

1 sweeping in sixth period, or they can do it and just  
 2 have the students, when they have trash, tell them to  
 3 put it in the trash can, simply that.  
 4 Q. Seems pretty sensible.  
 5 A. It's sensible.  
 6 Q. Is there anything else that you can think of  
 7 that the school can do?  
 8 A. No.  
 9 Q. Did the cleanliness in any of your classrooms  
 10 ever impair your ability to learn in class?  
 11 MS. KOTT: Objection. Calls for expert  
 12 testimony.  
 13 THE WITNESS: Can you clarify that more?  
 14 MR. CHOATE: Yes.  
 15 Q. Do you feel you received more grades in any of  
 16 your classes because of the cleanliness of the  
 17 classrooms?  
 18 MS. KOTT: Same objection.  
 19 THE WITNESS: I don't know. I didn't really  
 20 make poor grades, but the classroom could have been  
 21 cleaner. Didn't affect my learning as much, but then  
 22 again it did.  
 23 BY MR. CHOATE:  
 24 Q. How did it?  
 25 A. Year-round dirty, filth. I mean, it bothers

1 you. I mean, it really does. I mean, I was brought up  
 2 you -- that house better be clean if you want to get  
 3 anything as in -- we were assigned chores. Still have  
 4 chores to this day. That if you don't, you're going to  
 5 get in trouble, you're going to get grounded. I mean,  
 6 it doesn't mean you're going to get grounded in school,  
 7 but, I mean, for a teacher they can tell them to pick up  
 8 behind themselves. There's nothing wrong in that,  
 9 saying that. But when I -- like, for example, when we  
 10 came out, when our parents tell us, my sister and I,  
 11 that we clean up, it feels much better after you done  
 12 it. And when I do my homework, I feel good because  
 13 around my surroundings is clean. And I want the same  
 14 thing at school.  
 15 Q. How did the cleanliness of your classrooms,  
 16 though, impair your ability to learn in class?  
 17 MS. KOTT: Objection. Calls for expert  
 18 testimony.  
 19 BY MR. CHOATE:  
 20 Q. Or did it not?  
 21 A. It did.  
 22 Q. And how? And could you explain for me how you  
 23 were prevented from learning because of the cleanliness  
 24 of your classrooms?  
 25 A. Like I told you before, I have really bad

1 allergies, and they can easily be triggered by simple  
 2 dust or close of a door. I mean, when I sneeze and a  
 3 teacher doesn't have any tissues to wipe my nose with, I  
 4 would have to excuse myself from the classroom to go to  
 5 the nearest restroom that has tissue.  
 6 Q. I thought your said your teachers had tissue in  
 7 the classrooms.  
 8 A. And I just told you if they didn't have any  
 9 tissue.  
 10 Q. Were there occasions that your teachers didn't  
 11 have tissue for you?  
 12 A. Yes, there were occasions my teachers didn't  
 13 have tissue for me.  
 14 Q. How many occasions?  
 15 A. More than five. Approximately between five and  
 16 15 times.  
 17 Q. Do you feel that your allergies have been  
 18 triggered by dust in the classrooms?  
 19 A. Oh, definitely.  
 20 Q. Did you ever complain to anybody in the school  
 21 about that?  
 22 A. No, I did not.  
 23 Q. Did you ever complain to your parents about  
 24 that?  
 25 A. Not that I can remember.

1 Q. Are the classrooms that you've had at Locke  
2 High School dirty in any way other than what you've told  
3 me so far?

4 A. No.

5 Q. Let me ask you a few questions about the  
6 cafeteria.

7 A. Sure.

8 Q. How often do you use the cafeteria?

9 A. When I want something to drink. I get a drink  
10 from there every day at nutrition.

11 Q. And how often do you eat there?

12 A. I don't eat there at all. Either my sister and  
13 I bring a snack or bring our lunch.

14 Q. You bring your lunch to school and eat your  
15 lunch at school?

16 A. Yes.

17 Q. Where do you eat your lunch at school?

18 A. We eat under the breezeway. That's where the  
19 main building is. That's where the attendance office  
20 is, the principal's office, the main office, the dean's.  
21 That's the only cleanest spot you'll find at the entire  
22 school.

23 Q. Why do you bring your lunch to school instead  
24 of eating in the cafeteria?

25 A. When you see so much dirt and you've heard

1 of Natalie Perkins-Ali.

2 (The document referred to was marked by the  
3 reporter as Exhibit 5 for identification and is attached  
4 hereto.)

5 BY MR. CHOATE:

6 Q. Would you take a look at page 5, please,  
7 Ms. Perkins-Ali?

8 A. Sure.

9 Q. Is that your signature at the bottom of the  
10 page?

11 A. Yes, it is.

12 Q. And did you execute this declaration on June  
13 21st?

14 A. Yes, I did. That's when it's dated.

15 Q. I want to ask you a few questions about your  
16 declaration.

17 A. Sure.

18 Q. I think you had testified last time that you  
19 had a meeting at the WLACA; is that right?

20 A. I'm not sure how that is.

21 Q. You had a meeting in, I believe, June of 2000  
22 with a woman named Laura from the ACLU.

23 A. Yes.

24 Q. Do you recall that meeting?

25 A. Yes.

1 things about the classroom, you can't help but wonder  
2 what's behind -- what's inside the eating area where  
3 they prepare our food, where they prepare the food. You  
4 don't know if there's -- you don't know if they're  
5 leaving food out back there with things around it.

6 Q. Have you ever been in the area where food is  
7 prepared?

8 A. Yes. Yes, I have. I mean, you can't really  
9 see -- you can't see how they're preparing their food.  
10 And if I can't see how they're preparing my food, I'm  
11 not going to eat it.

12 Q. Other than what we've talked about now today  
13 and the first day of your deposition, are there any  
14 other conditions at Locke High School that you're  
15 complaining about in this lawsuit?

16 A. That's all I can think of at this moment.

17 Q. You've told me everything about your school  
18 that bothers you?

19 A. Everything that I can remember, and what's  
20 inside my declaration.

21 Q. But sitting here today, you've told me  
22 everything about your school that bothers you now?

23 A. Basically, yes, everything that bothers me at  
24 this moment, that I can think of.

25 MR. CHOATE: Mark as Exhibit 5 the Declaration

1 Q. Do you recall where that took place? Did that  
2 meeting take place at the Watts Labor Community Action  
3 Center?

4 A. Really can't say because I really can't  
5 remember because I'm very horrible at dates.

6 Q. I think you testified that the first time you  
7 heard about the Williams versus State of California  
8 lawsuit was when you met with Laura at the Watts Labor  
9 Community Action Center sometime, I believe, in June  
10 2001.

11 A. Yes, I did state that. But I'm not sure. I do  
12 remember when the first time I heard about the case was  
13 with Laura, but I'm not sure about the location and the  
14 date.

15 Q. Why did you testify last time that that meeting  
16 with Laura occurred at the WLCAC?

17 A. Because I was very nervous. This was my first  
18 time, and I assumed you needed a date for everything, so  
19 probably wrong. That was probably the time I did meet  
20 with Laura, but I'm not sure.

21 Q. Did you provide any testimony on the first day  
22 of your deposition that is inaccurate?

23 A. Yes. About the page 1, paragraph 3, I think it  
24 is, when I stated that the Internet was reliable, at  
25 that time, which was my 11th grade year, first semester,

1 I really wasn't a whiz or I was very illiterate at the  
 2 Internet, but at the time that my declaration was taken  
 3 I was very -- how can I say? Let me rephrase that.  
 4 At the time that I was -- my declaration was  
 5 taken, I reflected on the time, which was in my AP art  
 6 history class, and the Internet was unreliable. The  
 7 first day that I did my deposition I stated that it was  
 8 reliable because between that time I have gotten to know  
 9 the Internet very well. Do you understand what I just  
 10 said?  
 11 Q. I think I understand.  
 12 A. Okay.  
 13 Q. I think you also testified during the first day  
 14 of your deposition that there was only one occasion on  
 15 which you couldn't find information that you were  
 16 looking for over the Internet; isn't that right?  
 17 A. That's correct.  
 18 Q. And on that one occasion you went to the public  
 19 library and found the information on the artist that you  
 20 were looking for?  
 21 A. Yes, that is correct.  
 22 Q. And I think you testified that -- during your  
 23 AP art history class, what information did you find on  
 24 the Internet, in connection with your research  
 25 assignments, that was unreliable, if any?

1 A. Can you clarify that a little bit more for me?  
 2 Q. Sure. You testified on the first day that you  
 3 loved using the Internet, and that the information on  
 4 the Internet was reliable.  
 5 A. Yes.  
 6 Q. And that you didn't think that the information  
 7 on the Internet was incomplete.  
 8 A. That's correct.  
 9 Q. And you also testified that you were unable to  
 10 find information needed on the Internet on only one  
 11 occasion.  
 12 A. That is correct also.  
 13 Q. On the other occasions on which you used the  
 14 Internet for art history, was there any other occasion  
 15 on which you found information that was unreliable?  
 16 A. Yes, but I don't recall what assignment it was.  
 17 Q. Well, what information did you find on the  
 18 Internet that was unreliable?  
 19 A. The time I did my report on a artist, and I  
 20 can't recall the other time. Now that I think about it,  
 21 and I have thought about it, it was on two occasions  
 22 that it was unreliable.  
 23 Q. Let's talk about the first occasion. What  
 24 information did you find on the Internet that was  
 25 unreliable?

1 A. My artist that I was to do a report on that I  
 2 had to go to downtown library to do the report on.  
 3 Q. Now, wait a second. I thought you said you  
 4 couldn't find information on the Internet and that's why  
 5 you went down to the library, to find information; isn't  
 6 that correct?  
 7 A. That is correct.  
 8 Q. So what was unreliable about what you found on  
 9 the Internet? You just didn't find anything; right?  
 10 A. That's correct.  
 11 Q. Okay. Was there ever an occasion on which you  
 12 found information on the Internet which you determined  
 13 was unreliable in connection with your AP art history  
 14 research projects?  
 15 A. My projects, only had one project, which was my  
 16 artist. That was only one. But as for homework, the  
 17 essays that we had to do, I couldn't find any  
 18 information on it, but luckily I did find someone with a  
 19 book about the subject that I -- the essay that I needed  
 20 to write about. Someone had a book that I borrowed.  
 21 Q. On how many occasions did you have to write  
 22 essays in art history and you were unable to find  
 23 information on the Internet?  
 24 A. Just once.  
 25 Q. Just once? Is that the artist that we've been

1 talking about?  
 2 A. No, that is a report.  
 3 Q. Okay. Let's talk about this one essay.  
 4 A. One essay.  
 5 Q. What was the essay about?  
 6 A. I just told you a few minutes ago that I don't  
 7 recall, but I did borrow a book from someone on it.  
 8 Q. And you found the information you needed?  
 9 A. Yes, I did.  
 10 Q. Were you unable to find the information you  
 11 needed on the Internet in connection with that essay?  
 12 A. Yes.  
 13 Q. Well, did you ever find any information on the  
 14 Internet in connection with your art history research  
 15 programs or essays that you found was unreliable?  
 16 A. No.  
 17 Q. That never occurred?  
 18 A. No.  
 19 Q. Is there any other testimony that you provided  
 20 on the first day of your deposition that you feel is  
 21 inaccurate?  
 22 A. Other than on page 2, paragraph 9, I told you I  
 23 received two paperback books the entire year, that I  
 24 told you that I received three books, two was hardback,  
 25 one was paperback. And Shakespearean's greatest plays



1 was not, it was a variety.

2 Q. Anything else? Any other testimony that you  
3 gave during your first day that you think is inaccurate?

4 A. I'm going to check right now. I think there  
5 was.

6 Q. Let the record reflect -- I'm sorry. Will the  
7 record just reflect that Ms. Perkins-Ali is reviewing  
8 her declaration, which is marked as Exhibit 5.

9 Go ahead.

10 A. Okay. When you asked me did my parents talk to  
11 [REDACTED] due to the substitute teachers in my fifth  
12 period class in my 11th grade class, I did talk to my  
13 mom and she did talk to [REDACTED] and [REDACTED] did tell  
14 her there was a shortage of teachers and staff. That is  
15 accurate.

