

EDUCATION SUBCOMMITTEE OF THE
CALIFORNIA ADVISORY COMMITTEE

Briefing Session

Thursday, April 11, 1975

AGENDA

1. Summary and Background of the Salinas Union High School District's:
 - a. Teacher Corps Program
 - b. Affirmative Action Plan
 - c. Bilingual/Bicultural Program
2. Discussion of Agenda and Witnesses
3. Administrative Details

SALINAS UNION HIGH SCHOOL DISTRICT

Open Meeting of the
Education Subcommittee of the
California Advisory Committee
to the
United States Commission on Civil Rights

City Council Rotunda
Salinas, California
April 11, 1974

9:00 a.m.	<u>Opening Statement</u> Joe Jimenez Northern Vice Chairperson California Advisory Committee
9:15 a.m.	<u>Welcoming Remarks</u> The Honorable Henry Hibino Mayor of Salinas
9:30 a.m.	Luis Jaramillo <i>Joe Jimenez</i> Attorney California Rural Legal Assistance Salinas, California
10:00 a.m.	Salinas Union High School District Administration Panel Robert Binns <i>Jack Stare</i> Superintendent Dr. Lawrence LeKander <i>Nadine Haba</i> Assistant Superintendent for Instruction and Curriculum Tom Hodges <i>CORA Santa Ana</i> Acting Director of Personnel
10:55 a.m.	<u>Break</u>

11:05 a.m.	Edward Angstadt President Board of Trustees Salinas Union High School District	GORDON LAU
11:30 a.m.	Arturo Estrella Chairperson La Mesa Directiva de Salinas	ARTHUR TIZABO
12:00 p.m.	Richard Dyk Chairperson Citizens Alliance for Better Education	NADINE HATA / GORDON LAU
12:30 p.m.	Alexander Sapiens Chairperson Bilingual/Bicultural Department Alisal High School	JOE SIMONEZ
1:00 p.m.	<u>Lunch Break</u>	
2:00 p.m.	Alisal High School Student Panel	
	Mike Gutierrez Maria Réyna Diana Wilkenson Philip Dyk	Noelke RODRIGUEZ Noelke RODRIGUEZ Helen BANSTEIN NADINE / <u>STANA</u>
3:00 p.m.	Certificated Employees Council Panel	
	Otto Kimball Past Chairperson	Helen BANSTEIN
	Henry Van Brocklin Chairperson	ARTHUR TIZABO
3:55 p.m.	<u>Break</u>	
4:05 p.m.	Robert Drake Acting Principal Alisal High School	Helen BANSTEIN
4:30 p.m.	Dr. John Griffin Director Compensatory Education Program Salinas Union High School District	NADINE HATA
5:00 p.m.	Jack Foreman Teacher Alisal High School	Noelke RODRIGUEZ

LUIS JARAMILLO

Attorney

California Rural Legal Assistance

9:30 a.m.

Mr. Jaramillo, an attorney with California Rural Legal Assistance working out of the Salinas office, is also Chairperson of the Education Committee of the League of United Latin American Citizens (LULAC). Over the last year he has been actively involved in working with the community on school issues. He has offered legal assistance to many parents and students with problems in the school district.

QUESTIONS FOR LUIS JARAMILLO

1. How long have you worked with the California Rural Legal Assistance (CRLA) office in Salinas?

In your work with CRLA have you been involved in educational issues?

Have you worked with community organizations in Salinas?

Which organizations?

What kinds of activities have you been involved in?

2. From your work in the community, what complaints have been most frequently raised regarding the Salinas Union High School District?
3. What have been the complaints regarding the district's recruitment, selection and promotion policies and procedures?

Bilingual/Bicultural program and classes?

Sensitivity and relationship of teachers to Chicano students?

4. Have these complaints been presented to the district?

Through what district channels?

What was the result?

ROBERT BINNS
Superintendent
Salinas Union High School District

10:00 a.m.

Mr. Binns has been the district's superintendent for the past ten years and will retire on June 30, 1975. He has held administrative positions in school districts throughout the State (including the Los Angeles Unified School District) for the past 20 years.

Mr. Binns has been the chief architect behind the Teacher Corps Program and claims to be a progressive high school district administrator in a conservative town.

QUESTIONS FOR BOB BINNS

1. Does the district have an affirmative action plan?

When was it implemented?

What was the relative success in terms of hiring minorities and women for classified certificated and administrative openings the first year?

Why do you think the district had difficulty in hiring Mexican American teachers?

Does the affirmative action plan include recruitment procedures for minority and women applicants?

Did the Board of Trustees draft recruitment guidelines to be followed by the district?

Did the district draft recruitment guidelines?

What recruitment efforts did you attempt as superintendent of the district?

2. Was it the intent of the district to take advantage of the Teacher Corps Program and its graduating interns to satisfy the affirmative action plan's goals and timetables?

Did the district commit itself to hire the interns?

If so, how many?

How and by whom were the interns selected?

How many interns were offered contracts by the district?

How many of those were for permanent positions?

3. District reports show that the Salinas Union High School District has hired 111 certificated employees over the last three years.

In light of one of the original reasons for bringing in the Teacher Corps Program, can you explain why the district has hired only 15 graduate Teacher Corps interns out of a total of 100 graduate interns over the past three years?

BOB BINNS (continued)

4. What was your opinion of the Cycle VII Teacher Corps Program?

Do you feel that the teachers and school administrators shared your enthusiasm for the Cycle VII Teacher Corps Program and the bilingual/bicultural classes offered by the interns?

5. Why did the district wait until May 1974 to reactivate the affirmative action plan when it was clear that the district was not hiring the Teacher Corps interns?

6. Are there any district administrative positions temporarily filled with acting personnel?

If so, how many and what are the positions?

How long have these positions been filled with acting personnel?

Why hasn't the district hired permanent staff for these important positions?

7. Have any efforts been made to recruit minority and women applicants for these administrative positions?

What have these efforts been?

8. Does the affirmative action plan include goals and timetables for administrative positions?

If not, why not?

9. Who wrote the district's affirmative action plan?

Was there any community input in the plan?

Do you feel that the affirmative action plan drafted in 1971 adequately addresses itself to the present employment needs of the district?

DR. LAWRENCE LeKANDER
Assistant Superintendent for
Instruction and Curriculum
Salinas Union High School District

10:00 a.m.

Dr. LeKander has been the Assistant Superintendent for Instruction and Curriculum since 1969. He will assume the superintendent's job on July 1, 1975 when Bob Binns retires. Dr. LeKander received a four year contract starting at \$35,000 a year.

Dr. LeKander has been in charge of the district's bilingual/bicultural program and was the chief administrative district official for the Teacher Corps Program.

QUESTIONS FOR DR. LAWRENCE LeKANDER

1. As Assistant Superintendent for Instructional and Curriculum Services, what is your responsibility to the bilingual/bicultural program?
2. Does the district have a written policy for bilingual/bicultural classes in its schools?
3. Does the district office have a coordinator for the bilingual/bicultural classes?

Is there one department in each school that coordinates all bilingual/bicultural classes?

Are the bilingual/bicultural classes offered as elective courses and included in departments by subject?

Do the department chairmen select the teachers for the bilingual/bicultural classes?

What is your input in the selection of bilingual/bicultural teachers?

Do you have any input in determining which bilingual/bicultural classes will be offered in the schools?

4. How does the district monitor the schools to ensure compliance with district policy in the bilingual/bicultural classes?
5. Does the district receive any state or federal funds for bilingual/bicultural classes?
 - If so, which programs and how much funding?
 - If not, has the district applied for any state or federal funding?
6. Are district funds used to support bilingual/bicultural classes?
 - If so, how much?
 - Is this district funding expected to continue at the same or increased level for the next year?
7. Were funds left over from the Cycle VII Teacher Corps Program used to support the bilingual/bicultural classes this year?
 - If so, how much money was left over and how much money was used for bilingual/bicultural classes?

QUESTIONS FOR DR. LAWRENCE LeKANDER

1. As Assistant Superintendent for Instructional and Curriculum Services, what is your responsibility to the bilingual/bicultural program?
2. Does the district have a written policy for bilingual/bicultural classes in its schools?
3. Does the district office have a coordinator for the bilingual/bicultural classes?

Is there one department in each school that coordinates all bilingual/bicultural classes?

Are the bilingual/bicultural classes offered as elective courses and included in departments by subject?

Do the department chairmen select the teachers for the bilingual/bicultural classes?

What is your input in the selection of bilingual/bicultural teachers?

Do you have any input in determining which bilingual/bicultural classes will be offered in the schools?

4. How does the district monitor the schools to ensure compliance with district policy in the bilingual/bicultural classes?
5. Does the district receive any state or federal funds for bilingual/bicultural classes?
 - If so, which programs and how much funding?
 - If not, has the district applied for any state or federal funding?
6. Are district funds used to support bilingual/bicultural classes?
 - If so, how much?
 - Is this district funding expected to continue at the same or increased level for the next year?
7. Were funds left over from the Cycle VII Teacher Corps Program used to support the bilingual/bicultural classes this year?
 - If so, how much money was left over and how much money was used for bilingual/bicultural classes?

DR. LAWRENCE LOKANDER (continued)

Was this expenditure of Teacher Corps funds authorized by the governing federal agency?

8. What is your evaluation of the bilingual/bicultural classes offered by the Cycle VII Teacher Corps Program?

What impact did the Cycle VII Teacher Corps Program have on the bilingual/bicultural classes in the schools?

9. Did you assist in the writing of the Teacher Corps Program proposal?

Was the provision for grant signoff by the certificated employees a district requirement?

Was this provision a mandatory federal regulation for all Teacher Corps Programs?

Was certificated employees' approval required the first two years?

Why not?

TOM HODGES
Acting Director of Personnel
Salinas Union High School District

10:00 a.m.

Mr. Hodges was appointed Acting Director of Personnel for the Salinas Union High School District in May 1974. He was the principal at Washington Junior High School for four years and the director of the Migrant Education Program for four years. He has been with the district for eight and one half years.

QUESTIONS FOR TOM HODGES

1. How long have you been the Acting Director of Personnel for the district?

What was your prior position with the district?

Was your previous position filled on an acting basis also?

2. What responsibility do you have for the district's affirmative action plan?

Do you monitor the selection of all district personnel to determine if the affirmative action plan is being complied with?

How?

3. Does the affirmative action plan include goals and timetables for certificated, classified and administrative positions?

4. Are copies of the affirmative action plan given to all district and school administrators (including department chairmen)?

Are copies of the affirmative action plan disseminated to community organizations?

Is the plan printed in Spanish?

5. Has there been any in-service training of school personnel in the district's affirmative action plan?

6. How are certificated positions in the schools filled?

What are the screening and selection procedures?

How much input do school administrators have in the hiring of personnel?

7. What role do you play in the selection of certificated employees?

8. Have certificated employees been hired by school administrators over your objections?

If no, are school administrators reluctant to comply with district policies and recommendations on affirmative action?

TOM HODGES (continued)

9. What recommendations would you make to strengthen the district's efforts to comply with its affirmative action plan?
10. How many permanent teaching positions were filled this year? 45
 How many temporary teaching positions were filled this year? 13
 When did the district know about these temporary openings? April May 1974
11. How many Teacher Corps interns applied for teaching positions? 22 April
 How many interns were hired? 6
 How many of those interns hired were temporary appointments? —
 When were the contracts offered? all before June 15.
12. How many teachers were hired after August 1, 1974? 32
13. Recruitment begin? May '74
 June '74

EDWARD ANGSTADT
President
Board of Trustees
Salinas Union High School District

11:00 a.m.

