

AMENDED Exhibit 851

PLAINTIFFS' OMNIBUS OPPOSITION TO DEFENDANTS' MOTIONS FOR SUMMARY JUDGMENT

Case No.: 4:22-md-03047-YGR

MDL No. 3047

In Re: Social Media Adolescent Addiction/Personal Injury Products Liability Litigation

David Levenson

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UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF CALIFORNIA

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IN RE: SOCIAL MEDIA ADOLESCENT) Case No. 4:22-md-
ADDICTION/PERSONAL INJURY) 3047-YGR
PRODUCTS LIABILITY LITIGATION) MDL No. 3047
-----X

SUPERIOR COURT OF THE STATE OF CALIFORNIA
FOR THE COUNTY OF LOS ANGELES

UNLIMITED JURISDICTION

COORDINATION PROCEEDING	)	Judicial Council
SPECIAL TITLE [RULE 3.550]	)	Coordination
	)	No. 5255
SOCIAL MEDIA CASES	)	
	)	Judge Carolyn Kuhl

CONTAINS HIGHLY CONFIDENTIAL INFORMATION

VIDEOTAPED DEPOSITION OF DAVID LEVENSON

LOS ANGELES, CALIFORNIA

MARCH 14, 2025

8:45 A.M.

Job No.: 7209739

Pages: 1 - 463

Reported by: Leslie A. Todd, CSR No. 5129 and RPR

1 education, that you might not have been able
2 to achieve what you achieved in terms of your
3 academic performance. True?

4 MR. MAJOR: Objection. Vague,
5 improper opinion.

6 THE WITNESS: Yes, if I was not
7 paying attention in class or in
8 college, I don't believe I would have
9 achieved what I've achieved today.

10 BY MR. HONNOLD:

11 Q. You would agree with me that
12 collectively if a number of students during
13 the course of a school day are involved in
14 looking at social media during class, at the
15 time of class, around class, associated with
16 the school day, that that may impact a
17 teacher's ability -- a teacher's ability to
18 provide them with good quality instruction?

19 MR. MAJOR: Objection. Vague,
20 compound, speculation, improper
21 opinion.

22 THE WITNESS: If I understand
23 your question, yes, if collectively
24 students are not paying attention,
25 that would disrupt the teacher's

1 ability to teach.

2 BY MR. HONNOLD:

3 Q. Okay. You would agree with me
4 that as a general matter, public school
5 teachers, it is reasonable for them to expect
6 a classroom environment that is not
7 disruptive, correct?

8 MR. MAJOR: Objection. Vague,
9 foundation, speculation.

10 THE WITNESS: I don't know if I
11 could speak to what teachers should
12 expect. Teachers control the
13 classroom, so I would expect that they
14 would create an environment that is
15 distraction-free.

16 BY MR. HONNOLD:

17 Q. Could it be a distraction or
18 disruptive to the educational process if
19 students in class are spending a fair amount
20 of time -- and I'm now holding my cell phone
21 and I'm going to hold it down under the
22 desk -- if students are doing that a fair
23 amount of time during the school day, that
24 could be disruptive to the school
25 environment. True?

1 MR. MAJOR: They've been
2 produced.

3 MR. HONNOLD: All of the
4 things, the personal notes were
5 produced, his handwritten notes?

6 MR. MAJOR: We can talk about
7 it off the record.

8 MR. HONNOLD: Okay, great.

9 BY MR. HONNOLD:

10 Q. Okay. Let's go to this
11 document, which we marked as an exhibit.
12 It's Bates 7394 at the end.

13 And if we look at the bottom or
14 about two-thirds of the way down, there is a
15 sentence above the web chat heading that
16 says: "The following projects are presented
17 in order of estimated investment size and
18 impact."

19 Do you see that?

20 A. Yes.

21 Q. And it looks like above there's
22 discussion between you and Siegel, and you're
23 kind of talking about the impact of COVID on
24 school and maybe that's slowing down DAU.
25 Right?

1 A. Yes, I see a sentence
2 representing that, yes.

3 Q. Okay. Then in this heading
4 that's called "Web Chat," it says: "Today's
5 students and young working professionals are
6 spending a higher amount of time in front of
7 screens in general. So mobile time spent is
8 growing, but we believe desktop --
9 desktop/web time is up even more, as more
10 class and work shifts to online video
11 services like Zoom, and commute and
12 under-the-desk phone time decreases."

13 Do you see that?

14 A. I see that, yes.

15 Q. Okay. So the context there for
16 under-the-desk phone time, what -- what is
17 your under- -- understanding of -- of that,
18 as Josh Siegel was using that term and as --
19 as you read this?

20 A. So I don't have a recollection
21 or a direct understanding of that term, but
22 in context, I would assume it means as
23 students were looking at their phone under a
24 desk, in class.

25 Q. And you remember we -- you

1 remember we talked about distractions in
2 school, and teachers having the expectation
3 of -- you know, or needing to have a
4 distraction-free classroom and kids needing a
5 distraction-free classroom?

6 Here is you, head of the growth
7 team, and Siegel -- what was his role?

8 A. At this time I believe he was
9 head of growth product.

10 Q. Okay. You're talking on
11 your -- your Slack about the phenomena of
12 kids using their phone looking at social
13 media, maybe including Snapchat in school.
14 Right?

15 MR. MAJOR: Objection.

16 Misstates the document.

17 THE WITNESS: Josh sent me an
18 update that references that, yes.

19 BY MR. HONNOLD:

20 Q. Okay. Did you anywhere in this
21 document say, Hey, we got to get this stuff
22 out of the schools. We can't be having
23 kids -- we got to make sure that we're not
24 doing anything to promote or perpetuate kids
25 being on our platform at school?

1 Did you ever say that?

2 A. That's not in this document,
3 no.

4 Q. Have you ever said -- have you
5 ever said in your professional role ever,
6 We've got to take some action now today to
7 make sure that we aren't doing anything to
8 promote or enable kids getting on the
9 Snapchat platform when they're in class doing
10 this under-the-desk time sort of stuff?

11 A. Not to my recollection.

12 MR. HONNOLD: Okay. All right.
13 Let's take a break. We will get an
14 updated time. I may be done. I might
15 not be, depending on what I got left.
16 Thank you.

17 THE VIDEOGRAPHER: We are now
18 going off the record, and the time is
19 now 4:47.

20 (Recess.)

21 THE VIDEOGRAPHER: We are now
22 going back on the record, and the time
23 is 4:57 p.m.

24 BY MR. HONNOLD:

25 Q. Mr. Levenson, we're back on

1 [REDACTED] (phonetic). Do you see that?

2 A. Yes.

3 Q. Who is Mr. [REDACTED], do you
4 know?

5 A. I don't know. He's an employee
6 at Snapchat if he has access to this.

7 Q. And do you see him kind of
8 talking in detail about a conversation that
9 he had with an elementary school teacher?

10 A. Yes, I see that.

11 Q. And did you read that note
12 about how this teacher is talking about how
13 there's concern about Snapchat accounts and
14 how they may be being used to at least play a
15 part in bullying in school?

16 A. Yes, I see that message.

17 Q. Okay. Had anything like this
18 ever been brought to your attention before
19 about concern about a relationship with
20 Snapchat and school?

21 A. Not that I can recall.

22 Q. Okay. By this time in 2022,
23 September of 2022, had you heard anything
24 about concern within Snapchat about some
25 schools or school districts putting in place

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