16 Q. Well, when I asked you on the first day whether  
17 your -- either of your parents had called [REDACTED] you  
18 said you didn't know; that was true, though, at the  
19 time, wasn't it?

20 A. That was very true at the time. I did not  
21 know.

22 Q. Let me ask you this, then: At the time you  
23 signed this declaration, you didn't know whether your  
24 mom would call or whether your mom called [REDACTED] at  
25 Locke High School about your algebra class; isn't that

1 project; that I did indeed use the library once for a  
2 project, which was my report.

3 Q. So the Internet wasn't the only resource that  
4 students had available, was it?

5 A. No.

6 Q. Ms. Perkins-Ali, when we met on the first day,  
7 we were talking about -- you can put your declaration  
8 aside for the moment -- we were talking about textbooks  
9 in your chemistry class, and you testified that students  
10 in your chemistry class received textbooks in the second  
11 semester, sometime, I believe it was, the end of March  
12 or April; do you recall that?

13 A. Yes.

14 Q. And you testified that when you received the  
15 textbooks, the textbook didn't really help you learn  
16 chemistry; do you recall that?

17 A. That is correct.

18 Q. Okay.

19 A. Okay.

20 Q. Take a look at paragraph 7 of your declaration,  
21 at line 17 and 18.

22 A. Okay.

23 Q. It's lines 16 through 18. The declaration  
24 indicates that when textbooks arrived in the class you  
25 gained more clarity about chemistry and that you learned

1 true?

2 A. That is true. But I -- at that time I assumed  
3 she did.

4 Q. You didn't know that she did, in fact, though,  
5 did you?

6 A. No.

7 Q. Is there any other testimony that you gave me  
8 during the first day that you feel is inaccurate?

9 A. Best of my knowledge, that's about it at the  
10 moment.

11 Q. I'm sorry?

12 A. This is it at the moment that I can recall or  
13 see from this declaration.

14 Q. I just want to go back and ask you a few  
15 questions about your declaration. Okay?

16 A. Yes.

17 Q. Would you take a look at paragraph 3, line 12?

18 A. Paragraph 3, line 12, okay.

19 Q. It says that: "The only resource we had to do  
20 our research on the subject was the Internet." You, in  
21 fact, had the public library as a resource, too, didn't  
22 you?

23 A. Yes. That was true. I just chose the Internet  
24 because it was easy and faster access, access to the  
25 information, to the research that we needed for a

1 a lot more.

2 A. I should have put more clarity than what I knew  
3 about chemistry, than I knew before, which I know  
4 nothing about chemistry before then. That's what I  
5 should have put.

6 Q. Well, is that last sentence of your declaration  
7 in paragraph 7 inaccurate?

8 A. No. That was, at that time, that was true, at  
9 that time. But now that I think about it and look at  
10 it, I should have wrote it in a different context. I  
11 should have put -- I should have written or said that I  
12 learned -- I had gotten more clarity than what I knew  
13 about chemistry before I had the books.

14 Q. When you received the textbook in your  
15 chemistry class, did it help you to learn chemistry or  
16 did it not help you to learn chemistry?

17 A. To be blunt about it, it didn't.

18 Q. It didn't help you to learn chemistry?

19 A. No, because it was too late. And I should have  
20 put that down, but I didn't.

21 Q. Well, when you say that you gained more clarity  
22 on the subject and you learned a lot more, I mean,  
23 that's not really true, is it?

24 A. If you look at it in the sense of before I got  
25 my books, did I know anything about chemistry, and when

1 I did receive the books, I learned a little more than  
 2 what I knew. In other words, I learned a little, a  
 3 little something before I left that school.  
 4 Q. You said here that "I learned a lot more."  
 5 A. And I just told you I should have put it in a  
 6 different context.  
 7 Q. Okay.  
 8 A. I should have said, instead of putting a lot  
 9 more, I should have put I knew a little something before  
 10 I received the books. I learned a little more before --  
 11 I learned something after receiving the books about  
 12 chemistry because I didn't know anything about chemistry  
 13 before the books.  
 14 Q. Your teacher in your chemistry class provided  
 15 students with hand-outs every week, didn't he?  
 16 A. Hand-outs, that's correct.  
 17 Q. And hand-outs related to chemistry, didn't  
 18 they?  
 19 A. That is correct.  
 20 Q. And those hand-outs didn't help you learn  
 21 anything about chemistry?  
 22 A. No.  
 23 Q. How often did you do homework at night in your  
 24 chemistry class during the first semester?  
 25 A. When we received hand-outs, I did them. I did

1 it, although pretty sure some of the stuff wasn't right,  
 2 but I tried my best.  
 3 Q. Let's look at paragraph 11 of your declaration.  
 4 Why don't you read the first four sentences, line 7 to  
 5 10, will you, please.  
 6 A. Sure. "Every day at least" --  
 7 Q. You can read it to yourself, actually. You  
 8 don't have to read it out loud.  
 9 A. Okay.  
 10 Q. Your print shop class lasted for about 20  
 11 weeks, didn't it?  
 12 A. Yes.  
 13 Q. And you testified today that on only two  
 14 occasions students from other classes would have to  
 15 attend your print shop class because their teachers were  
 16 absent; do you remember that?  
 17 A. Yes.  
 18 Q. In your declaration you indicate that -- you  
 19 seem to indicate that teachers from, or students, from  
 20 other classes had to sit in on your print shop class at  
 21 least once a week.  
 22 MS. KOTT: I believe that sort of misstates the  
 23 declaration to a certain extent. It looks to me like  
 24 either --  
 25 MR. CHOATE: Let me --

1 MS. KOTT: -- students would have to sit in on  
 2 her classroom or --  
 3 BY MR. CHOATE:  
 4 Q. Well, you testified that students had to sit in  
 5 on your print shop classroom on two occasions; do you  
 6 recall that?  
 7 A. That is correct.  
 8 Q. And you testified that you had to sit in  
 9 another classroom on one occasion.  
 10 A. I said twice.  
 11 Q. Or on two occasions. Excuse me. Do you recall  
 12 that?  
 13 A. Yes, I do recall that.  
 14 Q. So what does this line, line 9 to 10, when you  
 15 say: "This happened in my print shop at least once a  
 16 week during my second semester of my junior year," what  
 17 does that mean?  
 18 A. I might have meant to say something else, but  
 19 that came out. And I should have, when I read it, I  
 20 should have went over it and really think about it,  
 21 because this -- this line is void. I mean, that really  
 22 didn't happen.  
 23 Q. It's inaccurate, isn't it?  
 24 A. It's inaccurate, yes. Very much so. I don't  
 25 know how that -- that's not true at all. I might have

1 meant to say what I said today, but it came out wrong.  
 2 Q. Look at paragraph 13. Actually, it's on page  
 3 4, line 1. Do you see the sentence where it says:  
 4 "Several of the substitutes would sleep during the class  
 5 period"?  
 6 A. Yes.  
 7 Q. You testified during the first day of your  
 8 deposition that [REDACTED] was the only substitute who  
 9 slept during your algebra class; do you recall that?  
 10 A. Yes, I recall that.  
 11 Q. And you testified that your other substitutes  
 12 didn't sleep during your algebra class; do you recall  
 13 that?  
 14 A. Yes, I do recall that.  
 15 Q. Is this line in your declaration inaccurate?  
 16 A. I should have said one teacher in general, but  
 17 I didn't, and I put several, as in generally speaking of  
 18 one, that I could recall. That was only teacher that  
 19 did sleep in this. Instead I made a mistake and put  
 20 several. It's sort of like -- how can I put this? Sort  
 21 of like a way of saying one person to me or -- I use  
 22 certain words in my language -- well, my language, I use  
 23 certain words to describe another thing that does not  
 24 fit that at the moment. But I said several, which was  
 25 wrong.

1 Q. But when you said "several of the substitutes,"  
 2 you really meant to say one substitute?  
 3 A. One, one substitute.  
 4 MS. KOTT: Can we take a break?  
 5 MR. CHOATE: I just want to ask one more  
 6 question and then we'll take a break.  
 7 Q. Let's look at paragraph 15. Now, I think you  
 8 testified today, and maybe even on your first day, that  
 9 during the second semester of your American literature  
 10 class you had two substitute teachers, each of whom  
 11 taught for 10 weeks; do you recall that?  
 12 A. Yes, I did.  
 13 Q. And on line 17 of your declaration it says:  
 14 "During the second semester we again had  
 15 rotating substitutes for about five weeks.  
 16 Then we had two other substitutes come who  
 17 stayed for about 10 weeks each."  
 18 Did you have rotating substitutes for five  
 19 weeks in your second semester?  
 20 A. No.  
 21 Q. So is that sentence inaccurate?  
 22 A. That is inaccurate. That is a void sentence  
 23 right there.  
 24 MR. CHOATE: Do you want to take a break now?  
 25 I've just got a few -- not too many more questions and

1 then I'll turn it over.  
 2 MS. KOTT: Okay.  
 3 (Brief recess.)  
 4 BY MR. CHOATE:  
 5 Q. Let's go back on the record. Ms. Perkins-Ali,  
 6 I just have a few more questions about your declaration  
 7 and a couple of other things to ask you and then I'll  
 8 wrap it up. Okay?  
 9 A. Yes.  
 10 Q. I believe you testified that, during the first  
 11 day of your deposition, that in your algebra class in  
 12 11th grade, your fifth period algebra class in 11th  
 13 grade, that there were no occasions on which there  
 14 wasn't a teacher at the front of your class; do you  
 15 recall that?  
 16 A. "In front of the class," can you clarify that?  
 17 Q. Yes. You said, you testified that there were  
 18 no occasions on which there wasn't a teacher in front of  
 19 the class in your algebra class when you took algebra.  
 20 MS. KOTT: Objection. I believe that misstates  
 21 her testimony. She said there was no class period where  
 22 they didn't have a substitute.  
 23 BY MR. CHOATE:  
 24 Q. I asked you on the first day of your deposition  
 25 if there was ever occasion in your algebra class in

1 which you didn't have any substitute, and you said "I  
 2 don't recall, no." And I asked you: "There was always  
 3 a teacher at the helm of your algebra class?" And you  
 4 said: "Yes."  
 5 Do you recall that?  
 6 A. Yes.  
 7 Q. In your declaration, paragraph 13, if you'd  
 8 take a look at that, please, line 27, your declaration  
 9 indicates that: "Sometimes we had no substitute at all,  
 10 in which case we had no adult at the front of the  
 11 classroom."  
 12 A. Yes.  
 13 Q. Is that true or is that not true?  
 14 A. I really can't remember, but what it sounds  
 15 like, I was probably referring to the point when we --  
 16 when the substitute could come to us at the end of the  
 17 school class period. In other words, when a bell rings  
 18 to go to class after lunch, we would sit by the  
 19 classroom door and wait for a substitute to come, and he  
 20 wouldn't -- so a substitute wouldn't show up till, like,  
 21 the end of the class period, like 10 minutes before the  
 22 bell rang.  
 23 Q. That seems a little bit different than what you  
 24 testified to on the first day. How many occasions were  
 25 there when you showed up to your algebra class and there

1 was no substitute there at all?  
 2 MS. KOTT: You mean till the end of the period?  
 3 MR. CHOATE: I'm just asking:  
 4 Q. How many occasions were there in your algebra  
 5 class during any portion of the class where you had no  
 6 teacher at the front of the class? Because you told me  
 7 you always had a teacher in front of your algebra class  
 8 on the first day of your depo.  
 9 A. Which is true, whenever the substitute came and  
 10 we were inside the classroom.  
 11 Q. Were there any occasions in your algebra class  
 12 in which you didn't have a teacher in front of the class  
 13 at any time during the beginning of your algebra class  
 14 and the end of your algebra class?  
 15 A. There was a teacher, but I'm stating on a few  
 16 occasions after lunch we would wait outside. When the  
 17 bell rang for us to go to class, we would wait outside  
 18 the classroom until we had gotten a substitute, and  
 19 sometimes the substitute didn't come till towards the  
 20 end of the class period.  
 21 Q. How many times did that occur?  
 22 A. I do not know.  
 23 Q. Well, can you estimate for me?  
 24 A. I can't even estimate for you.  
 25 Q. Well, you said in your declaration, it says

1 "sometimes we had no substitute at all," and I'm trying  
2 to get a sense of how many times it occurred when there  
3 was not a substitute for a portion of the class time in  
4 front of your algebra class.