Mr. Angstadt is serving his second term on the Board of Trustees. (Board members are elected district-wide to four-year terms.) He is also serving his second term as President of the Board. (The Board members elect their president to one-year terms.) Ed has resided in Salinas for 16 years and is employed by the Growers and Shippers Association as its Director of Research.

QUESTIONS FOR EDWARD ANGSTADT

1. When did the Board of Trustees first approve the district's affirmative action plan?

Was the plan disseminated to school and district administrators?

Was the plan passed out to community organizations and was the plan printed in Spanish?

When the Board approved the affirmative action plan, were funds made available to support the recruitment of minority and women candidates and the implementation of the plan?

2. Was it the Board's decision to suspend the affirmative action plan when the Teacher Corps Program was introduced in the district?

If so, what were the reasons?

When did the Board reactivate the affirmative action plan?

Does the Board feel that the affirmative action plan drafted in 1971 adequately addresses the present employment needs of the district?

Has the district reviewed and updated the affirmative action plan?

Have you requested community input?

3. Does the district have an affirmative action advisory committee?
4. Did the Board appoint members to the district's affirmative action task force?

How were the task force members selected?

How many members serve on the task force?

5. What is the function and authority of the affirmative action task force?
6. Has the affirmative action task force given the Board any reports on the progress of the district's affirmative action plan?

If the task force reports of difficulties in implementing the affirmative action plan as a result of lack of cooperation with school administrators, what action can you take?

EDWARD ANGSTADT (continued)

What support has been given to the task force by your Board in the past?

In addition to the task force's efforts, what other steps have been taken in the district to implement the affirmative action plan?

By whom?

Does the Board monitor these activities as well?

7. Does the Board have a formal policy on bilingual/bicultural classes?

What is your opinion of bilingual/bicultural classes being offered in schools with large minority student populations?

8. Does the Board consider bilingual/bicultural classes a regular part of the district's curriculum?

If so, are bilingual/bicultural classes going to be offered on a regular basis?

Will there be an on-going budget to support these classes?

9. What was the Board's evaluation of the Cycle VII Teacher Corps Program?

Was the grant signoff provision by the certificated employees for the renewal of the Teacher Corps Program a district requirement?

What is your opinion of this signoff authority of certificated employees?

ARTURO ESTRELLA
President
La Mesa Directiva de Salinas

11:30 a.m.

Mr. Estrella has resided in Salinas for the past 27 years and is employed by Harden Farms, Inc. (agricultural business) as its field supervisor. In addition to Art's activities with La Mesa Directiva, he is also Chairperson of the Education Committee for the League of United Latin American Citizens (LULAC), a Board member on the Alisal Elementary School District's Advisory Committee and a member of the Salinas Union High School District's Affirmative Action Task Force. He was also chairperson of the Cycle VII Teacher Corps Program. Art has children in both the elementary and high school districts.

Advisory Committee

QUESTIONS FOR ARTURO ESTRELLA

1. Have you as President of La Mesa Directiva received a copy of the district's affirmative action plan?

Did you or representatives of other community organizations have any input in the writing of the affirmative action plan?

2. Do you sit on the district's affirmative action task force?

How were you appointed?

When were you appointed? Was the affirmative action plan in effect before this task force was created?
What authority does the task force have?

Does the task force review the selection of all personnel in the district?

Does the task force make reports to the Board of Trustees?

Is the task force informed of all openings in the district?

Who is the chairperson of the task force and how was that person selected?

3. Is La Mesa Directiva notified of all job openings in the district?

Has La Mesa Directiva recommended job applicants to the district?

How many of these referrals were hired?

4. Do you think the affirmative action plan needs to be updated?

If so, why?

5. What was the impact of the Cycle VII Teacher Corps Program in the Chicano community?

6. When the Teacher Corps Program was not renewed this year, what effect did this have on the Chicano community and students?

7. What is your opinion on the quantity and quality of bilingual/bicultural classes in the district today?

8. How would you compare the number of bilingual/bicultural classes offered during the Cycle VII Teacher Corps Program with the number of classes offered today?

RICHARD DYK

Chairperson

Citizens ~~Alliance~~ ^{Assurance} for Better Education (CABE)

12:00 p.m.

Mr. Dyk is a former missionary who worked in Venezuela for ten years. He has lived in Salinas for approximately 15 years and has a small business. He has children attending Alisal High. As Chairperson of CABE, Dick represents a mainly white, conservative community organization formed last year to oppose federally funded programs like the Title I ESEA, Teacher Corps Program and Title VII proposal. CABE is also opposed to bilingual/bicultural classes being offered in the schools.

QUESTIONS FOR RICHARD DYK

1. Does the CAFE have any criticisms of the Cycle VII Teacher Corps Program?

If so, what are they?

Do you have any positive comments of the Cycle VII Teacher Corps Program?

2. What is CAFE's position on the offering of bilingual/bicultural classes in the schools?
3. What is CAFE's position on the district's affirmative action policy and plan?

Does CAFE have a copy of the district affirmative action plan?

Does anyone from CAFE sit on the district's affirmative action task force?

4. As president of CAFE, do you feel that there is racial polarization between the white and Mexican American communities over some of the educational issues in the district?

If so, would you please indicate to the Committee which educational issues have caused this polarization?

What is your definition of the term Chicano?

5. The Committee understands that the district is currently considering an application for Title VII ESEA funds. What is CAFE's position on this proposal?

Have you read the proposal?

ALEXANDER SAPIENS
Chairperson
Bilingual/Bicultural Department
Alisal High School

12:30 p.m.

Mr. Sapiens was appointed Chairperson of the Bilingual/Bicultural Department in September 1974 when it was decided to create a bilingual/bicultural department by Alisal High's Acting Principal, Robert Drake. Mr. Sapiens is a former staff member of the Cycle VII Phase II Teacher Corps Program and a graduate of Cycle VII Phase I. Alex is presently working on a district proposal for Title VII ESEA funds to develop an in-service training program for bilingual/bicultural teaching personnel.

QUESTIONS FOR ALEXANDER SAPIENS

1. What were the major goals and objectives of the Cycle VII Teacher Corps Program?
2. As a former intern and later staff member of the Cycle VII Teacher Corps Program, were the program's goals and objectives accomplished?

If not, would you explain why?

3. What was the working relationship between the interns and the teachers?

Why were there poor working relations between the interns and teachers?

4. Were all of the interns involved in the development and offering of bilingual/bicultural classes?

Did the interns have to develop their own curriculum and class materials?

Was there any district administrator assigned to coordinate and assist interns specifically with the development of these materials?

5. Did most of the interns in Cycle VII both in Phase I and II, anticipate being offered teaching contracts upon graduation?

Did most interns apply for teaching contracts?

6. As Chairman of the Bilingual/Bicultural Department at Alisal High School, do you receive a department bonus?

How much money does your department have available for textbooks, materials, etc.?

Is the \$1,250.00 for your department Teacher Corps Program leftover funds?

If some of the money used to support bilingual/bicultural classes came from leftover funds from Cycle VII Teacher Corps, what will happen next year?

7. Does the district office have a bilingual/bicultural coordinator to offer support to the bilingual/bicultural classes in the schools?

Is there a written district policy for bilingual/bicultural programs?

ALEXANDER SAPIENS (continued)

8. Have bilingual/bicultural classes been viewed as dumping grounds for slow learners and problem students?

If so, why?

Has the situation improved?

What is the importance of a counselor's role in bilingual/bicultural classes?

ALISAL HIGH SCHOOL STUDENT PANEL

DIANA WILKENSON
Senior Student

Diana is a senior and has been enrolled at Alisal High for the past four years. This year she is the student body secretary and has been very active in student activities.

MIKE GUTIERREZ
Junior Student

Mike is a junior and has attended Alisal High for the past three years. He was enrolled in the Cycle VII Teacher Corps Program his first two years at Alisal High. This year Mike is considering dropping out of school. Mike is recognized by his peers and the high school administrators as a spokesman for many of the Chicano student concerns.

PHILIP DYK
Senior Student

Phil, the current student body president, has attended Alisal High for the past four years. He is the son of Dick Dyk, Chairperson of the Citizens Alliance for Better Education (CABE).

MARIA REYNA
Junior Student

Maria is a junior and has attended Alisal High for the past three years. She was enrolled in the Cycle VII Teacher Corps Program and has been very active in student body activities. Maria was one of the stronger spokespersons in meetings with Alisal administrators when the Teacher Corps Program was dropped.

QUESTIONS FOR PHILIP DYK

1. Were you familiar with the Cycle VII Teacher Corps Program? *yes, AFTER it WAS DROPPED*
2. What did you think of the Teacher Corps Program? *mixed. some MA'S Able to relate better to school;*
3. What is your opinion of bilingual/bicultural classes?
4. Have other ethnic minority students formally asked the school administrators to offer bilingual/bicultural classes in their language?

Would you be in favor of expanding bilingual/bicultural programs for other groups?

5. As student body president, did most of the Chicano students participate in extra-curricular activities?

If not, why?

QUESTIONS FOR MARIA REYNA

1. How important is it to Chicano students to have teachers that speak Spanish and understand the Chicano culture?

If important, would you explain why?

How many students in your Cycle VII classes did not speak both languages?

2. Did the Cycle VII classes teach you to deal with problems outside of school?

What kinds of instruction did you receive?

3. Do you think the interns were accepted and supported by the teachers?

If not, can you give the Committee reasons why?

4. Did anyone from the school explain to the students why the Teacher Corps Program was dropped?

Why do you think the Teacher Corps Program was dropped?

QUESTIONS FOR MIKE GUTIERREZ

1. As a former student enrolled in the Cycle VII Teacher Corps Program, what is your opinion of the bilingual/bicultural classes taught by the interns?

2. Do you feel that the Cycle VII Teacher Corps Program helped reduce the dropout rate among Chicano students?

If so, for what reasons?

3. What were the reactions of the Chicano students to the dropping of the Teacher Corps Program?

Did you have any problems adjusting to regular classes this year?

Do you feel that other students had the same problems?

4. Did the Cycle VII Teacher Corps Program help improve your self-confidence in school?

If so, why?

5. How would you compare the bilingual/bicultural classes offered today with those of the Cycle VII program?

How were you informed that there were bilingual/bicultural classes offered at Alisal?

QUESTIONS FOR DIANA WILKENSON

1. Do you feel that most of the students in school knew what the Cycle VII Teacher Corps Program was all about?
2. What do you think of the bilingual/bicultural classes?
3. Do you feel it is important to speak more than one language?
4. Do you think it is important to hire bilingual/bicultural teachers at schools like Alisal High where there are large numbers of Chicano students?

OTTO KIMBALL
Assistant Principal I
Alisal High School

3:00 p.m.

Mr. Kimball is a Mexican American from El Paso, Texas. He was hired in 1967 by the district as a teacher for the mentally retarded. He was promoted a year later to a counselor's position at Alisal High. Last year he was again promoted to Assistant Principal I of the high school. Otto is the past chairperson of the Certificated Employees Council (CEC) and was on the CEC when it voted the Teacher Corps Program out of the district.

QUESTIONS FOR OTTO KIMBALL

1. As the former chairman of the Certificated Employees Council (CEC), what was your evaluation of the Cycle VII Teacher Corps Program?
2. What were CEC's reasons for turning down the Teacher Corps Program proposal for this school year?
3. What was the vote count for turning down the Teacher Corps Program proposal?