5 A. And I just told you I can't give an estimate of  
6 it. I really can't recall or try to give an estimate of  
7 it.

8 Q. Could it have been just one time?

9 A. I do not know. I cannot remember. That was  
10 what, a year or two ago.

11 Q. You can't recall any specific occasion on which  
12 there wasn't a teacher in front of your algebra class  
13 for any period of time?

14 A. No.

15 Q. Let me just ask the question again because I'm  
16 unclear as to what your answer is.

17 Is it true that you can't recall any specific  
18 occasion on which there was not a teacher in front of  
19 your algebra class for any period of time during your  
20 fifth period algebra class?

21 A. Other than standing outside towards the end of  
22 the class period?

23 Q. How many times do you recall on which you  
24 waited outside your algebra class after lunch for a  
25 substitute to show up?

1 A. That's what it seems like, yeah. Basically I  
2 did in the sense of, like, I called my dad -- I asked my  
3 dad every day -- I would try to ask him to pick me up  
4 from that class every day without late -- getting him to  
5 wonder why, but I did tell him about the class.

6 Q. Did you call -- you testified last week that  
7 you called your dad and asked him to pick you up after  
8 lunch and before your algebra class three times every  
9 week; do you recall testifying to that?

10 A. Yes.

11 Q. And this declaration says that you had to call  
12 your dad every day to pick you up, and I just want to  
13 know which one's true. Did you have to call -- did you  
14 call him three times a week or did you call him every  
15 day?

16 A. Three times a week -- might as well say every  
17 day. You only have five days in a week.

18 Q. Did you call him every day, Natalie, or not?

19 A. Yes, I called my dad every day, basically.

20 Q. To pick you up?

21 A. From that class, yes.

22 Q. So is what you told me last week not true?

23 A. I wouldn't say it's not true.

24 Q. Okay. Just a couple more questions,  
25 Ms. Perkins-Ali.

1 A. More than once.

2 Q. Well, how many times more than once?

3 A. I do not know.

4 Q. Can you recall any specific occasions?

5 A. No.

6 Q. Would you please look at line 25 or line 24, 25  
7 of paragraph 13. The declaration indicates that you had  
8 to call your dad every day to pick you up; do you see  
9 that?

10 A. Yes.

11 Q. You testified last week that you called your  
12 dad three times a week; do you remember that?

13 A. Yes.

14 Q. Is this line not true when it says that you  
15 called him every day?

16 A. This is true, but in the sense of meeting it  
17 would seem like every day I called him.

18 Q. But you didn't, in fact, have to call your dad  
19 every day, did you?

20 A. No. Sometimes I would tell him before he  
21 dropped us off at school. I asked him, "Can you pick us  
22 up after lunch?" Or sometimes I would just call him  
23 during lunch.

24 Q. But you didn't call your dad every day to pick  
25 you up, did you?

1 Would you please look at paragraph 11. You see  
2 in the first line, the first line indicates that:  
3 "Every day at least one teacher is absent from the  
4 bungalow area"?

5 A. Yes.

6 Q. How do you know that one teacher's absent from  
7 the bungalow area every day?

8 A. I talked to people. I basically, at that time,  
9 I basically knew every teacher inside that bungalow.  
10 When you walk past classrooms and you see -- you can  
11 tell -- it was like we -- basically my class at that  
12 time, I had -- my classes were in the bungalows, so all  
13 my teachers I knew were there or if they wasn't. And  
14 other teachers I knew if they wasn't there I knew.  
15 Approximately I seen a different sub in a different  
16 class every day.

17 Q. Do you know how many teachers, approximately,  
18 teach in that bungalow area, how many classrooms there  
19 are?

20 A. Approximately -- how many bungalows? Let's  
21 see. There's about nine different bungalows, with two  
22 classes in each one.

23 Q. Do you know what the administration at Locke  
24 High School does in order to get substitute teachers  
25 when a permanent teacher is going to be absent?

1 A. No.  
 2 Q. Are you aware of any efforts made by the  
 3 administration at Locke High School to attract teachers  
 4 to come teach at Locke High School?  
 5 A. No.  
 6 Q. Would you please take a look at paragraph 7 of  
 7 your declaration. Do you see where it says: "During my  
 8 second period chemistry class this year, we didn't have  
 9 usable books for the entire first semester. These books  
 10 were torn up, out of date and very old"? Did you have  
 11 books in your class during the first semester that were,  
 12 you know, in your opinion, unusable?  
 13 A. Now that I think about it, yes, we did have  
 14 books that were unusable, that we did not use at all.  
 15 Q. In the first semester of your chemistry class  
 16 there were books in the class that were accessible to  
 17 students; is that correct?  
 18 A. Yes.  
 19 Q. Okay.  
 20 A. But only, like, approximately -- I can't even  
 21 say how many books, but there weren't enough for each  
 22 student.  
 23 Q. How many students were there in that first  
 24 semester? Do you recall?  
 25 A. 45 to 50.

1 basically.  
 2 Q. When you say that the books were out of date,  
 3 how were they out of date?  
 4 A. Judging the book, I never seen a book like  
 5 that. Basically, inner-city schools use the same  
 6 publisher in books.  
 7 Q. What publisher is that?  
 8 A. It varies. The one I can remember most is  
 9 Holt, and that was a Holt book, but it definitely looked  
 10 like an older book of Holt books.  
 11 Q. Are only Holt books used in inner-city schools,  
 12 to your knowledge?  
 13 A. To my knowledge it is.  
 14 Q. But you never actually looked inside those  
 15 books, did you?  
 16 A. No.  
 17 Q. Would you please look at paragraph 3? Take a  
 18 look at lines 13 to 14, would you, please. It says:  
 19 "For students in the class that had a hard time gaining  
 20 access to the Internet, it was much more difficult for  
 21 them to do their assignments."  
 22 A. Yes.  
 23 Q. I think you testified last time that you knew a  
 24 few people, a few students in that class who didn't have  
 25 access to the Internet and those students had to go to

1 Q. And do you know approximately how many books  
 2 were in the class set of textbooks in your first  
 3 semester chemistry class?  
 4 A. No more than 15.  
 5 Q. I'm sorry, how many?  
 6 A. No more than 15.  
 7 Q. 15?  
 8 A. Uh-huh, yes.  
 9 Q. Did you ever count the books?  
 10 A. No.  
 11 Q. Did your teacher ever use those books?  
 12 A. No.  
 13 Q. This was [REDACTED] --  
 14 A. -- [REDACTED]  
 15 Q. Did he ever tell you why the class did not or  
 16 was not going to use those books?  
 17 A. No. I assumed that -- my assumption of it was  
 18 they were old and torn out. I mean, torn books. They  
 19 were old books that wasn't usable.  
 20 Q. But did [REDACTED] ever tell you why he  
 21 chose not to use those books?  
 22 A. No.  
 23 Q. Did you ever open up any of those books and  
 24 look at them?  
 25 A. No. I just judge a book by its cover,

1 the -- they had to go to the library that was nearest to  
 2 them or to the downtown library to find the information  
 3 they needed.  
 4 A. Yes.  
 5 Q. When you say that it was much more difficult  
 6 for some students to do their assignments in the  
 7 declaration, do you mean that some students had to go to  
 8 a library that was near to them or to the downtown  
 9 library?  
 10 A. Yes.  
 11 Q. Do you know any students that had to go down to  
 12 the library? I mean, do you know any students by name?  
 13 A. No.  
 14 Q. You testified last time that -- withdraw that.  
 15 I think you also testified last time that there  
 16 is a computer lab at Locke High School which students  
 17 can get access to if they have permission from their  
 18 students; is that right?  
 19 A. Yes.  
 20 MS. KOTT: You mean from their teachers?  
 21 MR. CHOATE: I mean from their teachers. Thank  
 22 you.  
 23 Q. And you weren't aware whether any students in  
 24 your class had actually asked permission from your art  
 25 history teacher to use the computer lab; is that

1 correct?  
 2 A. That's correct.  
 3 Q. Did you ever have any conversations with any  
 4 students in your art history class about using the  
 5 computer lab?  
 6 A. No, not that I can think of.  
 7 Q. I think you testified last time that you spoke  
 8 with, I believe it was, Laura from the ACLU or that you  
 9 gave your declaration to Laura over the telephone; do  
 10 you remember that?  
 11 A. Yes, I remember that.  
 12 Q. You testified that you spoke for about an hour  
 13 and a half or an hour and 20 minutes with Laura over the  
 14 telephone.  
 15 A. Yes.  
 16 Q. And I think you testified that after you spoke  
 17 with Laura you first saw your declaration two weeks  
 18 later; is that correct?  
 19 A. That's correct.  
 20 Q. You spoke to her over the telephone?  
 21 A. Yes.  
 22 Q. And for an hour and 20 minutes or so. And you  
 23 provided her with information that somebody then put  
 24 into the form of this declaration; is that correct?  
 25 A. That's correct.

1 Q. You didn't actually write the declaration  
 2 that's marked as Exhibit 5, did you? That's probably a  
 3 pretty bad question.  
 4 You provided information to somebody else who  
 5 wrote this declaration; is that correct?  
 6 A. Yes.  
 7 Q. And the first time you saw this declaration was  
 8 two weeks after you spoke with Laura on the telephone?  
 9 A. Yes.  
 10 Q. And I think you indicated that you signed the  
 11 declaration at Locke High School when Laura provided it  
 12 to you; is that right?  
 13 A. That's correct.  
 14 Q. Did you read the declaration at Locke High  
 15 School before you signed it or did you just sign it?  
 16 A. I read -- I actually skimmed through it  
 17 before -- well, actually, I did read it. Yeah, I did  
 18 read it before signing.  
 19 Q. How long did you spend reading the declaration?  
 20 A. 20, 30 minutes.  
 21 Q. Between the time you spoke with Laura over the  
 22 telephone about your declaration and the time you  
 23 actually signed it two weeks later, did you have any  
 24 conversations with plaintiffs' attorneys in this case,  
 25 either in person or over the telephone, about the

1 substance of your declaration?  
 2 A. Can you rephrase that, please?  
 3 Q. Sure. What I want to get a sense of is whether  
 4 you spoke with plaintiffs' lawyers, any of plaintiffs'  
 5 lawyers, about the contents of your declaration between  
 6 the time that you provided information to Laura over the  
 7 telephone and two weeks later that you actually signed  
 8 the declaration.  
 9 A. Not that I can remember.  
 10 Q. You can't remember speaking with anybody about  
 11 the substance of your declaration?  
 12 A. No.  
 13 Q. Do you know, is this the only declaration that  
 14 you've signed in connection with the Williams case?  
 15 A. Yes.  
 16 Q. Have you reviewed any drafts of other  
 17 declarations that have been prepared for your signature?  
 18 A. Are you referring to have I reviewed any drafts  
 19 before this declaration I signed?  
 20 Q. Yes.  
 21 A. No.  
 22 Q. This is the only draft of your declaration that  
 23 you've reviewed?  
 24 A. Yes.  
 25 Q. You also testified that when you first met with

1 Laura from the ACLU sometime in June of 2001 that Laura  
 2 asked you to give a declaration in this case; do you  
 3 recall that?  
 4 A. I recall that.  
 5 Q. You do recall that?  
 6 A. Yes, I do recall that.  
 7 Q. And you testified that you didn't really want  
 8 to give a declaration, and I want to get a sense of why  
 9 you didn't want to give a declaration when she asked,  
 10 when Laura --  
 11 A. Did I say that? Did I say, did I actually say  
 12 those words, I didn't want to give a declaration?  
 13 Q. I asked you whether Laura asked you to give a  
 14 declaration, and you said: "Somehow I end up giving  
 15 one. I think it was she. I think it was more she  
 16 asked. I didn't really want to." And I just want to  
 17 get a sense of what it is that you didn't really want to  
 18 do.  
 19 A. Actually, I want to give a declaration. I  
 20 probably misunderstood what you were talking about and  
 21 said something else, but I actually did want to give a  
 22 declaration.  
 23 Q. Laura asked you to give a declaration and you  
 24 wanted to, in fact, give a declaration?  
 25 A. Yes.

1 Q. You attended Gardena High School for 9th and  
 2 10th grade?  
 3 A. Yes, I did.  
 4 Q. Why did you transfer from Gardena High School  
 5 to Locke High School?  
 6 A. Well, my sister -- I was attending Gardena High  
 7 School my 9th and 10th grade year, and it was -- my  
 8 sister had just graduated from middle school, and I  
 9 wanted her to attend school, the same school, I did.  
 10 And at this time we were living in South Central, and we  
 11 tried to get her into Gardena, but Gardena wouldn't  
 12 accept her. And they sent -- they sent her to our home  
 13 school, which was Locke High School at the time. Well,  
 14 I don't want her to be there by herself, so I  
 15 transferred with her, and that's how I ended up at  
 16 Locke.  
 17 Q. Can you tell me three things you like about  
 18 your school, about your former school, Locke High  
 19 School?  
 20 A. What can I say? My good teachers.  
 21 Q. Which, I think, you indicated were all the  
 22 teachers except for [REDACTED] and [REDACTED] is that right?  
 23 A. Yes.  
 24 Q. What else do you like -- did you like about  
 25 Locke High School other than your good teachers?

1 without books in the sense of they taught very well.  
 2 They taught, I mean, exceptional. Although the books  
 3 would have enhanced a lot of it, it made it easier for  
 4 students, but with the teachers there helping you, I  
 5 mean, riding you, I mean, just showing that they do  
 6 really care, that would have surpassed any book, price  
 7 of any book.  
 8 Q. Do you still keep in touch with any of your  
 9 teachers from Locke High School?  
 10 A. I haven't been back to visit any of my  
 11 teachers, although I said I was going to do it, but just  
 12 so many memories. Only reason I'd go back to Locke is  
 13 to see those teachers. I plan to do it one day.  
 14 Q. What do you think could be done so that, you  
 15 know, other students at Locke High School would have the  
 16 same great teachers that you had?  
 17 MS. KOTT: Objection. Calls for expert  
 18 testimony.  
 19 THE WITNESS: Can you repeat that, please?  
 20 BY MR. CHOATE:  
 21 Q. I mean, if you had the decision-making power  
 22 and you could control things, what is it that you would  
 23 do to ensure that other children had good teachers like  
 24 you had?  
 25 MS. KOTT: Objection. Calls for expert

1 A. The fact it was closer to home. I liked that.  
 2 Other than that, nothing else.  
 3 Q. You can't think of anything else about your  
 4 time at Locke other than your teachers that you  
 5 appreciated?  
 6 A. Yes, that's all.  
 7 Q. We talked over the last two days about a number  
 8 of conditions at your school, and they were mainly  
 9 issues relating to textbooks, some issues relating to  
 10 substitute teachers in a couple of your classes and kind  
 11 of the general cleanliness of your school.  
 12 A. Yes.  
 13 Q. Which of those things would you like to see --  
 14 well, let me withdraw that.  
 15 Which of those issues do you feel is more  
 16 important to be fixed first, if any?  
 17 A. The teachers.  
 18 Q. And why is that?  
 19 A. Well, if every teacher was like the teachers I  
 20 had, the good teachers, that school would be  
 21 exceptional. I mean, it would be wonderful because with  
 22 those teachers we wouldn't have any -- how can I put  
 23 this? -- misguided children there because they would get  
 24 them out. And the teaching techniques were so  
 25 wonderful, that the book would help, but they can do

1 testimony.  
 2 THE WITNESS: I'd have to say have  
 3 administrators, anyone that's going to actually sit down  
 4 and interview teachers who really care about children.  
 5 I mean, people that -- just anybody that's going to --  
 6 that really wants children to learn, learn and do well  
 7 and succeed in life, anyone that cares about students in  
 8 the school and their environment, regardless of what  
 9 situation they're in. A student can come to school and  
 10 say I'm wanted here or they can have -- I mean,  
 11 somewhere is safe. Anyone that can do that, that would  
 12 be wonderful. That's what I really want, someone that  
 13 really cares for them, to let them know that they're  
 14 there for them when they really need them and that you  
 15 can prosper in life.  
 16 BY MR. CHOATE:  
 17 Q. Ms. Perkins-Ali, would you just take a look,  
 18 please, at Exhibit 3. It should be in the back of that  
 19 book that's in front of you. Do you recognize Exhibit  
 20 3?  
 21 A. Yes, I do.  
 22 Q. Can you tell me what it is?  
 23 A. They're my report cards.  
 24 Q. Did you receive these report cards from Locke  
 25 High School?

1 A. Yes, I did.  
 2 Q. Can you just take a look at Exhibit 3 and tell  
 3 me if you see anything on your report cards that is  
 4 inaccurate?  
 5 A. I don't see anything inaccurate, only except  
 6 the [REDACTED] that one.  
 7 Q. Which report card are you referring to?  
 8 A. I'm referring to the first report card on top.  
 9 Q. The one that is dated November 2000?  
 10 A. Yes.  
 11 [REDACTED]  
 12 [REDACTED]  
 13 [REDACTED]  
 14 Low scores, leave that one alone.  
 15 Q. You did have low scores in economics?  
 16 A. In the beginning.  
 17 Q. What about, would you please take a look at  
 18 Exhibit 4? Look at the report card at the bottom of the  
 19 page.  
 20 A. Yes.  
 21 Q. Do you recognize that document?  
 22 A. Yes.  
 23 Q. Is that a report card you received from Locke  
 24 High School?  
 25 A. Yes.

1 Q. Is there anything on that report card that you  
 2 feel is inaccurate?  
 3 A. No. Only in Period 2. I know I should have  
 4 got an [REDACTED] in that class. I deserved an [REDACTED] in that class,  
 5 but it's still good.  
 6 Q. It's what?  
 7 A. It's still good.  
 8 MR. CHOATE: I've no further questions right  
 9 now. I'll let Johanna ask some questions. The only  
 10 thing I would ask is that Ms. Perkins-Ali provide me  
 11 with the documents that she has identified but didn't  
 12 bring today.  
 13 MS. KOTT: Report cards?  
 14 MR. CHOATE: Yes. And before I close the  
 15 deposition, I just want to take a look at those. And I  
 16 don't see that I'll necessarily have more questions, but  
 17 I want to actually receive the remaining documents that  
 18 she has that are responsive to the document request  
 19 before I close this deposition. Okay?  
 20 MS. KOTT: All right.  
 21 MS. SHARGEL: Could we go off record for a  
 22 minute?  
 23 (Brief recess.)  
 24 ///  
 25 ///

## EXAMINATION

1  
 2  
 3 BY MS. SHARGEL:  
 4 Q. We can go on the record.  
 5 Ms. Perkins-Ali, my name is Johanna Shargel,  
 6 and I'm with the firm of Strumwasser & Woodcher, and we  
 7 represent Los Angeles Unified School District in this  
 8 case. I'll try to keep this short because I know it's  
 9 been a very long day for you.  
 10 You testified that some of your classes at  
 11 Locke were overcrowded, and I'd like to talk a little  
 12 more about that. Did any teacher at Locke ever tell you  
 13 that you could not take a class because it was too full?  
 14 A. I'm trying to think. My fifth period in my  
 15 11th grade year for spring semester it was. In the  
 16 beginning of the semester I was supposed to take  
 17 algebra, the second part of algebra, and it was  
 18 overcrowded, but instead -- I had to check out of that  
 19 class and get a science class, you know, two years of  
 20 science. That was crowded.  
 21 Q. And did you ever get to make up that algebra  
 22 class that you weren't able to take at that time?  
 23 A. No.  
 24 Q. Was that a class that was required for  
 25 graduation?

1 A. I'm not really sure, but I did have two years  
 2 of math, and that is a requirement to graduate.  
 3 Q. But you didn't end up taking algebra that  
 4 semester?  
 5 A. No.  
 6 Q. But you took two full years of algebra -- of  
 7 math?  
 8 A. Of math. I took integrated math, which is a  
 9 combination of algebra 1, algebra 2 and geometry.  
 10 Q. Who is the teacher who told you that you  
 11 couldn't take that algebra class?  
 12 A. I could. I was enrolled in that class, but I  
 13 needed another class to -- another science class to  
 14 fulfill my years in science.  
 15 Q. So what you're saying is you weren't able to  
 16 take a science class that you wanted to take?  
 17 A. No. What I'm saying is I was enrolled in  
 18 algebra in my second semester of my 12th grade -- I mean  
 19 my 11th grade year, but I needed another science class  
 20 to fulfill my science years, which was I had a year and  
 21 a semester and I needed another semester to complete two  
 22 years of science. I checked out of my algebra class and  
 23 got into a science class.  
 24 Q. So you didn't check out of the algebra class  
 25 because it was too full, you checked out because you



- 1 needed another science class?  
 2 A. Yes. But the algebra class was full, it was  
 3 crowded, so I was happy in a way to get out of there.  
 4 Q. Did your algebra teacher tell you to leave the  
 5 class because it was too full?  
 6 A. No.  
 7 Q. Are there any classes where the teacher told  
 8 you to leave the class because it was too full?  
 9 A. None that I can think of. I don't think so.  
 10 Q. Do you know of any other students who were  
 11 asked to leave a class because the class was too full?  
 12 A. No.  
 13 Q. Were you ever told that you could not enroll in  
 14 a class because the class was too full?  
 15 A. No.  
 16 Q. While you were at Locke High School, were you  
 17 ever unable to take a class that you wanted to take?  
 18 A. None that I can think of.  
 19 Q. In the first day of your deposition you  
 20 testified that your school is out of control.  
 21 A. Yes.  
 22 Q. And you told us that when [REDACTED] was a  
 23 substitute in your algebra class the students threw  
 24 paper out the window --  
 25 A. Yes.

- 1 Q. -- and students would come into the class that  
 2 did not belong in the class; is that right?  
 3 A. That's correct.  
 4 Q. Who were these students that came into the  
 5 class that didn't belong?  
 6 A. Students from other classes that were, you  
 7 would call, ditching or skipping class would come into  
 8 the classroom just to, like -- sometimes security would  
 9 come and -- okay. They roamed the hallways and security  
 10 would walk by and say where's your class? Teachers  
 11 absent or so and they went into that classroom. And  
 12 that was during the time my teacher took a long absence.  
 13 Q. Would students ever come in -- sorry.  
 14 Withdrawn.  
 15 Would people ever come into the class who were  
 16 not enrolled at all at Locke High School, non-students?  
 17 A. I cannot remember. I cannot recall. I was new  
 18 at the school and I didn't know who belonged there or  
 19 not.  
 20 Q. Would these people who came into the class,  
 21 would they ever hurt anyone?  
 22 A. You mean physically or mentally?  
 23 Q. Let's start with physically.  
 24 A. There were threats here and there, but no one  
 25 really did anything.

- 1 Q. What kind of threats?  
 2 A. Physical threats as in I'm going to beat you or  
 3 something like that.  
 4 Q. And did the students who came into the class  
 5 that didn't belong there, did they ever beat other  
 6 students?  
 7 A. Not that I can remember.  
 8 Q. And is that what you mean by --  
 9 A. Basically.  
 10 Q. -- by mental hurt or are there other kinds of  
 11 mental hurtings besides mental threats?  
 12 A. There are other kinds of mental -- there were  
 13 some kids that were unfortunate about some things and  
 14 they would come in and talk about them, make them feel  
 15 really bad.  
 16 Q. Like what would they say?  
 17 A. They would talk about them. They would just  
 18 say -- if a student came in, didn't have proper hygiene,  
 19 things like that, they had a hygiene problem, they would  
 20 talk about them in front of the whole class. I mean,  
 21 talk about their hair, the way they dress, what they had  
 22 on. It was things like that.  
 23 Q. These students would make fun of the other  
 24 students in your class?  
 25 A. Yes.