Are all CEC voting actions conducted in closed session?

4. Was CEC asked by the district office to assist in the development of bilingual/bicultural classes and the selection of bilingual/bicultural teachers?
5. How many students were enrolled in the Cycle VII bilingual/bicultural classes?

Were all of these students placed in bilingual/bicultural classes offered this year?

Were all of the Cycle VII students informed of the bilingual/bicultural classes being offered this year.

6. Was CEC asked to comment on the district's affirmative action plan?

If so, when?

7. Has the CEC been asked to assist the district in the recruitment of minority and women applicants for certificated openings?

HENRY VAN BROCKLIN

3:00 p.m.

Chairperson

Certificated Employees Council (CEC)

Mr. Van Brocklin was elected as Chairperson for the Certificated Employees Council (CEC) last November 1974. The chairperson is elected by the nine member council. He is the Chairperson of the Chemistry Department at Salinas High. The CEC, a recognized teacher organization, is required by California State law (Witton Act) and is charged with the major responsibility of coordinating district policies affecting teachers. The CEC chairperson sits on the superintendent's cabinet along with all school principals and district administrators.

QUESTIONS FOR HENRY VAN BROCKLIN

1. What is the Certificated Employees Council's (CEC) position on the affirmative action policy and plan?

Does the CEC sit on the affirmative action task force?

Is the CEC notified of all teacher and administrative openings in the district?

Does the CEC sit on all selection panels for administrative positions?

2. What is the CEC's position on bilingual/bicultural classes?

Who should have the responsibility for selecting teachers for bilingual/bicultural classes?

ROBERT DRAKE
Acting Principal
Alisal High School
777 Williams Road
Salinas, California

4:00 p.m.

Mr. Drake was appointed Acting Principal of Alisal High in November 1974. He was Coordinator for the Cycle VII Teacher Corps Program for two years prior to his present appointment. Mr. Drake was also an Assistant Principal at El Sausal Junior High School from 1969 to 1972. Originally from Los Angeles, he moved to Salinas in 1969. Bob has a B.A. from the University of Redlands and M.A. from California State University, Northridge.

QUESTIONS FOR ROBERT DRAKE

1. How long have you been Acting Principal at Alisal High?

As the Acting Principal at Alisal High School, do you have a copy of the district's affirmative action plan?

How many teaching positions have you replaced since being appointed Acting Principal?

Were any of these replacements bilingual and bicultural teachers?

If not, why?

What kind of financial and/or other support has the district or the Board supplied you in an effort to recruit minority and women staff?

We were told recruitment of minorities is the primary responsibility of the district office. Of those applications for positions that you have received from personnel, what percent of them were applications from minorities?

2. When you set up the bilingual/bicultural department and appointed a chairman last fall, was the chairman given the same budget, status and authority as other department chairman?

What are your budgetary plans for the bilingual/bicultural department next year?

When will you know about next year's budget?

3. What impact do you feel the Cycle VII Teacher Corps Program and the bilingual/bicultural classes taught by the interns had on the current bilingual/bicultural program?

How are students presently placed in bilingual/bicultural classes? *voluntary basis*

Do counselors assist in this placement? *cs/cls./counselors*

What kind of training is given counselors to familiarize them with bilingual/bicultural education purposes and goals?
Some do. All do not.

What is the general attitude of counselors about bilingual/bicultural programs and placement of students in these classes?

DIVIDED ATTITUDES - apathy to tremendous support.

ROBERT DRAKE (continued)

4. As former coordinator for the Cycle VII program, what was the basis for bringing Teacher Corps into the district?

(1) To produce material & develop materials for Spanish speaking & English speaking wishing to learn Spanish.
 two other

How many Cycle VII interns applied for teaching positions with the district?	Cycle 6 Hired 3	Phase I, Cycle VII 22-35	Phase II, Cycle VIII
How many were given permanent positions?		Employed 6	
How many were hired on a temporary basis?			6

Why weren't more interns offered teaching contracts?
 decided should not hire anyone on permanent basis because of #5 on sabbatical.

5. If the district played a significant role in the selection of interns for Phase II of the Cycle VII Teacher Corps Program, why weren't interns with a wider variety of majors/minors selected in anticipation of teaching openings?

NOT AVAILABLE

The Teacher Corps Program was operating out of the district for three years. Didn't the district recognize the fact that Teacher Corps interns, for whatever reason, were not being hired and as a result the Teacher Corps Program was not meeting the affirmative action plan's goals and objectives?

"Discrepancy Analysis"

6. Have you received complaints of staff insensitivity to minorities?

What have you proposed as the head administrator to alleviate this situation?

7. Copies of correspondence between district & Teacher Corps program? // check Teacher Corps program in Los Angeles

DR. JOHN GRIFFIN

4:30 p.m.

Director

Compensatory Education Program

Salinas Union High School District

Dr. Griffin has been with the district on and off since 1958. This is his fourth year as Director of the Compensatory Education Program. He has also worked in the educational program at Soledad Prison for three to four years. He received his M.A. in Counseling and Guidance at Arizona State and his Doctorate in Education from the University of Florida. He was the acting principal at Alisal High for one month in late 1974.

QUESTIONS FOR DR. JOHN GRIFFIN

1. As the Director of the district's Compensatory Education Program, what has been your observation of teacher attitudes and support of the Cycle VII Teacher Corps Program and the bilingual/bicultural classes?

2. How successful do you consider the bilingual/bicultural program at Alisal?

Handwritten:
lack of materials
lack of understanding
true-bare

Why?

Do you feel bilingual/bicultural classes have affected the dropout rate among Chicano students?

If yes, why?

If not, why?

Do you think the present number of bilingual/bicultural classes meets the needs of minority students?

3. Do you have a copy of the district's affirmative action plan?

When did you receive the plan?

Do you know of any periodic training to familiarize school administrators with the plan?

4. What is the percent of minority students and minority faculty members at Alisal? *49% STUDENTS*

18% STAFF

5. How important is affirmative action in schools like Alisal High?

VERY IMPORTANT.

POLLED STUDENTS - NOT OFFICIALLY.

What steps do you feel are necessary to implement the affirmative action plan in the district?

Identify highly qualified personnel;

6. The Committee heard earlier today that many parents in the community are against federal programs for disadvantaged minority students. Why do you feel this attitude exists?

7. Do you have any recommendations that would improve the sensitivity and cultural awareness of teachers and administrators regarding minority students?

JACK FOREMAN
Teacher
Alisal High School

5:00 p.m.

Mr. Foreman teaches sociology and western civilization courses at Alisal High School where he has taught for the past five years. Prior to this, he taught at El Sausal Junior High School. Jack is respected by both Chicano and white students for his open and relaxed style of teaching his subjects.

QUESTIONS FOR JACK FOREMAN

1. The Committee understands that you conducted a sociological study last year in one of your sociology classes on ~~stereotypes~~ stereotypes, i.e., "labels." Would you please explain the design of the study and the results?

Was your study ever published?

Was the school administration made aware of the findings?

What was their reaction?

2. Do you think this study reflects the attitude of classified and certificated staff?
4. Do you have any comments on the Cycle VII Teacher Corps Program?
5. Do you have any comments on the bilingual/bicultural classes being offered in the schools?

The Winds of Change: Education for Mexican American Students in Salinas, California.

Hibino - instances where individual civil rights have been violated

Tasamillo - involved w/ CETA for approximately 5 years.

yet, generally involved on two levels - preventive & crisis situations
available to any organization 50% within CETA guidelines -
ie, Mesa de la Directiva

major complaints -
from students re - humiliating statements from staff.

1) 124 students dropped out
Survey of 85 ESL students - 9 graduated
16 dropped out in the first year

Disproportionment # of MRIS in EUR
27% in high student population
44.9% of EUR

Diana v. State Board of Education

Exhibit #2

2) Alternative Action Plan

- CSLr / Student assignment ?
- other alternative programs for Drop-outs -
Continuation school - does not accept students under the age of 16
- Regional occupation Program

BINAS Here since 1965
APP. Action Plan - since 1971 in district.

Opinion of Teacher Corps - successful

They had to work with
us / and we with
them

Goals & timetables - for Affirmative Action
administrators - does not -
omission.

former Assistant Director of Personnel of Fair Employment Practices
Commission.

Le KANDER

identify very few in 7-8 grades - for each
identified earlier in elementary schools.

Binns

Copy of
criteria
used to
recruit
&
hire
teachers
&
administrators

Binns - institutional change / teacher corps

Hodges - 1971 - aff. action Task Force est simultaneously
w/ cycle 6
deactivated in interim between end of cycle 6
and beginning of cycle 7, phase I/

Le Kander

responsibility to Bilingual/Bicultural program - monitors
advisories

District does not have written policy for bil./bicult educ
nor other programs except vocational education.

No Coordinators for ^{district} any program.

Note - initial needs assessment for Teacher Corps Cycle 6

Renewal of Teacher Corp included ^{D.C. guideline} writeoff of teacher
certificated staff was a necessary guideline.

copies of
announcements

Supports Affirmative Action $\frac{1}{2}$ District's policy.

Preliminary concept paper — Le Kanter

CEC's decision was based on little hard data.

Tom Hodges

45/new employees this year
14 Spanish-Surnamed — firm believer in
ideal of parity.

August 15, 1974 copy of this plan was given to Community representatives

Inservice training — yes

* Labor strife ... things never change in Salinas
only three passes
we've learned / they learned dichotomy ??
is it really an us / them situation??

ANGSTADT

- statement
- attempts to meet changing curriculum needs as those needs arise.
- low turnover in the district

Board evaluation — ~~as constituted, board~~ would have approved the plan

More funding is needed.

ART ESTRELLA "Grapes of Wrath" ^{people} from midwest

Richard Dyk - CABE formed Oct., 1974

- Problems of student discipline.
- procedures followed in changes of personnel.

believe certain students are not subject to school codes in equal fashion to other students.

April/May 1974 - incident where a group of students ^(concerned athletes) - Chicanos - left campus to go to district office & were not reprimanded.
 registers complaints

Chicano - definition - a term used to apply to people who are ^{use} power politics to obtain ends.
 not a racial definition.

believe needs assessment should be done on ESEA proposal.

"style themselves as Chicanos."

Alexander Sapiens

Dr. Lopez - USC Coordinator of Teacher Corp Program.

Left-over funds from teacher corps are utilized

3 Bilingual counselors presently at Alisal

It substantially changed atmosphere of mis-understanding & lack of communication between all groups

Phil Dyk, Student, absent. Student Body President Sr.

Bilingual/Bicultural - good to an extent.

Mex^{ican}-American ————— Chicano.

Is there really a Mexican-American in Salinas?

Mike Gutierrez

Jr

adjustment concerns.

Reaction to dropping of Teacher Corps Program — strong reaction to maintain the program. ————— individualized instruction.

Maria Reyna Bilingual in Spanish & English Jr.

felt attached to the program

didn't feel that teacher corps interns were supported by other teachers

Is this my school?

Diana Wilkenson — Secretary of Student Body. Sr.

has taken 2 years of Spanish.

feels bilingual/bicult is valuable.

thought classes were only for students who speak Spanish.

MAYO club

mexican american youth organization

"a wall between student activities and you" Mike Gutierrez
cultural conflicts.

DITto Kimball

417 students in ESL & Bilingual
341 in Bilingual 6 ESL classes & 8 Bilingual classes

UCSC - contact for their information on Kimball's allegations.