- 1 Q. Did they ever make fun of you?  
 2 A. No.  
 3 Q. Did they ever physically threaten you?  
 4 A. No.  
 5 Q. And this all took place while [REDACTED] was  
 6 sleeping?  
 7 A. Yes.  
 8 Q. Did anyone ever --  
 9 A. During that time.  
 10 Q. I'm sorry?  
 11 A. During that time.  
 12 Q. Did anyone in your class ever try to wake  
 13 [REDACTED] up?  
 14 A. Throw paper at him.  
 15 Q. And would he wake up?  
 16 A. No. He wouldn't wake up till the end of the  
 17 period where he's had a real good sleep.  
 18 Q. Did [REDACTED] ever do anything to try to get  
 19 the class under control?  
 20 A. No.  
 21 Q. You've testified that there were other  
 22 substitutes in your algebra class but they kept the  
 23 class calm and under control; is that right?  
 24 A. Some, not all.  
 25 Q. Not all?

1 A. Well, just one that couldn't, [REDACTED] and --  
 2 besides [REDACTED] there was one more. I don't know his  
 3 name, but -- that was [REDACTED] I'm sorry. Yeah, the  
 4 other ones kept them pretty much calm. By doing that  
 5 they would -- any kids that they knew that didn't belong  
 6 there, if you don't keep quiet or so, you going to get  
 7 kicked out or call the security on you and you were  
 8 kicked out.

9 Q. So the other substitutes in your algebra class,  
 10 they did a good job in controlling the classroom?

11 A. Controlling the class, yes.

12 Q. So aside from when [REDACTED] was there, your  
 13 algebra class was under control?

14 A. Yes.

15 Q. Were any of your other classes out of control?

16 A. Sixth period, which was my American literature  
 17 class, it was -- what can I say? Like from time to time  
 18 it got out of hand.

19 Q. In what ways?

20 A. Students with talk loud inside the classroom,  
 21 bring other students in, like their friends and so, and  
 22 talk. That was when we were having, like -- that's when  
 23 we -- that's when we had the first substitute we had.  
 24 He didn't really know how to control the students, but  
 25 that was, like, on a couple of occasions, or a few.

1 Couple or a few occasions.

2 Q. How long was that substitute there that was  
 3 unable to control the class on those few occasions?

4 A. I'm not sure. My estimate would be for like a  
 5 week, week and a half or so.

6 Q. Do you remember that substitute's name?

7 A. No, I do not remember.

8 Q. And when these students came into the  
 9 classroom, did they threaten the other students in any  
 10 way?

11 A. Not in my sixth period class. Would just talk  
 12 loud, rudely.

13 Q. They disrupted the class?

14 A. Yes.

15 Q. Did your substitute do anything to try to get  
 16 them under control?

17 A. Not that I can remember.

18 Q. Aside from when this one substitute was there,  
 19 were there any other times in which your American  
 20 literature class was out of control?

21 A. None that I can remember.

22 Q. Okay. So we've talked about your algebra class  
 23 and your American literature class. Are there any other  
 24 classes while you were at Locke that were out of  
 25 control?

1 A. No.

2 Q. So the rest of your teachers did a good job in  
 3 maintaining order in the classroom; is that fair to say?

4 A. Yes.

5 Q. When students would get out of order, what  
 6 would those teachers do?

7 A. Some of them would talk to them and give them  
 8 an ultimatum or some would just call the campus security  
 9 to get them out.

10 Q. What would the ultimatum be?

11 A. Either sit down and be quiet or get out or --  
 12 get out before I call the security on you.

13 Q. And did that work in keeping the student in  
 14 control?

15 A. Yes.

16 Q. Were students ever kicked out of your  
 17 classrooms because they were disruptive?

18 A. There was one time I can remember.

19 Q. Which teacher kicked a student out of your  
 20 classroom?

21 A. My fifth grade teacher was algebra. It was  
 22 bust students. They had called the campus security to  
 23 remove them.

24 Q. And did campus security come?

25 A. About 10, 15 minutes later, yeah.

1 Q. But they did eventually come to the classroom?

2 A. Yes.

3 Q. And did they remove the student?

4 A. Yes.

5 Q. So order was restored in the classroom?

6 A. Yes.

7 Q. I'd like you to tell me about any other ways  
 8 that you can remember in which Locke High School was out  
 9 of control.

10 A. Any other way?

11 Q. Yes.

12 A. Inside the school or inside the classes?

13 Q. You told my how two of your classes were out of  
 14 control, your American literature class and your algebra  
 15 class, and you said besides those two classes the rest  
 16 of your classes were in control. So outside of the  
 17 classroom was there any way that the school was out of  
 18 control?

19 A. Fights. Yes. Yes, there were.

20 Q. Did you ever see any fights at Locke High  
 21 School?

22 A. Every week I seen a fight.

23 Q. Once a week?

24 A. No. Twice a week. I've heard there was  
 25 basically, like, a fight at one point, period in time --

1 I cannot recall what period it was, but there was --  
 2 things got heated up. There was, like, a fight every  
 3 day.  
 4 Q. Let's talk about the fights that you saw with  
 5 your own eyes and then we'll talk about the fights you  
 6 heard about from other people. Okay?  
 7 A. Yes.  
 8 Q. How many fights did you see with your own eyes  
 9 when you were at Locke High School?  
 10 A. More than 10.  
 11 Q. More than 10?  
 12 A. More than 10 in my entire two years there.  
 13 Q. 15 fights?  
 14 A. Possibly. Possibly between -- approximately  
 15 between 10 and, I would say, 18. Rounding it to between  
 16 10 and 20 fights.  
 17 Q. How many students would be involved in each  
 18 fight, about?  
 19 A. The majority of them was one on one, but I did  
 20 witness a fight when it was two against one.  
 21 Q. And where would these fights take place?  
 22 A. Quad area, the PE field, Saint Street, which is  
 23 a little street where cars drive on; the eating area.  
 24 Practically everywhere.  
 25 Q. How long, approximately, would the fight last?

1 A. I don't recall seeing any teacher breaking up a  
 2 fight because there wasn't any teachers around.  
 3 Q. There were never teachers around when fights  
 4 were taking place?  
 5 A. No, not that I can recall. The ones that I've  
 6 seen, I haven't seen any teachers around. Because these  
 7 fights took place during lunch and nutrition. That's  
 8 really when all these fights began.  
 9 Q. Were there ever any administrators around when  
 10 fights were taking place?  
 11 A. Yes.  
 12 Q. And did they try to break up the fights?  
 13 A. Even before they walk toward us they call the  
 14 school police on their walkie-talkies, I guess, trying  
 15 to protect their own selves, but I really don't know.  
 16 By the time they got over there the school police  
 17 already probably had arrested them. It's like,  
 18 basically, over when they get there.  
 19 Q. The administrators did everything they could to  
 20 break up the fights?  
 21 MS. KOTT: Objection. Speculation.  
 22 THE WITNESS: If that's what you want to call  
 23 it.  
 24 BY MS. SHARGEL:  
 25 Q. Did you think that when you saw the

1 A. Oh, let's see. Five to eight minutes before  
 2 someone got over there.  
 3 Q. When you say "someone," who would get over  
 4 there?  
 5 A. Authorities.  
 6 Q. Authorities like teachers or administrators?  
 7 A. Mainly school police. Those were the one that  
 8 really broke up the fights.  
 9 Q. Did the school police succeed in breaking up  
 10 the fights?  
 11 A. Excuse me?  
 12 Q. Did the school police succeed in breaking up  
 13 the fights?  
 14 A. Yes, they did. I must say the school police  
 15 brought handcuffs, so I think they did, yes. They  
 16 succeeded.  
 17 Q. So all 10 to 20 fights that you saw with your  
 18 own eyes were broken up successfully by the school  
 19 police?  
 20 A. Yes.  
 21 Q. Did teachers ever make any effort to stop  
 22 fights?  
 23 MS. KOTT: Objection. Calls for speculation.  
 24 BY MS. SHARGEL:  
 25 Q. To your knowledge.

1 administrators calling the school police on their  
 2 walkie-talkies that they were doing everything within  
 3 their powers to break up the fights?  
 4 A. No.  
 5 Q. Why not?  
 6 A. Because they could have walked over there  
 7 themselves, instead of calling, waiting to -- they  
 8 were -- I actually -- this is once. [REDACTED] there was  
 9 a fight that I could see where I literally spent my  
 10 time, nutrition and lunch, under the breezeway. There  
 11 was a fight right by the PE office. [REDACTED] was right  
 12 adjacent from a building across from the PE office, and  
 13 I'm seeing these two guys fight and I know [REDACTED] seen  
 14 it. All I seen her do is pick up her walkie-talkie and  
 15 she's walking slowly towards the fight. And I see the  
 16 campus, the school campus police run over there, break  
 17 them apart and arrest them.  
 18 Q. What do you think [REDACTED] should have done  
 19 instead of call the school police on the walkie-talkie?  
 20 MS. KOTT: I'm going to object here. I believe  
 21 you spent the last five, 10 minutes just talking about  
 22 fights. It's irrelevant to this lawsuit, to the  
 23 Williams lawsuit. However, it is relevant to other  
 24 lawsuits for which this deposition was not noticed.  
 25 MS. SHARGEL: Ms. Perkins-Ali brought up the

1 subject of fights, first of all. And second of all,  
2 this is related to her saying the school is out of  
3 control. She's testifying the large way the school is  
4 out of control is that there are fights in the school.

5 MS. KOTT: I'm sorry, I disagree. I do not see  
6 the relevance to the Williams suit.

7 MS. SHARGEL: Your objection is noted.

8 Q. You were saying that [REDACTED] called the school  
9 police on her walkie-talkie and the school police came  
10 running and broke up the fight.

11 A. Yes.

12 Q. And I believe you're suggesting that [REDACTED]  
13 should have done something else.

14 A. Yes.

15 Q. What do you think she should have done?

16 A. She could have broke them up herself. She  
17 could have. I really do believe. I know if I was  
18 authority I would have.

19 Q. Did you ever report one of the fights that you  
20 saw to your teachers?

21 A. No.

22 Q. Why not?

23 A. I don't know why. I just never thought about  
24 it. I mean, because you seen this stuff happen every  
25 day. And I'm pretty sure students tell a teacher, but

1 MS. KOTT: Objection. Calls for speculation.

2 BY MS. SHARGEL:

3 Q. How many students do you know of who were  
4 suspended as a result of being involved in a fight?

5 A. That I know personally?

6 Q. Yes, that you know personally.

7 A. Two that were in a fight that I knew  
8 personally.

9 Q. You said at the beginning that you saw 10 to 20  
10 fights with your own eyes but that you also heard about  
11 other fights that occurred at Locke; right?

12 A. Yes.

13 Q. Approximately how many fights did you hear  
14 about happening?

15 A. Oh, my gosh, let me see. It was a lot. It was  
16 more than 20 fights.

17 Q. More than 20 fights the whole two years that  
18 you were at Locke?

19 A. The whole two years that I was at Locke.

20 Q. Was anyone who was involved in these fights  
21 ever armed with a weapon?

22 MS. KOTT: Objection. Calls for speculation  
23 and is irrelevant.

24 BY MS. SHARGEL:

25 Q. To your knowledge.

1 what can they do about it? The fight has already been  
2 fought. What's the point in telling someone?

3 Q. Did you discuss with [REDACTED] or any of the  
4 other administrators their efforts to stop the fights or  
5 the fact that there were fights going on at the school?

6 A. No.

7 Q. Do you know whether any of the students  
8 involved in the fights were disciplined by the school?

9 A. Have they been sent down to the precinct? I  
10 don't think so.

11 Q. They weren't disciplined by their teachers or  
12 the administration for getting involved in fights?

13 A. No. Well, you can say suspension is something,  
14 but what's it going to do? All it's doing is actually  
15 telling the children, telling the kids or children, not  
16 to come to school and miss some more education than they  
17 have -- than they are. I mean, what I'm trying to say  
18 here is, I mean, what's the point of suspension when  
19 you're trying to get the kids to stay in school when  
20 you're suspending them, telling them to get out of  
21 school, to stay out of school? I don't get it. I  
22 really don't.

23 Q. But were students suspended as a result of  
24 being involved in fights?

25 A. Yes.

1 A. To my knowledge --

2 MR. TAN: You don't have to answer that.

3 MS. SHARGEL: She does. It's not privileged  
4 and relevance does not prevent her from having to answer  
5 it.

6 MS. KOTT: You know, we're treading on  
7 dangerous ground here dealing with another lawsuit.

8 MR. TAN: Two other lawsuits.

9 MS. KOTT: And Mr. Tan is representing Natalie.  
10 You know, I am going to have to instruct you not to  
11 answer that. I'm sorry, if you want to file a motion --

12 MS. SHARGEL: These questions are directly  
13 related to this lawsuit. They come out of  
14 Ms. Perkins-Ali's testimony that the school was out of  
15 control and there were fights at the school. Again, she  
16 raised the issue.

17 MS. KOTT: I understand that. And we've spent  
18 the last 20 minutes exploring various aspects of fights  
19 at the school, and I believe that subject has been  
20 covered thoroughly.

21 MS. SHARGEL: It hasn't been covered thoroughly  
22 if she hasn't answered the question about whether  
23 students involved in the fights were armed. It's a  
24 credible question. I'd like her to answer the question.

25 MS. KOTT: I'm sorry, I don't think it's

1 critical to the Williams lawsuit. However, it's  
 2 critical to other lawsuits in which you're representing  
 3 LAUSD.  
 4 MS. SHARGEL: These questions have nothing to  
 5 do with those other lawsuits. They arise out of  
 6 Mr. Perkins-Ali's testimony.  
 7 MS. KOTT: Can we take a quick break?  
 8 MS. SHARGEL: Sure.  
 9 Off record.  
 10 (Discussion held off the record.)  
 11 MS. KOTT: All right. Thank you for allowing  
 12 us to take a break. I'm sorry, my objection and my  
 13 instruction for her not to answer still stands. I  
 14 understand that she did raise the issue of fights, but I  
 15 believe that we've spent more than enough time exploring  
 16 that issue and now we're getting into areas very far  
 17 afield from the Williams case, yet they are directly  
 18 relevant to another lawsuit. If you wish to notice her  
 19 deposition in that lawsuit, obviously you can do that.  
 20 And in addition, really the only discipline  
 21 areas, based on the protective order, the only  
 22 discipline areas that can be explored in the Williams  
 23 lawsuit are those related to absences or tardies. I've  
 24 given you a wider berth than necessary and I have to cut  
 25 it off here.

1 BY MS. SHARGEL:  
 2 Q. Did the fact that some students were out of  
 3 control and that there were fights in the classroom, did  
 4 that impair your ability to learn at Locke High School?  
 5 MS. KOTT: Objection. Calls for expert  
 6 testimony.  
 7 THE WITNESS: Can you rephrase that?  
 8 BY MS. SHARGEL:  
 9 Q. Did the fact that some students were out of  
 10 control, disrupting your classes, and the fact that  
 11 there were frequent fights at Locke High School, did  
 12 that impair your ability to learn at Locke?  
 13 A. Yes.  
 14 MS. KOTT: Same objection. I'm sorry.  
 15 BY MS. SHARGEL:  
 16 Q. In what ways?  
 17 A. I wasn't as focused as I should have been.  
 18 Actually, before I got to Locke I was not used to that  
 19 type of behavior that was displayed there.  
 20 Q. What type of behavior are you referring to  
 21 specifically?  
 22 A. Disruption of classes, fights, I wasn't used to  
 23 that at all.  
 24 Q. So it was harder for you to learn in an  
 25 environment where there were frequent fights?

1 A. And disruptions.  
 2 Q. And disruptions? Is that "yes"?  
 3 A. Yes.  
 4 Q. Did you feel safe at Locke High School?  
 5 A. To a certain point.  
 6 Q. What do you mean by that?  
 7 A. Well, my parents were down the street from  
 8 Locke, so they were a phone call away. Other than that,  
 9 on campus, no.  
 10 Q. And did the fact that you did not feel safe,  
 11 did that hurt your ability to learn at Locke?  
 12 MS. KOTT: Objection. Calls for expert  
 13 testimony.  
 14 BY MS. SHARGEL:  
 15 Q. You can answer.  
 16 A. Can you rephrase that?  
 17 Q. Did the fact that you felt -- withdrawn.  
 18 You felt afraid at Locke High School to some  
 19 extent. That's what you testified; is that right?  
 20 A. Yes.  
 21 Q. Did the fact that you felt afraid while you  
 22 were attending Locke High School, did that impair your  
 23 ability to learn?  
 24 MS. KOTT: Same objection.  
 25 THE WITNESS: Yes.

1 BY MS. SHARGEL:  
 2 Q. In what ways?  
 3 A. In what ways? The classrooms, you never know.  
 4 It's like a surprise each day inside of a classroom.  
 5 You're never going to know what's going to happen next.  
 6 It was one of those feelings.  
 7 Q. What might happen?  
 8 A. I don't know. I mean, in certain classes  
 9 students would come in being very disrespectful,  
 10 disrupting the classrooms. It was like, okay, you seen  
 11 that yesterday, now today's a new day, what to expect  
 12 now. It was, like, are they going to physically hurt  
 13 you or try to do something to you. It was more like  
 14 that type of feeling.  
 15 Q. Were you ever physically hurt at Locke?  
 16 A. No.  
 17 Q. Is that what you were afraid was going to  
 18 happen, you'd be physically hurt?  
 19 A. Nobody really ever tried to cross me. But I  
 20 mean, it was just a thought was there that someone  
 21 could. No one did, but that thought was there.  
 22 Q. Did you tell your teachers that you didn't feel  
 23 safe at Locke?  
 24 A. No.  
 25 Q. Why not?

1 A. I don't know why.  
 2 Q. Did you tell --  
 3 A. It didn't cross my mind to tell.  
 4 Q. I'm sorry, what?  
 5 A. It didn't cross my mind to tell.  
 6 Q. Did you tell anyone in administration that you  
 7 didn't feel safe?  
 8 A. Not that I can think of at the moment.  
 9 Q. Would you remember if you had told someone in  
 10 the administration that you didn't feel safe?  
 11 MS. KOTT: Objection. Calls for speculation.  
 12 THE WITNESS: If I could remember.  
 13 BY MS. SHARGEL:  
 14 Q. Have you ever seen students at Locke High  
 15 School doing graffiti?  
 16 A. No.  
 17 Q. While you were at Locke did you ever hear of  
 18 students doing graffiti?  
 19 A. No. Why I'm going to tell somebody that he's  
 20 going to write on the wall? I just want to know why  
 21 would someone tell someone that he write on the wall?  
 22 That doesn't make any sense, it really doesn't.  
 23 Q. Well, wouldn't it be possible that another  
 24 student saw one student writing on the wall and a rumor  
 25 spread, something like that?

1 A. Okay. You making me laugh right now, but I  
 2 just want to know why somebody want to tell that?  
 3 You're an inner-city school. That stuff, I mean, that's  
 4 nothing. That's nothing.  
 5 Q. What do you mean it's nothing?  
 6 A. I mean, that stuff is so trivial. It's much  
 7 more serious stuff than that going on.  
 8 Q. Like what?  
 9 A. I mean, teachers, you know, you don't have  
 10 enough. Teachers aren't even teaching there. There's  
 11 so many contributory factors like that. Those examples  
 12 of not having. Graffiti on the wall, expression of what  
 13 they feel inside. Although it's wrong and I know they  
 14 know it's wrong, but, I mean, if you have no one there  
 15 to tell you that it's wrong or to try to help you do  
 16 something constructive with that, I don't get it. I  
 17 really don't.  
 18 Q. So you didn't think it was a very big deal that  
 19 people were writing on the walls?  
 20 A. No.  
 21 Q. You testified earlier, didn't you, that the  
 22 fact that there was graffiti all over the bathroom,  
 23 that's one of the things that you're complaining about  
 24 in your lawsuit; right?  
 25 A. Yes. And I mean, that's -- and I also stated

1 that if someone care enough to take that child and let  
 2 them know that they're there for them and to help them,  
 3 that would take care of your problem with graffiti.  
 4 Q. Did any of your teachers do that?  
 5 MS. KOTT: Objection. Calls for speculation.  
 6 BY MS. SHARGEL:  
 7 Q. To your knowledge, did any of your teachers do  
 8 that?  
 9 A. To try to help a student out?  
 10 Q. Yes.  
 11 A. Oh, yes, there were many teachers that tried.  
 12 Q. In what way did they help students out?  
 13 A. I don't know. Try to find something  
 14 constructive that they like to do. There were teachers  
 15 like that there. I mean, teachers that cared.  
 16 Q. Were there teachers who tried to get the  
 17 students to stop doing graffiti, writing on the walls?  
 18 A. I don't know. I don't know if they tried to.  
 19 I don't know. I really can't say.  
 20 Q. Do you know whether any graffiti at Locke High  
 21 School was ever cleaned up?  
 22 A. When the school was under construction they had  
 23 painted over it, some graffiti. I remember that. That  
 24 was just like in my 12th grade year, spring semester,  
 25 though.

1 Q. So in that instance the graffiti was painted  
 2 over and cleaned up?  
 3 A. Yes.  
 4 Q. Any other instances where graffiti was painted  
 5 over or cleaned up?  
 6 A. Not that I can recall.  
 7 Q. Just a few minutes ago you mentioned that  
 8 graffiti wasn't really very important because there was  
 9 a lot of other important things going on and then you  
 10 mentioned substitutes; is that right? The problems with  
 11 substitutes sometimes not being the best teachers.  
 12 A. I didn't actually say those words, but somewhat  
 13 similar to what you referred.  
 14 Q. You referred to problems with substitutes?  
 15 A. Yes.  
 16 Q. What other problems were bigger than graffiti,  
 17 to your knowledge, at Locke?  
 18 A. Other than the substitutes?  
 19 Q. Yes.  
 20 A. The administrators. The administration was  
 21 very, very -- I don't want to get too -- okay. Let me  
 22 put this in a term that I can use. The administration,  
 23 the administrators weren't -- how can I say? -- they  
 24 weren't good, best way I can put it at this moment.  
 25 They weren't good at all.

1 Q. Can you be a little more specific than that?  
 2 Can you tell me the ways they weren't good?  
 3 A. When you have an administrator tell a  
 4 student -- let me rephrase that. When you have  
 5 administrators speaking to children like they're -- the  
 6 administrator's on their level, like they're a peer to  
 7 that student, I mean, that's not good at all. I'll try  
 8 to give you an example. Say one of the deans -- let me  
 9 give you an example. One of the deans, I overheard one  
 10 of the deans talking to a student, like the dean was  
 11 best friend or so of a student where he's using  
 12 profanity talking to him just like he was adolescent. I  
 13 mean, like he was a student. I mean, a dean, someone  
 14 that's supposed to -- supposed to look out for you, I  
 15 mean, show you the right things to do, talking as if he  
 16 was a teenager.  
 17 Q. Which dean was this?  
 18 A. I don't know. I never did go to the dean's  
 19 office, so I really don't know. But this was during  
 20 nutrition or lunch. I do not remember -- or it was a  
 21 break. But I was standing under the breezeway next to a  
 22 dean and the student.  
 23 Q. Was this dean male or female?  
 24 A. Male.  
 25 Q. Was this Dean [REDACTED]?

1 A. I'm not sure.  
 2 Q. Now, you said that this dean was speaking  
 3 profanity to a student.  
 4 A. Yes.  
 5 Q. Do you know of any other occasions on which  
 6 this dean spoke words of profanity to a student?  
 7 A. No, none that I can recall. That one,  
 8 actually, stuck in my mind. It actually stuck with me.  
 9 Q. Did you tell Principal [REDACTED] about this  
 10 occasion?  
 11 A. No.  
 12 Q. Why not?  
 13 A. I don't know. I was actually new to the  
 14 school. It was like all this -- all that I'm saying now  
 15 today it was actually new to me. I had never been put  
 16 in that situation before, whereas I'm in a school  
 17 hearing all these things, seeing all these things.  
 18 Q. Did you complain to anyone about this incident?  
 19 A. No. This one I kept to myself.  
 20 Q. Do you know about any other administrators  
 21 using profanity to students?  
 22 A. Other than substitutes, no.  
 23 Q. Substitutes would use profanity to students?  
 24 A. Oh, yes.  
 25 Q. Which substitutes?