Henry Van Brocklin - CEC
1 of the 9 members of the 9-member CEC is Spanish speaking.
created by Winton Act - organization of organizations.

Council created by law to represent organizations of teacher organizations.

Position on aff. action - concurs w/ board policy
41-11 as adopted April '71
amended 10-23-'71

Progress - do have 1 member of CEC on aff. action committee. Believes district is making an attempt to achieve parity.

Role - no role to implement but are asked to react to policy.

T.C.P. dropped ^{was this} Done on the basis of sound educational policy?

Van Brocklin unclear as to why cycle dropped.

Vague proposal
time line inadequate

Council procedure

decisive ?? See transcript.

understanding that program could be re-applied for.

Retrenchment

Robert Drake

Alex is the representative of a Bilingual Committee.

John Griffin -

#6. a) lack of understanding,
in the beginning same misfangled
b) focus on minorities at first.

c) bootstrap ethic "if = made; if, the other guy can't do"
d) assumption that every kid in Fed program on welfare

e) unadmitted hostility - staff frustration
see Fed's programs as getting everything.

#7. Re W.

a) hire qualified instructional aides
bridge gap between teachers & students

b) hire people w/ humanistic qualities,
lack of humanists

c) pay a bonus to teachers who do an effective job
w/ kids

d) "inter-district teachers"

e) require inservice training

reluctant
learners

Jack Foreman

Political Awareness Club
College Night

Growth - may not be a valuable criteria to judge the
cycle

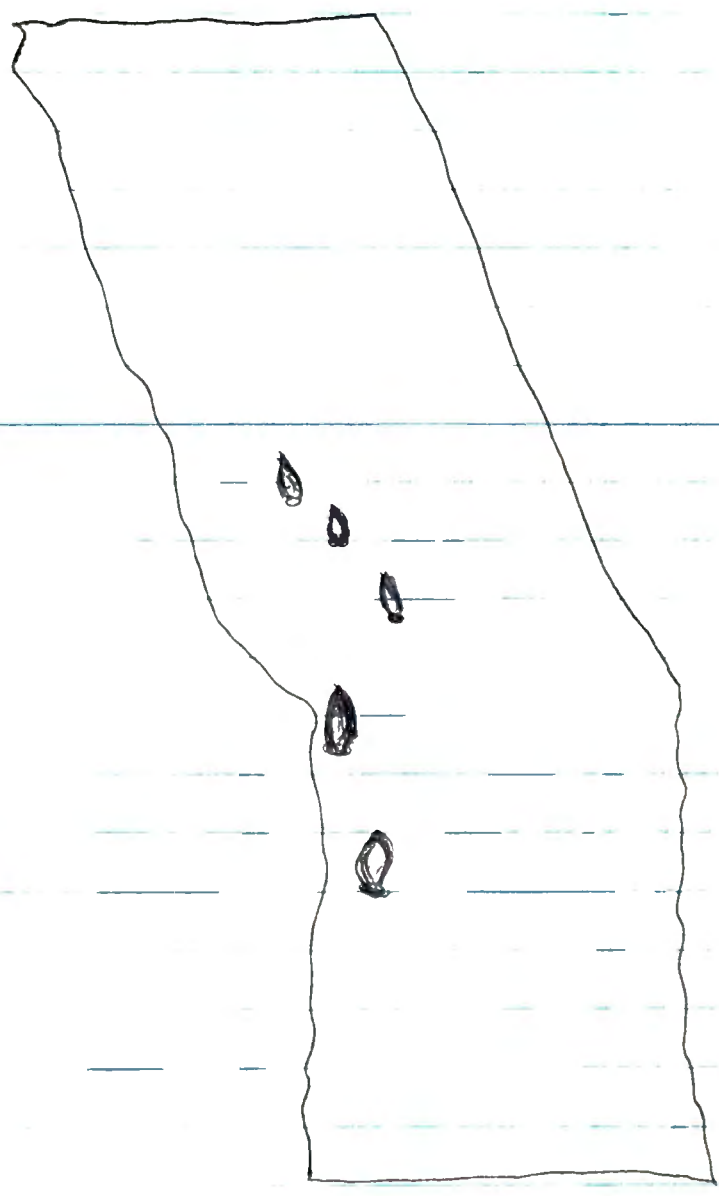
high regimentation ↔ likes flexibility in the classroom

theme-ethnic imbalance

written statements

FINAL PANEL → FORMER TEACHER CORPS, CYCLE VII, Phase II INTERNS

institutional change



If this symptomatic, I think so! Can so many communities be wrong, It would seem that districts statewide are not meeting the challenge to educate

whether or not a district accepts the challenge to educate its students will ultimately affect the success of its program. Commitment is important.

SALINAS

UNION HIGH SCHOOL DISTRICT

ADMINISTRATION OFFICES
431 WEST ALISAL STREET
SALINAS, CALIFORNIA 93901
PHONE (408) 422-4703

servicing "California's Newest Metropolitan Area"

ROBERT P. BINNS
Superintendent

LAWRENCE M. LEKANDER
*Assistant Superintendent
Instructional Services*

S. K. KING
*Assistant Superintendent
Business Services*

THOMAS L. HODGES
*Acting Director
Personnel Services*

December 23, 1974

Instructional Services
Research Report No. 13

Ethnic and Racial Survey of Students 1974-75

In accordance with Title VI of the Civil Rights Act of 1964, all schools of the Salinas Union High School District have conducted ethnic and racial surveys of students each year since 1966. Commencing with the school year 1974-75 the federal and state governments have dropped the requirement that most school districts survey each year. Instead a sampling procedure has been developed and only a representative sample of school districts participate in a given year. The Salinas Union High School District was not required to submit a survey this year. However, at the Superintendent's Cabinet meeting on November 13, it was decided that the surveys would be continued for district information purposes.

The census data was collected during the week of December 2 through the 6th. The census process produced enumerations that disagreed, sometimes, with the official school enrollment that was reported to the Personnel Office for December 2. Therefore, in a number of instances below, it was necessary to adjust the number of students within a category, grade level or school. The reported proportion of each category was retained from the original data; therefore, the adjustment should not have produced substantial errors in the ethnic and racial estimates.

All surveys contain errors and are always best understood as reasonable approximates.

Part I

General Proportions Ethnic and Racial Categories

	American Indian	Black	American Asian	Spanish Surnamed Americans	All Others	Total	n	%
El Sausal Junior High	8 (0.6)	24 (1.9)	53 (4.3)	481 (38.7)	677 (54.5)	1243 (100)		
Washington Junior High	3 (0.2)	35 (2.7)	84 (6.4)	354 (26.9)	839 (63.8)	1315 (100)		
Alisal High	48 (2.6)	23 (1.2)	89 (4.7)	767 (40.9)	950 (50.6)	1877 (100)		
North Salinas High	23 (1.1)	44 (2.0)	133 (6.1)	459 (21.0)	1524 (69.8)	2183 (100)		
Salinas High	4 (0.2)	35 (1.6)	99 (4.4)	392 (17.5)	1706 (76.3)	2236 (100)		
Mt. Toro High	- (-)	2 (1.6)	1 (0.8)	36 (24.4)	107 (73.2)	146 (100)		
New Directions	- (-)	- (-)	1 (5.0)	10 (50.0)	9 (45.0)	20 (100)		
Shenandoah	- (-)	- (-)	- (-)	3 (30.0)	7 (70.0)	10 (100)		
District	86 (1.0)	163 (1.8)	460 (5.1)	2502 (27.7)	5819 (64.4)	9030 (100)		

*percentages are rounded off to the nearest tenth

Part II

Detailed Proportions at each School
Ethnic and Racial Categories

	American Indian	Black	American Asian	Spanish Surnamed Americans	All Others	Total	n %
<u>El Sausal</u>							
<u>Junior High</u>							
7th grade	3 (0.5)	16 (2.4)	32 (4.9)	258 (39.5)	344 (52.7)	653 (100)	n %
8th grade	5 (0.9)	8 (1.4)	21 (3.5)	223 (37.9)	333 (56.3)	590 (100)	
<u>Washington</u>							
<u>Junior High</u>							
7th grade	1 (0.1)	20 (2.8)	50 (7.0)	195 (27.3)	447 (62.7)	713 (100)	
8th grade	2 (0.3)	15 (2.5)	34 (5.6)	159 (26.4)	392 (65.1)	602 (100)	
<u>Alisal</u>							
<u>High</u>							
9th grade	4 (0.7)	8 (1.3)	26 (4.4)	244 (41.9)	301 (51.7)	583 (100)	
10th grade	25 (4.6)	3 (0.6)	34 (6.2)	222 (40.5)	264 (48.1)	548 (100)	
11th grade	9 (2.2)	5 (1.1)	16 (3.8)	191 (44.3)	211 (48.6)	432 (100)	
12th grade	10 (3.2)	7 (2.2)	13 (4.2)	110 (34.9)	174 (55.4)	314 (100)	
<u>North Salinas</u>							
<u>High</u>							
9th grade	9 (1.4)	22 (3.4)	33 (5.2)	148 (23.3)	426 (66.8)	638 (100)	
10th grade	9 (1.7)	6 (1.0)	40 (7.4)	116 (21.7)	365 (68.1)	536 (100)	
11th grade	3 (0.6)	10 (1.7)	32 (5.8)	116 (21.1)	389 (70.7)	550 (100)	
12th grade	2 (0.5)	6 (1.2)	28 (6.1)	79 (17.3)	344 (74.9)	459 (100)	

	American Indian	Black	American Asian	Spanish Surnamed Americans	All Others	Total	n
<u>Salinas High</u>							
9th grade	2 (0.3)	11 (1.7)	20 (2.9)	153 (22.6)	490 (72.5)	676 (100)	n %
10th grade	1 (0.2)	9 (1.4)	31 (5.0)	111 (17.7)	478 (75.8)	630 (100)	
11th grade	1 (0.2)	8 (1.5)	23 (4.6)	71 (13.9)	403 (79.7)	506 (100)	
12th grade	- -	7 (1.6)	25 (5.9)	57 (13.5)	335 (79.0)	424 (100)	

Mt. Toro, New Directions and Shenandoah are non-graded.