1 A. I don't know. Substitutes, anyone.  
 2 Q. Well, how many times did you see substitutes  
 3 using profanity to students?  
 4 A. I don't know, but it should have been -- I  
 5 really don't know, but it was -- it shouldn't have been  
 6 once at all, really.  
 7 Q. Can you approximate how many times you saw  
 8 substitute teachers using profane words to students?  
 9 A. No.  
 10 Q. Was it five times?  
 11 A. I don't know. It was more than -- it should  
 12 have been -- it was more than it should have been. It  
 13 should have been none.  
 14 Q. Can you estimate how many times? Would you say  
 15 it was closer to five times or closer to 50 times?  
 16 A. No.  
 17 Q. You can't estimate?  
 18 A. No.  
 19 Q. Did any teacher ever use profanity to you?  
 20 A. No.  
 21 Q. No substitute ever used profanity to you?  
 22 A. No. No, not to me. I was referring to someone  
 23 that said something about someone, about a teacher  
 24 saying some profanity, but I can't quite remember. But  
 25 it was not me, though.

1 MR. CHOATE: Ms. Kott, Ms. Perkins-Ali has  
 2 testified that fights and other school disruptions  
 3 impaired her ability to learn at Locke and has  
 4 established therefore that fights were directly related  
 5 to this case, and I have some other questions that I'm  
 6 going to go ahead with.  
 7 MS. KOTT: You can ask your questions, but I,  
 8 you know, I can't guarantee what my response will be.  
 9 If I feel that they're treading far beyond the Williams  
 10 case and into another lawsuit, then I will instruct her  
 11 not to answer again.  
 12 BY MS. SHARGEL:  
 13 Q. Was anyone involved in any fight that you saw  
 14 with your own eyes armed with a weapon?  
 15 MS. KOTT: Objection. Don't answer that  
 16 question.  
 17 BY MS. SHARGEL:  
 18 Q. Are you refusing to answer the question?  
 19 A. Yes, I am.  
 20 Q. Did you ever see a student with a gun at Locke  
 21 High School?  
 22 MS. KOTT: Objection. Don't answer that.  
 23 BY MS. SHARGEL:  
 24 Q. Are you refusing to answer the question?  
 25 A. Yes, I am.

1 Q. Did you ever see a student with a knife at  
2 Locke High School?  
3 MS. KOTT: Objection. Don't answer that  
4 question.  
5 BY MS. SHARGEL:  
6 Q. Ms. Perkins-Ali, are you refusing to answer the  
7 question?  
8 A. Yes, I am.  
9 MS. SHARGEL: I have no further questions.

10  
11 FURTHER EXAMINATION

12  
13 BY MR. CHOATE:  
14 Q. Ms. Perkins-Ali, when I spoke with you today  
15 and on the first day of your deposition, we talked about  
16 a number of conditions at Locke High School that  
17 bothered you. We talked about issues related to  
18 textbooks and to substitute teachers and to the  
19 availability of chairs in your classroom, some of your  
20 chairs in your classrooms, and to cleanliness of some of  
21 your classrooms in the school.  
22 A. Yes.  
23 Q. And I asked you if other than what we talked  
24 about there were any other conditions at your school  
25 that bothered you, and you said there were not; do you

1 class? Or at all?  
2 MR. CHOATE: I'm talking about at all at Locke  
3 High School.  
4 Q. I want to know if one of the things that you're  
5 complaining about in this lawsuit is fighting between  
6 students at Locke High School or anything else at Locke  
7 High School.  
8 A. No. Now I'm not sure. I don't think so.  
9 Q. No?  
10 A. No. Williams case is dealing within the  
11 classroom.  
12 Q. So you're not complaining in the Williams case  
13 about fighting in the classroom; is that correct?  
14 MR. CHOATE: I don't have any further  
15 questions.  
16 MS. SHARGEL: I have one further comment. Are  
17 you willing to stipulate on the record that issues  
18 concerning fights and disruptions at Locke High School  
19 will not be raised in any motion in this case or at  
20 trial?  
21 MS. KOTT: Any disruptions or just fights?  
22 MS. SHARGEL: Any violent disruptions or  
23 fights.  
24 MS. KOTT: Yes.  
25 MS. SHARGEL: So stipulated.

1 remember that?  
2 A. Yes, I do.  
3 Q. Are you making any claims in the Williams  
4 versus State of California lawsuit that relate in any  
5 way to any fighting that may have occurred between  
6 students or anybody else at Locke High School?  
7 THE WITNESS: I can answer that?  
8 MS. KOTT: Yes. Are you making any claims?  
9 THE WITNESS: None that I know of. None that I  
10 can remember. Can you rephrase that question so I can  
11 be more -- have more understanding of it before I answer  
12 that?  
13 BY MR. CHOATE:  
14 Q. You're a plaintiff in this lawsuit, aren't you?  
15 A. Yes, I am.  
16 Q. And from what I understand, some of the things  
17 that you're campaigning about in this lawsuit are, for  
18 example, the availability of textbooks in some  
19 classrooms; correct?  
20 A. Yes.  
21 Q. And what I want to know is: Is another one of  
22 the things that you're claiming about in the Williams  
23 lawsuit fighting that may have occurred between students  
24 or anybody else at Locke High School?  
25 MS. KOTT: Are you talking about outside of

1 MR. CHOATE: So stipulated.  
2 MS. KOTT: But strictly at Locke.  
3 MR. CHOATE: Hold on. I want to make sure I  
4 understand the stipulation. You're stipulating that no  
5 testimony from Ms. Perkins-Ali or from anybody else, any  
6 other potential witness in this case, relating to fights  
7 or other violent disruptions, that may have occurred at  
8 Locke High School, will be offered as testimony at the  
9 trial of this or any motion?  
10 MS. KOTT: I'm stipulating that no testimony of  
11 Ms. Perkins-Ali will be raised regarding those issues  
12 about fights.  
13 MR. CHOATE: Okay. But it seems to me that if  
14 you guys are planning on raising -- I mean, if you're  
15 planning on offering evidence from other people related  
16 to any fights or disruptive violence that may have  
17 occurred at Locke High School, then maybe, you know,  
18 somebody may -- certainly myself or the LAUSD would be  
19 entitled to back and ask Ms. Perkins-Ali about those  
20 issues. I mean, I'm happy enough to stipulate that that  
21 stuff need not come in in this lawsuit.  
22 MS. KOTT: You know, I understand your  
23 concerns. At this time I cannot make that broad of a  
24 stipulation. If you feel that the deposition was closed  
25 prematurely, you can obviously meet and confer about



1 that issue and if you feel it's necessary move to  
 2 reopen.  
 3 MR. CHOATE: Can we go off the record for a  
 4 second?  
 5 (Discussion held off the record.)  
 6 MS. KOTT: Back on.  
 7 MS. SHARGEL: The parties have discussed this  
 8 issue off the record and are all willing to stipulate  
 9 that any issues involving fights or violent disruptions  
 10 at Locke High School will not be raised at either trial  
 11 in this case or in motion practice. So stipulated?  
 12 MS. KOTT: So stipulated as to the Williams  
 13 case.  
 14 MR. CHOATE: No evidence from any witness will  
 15 be offered at trial or any motion practice relating to  
 16 fights or violent disruptions that may have occurred at  
 17 Locke High School.  
 18 MS. KOTT: That is correct.  
 19 MR. CHOATE: So stipulated.  
 20 MS. KOTT: So stipulated.  
 21 MS. SHARGEL: So stipulated.  
 22 LAUSD further reserves the right to call back  
 23 Ms. Perkins-Ali for questioning if issues involving  
 24 fights or violent disruptions are raised with regard to  
 25 any other school at issue in the Williams case.

1 MR. CHOATE: So stipulated.  
 2 MS. SHARGEL: So stipulated.  
 3 MS. KOTT: So stipulated.  
 4 MR. CHOATE: I'm just going to put a  
 5 stipulation, a final stipulation, on the record.  
 6 MS. KOTT: Actually, I just wanted to ask a  
 7 couple of questions. Is this your closing stipulation?  
 8 MR. CHOATE: Yes. Let's go off the record.  
 9 (Discussion held off the record.)  
 10  
 11 EXAMINATION  
 12  
 13 BY MS. KOTT:  
 14 Q. All right. Natalie, you've testified today,  
 15 and in your previous day of deposition, about textbooks,  
 16 such as not having textbooks to use in class or to take  
 17 home for homework and also having textbooks in class but  
 18 not having them to take home for homework; how did that  
 19 make you feel?  
 20 A. Well, being that I -- before I came to Locke, I  
 21 had never been put in a situation where there were no  
 22 textbooks inside the classroom or to take home. That  
 23 was a very disturbing feeling for me and I didn't like  
 24 it at all.  
 25 Q. Why was that?

1 A. I felt that Locke was being robbed -- I was  
 2 being robbed of an education.  
 3 Q. Okay. You also testified that in some of your  
 4 classes you did not have what you described as a  
 5 permanent teacher for an entire semester or sometimes  
 6 two semesters; how did that make you feel?  
 7 A. Again, I will reiterate that I have never,  
 8 before I came here, I never would have seen anything  
 9 like that. It was very disturbing. I didn't like it  
 10 and I really felt robbed. Other than the teachers that  
 11 were there to help me and that showed me that they did  
 12 care, it was an indescribable feeling that you can  
 13 only -- you can't even imagine that you would have to go  
 14 through.  
 15 Q. You also described certain instances in which  
 16 for at least some period of time in some classes there  
 17 were not enough seats available for all of the students  
 18 in the class; how did that make you feel?  
 19 A. Let me give you an example. When I was  
 20 attending Locke High School -- I mean Gardena High  
 21 School, in all our classes every student had a chair and  
 22 a book with the proper teachings that they were going to  
 23 teach. I mean, the teachers were there. And I have,  
 24 not that I can recall, I have never been in a crowded  
 25 classroom. If you asked me to define a crowded

1 classroom, imagine what it felt like before I entered  
 2 Locke, I could not describe, tell you how it would feel.  
 3 But seeing that I did experience it, didn't like it.  
 4 Q. Okay. Why didn't you like it?  
 5 A. It was distracting. It was hard to focus, and  
 6 I do believe when you come to school you must put your  
 7 best foot forward. You are there to learn. You're not  
 8 there to be distracted. And having an overcrowded high  
 9 school you can't help but be distracted.  
 10 Q. You also testified that the school was dirty  
 11 and, I believe you said, dingy.  
 12 MR. CHOATE: Objection. Mischaracterizes her  
 13 testimony.  
 14 BY MS. KOTT:  
 15 Q. Is it correct that you testified the school was  
 16 dirty and dingy?  
 17 A. Yes.  
 18 Q. Okay.  
 19 MS. KOTT: Is your objection with the word  
 20 "dirty"?  
 21 MR. CHOATE: Well, I'm just objecting that it  
 22 mischaracterizes her testimony; that, I don't believe,  
 23 she testified to that, the way you put the question to  
 24 her.  
 25 MS. KOTT: All right.

1 Q. In order to try and satisfy you, I will try and  
2 restate the question. I believe you testified earlier  
3 today that Locke High School, many parts of Locke High  
4 School were dirty. Except for the classrooms where  
5 teachers actually cleaned them themselves, Locke High  
6 School is dirty.

7 MR. CHOATE: Objection. Mischaracterizes the  
8 witness' testimony, and it's vague and ambiguous as to  
9 the word "many."

10 BY MS. KOTT:

11 Q. Is that correct?

12 A. That's correct.

13 Q. How did it make you feel to attend a school  
14 that you felt was not clean?

15 A. It made me feel, actually, like -- actually  
16 like an indescribable feeling because I didn't really  
17 want to come to school knowing what I was going to, and  
18 my reasons, actually, I came to school because of the  
19 good teachers that were there. Other than that, I  
20 really didn't like it, it didn't feel right. Schools I  
21 went to before Locke were -- were not like Locke.

22 Q. How were they not like Locke?

23 A. They weren't dirty, they weren't -- there's so  
24 much. Actually indescribable. I can't think of the  
25 words that I want to say.

1 Q. I'm sorry, 118th Street School?

2 A. Yes.

3 Q. And what else?

4 A. And Lauren Street Elementary School in  
5 Northridge, California.

6 Q. Is that it?

7 A. I attended Parkman Middle School in Woodland  
8 Hills, California.

9 Q. I'm sorry, I didn't understand the name.

10 A. My middle school, in my junior middle school  
11 years, I attended Parkman Middle School.

12 Q. Parkman?

13 A. Parkman Middle School in Woodland Hills.

14 Q. What other public schools, K through 12?

15 A. And the first five weeks of my 9th grade year I  
16 attended Taft High School.

17 Q. Is that it?

18 A. It is.

19 Q. Orange Street Elementary School is in  
20 Northridge?

21 A. Northridge, California. And Parkman and Taft  
22 is located in Woodland Hills.

23 Q. What school district is Orange Street  
24 Elementary School located in?

25 A. Los Angeles Unified School District also.

1 Q. Can you try?

2 A. I can try, but it's not going to be  
3 appropriate, so I choose not to say. Just when I think  
4 about it, it really hurts.

5 Q. What really hurts, going to a school that's  
6 just not clean, or are you talking about all of the  
7 conditions?

8 MR. CHOATE: Objection. Compound.

9 THE WITNESS: All the conditions I've spoken  
10 about today. It actually hurts because when I was going  
11 to schools other than Locke, I felt they should have  
12 been like the ones I attended.

13 MS. KOTT: Okay.

14 MR. CHOATE: I have a couple of questions.

15  
16 FURTHER EXAMINATION

17  
18 BY MR. CHOATE:

19 Q. What other schools did you attend aside from  
20 Locke -- well, what other K through 12 public schools  
21 have you attended aside from Locke High School and  
22 Gardena High School?

23 A. My elementary years, I attended 118th Street  
24 School and Lauren Street School in Northridge,  
25 California.

1 Q. Okay. What grades did you attend Orange Street  
2 Elementary?

3 A. I attended Lauren Street School --

4 Q. Let me back up for a second. The name is  
5 Lauren?

6 A. Lauren.

7 Q. For what grades did you attend Lauren Street  
8 Elementary?

9 A. My third grade year and the first, what I would  
10 call, the first semester of my fourth grade year.

11 Q. Okay. And you also attended 108th Street  
12 Elementary?

13 A. 118th.

14 Q. I'm having a little difficulty. I'm sorry.  
15 And what city is that located in?

16 A. That's in the city -- South Central Los  
17 Angeles, right down the street from Locke High School.

18 Q. And 118th Street Elementary is located in Los  
19 Angeles Unified School District?

20 A. Yes.

21 Q. What grades did you attend 118th Street  
22 Elementary?

23 A. From first grade to my third grade year, first  
24 and second. I came back in the second half of my fourth  
25 grade year and finished it off with my fifth grade year.

1 Would you like me to tell the school I was in  
 2 preschool also?  
 3 Q. No.  
 4 A. Kindergarten?  
 5 Q. I don't think I need to know that.  
 6 A. Oh, but I didn't (sic) attend kindergarten.  
 7 Would you like the name of that school?  
 8 Q. No. Where is Parkman Middle School located?  
 9 A. Parkman Middle School is located in Northridge,  
 10 California.  
 11 Q. What school district?  
 12 A. Los Angeles Unified School District also.  
 13 Q. And Taft High School is located in Woodland  
 14 Hills; right?  
 15 A. Woodland Hills, right down the street from  
 16 Parkman Middle School.  
 17 Q. What school district is Taft High School  
 18 located in?  
 19 A. Los Angeles School District.  
 20 Q. And what district is Gardena High School  
 21 located in?  
 22 A. Los Angeles Unified School District.  
 23 Q. All of the public schools that you've attended  
 24 from first grade until you graduated high school at  
 25 Locke have all been in the Los Angeles Unified School

1 Q. And you never noticed any occasions that any of  
 2 these other LAUSD schools in which -- you never noticed  
 3 any occasions that any of these LAUSD schools that you  
 4 saw, for example, graffiti?  
 5 A. No.  
 6 Q. Why did you think it is that the conditions at  
 7 Locke High School, if you know, are different from the  
 8 conditions at some of these other public schools that  
 9 you've attended that are located in Los Angeles Unified  
 10 School District?  
 11 A. I don't know. I really do not know.  
 12 Q. You're attending Compton Community College?  
 13 A. Yes, I am.  
 14 Q. Do you have to apply to get into Compton  
 15 Community College?  
 16 A. Did I have to apply?  
 17 Q. I mean, did you have to apply to get in?  
 18 A. Actually, I applied there after I found out  
 19 from Cal-state Dominguez that I was short of six units  
 20 in math, that I needed to attend there, and they  
 21 referred me to a community college of my choice that I  
 22 can take to get my six units of math to transfer to  
 23 Cal-state Dominguez Hills.  
 24 Q. So you are -- what classes are you taking at  
 25 Compton right now? We don't need to go into a lot of

1 District?  
 2 A. Yes.  
 3 Q. And is it your testimony that Locke High  
 4 School, the conditions at Locke High School are  
 5 different than the conditions at all of these other  
 6 LAUSD schools that you attended?  
 7 A. Yes, very different.  
 8 Q. These other LAUSD schools weren't dirty?  
 9 A. No.  
 10 Q. These other LAUSD schools all had textbooks in  
 11 their classes?  
 12 A. Yes.  
 13 Q. These other LAUSD schools all had good  
 14 teachers?  
 15 A. They had -- the majority of their teachers were  
 16 good. But every school is going to have a teacher  
 17 that's not good.  
 18 Q. You never saw on any occasions --  
 19 A. No.  
 20 Q. Let me finish my question.  
 21 A. I'm sorry.  
 22 Q. You never saw on any occasions that any of  
 23 these other public LAUSD schools that you attended were  
 24 dirty?  
 25 A. No.

1 detail. I need to get a sense of what you're taking.  
 2 A. I chose to do my -- I chose to receive my AA  
 3 there and then transfer to Cal-state.  
 4 Q. What is an AA?  
 5 A. Associate of Arts degree. I mean, yeah,  
 6 Associate of Arts degree.  
 7 Q. Do you have to spend two years at Compton  
 8 Community College to get your AA?  
 9 A. Yes.  
 10 Q. Do you feel that you are doing well  
 11 academically at Compton Community College?  
 12 A. Yes.  
 13 Q. Do you feel that you were prepared academically  
 14 to attend Compton Community College and to succeed at  
 15 that school?  
 16 A. Yes, to a certain point, degree.  
 17 Q. Do you feel that -- do you feel unprepared in  
 18 any way to pursue college-level studies at Compton  
 19 Community College?  
 20 A. No.  
 21 Q. When you receive -- when and if you receive  
 22 your AA, are you planning to continue and attend  
 23 Cal-state Northridge?  
 24 A. Cal-state Dominguez Hills, yes.  
 25 Q. I'm sorry. Cal-state Dominguez Hills?

1 A. Yes.  
 2 Q. Do you feel that you are academically prepared  
 3 to continue with studies at Cal-state Dominguez Hills?  
 4 A. Yes.  
 5 Q. Do you attribute any of your preparedness for  
 6 post secondary education to the education you received  
 7 at Locke High School?  
 8 A. Are you referring to my teachers, the ones that  
 9 did help me? Yes. Yes, the teachers that did help me,  
 10 my AP teachers. And besides the AP teachers, the ones  
 11 that did care, yes.  
 12 Q. Do you feel that the teachers at Locke High  
 13 School helped prepare you to proceed with post secondary  
 14 education?  
 15 A. Certain teachers.  
 16 Q. Having graduated from Locke High School, do you  
 17 feel you're prepared to continue with your post  
 18 secondary education?  
 19 A. Yes.  
 20 Q. Do you feel that you bear any responsibility  
 21 for the quality of education that you received at Locke  
 22 High School?  
 23 A. Can you clarify that for me?  
 24 Q. Yes. I want to know if you feel that the  
 25 education that you received at Locke High School is

1 Q. I just asked you if other students received A's  
 2 to your knowledge, and they did; right?  
 3 A. And I stated can I state that they did not  
 4 deserve it?  
 5 Q. You can't ask me that.  
 6 Are there any other grades that you received at  
 7 Locke High School that you're unhappy with?  
 8 A. No.  
 9  
 10  
 11  
 12  
 13  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21 MR. CHOATE: All right. I've got no more  
 22 questions.  
 23 Shall we get a stipulation on the record?  
 24 MS. KOTT: Sure. Do you have any questions?  
 25 MS. SHARGEL: No, I don't.

1 attributable in any way to the effort that you put into  
 2 your education.  
 3 A. Yes, certain teachers and certain --  
 4 Q. That's not what I'm asking you. Let me ask  
 5 you -- let me ask you a different question.  
 6 Do you feel that you played any role in  
 7 learning what you did at Locke High School?  
 8 A. Yes.

1 MR. CHOATE: I'm not going to close this  
 2 deposition at this time because Ms. Perkins-Ali has  
 3 indicated that she still has in her possession documents  
 4 that are responsive to the request for production of  
 5 documents that was served on her on October 29th, and I  
 6 have asked Ms. Perkins-Ali to provide those documents to  
 7 Ms. Kott. And as soon as I receive those documents, I  
 8 will notify Ms. Kott. We can talk about if there's any  
 9 reason that we need to ask further questions at the  
 10 deposition.  
 11 MS. KOTT: That's fine.  
 12 MR. CHOATE: Can we stipulate that copies of  
 13 documents attached to this deposition today may be used  
 14 as originals and that the original of the deposition be  
 15 signed under penalty of perjury; that the reporter is  
 16 relieved of his responsibilities under the applicable  
 17 statutes for maintaining the original deposition  
 18 transcript; that the original deposition transcript will  
 19 be delivered to the office of Ms. Kott; that the  
 20 witness, Ms. Perkins-Ali, will have 30 days from the  
 21 date of the court reporter's transmittal letter to  
 22 correct and sign the deposition; and that Ms. Kott will  
 23 notify all parties in writing of any changes in the  
 24 deposition within 10 days after those changes are made;  
 25 and that if there are no such changes communicated

1 within that time, that any unsigned, uncorrected copy  
 2 may be used for all purposes in this litigation or any  
 3 proceeding related thereto?  
 4 MS. KOTT: I have an issue within 10 days those  
 5 changes are made. We'll certainly notify everyone  
 6 before the 30-day deadline.  
 7 MR. CHOATE: That's fair. You'll notify  
 8 everyone before the 30-day deadline runs if -- about any  
 9 changes that are made?  
 10 MS. KOTT: That is correct. So with that  
 11 proviso, so stipulated.  
 12 MR. CHOATE: Okay. So stipulated.  
 13 MS. SHARGEL: So stipulated.  
 14 THE REPORTER: Would you like a copy, counsel?  
 15 MS. KOTT: Yes. And a disk and a condensed.  
 16 MS. SHARGEL: We'd like a disk and a condensed.  
 17 (Whereupon at the hour of 6:40 p.m. the  
 18 deposition was concluded.)  
 19  
 20  
 21  
 22  
 23  
 24  
 25

1  
 2 I, Philip D. Norris, a Certified Shorthand Reporter  
 3 for the State of California, do hereby certify:  
 4 That prior to being examined, Natalie Perkins-Ali,  
 5 the witness named in the foregoing deposition, was by me  
 6 duly sworn to testify the truth;  
 7 That said deposition was taken before me pursuant  
 8 to notice, at the time and place therein set forth, and  
 9 was taken down by me in shorthand and thereafter reduced  
 10 to typewriting via computer-aided transcription under my  
 11 direction;  
 12 I further certify that I am neither counsel for,  
 13 nor related to, any party to said action, nor in anywise  
 14 interested in the outcome thereof.  
 15 In witness whereof, I have hereunto subscribed my  
 16 name this day of , 2001.  
 17  
 18  
 19 Philip D. Norris  
 20 CSR NO. 4980  
 21  
 22  
 23  
 24  
 25

1 Declaration  
 2  
 3  
 4  
 5 I hereby declare I am the deponent in the within  
 6 matter; that I have read the foregoing deposition and  
 7 know the contents thereof, and I declare that the same  
 8 is true of my knowledge, except as to the matters which  
 9 are therein stated upon my information or belief, and as  
 10 to those matters, I believe it to be true.  
 11 I declare under the penalties of perjury of the  
 12 State of California that the foregoing is true and  
 13 correct.  
 14 Executed on the day of , 2001  
 15 at , California.  
 16  
 17  
 18  
 19 Witness  
 20  
 21  
 22  
 23  
 24  
 25