Part III

Historical Trends

Minority and All Others (in Percent)

	1970-71	1971-72	1972-73	1973-74	1974-75
<u>El Sausal</u>					
Minority	34.8	37.8	39.4	44.2	45.5
All Others	65.2	62.2	60.6	55.8	54.5
<u>Washington</u>					
Minority	28.7	26.7	29.2	34.1	36.2
All Others	71.3	73.3	70.8	65.9	63.8
<u>Alisal</u>					
Minority	44.0	42.2	44.1	51.5	49.4
All Others	56.0	57.8	55.9	48.5	50.6
<u>North Salinas</u>					
Minority	19.9	20.5	27.2	27.2	30.2
All Others	80.1	79.5	72.8	72.8	69.8

	1970-71	1971-72	1972-73	1973-74	1974-75
<u>Salinas</u>					
Minority	23.7	21.6	21.9	24.2	23.7
All Others	76.3	78.4	78.1	75.8	76.3
<u>District</u>					
Minority	29.6	29.2	31.8	35.1	35.6
All Others	70.4	70.8	68.2	64.9	64.4

Future Salinas Union High School District Enrollments

The 1973-74 Elementary and Secondary School Civil Rights Surveys for all districts that feed into the Salinas Union High School District schools provide the following information:

	American Indian	Black	American Asian	Spanish Surnamed Americans	All Others
District 1	-	-	(16.6)	(79.1)	(4.1)
District 2	(0.2)	(2.2)	(3.5)	(30.9)	(62.9)
District 3	-	-	-	(9.0)	(91.0)
District 4	(0.6)	(0.9)	(1.7)	(1.8)	(94.8)
District 5	-	(0.1)	(5.8)	(34.5)	(65.5)
District 6	(0.2)	(2.1)	(5.7)	(50.0)	(41.9)
District 7	(0.2)	(0.8)	(2.6)	(31.4)	(64.8)
District 8	(0.7)	(1.0)	(6.6)	(23.1)	(68.3)

Adjusting these proportions to the appropriate number of students in each district produces the following ethnic/racially referenced populations:

	American Indian	Black	American Asian	Spanish Surnamed Americans	All Others	Total Students	n	%
Total Feeder Schools	36 (0.3)	241 (1.7)	562 (3.9)	4628 (32.4)	8810 (61.7)	14,277	(100)	%
Totals	Minorities			All Others				
	5467 (38.3)			8810 (61.7)				

The ethnic and racial data above represents the district's 1973-74 student populations. The figures report averages of the K-6 or K-8 grade sequences. Whether there are substantial differences between grade levels is unknown. Given current population trends, the higher grade levels would be expected to be larger than the lower; therefore, slightly more influential in establishing the average population characteristics. And slight changes in proportions may have occurred between 1973-74 and 1974-75. Finally, it would appear that the proportion of minority identified students attending Salinas Union High School District schools will continue to increase at a moderate rate. The principal increase will be in the Spanish Surnamed American Classification.

Fred Greaves
 Fred Greaves
 Research Assistant

FG:ms

SALINAS UNION HIGH SCHOOL DISTRICT
Personnel Office

Affirmative Action Program

Proposed Ethnic Distribution of Certificated Staff

	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1971 Student Population
Black	(1.4) 7	(1.5) 7	(1.6) 7	(1.6) 8	(1.6) 8	(1.6) 9	(1.6) 9	(1.6) 9	(1.5) 9	(1.7) 10	1.0%
Oriental Filipino	(.8) 4	(1.0) 5	(1.8) 9	(2.8) 14	(3.5) 15	(4.3) 23	(5.3) 29	(5.8) 33	(6.4) 31	(6.7) 40	2.5%
Mexican- American	(4.9) 24	(6.0) 29	(9.0) 44	(12.7) 64	(16.2) 84	(19.5) 104	(21.0) 116	(22.7) 128	(24.1) 140	(25.0) 150	24.4%
Other White	(92.8) 454	(91.5) 443	(87.7) 427	(82.9) 410	(78.7) 401	(74.7) 390	(71.3) 385	(69.9) 395	(68.0) 391	(66.6) 400	67.0%
	489	473	487	502	517	533	549	566	582	600	

Estimated on a 3% growth factor per year for total certificated staff--1972 to 1980

SALINAS UNION HIGH SCHOOL DISTRICT
Personnel Office

Affirmative Action Program

Proposed Ethnic Distribution of Classified Staff

	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1971 Student Population
Black	(.3) 1	(.3) 1	(.6) 2	(.8) 2	(.9) 3	(.9) 3	(1.2) 4	(1.7) 4	(1.4) 5	(1.6) 6	1.6%
Oriental/ Filipino	(4.6) 14	(4.9) 15	(5.1) 16	(5.6) 18	(5.8) 19	(5.9) 20	(6.1) 21	(6.2) 22	(6.3) 22	(6.5) 24	4.5%
Mexican- American	(19.0) 58	(19.6) 60	(21.0) 66	(21.7) 70	(22.7) 75	(22.8) 77	(23.4) 81	(24.0) 85	(24.8) 90	(25.0) 93	24.9%
Other White	(76.1) 233	(75.1) 230	(73.2) 230	(72.0) 232	(70.6) 233	(70.4) 239	(69.3) 240	(68.6) 243	(67.5) 245	(66.9) 249	67.0%
	306	306	314	322	330	338	346	354	363	372	

REGULAR MEETING
June 10, 1974
Board of Trustees
Salinas Union High School District

The regular meeting of the Salinas Union High School District Board of Trustees was called to order at 7:30 p.m. in the Washington Junior High School Library.

Board members present: Mr. H. Edwin Angstadt, President, Mr. Larry T. Balentine, Mr. James F. Reavis, Mr. Seymour D. Lesser. Absent: Mr. Daniel J. Krishun. Also present: Mr. Robert P. Binns, Superintendent, Dr. Lawrence M. LeKander, Assistant Superintendent-Instructional Services, Mr. S. K. King, Assistant Superintendent-Business Services, Dr. John W. Searles, Assistant Superintendent-Personnel Services, Mr. Allen Parsons, Salinas Californian Staff.

ADMINISTRATION

Continuation of Newspaper Ad announcing Agenda of Board Mtgs.

Position Statements of Certificated Employee Council on Double Sessions and Ethnic Balance in Schools

ITEMS FOR THE INFORMATION OF THE BOARD

Following a discussion of the continuation of the newspaper ad announcing the agenda of the Board meetings, President Angstadt requested that the matter be placed on the agenda of the next Board meeting as an action item with a recommendation as to the period of time to contract to run the ads in the newspaper and with information as to costs.

Mr. Robert Hursh, member of the Certificated Employee Council, reviewed the concerns of the Certificated Employee Council which led to the survey of the staff on double sessions and the following position statement:

"We, the Certificated Employee Council, recommend that a plan for implementation of double sessions at all three high schools be developed with an effective date for the opening of school, September 1974."

Mr. Hursh reported that of the approximately 308 teachers responding to the survey, 158 voted for double sessions, 133 against double sessions, and 14 did not take a position. The staff at Alisal High School and Washington Junior High School were strongly for double sessions, North Salinas High School and El Sausal Junior High School were "on the fence," and Salinas High School was as much against double sessions as Alisal High School was for double sessions.

Mr. Hursh noted that the following position statement of the Certificated Employee Council was based on the fact that Alisal High School with 51% of its student body from minority groups is out of balance with the ethnic distribution at the other schools of the district.

of organization the positions of Director of Fiscal and Purchasing Services and Accounting Supervisor whose duties have been assigned to the new position and to remaining personnel in the Business Office. Revised class specifications for the remaining positions will be submitted to the Board at a later date.

Motion by Mr. Balentine, seconded by Mr. Lesser. Motion carried unanimously.

HEALTH AND WELFARE
BENEFITS FOR
1974-75 APPROVED

The Board authorized the payment of annual premiums in the amount of \$706.32 for the Blue Cross Major Medical and California Dental Services for eligible certificated and classified employees for the 1974-75 school year, effective July 1, 1974. Blue Cross is continuing its current annual premium of \$515.64 per covered employee until July 1, 1975, and California Dental Services premium of \$190.68 per covered employee is continuing as a result of a two-year contract with the district.

Motion by Mr. Lesser, seconded by Mr. Reavis. Motion carried unanimously.

AFFIRMATIVE ACTION
TASK FORCE REACTI-
VATED

Following discussion of the appropriateness of the participation of the California Rural Legal Assistance on the Affirmative Action Task Force, the Board reactivated its task force on affirmative action with the membership list, a copy of which is contained in the appendix to the minutes, as proposed.

Motion by Mr. Lesser, seconded by Mr. Balentine. Motion carried with Mr. Reavis voting no.

CONSENT RESOLUTION

The Board approved the following items 1 through 10 by enactment of the Consent Resolution. Included in the Board's motion was that an expression of appreciation be sent to J & M Hardware Store for its gift of a Tiffany lamp to the Salinas High School Career Center.

Motion by Mr. Reavis, seconded by Mr. Balentine. Motion carried unanimously.

Minutes, Reg. Mtg.,
5/14/74

1. Minutes of Regular Meeting, May 14, 1974, Board Room, Administration Building, as mailed.

Minutes, Spec.
Mtg., 5/17/74

2. Minutes of Special Meeting, May 17, 1974, Board Room, Administration Building, as mailed.

Acceptance of Gift
from ESJHS Student
Body

3. Acceptance of gift from El Sausal Junior High School Student Body of 50 robes, stoles, embroideries, piping (all valued at \$1,470.00) to be included in District's equipment inventory.

SALINAS UNION HIGH SCHOOL DISTRICT
Administration Offices
431 West Alisal Street
Salinas, California

May 22, 1974

TO: Board of Trustees

FROM: Robert P. Binns, Superintendent

SUBJECT: Reactivation of Affirmative Action Task Force

On September 15, 1971 the Board of Trustees authorized an affirmative action program including the organization of a task force. Several meetings were held during that school year to present to the community information relative to the status of affirmative action employment in the district. During the 1972-73 as well as the 1973-74 school years the affirmative action plans of the district were represented by our participation in the Teacher Corps Project. Now that the Teacher Corps project is discontinued, it is necessary that we reactivate our Affirmative Action Task Force.

The administration will recommend that the Board reaffirm its original position in support of our Affirmative Action activities. This matter will be an informational item on the agenda of the Board meeting of May 23.

cc: Mr. Thomas Hodges

Dr. John Seales

Recruitment

It is the policy of the Salinas Union High School District to attract teachers, both men and women, from diverse geographic regional and ethnic backgrounds in order to capitalize on the educational value of these regional, ethnic, and sex differences and in order to enrich the educational program by providing diverse adult models. While it is the intent of the district to reflect the ethnic composition of the community in the teaching staff, in all cases, the best candidates for positions will be recruited.

Selection

In the selection of personnel, it is the policy of the Salinas Union High School District to engage the broadest possible participation of staff members with whom a new employee might work. Participation is encouraged to influence the selection decision, which is the responsibility of the unit administrator. In almost all cases, the recommendation of a particular candidate for employment will take place only after the principal or supervisor, department head, and appropriate certificated or classified representatives have had the opportunity to evaluate the candidate and his abilities as they relate to the particular school or department. Only in those situations where the participants listed above are unavailable will the personnel administrator be empowered to offer contracts of employment without the broad participation of personnel described in this policy.

Adopted 6/13/61
Amended 3/23/71

RECRUITMENT AND SELECTION OF ADMINISTRATORS

4111.2

The Board holds the administrator responsible for the operation of his unit and grants him commensurate authority. One of the most important areas of decision-making for the administrator is in the selection of personnel.

The Board will approve the process to be followed in the selection of each administrative employee, but will authorize the administration to make decisions in the selection of staff.

This policy applies to the recruitment and selection of those administrators designated as management employees by the Governing Board under the requirements of the Dent Act. The Board reserves the right to make administrative appointments when such appointments are in the best interest of the district.

Adopted 1/28/75

The following process is to be observed in the employment of administrators.

1. A screening committee will be organized for each administrative position to be filled.
 - a. The function of the screening committee will be to influence the recommendations to be made by the unit administrator to the Superintendent.
 - b. The membership of the committee will consist of:
 - (1) Representatives of the unit staff to be selected by the unit administrator and will generally include both certificated and classified personnel as well as students.
 - (2) Community representatives to be selected from existing parent organizations serving the unit such as the PTSA, compensatory education committees, curriculum review committees, advisory committees, and boosters' clubs. Members of the screening committee from these organizations are not to be school district employees.
 - (3) Representatives as named in (1) and (2) shall reflect the major ethnic components of the area served.
 - (4) Any assignment to the committee which reflects a semblance of nepotism will be avoided.
2. The Director of Personnel Services will conduct the screening and will be an active participant in the selection process to influence the unit administrator's recommendation. The procedures which he employs in gaining committee consensus may vary as the circumstances under which the administrators are employed may vary.
3. Prior to the establishment of an employment time line, the Director of Personnel Services will advertise the administrative opening within the district as well as send notices of the vacancy to appropriate placement agencies throughout the nation. In some instances, members of the district administrative staff, as well as building administrators or others, may do selective recruiting in order to obtain candidates for the position. In cooperation with the unit administrators, the Personnel Office will describe the specific personal and professional criteria required for the position.
4. The Governing Board may appoint administrators in exception to the preceding regulations when conditions such as the following may exist:
 - a. When sudden vacancies occur during the school year which necessitate immediate appointments to preserve the orderly operation of the school.
 - b. When sudden vacancies occur and the Board wishes to fill the vacancy on an interim basis until a more appropriate recruitment season arrives.

STAFFING PROCEDURES

4112

Teachers and counselors shall be assigned to schools on the basis of staffing formulas established annually for the junior high and high school levels. The teachers provided to each school by formula shall be assigned to subject areas by the principal on a priority basis which will reflect the goals and objectives of the district and that school in accordance with State law. In making these determinations, the principal will involve members of both the administrative and teaching staff of the school. It is recognized that class size will vary according to subject matter and instructional approach. Individual schools have the autonomy to use certificated staffing increments in other approaches to the support of the instructional program; e.g., the assignment of additional clerical personnel.

Adopted 5/21/63

Amended 8/14/73

New Certificated Employees, 1972-73 School Year

El Sausal Junior High School

Melendez, William	Asst. Principal
Allen, Victoria	Mathematics
Devereux, Katherine	Reading
Fisher, Tanya	Home Econ.
Fonville, Linda	Home Econ.
Hatch, Ruth	Humanities
Hvass, Marc	Industrial Arts
Johnson, James	E.S.L.
Sloan, Stephanie	Girls' P.E.
Tuttle, Robert	Counseling
Willard, Marsha	Hmkg./English

Washington Junior High School

Bailey, L. Tom	Science
Baker, Ann	Nurse
Eisemann, Henry	Counseling
Puentes, Marilyn	Vocal Music
Sanchez, Arabella	Girls' P.E.
*Shanley, Aurelie	Span./Eng.
Wekerle, Alexander	Ind. Arts
Ybarra, Delia	Librarian

Alisal High School

Alexander, Kaylene	Girls' P.E.
--------------------	-------------

North Salinas High School

Gross, Philip L.	Principal
Badham, Keith	Eng./Science

Salinas High School

Bilvado, Steve	Counseling
Broido, Joe	Drama
Frank, Linda	English

Mount Toro High School

Dahlen, Morris (3/6)	Arts/Crafts
Jorge, Robert	Math/Science
Monteith, Linda (3/6)	Mathematics

District-Wide Programs

Rankin, Ann	New Directions Class
-------------	----------------------

30 = Term APPT.

New Certificated Employees, 1973-74 School Year

El Sausal Junior High School

Bernhard, Pamela	Reading
*Delgado, Manuel	Industrial Arts
Faulk, Carol (2/6)	Reading
Inman, Joyce	Reading
Mercurio, Linda	Mathematics
Sanders, Sally	E.M.R.

Washington Junior High School

Foudy, Michael	Ind. Arts
*Loza, Miguel	Vocademics
Sutherland, Robert	Ind. Arts
Gilsdorf, Judith	Homemaking
Villanueva, Alice (3/6)	E.S.L.

Alisal High School

Kojaku, Florence	Asst. Principal
Albano, Jane	English
Albert, Dimas	Ind. Arts
*Castillo, Rosa Maria	English/Spanish
Garbarini, Ann	Work Experience
Gonzales, Anne (3/6)	English
Radov, John	Ind. Arts
*Sapiens, Lucille	Counseling
Sapiens, Alexander	Bilingual Ed.
Sarkisian, William	Transitional MR
Stockton, Barbara	Homemaking

North Salinas High School

Salyer, Dr. Floy	Asst. Prin.
Stewart, Sidney	Counseling
Todd, Romney	Agriculture

Salinas High School

Bradley, Fredric	Drama
Collier, Joan (3/6)	English/Business
*Garza, Rosalio	Social Studies
Lomax, Lucille	English
Miller, Jean	Librarian
Santora, Victor	Soc.St./P.E.

Mount Toro High School

No New Hires

35 TORO APPTS

District-Wide Programs

Prendergast, Patricia (3/6)	Driver Training
Anderson, Richard	Psychologist/Research
Goldman, Shiela	Dental Careers (ROP)
Zinani, Louis (Jr.)	Multi-Media (ROP)

New Certificated Employees, 1974-75 School Year

El Sausal Junior High School

Boyer, Kathy	Hmkg. (Temp.)
Flores, Arthur	P. E.
Garnica, Prudencia	P. E. (Temp.)
*Gonzales, Josephine	E.S.L.
Plescia, Joseph	Counseling
*Padron, Reina	Counseling
Shields, Gisela (3/6)	Art (Temp.)
*Siordia, Carlos (3/6) <i>discontinued</i>	Art (Temp.)
Zambrano, Catherine	Bilingual Ed.

Washington Junior High School

Clinton, Catherine	Nurse
Dixon, James	Ind.Arts (Temp)
Rehmert, Olivia	P. E.
Villanueva, Alice (3/6)	E.S.L. (Temp)
Williams, Gary	Career Ed.
Nonneman, Harold	Inst. Music (Temp)

Alisal High School

Bartlett, CoLeen	Math (Temp.)
Berki, Elaine	English (Temp.)
El Hakkaoui, Sonya	E.S.L.
Helsby, Marie	Vocal Music (Temp.)
Johnson, Kathleen	Science
Marquez, Jose	English
Martinez, Eduardo	Ind.Arts (Temp.)
Reguera, Gerald	Driver Training
Smallwood, T. K.	Instr. Music (Temp.)
Soofi, Ehsan	Mathematics

North Salinas High School

Blaser, Stephen	P.E./History
Carpenter, Don	Altern. Prog.
Dresner, Don	Math/Sci. (T)
Edwards, Douglas	Reading
Estevez, Emilio	Soc.St. (Temp)
Miller, Marsha	English
*Olivares, Angelica	Reading (Temp)
Rosen, Marc	E.M.R.
Shields, Gisela (3/6)	Ceramics

Salinas High School

Coleman, Frederick	Reading
Johnson, Terri	English/Science
Kiely, Joseph	Agriculture
Knight, Carol	Girls' P.E.
*Layton, Laura	E.S.L./English.
*Morales, Romana	Soc. St. (Temp.)
Romagno, Carolyn	Speech
Sweet, Jeffrey	Science (Temp.)

Mount Toro High School

No New Hires

46 TOTAL APPTS.

District-Wide Programs

Fischer, Pamela	Infant Care Center
Hunter, Regina (3/6)	Business Careers (ROP)
John, Jack J.	Intern Psychologist
McCauley, James (3/6)	Multi-Media (ROP)

Temp Appts - 18

3 temps = TCI

*1973-74 Teacher Corps Intern (TCI)

SUER

N=7

<u>Year</u>	<u># of hirs</u>	<u># of TCI's</u>
72-73	30	2
73-74	35	6
74-75	46	7*
	<u>111</u>	<u>15</u>

* of the 7 TCI's, mind 3 were temporary eggs

SALINAS UNION HIGH SCHOOL DISTRICT
1974-75 SALARY SCHEDULE OF CERTIFICATED EMPLOYEES
(Adopted October 22, 1974, Effective July 1, 1974)

4141

CLASSIFICATION

Step	I	II	* III	IV	V	VI
	A.B.	A.B.+15*	A.B.+30* or Std. Tchg. Cred. (Clear)	A.B.+45* or M.A.	A.B.+60* or M.A.+15*	A.B.+75* (With M.A.) or M.A.+30*
1	\$ 8,862	\$ 9,489	\$ 10,116	\$ 10,743	\$ 11,370	\$ 11,997
2	9,396	10,023	10,650	11,277	11,904	12,531
3	9,930	10,557	11,184	11,811	12,438	13,065
4	10,464	11,091	11,718	12,345	12,972	13,599
5	10,998	11,625	12,252	12,879	13,506	14,133
6	11,532	12,159	12,786	13,413	14,040	14,667
7	12,066	12,693	13,320	13,947	14,574	15,201
8	12,600	13,227	13,854	14,481	15,108	15,735
9		13,761	14,388	15,015	15,642	16,269
10		14,295	14,922	15,549	16,176	16,803
11			15,456	16,083	16,710	17,337
12				16,617	17,244	17,871
13					17,778	18,405
*Semester Units					18,312	18,939

* - ALL APPTS HAVE ~~BEEN~~ ^{STARTED} AT THIS LEVEL

ACCORDING TO STATE SURVEY THIS WAS AVE. SALARY OF CERTIFICATED EMPLOYEES
Incentive Increment Steps →

NOTE: Teachers initially employed for the 1968-69 school year or thereafter, and placed on Columns I or II, may not advance beyond the dotted line.

ADDITIONAL CRITERIA FOR DETERMINING SALARY STATUS

- To place an incoming teacher on the salary schedule of the Salinas Union High School District credit on the salary schedule shall be granted at the rate of one step for each year of previous teaching experience up to a total of five years.
- Teachers initially employed for the 1968-69 school year or thereafter, and placed on Column I or Column II, may not advance beyond the dotted line.

(Continued on Reverse Side)

SALINAS UNION HIGH SCHOOL DISTRICT
 1974-75 ADMINISTRATIVE SPECIALIST SALARY SCHEDULE
 (Adopted October 22, 1974, Effective July 1, 1974)

4141.1

	Range Number	A	B	C	D	E	Days of Service
Superintendent		Salary Set by Board of Trustees					
Assistant Superintendent -Business Services	28	\$27,248	\$27,956	\$28,664	\$29,372	\$30,080	225
Assistant Superintendent -Instructional Services	28	27,248	27,956	28,664	29,372	30,080	225
Principal, High School	24	25,832	26,540	27,248	27,956	28,664	225
Principal, Junior High School	18	23,708	24,416	25,124	25,832	26,540	225
Director of Community Education	18	23,708	24,416	25,124	25,832	26,540	225
Assistant Principal, High School	13	21,938	22,646	23,354	24,062	24,770	215 (or Var.)
Principal, Continuation High School	11	21,230	21,938	22,646	23,354	24,062	210
Director of Compensatory Education	9	20,522	21,230	21,938	22,646	23,354	210
Assistant Principal, Junior High School	9	20,522	21,230	21,938	22,646	23,354	215
Assistant Director of Career Education	9	20,522	21,230	21,938	22,646	23,354	215
Psychologist	4	18,752	19,460	20,168	20,876	21,584	200

English as a Second Language and Bilingual Instruction
in the Salinas Union High School District

As stated in its philosophy, "The Salinas Union High School District seeks to provide the opportunity for all persons to achieve within their capacity the highest level of intellectual and social development." To that end the district has provided the opportunity for individual schools to assess student needs and develop programs tailored to the needs of their students. Attached are short summaries of the district English as a Second Language Program and the individual school bilingual programs. Each program is described briefly with the student enrollment and ethnic distribution and sources of funding stipulated. Also attached is a copy of the final evaluation report of the University of California, Santa Cruz/Salinas Union High School District Teacher Corps Project that the district participated in from July 1972 to June 1974. The main emphasis of this program was the reduction of the dropout rate for Mexican-American students through the implementation of bilingual-bicultural education.

Instructional Services
10/29/74

Enclosures: 6

MEMO TO: Dr. LeKander, Assistant Superintendent - Instruction

FROM: Otto Kimball, Assistant Principal I, Alisal High School

RE: Investigation of Salinas school by U. S. Commission of Civil Rights

DATE: September 27, 1974

A brief description of the Bilingual Program at Alisal High School is as follows:

1. The Bilingual Program at Alisal High School has 6 classes. They are: Algebra A Basic Math, U. S. Government, 2 Teen Development, and Geography.

Algebra A - The structure of mathematics is studied with emphasis placed upon the basic properties of the number system. Simple equations, rational and irrational numbers, inequalities, and signed numbers complete the course.

Basic Math - The basic operations, addition, subtraction, multiplication and addition are reviewed. Work is done with rational numbers and their properties.

U. S. Government - Instructional language used is at present about 70% Spanish and 30% English. The two languages are interspersed as the instructor senses the need. The same % is reflected in student responses (average), but some students respond strictly in English or Spanish. About 60% of the class is composed of former ESL students. The rest are bilingual Mexican-Americans. Written instruction is done 100% bilingually - (questions, etc. in both languages).

The students participate enthusiastically, especially when a relationship is made to their personal or ethnic background. Discussion and role-playing seem to be especially effective.

Besides the obvious goals for a knowledge of U.S. Government, the goal of comfortable expression on that topic in both languages for each student will be stressed.

Teen Development - Health science which relates the student to his environment, effects and causes of disease, functional and organic, the bodily processes. I'm presently translating the book since there is no equivalent text in Spanish. This course is primarily taught in Spanish to primarily Mexican and not Chicano students.

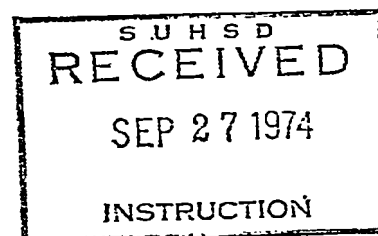
Geography - Physical Geography - "La Tierra y Sus Recursos" primarily taught in Spanish to primarily Mexican students. We're using printed copies of the different chapters.

2. 133 students are participating in the Bilingual Program.
3. All of the teachers participating in the Bilingual Program are bilingual and bicultural. Two of them are of Mexican origin and one is Anglo/Saxon.
4. All students participating are Spanish Surnamed American.
5. Monies allocated for the program - approximately \$4,000. ? closer to \$12,500⁰⁰

In addition to our bilingual classes we have 69 other classes taught by bilingual teachers. This year we have 17 bilingual teachers and 8 classified persons on our staff. Supplementing these bilingual staff members, we have 9 other staff members that are partially bilingual due to having attended the High Intensive Language Program. Many of our bilingual students also participate in the Spanish classes and ESL Program.

Additions to description of Alisal High School bilingual-bicultural program.

- 1) The Physical Education curriculum will include units on Mexican folk dancing.
- 2) The school offers sections on Mexican American History.
- 3) Two of the regular counseling staff are bilingual/bicultural
- 4) The School Community Advisor is bilingual/bicultural.
- 5) A current opening in the counseling staff and a full-time social science teaching position opening may provide additional opportunities for the employment of bilingual teachers and counselors, thus enabling additional bilingual/bicultural offerings particularly in American History and American Government.
- 6) A Parent Advisory Committee for the Bilingual Program is being formed.
- 7) District-sponsored inservice training has featured the opportunity for teachers and classified to learn Spanish. The H.I.L.T. (High Intensity Language Training) program provided during the 1974 summer was attended by 17 Alisal High School faculty and staff. Follow-up sessions are being scheduled during the school year.



PHILOSOPHY

We recognize and accept the district's educational goals of helping students to achieve and use basic educational skills, and of helping students to understand and accept themselves and others; further, we accept Washington Junior High School's objectives of continuing instruction in the fundamental skills and basic knowledge essential to further learning, and of providing for the different backgrounds, interests, aptitudes, abilities, and needs of each student. To the end of achieving these goals and objectives, we propose an enriched program TO DEVELOP THE LANGUAGE, LEARNING, AND COPING SKILLS FOR BILINGUAL AND OTHER INTERESTED STUDENTS. We recognize the importance of a bilingual and multi-cultural curriculum to the development and reinforcement of a positive self-image. Our goal is not only to meet the present needs of students, but also to develop the skills which will enable an individual to function successfully as a member of society; that is, an individual conscious of his own inherent value and the values of others, aware of the contributions of all ethnic groups, and capable of fulfilling his potential.

The enriched program will draw upon the resources of several departments, and each class will be taught by a bilingual teacher. Fundamental skills will be emphasized in two mathematics classes and in two English/reading classes. The two English/reading classes, Language Arts, and Transitional English/reading will strengthen reading skills and provide opportunities for expression in English, while two classes from the Spanish Department, Spanish for Spanish Speakers, and Spanish A will develop skills in Spanish. Cultural awareness is an element of all language classes, and, to emphasize its importance, cross-cultural studies through literature will be taught in the Language Arts class. Finally, a bilingual counselor will be available to help students learn important coping skills.

September 27, 1974

TO: Dr. L. M. LaKander, Assistant Superintendent-Instructional Services,
Administration Office

FROM: William A. Malendez, Assistant Principal, El Sausal Junior High School

SUBJECT: Bilingual Program

In regards to the Bilingual Bicultural Program at El Sausal Junior High School, you will find the following information, as per your directive of September 16, 1974.

1) A brief description of the Bilingual Program is:

Course Descriptions for 4th and 5th Periods:

Bilingual Social Studies:

Grade level 8th Grade

Subject to be covered.

1. Critical Thinking packets 2 weeks;
2. Geography packets 4 - 5 weeks;
3. Anthropology (Social) 4-5 weeks;
4. Multi-Ethnic Unit
 - A) Self-Concepts - 1 week
 - B) Immigration - 2 weeks
 - C) Prejudice, Discrimination - 1 week
 - D) Cultural Geography (US) 1 week
 - E) "Cultural Geography California & Salinas" - 1 week
 - F) American Indians - 2 weeks
 - G) Anglo-Americans - 2 weeks
 - H) Negro-Americans - 2 weeks
 - I) Mexican-Americans/Chicanos 2 - 3 weeks
 - J) Chinese - 2 weeks
 - K) Japanese - 2 weeks
 - L) Filipino - 1 week
5. Economic Unit 4 weeks
6. Political Unit - 4 weeks

Bilingual Ed./Science and Work Study
Course Description 7th Period

1. Scientific Method of Observation
2. Metric System
3. Anatomy
4. Geography (Physical)
5. Geology/Rocks & Minerals
6. Solar System
7. Health and Disease
8. Careers

APPROACH AND IMPLEMENTATION:

Bilingual education referring to "the use of two languages, one of which is English as a medium of instruction." Keeping this broad definition in mind we are hoping to condense and serve 50 students through a "one-way" program (adding the native language.) These courses are functioning under the assumption a "two-way" bilingual-bicultural program, with balanced instruction will immerse the second and third years. With a diversity of language competencies a 3-2 approach (three days English-two days Spanish), will be experimented with. This approach will be implemented with a gradual concept-development in the NATIVE language. In some cases, the situation may be instruction in the native language because of a monolingual factor with gradual concept-development in the second language. Also some balanced instruction is used for the student who functions effectively in both. Much of the material is being translated from social studies packets and from the multicultural research and curriculum accumulated this past summer.

ETHNIC-BALANCE:

Approximately 90 to 100% of the students are of Mexican-American background. Emphasis on language competencies was a criteria for screening these students into the Bilingual classes.

Speaking

Reading

~~Writing~~

A second and third consideration for screening were parent consent and student acceptance of the courses and approaches.

English is the dominant language in the bilingual math and reading classes at El Sausal Junco High School. Individual instruction, upon request from the student is available in Spanish.

2) The Number of Students Currently Participating;

INSTRUCTIONAL AREA	PERIOD 4	PERIOD 6	PERIOD 7
Social Studies	14	15	
Science			26
Math	27	28	
Reading			22

The total number of students receiving instruction in Bilingual Bicultural manner are 105 with 23 of those 105 enrolled in two (2) classes instead of one (1).

9/27/74

3) The ethnic distribution of the participating staff is two (2) Certificated regular staff members who were former teacher interns during the tenure of the Teacher Corps Program in 1973/74, who are both Mexican American/Chicanos.

4) The ethnic distribution of students participating in the Program are:

- a) Anglo American - 12.38 %
- b) Mexican American - 82.85 %
- c) Other 4.77 % , which include the following categories:
 Japanese American
 Filipino American
 White

5) The local school budget allocation to the Program is 3/6th teacher above the normal loading ratio, and a carry-over from the Teacher Corps Project of \$1250.00.

Respectfully submitted,

William A. Melendez

William A. Melendez
Assistant Principal

WAM:hb

- cc: E.M. Drobnick
- E. F. Ritter
- Counselors/Blondin
- Cravens
- Epperson
- Hermann
- Padron

S U H S D
RECEIVED
SEP 30 1974
INSTRUCTION

MEMO

TO: Dr. LeKander

DATE: September 18, 1974

FROM: G. E. Huber

SUBJECT: Bi-Lingual/Bi-Cultural Program

The following is the information you requested regarding the Bi-Lingual/Bi-Cultural Program at Salinas High School.

1. The program is a Bi-Lingual/Bi-Cultural Program with the subjects offered at the ninth and tenth grade levels being transitional and the subjects offered at the eleventh and twelfth grade levels being elective and open to all students who qualify. The following are the courses and descriptions of the Salinas High School Program:

Transitional English 9--Reading & Language Skills: For students not yet skilled in English, this course would enable them to obtain credit for ninth grade English. The emphasis would be on perfecting English pronunciation, increasing vocabularies, filling in questionnaires, applications and other forms. Reading of necessity would be limited to fairly elementary materials, as would the grammar and construction drills and materials.

Transitional English 10--Composition: Again, a course which is specifically meant for non-skilled speakers of English, but enabling students to gain credit at this level. Composition skills would be strengthened, along with vocabulary and structure study.

Transitional Basic Math: Would begin with most of the mathematics review conducted in Spanish, with a gradual transition to English as the main language. The goal is to prepare students for passing the California State mandatory basic math examination.

Transitional Global Geography: While using the English texts, much of the teaching would initially be in Spanish, with the shift to English occurring during the year. The course is designed to fulfill the objectives that all students in Global Geography must fulfill.

Transitional U. S. History: Offered to enable students with limited English skills to complete this requirement by offering the course bilingually. The objectives would be no different than those of the regular course.

Chicano Lit: Taught in both English and Spanish would focus on literature of the minorities to some degree, but with emphasis on Chicano literature. Most of the materials would be teacher acquired, but there is a text that could be adopted in the future if the course is judged successful. There would also be a continued effort to sharpen students' basic English skills and increase their vocabularies.

Socio-Economic Issues Affecting Chicanos: A semester course (5 credits), open to all sophomores, juniors, and seniors, offers a brief survey of the background and the heritage of the Chicano in the Southwest today. The main emphasis of the course, however, is on the issues that affect Chicanos today: social, economic, educational,

Socio-Economic Issues Affecting Chicanos, Cont'd

and political. Students will be required, as part of the course, to perform fieldwork--in this case to interview Mexican-American citizens in the community in order to aid in the compilation of an oral history of the Chicanos in this area-- a project of vital importance to a full understanding of the Chicano community and its status today. In addition, the course includes a study of present Chicano culture as manifested in literature, art, the theatre, music, and the press.

Spanish for Spanish Speakers: The course recognizes that many native speakers of Spanish have poor vocabularies and make many errors orally. Furthermore, many native speakers cannot read nor write Spanish. The course would sharpen their oral ability and also teach them to read and write in Spanish, or to read and write more correctly if they already possess these skills.

2. Number of students already participating: Two Hundred Five (205) (by student period)
3. Ethnic description of the participating staff:

Mr. Dan Williams--Caucasian (Major in English, Minor in Social Science)
Mr. Rosalio Garza--Spanish Surname (Major in Mathematics, Minor in Social Science)
Miss Laura Layton--Caucasian (Major in Spanish, Minor in English)

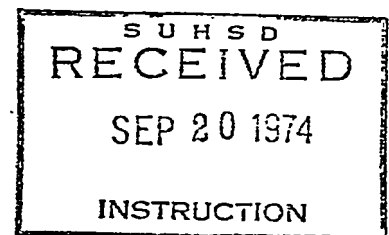
4. Ethnic description of participating students:

Spanish Surname--Two Hundred Two (202)
Asian-American--Three (3)

5. The local school budget has allocated \$1,200.00 to the program.

If you have any questions, please telephone me.

GEH/cv



TO: ROBERT TURANO

W.J.H.S.

10/2/74

FROM: M. MEJIA

SUBJECT: INFORMATION REQUESTED BY THE DISTRICT REGARDING THE U.S. CIVIL RIGHTS COMMISSION INVESTIGATION FOR THE SCHOOL YEAR 74-75.

The bilingual programs at the five schools in the SUHSD were created and designed to supplant Teacher Corps which had been in existence in the district for the past three years. The goal of Teacher Corps was to drastically reduce the Chicano drop out rate.

The emphasis of the program at WJHS called PROJECT 74-75 is to develop language, learning, & coping skills. The underlying theme of PROJECT 74-75 is the development of self worth and the acceptance of others. It is the reason we have selected a heterogeneously grouped ethnically mixed group of students for the program.

Concepts are taught and or reinforced in Spanish or English depending on the students facility with the language.

Materials used in the two Math classes include individualized word attack skill, individualized spelling units, reading material appropriate to their reading level, a literature unit from Ohio State University that deals with the concept of "Who Am I" and exercises in values clarification. Literature and readings will include contributions from Chicano, Black, Asian and Anglo writer. Stories selected will emphasize comprehension skills and ethnic awareness of others.

Material is being gathered for a Spanish class that includes students who range from the monolingual English speaking students to the monolingual Spanish speaking student.

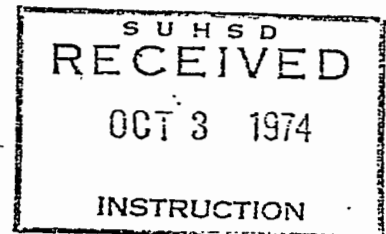
There are approximately 65 students in the 4 classes of the program.

	<u>Language Arts</u>		<u>Math</u>	
	<u>3rd Pd.</u>	<u>4th Pd.</u>	<u>3rdPd.</u>	<u>4th Pd.</u>
Chicanos	9	5	4	5
Anglos	6	4	11	8
Blacks	-	2	1	-
Filipinos	1	-	3	1

There are 2 Irish bilingual ESL teachers, 1 Anglo bilingual teacher and 2 Spanish surnamed bilingual teachers.

There is a bilingual counselor available for three periods.

The budget allocation for the program is \$1,250.00



An important goal for the classes which are part of the bilingual program is to encourage and develop an attitude of acceptance toward the use of Spanish. We want to establish an atmosphere in the classroom in which students feel free to communicate in either Spanish or English. It is often true that students who are native Spanish speakers are reluctant to speak Spanish because it lacks prestige; that is, it is the language of the fields, of farmworkers. A student who has respect for his language, who takes pride in what he has, is much more likely to have a positive self-image than if he has little respect for his language. At the same time, students who are not native Spanish speakers are encouraged to consider the benefits of speaking another language. To learn another language, to speak and think in new and different patterns, is an experience in growth and awareness. Learning a different language provides a new perspective for understanding the native language, and often results in increased respect for both languages. Our goal, then, is to encourage and develop an attitude in the students, and an atmosphere in the classroom, in which there is an acceptance of both languages.

UNIVERSITY OF CALIFORNIA AT SANTA CRUZ

SALINAS UNION HIGH SCHOOL DISTRICT

TEACHER CORPS PROPOSAL

CYCLE VII

A PROGRAM IN BI-LINGUAL, BI-CULTURAL EDUCATION

KEY: HS = Salinas Union High School District
 EL = Elementary Feeder School
 JR = Junior High School
 H = High School
 E = Elementary School

1972 Statistics

U. of Ca. @ Santa Cruz
 Major Contact Identification
 Log No.

Section E: SUMMARY OF QUALIFYING DATA FOR APPLICABLE LOCAL EDUCATION AGENCIES AND TARGET SCHOOLS

44, LOCAL EDUCATION AGENCY (List in capital letters) Attendance Center (List below respective district)	(1) FICE Code	(2) District	(3) School	(4) Total Enrollment	(5) % Poverty	(6) % on Welfare Aid	(7) % 2nd Language	(8) % Annual Turnover	(9) % Dropout	(10) % White	(11) % Negro	(12) % Orient.	(13) % Indian	(14) % Mexican	(15) % Puerto Rican	(16) % Cuban	(17) % Other
a EL SAUSAL (SUHSD)		HS	JR	1,326	33	**	40.2	13.49	***	58	1.3	1.4	.15	35			4.2
b SHERWOOD		EL	E	776	69		65.5	6		31.5	2.7	.9	.7	64.6			
c SANTA RITA		EL	E	477	19		35.9	5		59.5	1	2.8	.4	32.2			.05
d ALISAL		EL	E	520	29		44.6	11		53	2	.4	.2	44			
e SANBORN		EL	E	741	29		53.2	11		45	2	1	.2	52			
f WASHINGTON (SUHSD)		HS	JR	1,302	N/A		28.5	9		69	1.2	3	.3	21.5			4.0
g BORONDA		EL	E	252	76		70.7	4		28.3	1.0	.6	.2	69.9			
h ROOSEVELT		EL	E	456	45		49.8	2		50	.2	4.6	1.7	43.5			
i ALISAL (SUHSD)		HS	H	1,989	36		43.1	20.7		54	1.7	1.9	.76	38			3.2
j SHERWOOD		EL	E	776	69		65.5	6		31.5	2.7	.9	.7	64.6			
k ALISAL		EL	E	520	29		44.6	11		53	2	.4	.2	44			
l SANBORN		EL	E	741	29		53.2	11		45	2	1	.2	52			
m CASTROVILLE		EL	E	554	36		41.3	4		49.8	8.8	—	—	41.3			
n GAMBETTA		EL	E	568	49		71	4		21	8.1	—	—	71			
o ELKHORN		EL	E	504	35		19.6	1		77	3.4	—	—	19.6			
p PRUNEDALE		EL	E	538	20		12.3	2		87.2	.6	—	—	12.3			
q EL SAUSAL		HS	JR	1,326	33		40.2	13.49		58	1.3	1.4	.15	35			4.2
r SALINAS (SUHSD)		HS	H	2,039	N/A		17.7	1		75	1.4	3.2	.29	11.7			2.8
s ROOSEVELT		EL	E	456	45		49.8	2		50	.2	4.6	1.7	43.5			
t SHERWOOD		EL	E	776	69		65.5	6		31.5	2.7	.9	.7	64.6			
u ELKHORN		EL	E	504	35		19.6	1		77	3.4	—	—	19.6			
v NORTH SALINAS (SUHSD)		HS	H	2,273	N/A		24.5	1.1		73	1.8	1.9	.38	16.4			6.2
w BORONDA		EL	E	252	76		70.7	4		28.3	1.0	.6	.2	69.9			
x SANTA RITA		EL	E	477	19		35.9	5		59	1	2.8	.4	32.2			
y CASTROVILLE		EL	E	554	36		41.3	4		49.8	8.8	—	—	41.3			
z EL SAUSAL		HS	JR	1,326	33		40.2	13.49		58	1.3	1.4	.15	35			4.2
aa PRUNEDALE		EL	E	538	20		12.3	2		87.2	.6	—	—	12.3			
ab ELKHORN		EL	E	504	35		19.6	1		77	3.4	—	—	19.6			
ac MOUNT TORO (SUHSD)		HS	H	73	50		41.8	50	25	50.6	4	1.4	2.8	38.4			

* Based upon estimates submitted with Title I ESEA application 1970-71. Estimates for 1971-72 have been estimated to vary less than 1%.
 ** comparable to Poverty %.
 *** Drop-out Statistics are not recorded, no distinctive drop-out, and annual turnover.

Section F: CORPSMEMBER PROFILE

<p>45. <u>Number Requested:</u> a. <u>34</u> Interns <u>Preservice</u> b. <u>7</u> Team Leaders</p>	<p>46. <u>Area of Corpsmember Recruitment</u> % Locally recruit. % Outside a. Interns <u>75%</u> <u>25%</u> b. Team Leaders <u>100%</u> _____</p>												
<p>47. <u>Age Range Preference:</u> a. Interns: From <u>21</u> to <u>No Limit</u> Median -- _____ Per. _____ Maximum acceptable <u>Individual</u> b. Team Leaders: From <u>25</u> to <u>45</u>. Median <u>35</u> Maximum acceptable <u>45</u>.</p>	<p>48. <u>Sex Preference:</u> No Preference a. Interns: male _____ female _____ b. Team Leaders: male _____ female _____ No Preference</p>												
<p>49. <u>Marital Preferences:</u> (Interns)</p> <table border="0"> <thead> <tr> <th></th> <th>No</th> <th>Will Consider</th> </tr> </thead> <tbody> <tr> <td>a. Couples as Interns</td> <td>_____</td> <td><u>X</u></td> </tr> <tr> <td>b. Married Intern, spouse not serving</td> <td>_____</td> <td><u>X</u></td> </tr> <tr> <td>c. Married Interns, with Children</td> <td>_____</td> <td><u>X</u></td> </tr> </tbody> </table>			No	Will Consider	a. Couples as Interns	_____	<u>X</u>	b. Married Intern, spouse not serving	_____	<u>X</u>	c. Married Interns, with Children	_____	<u>X</u>
	No	Will Consider											
a. Couples as Interns	_____	<u>X</u>											
b. Married Intern, spouse not serving	_____	<u>X</u>											
c. Married Interns, with Children	_____	<u>X</u>											

50. Academic Criteria:

Graduate Level Program

- a. _____ Degree required; X Bachelor's; _____ Graduate
 b. Non-accredited colleges: _____ yes; OK no; _____ only those listed below:

c. Undergraduate course emphasis preferred:

X no preference; _____ social sciences; _____ physical sciences
 _____ English; _____ Mathematics; _____ other

d. Will you accept applicants who have already have a masters degree or have completed course towards one? No

e. If so, do you have a special program for those people? N/A

Undergraduate Level Program Not Applicable

f. Class level of interns: _____ Juniors; _____ Seniors

g. Range of previous college credit completed (in semester hours:
 _____ minimum; _____ maximum

h. Course emphasis preferred:

X no preference; _____ social sciences; _____ physical sciences
 _____ English; _____ Mathematics; _____ other

All Interns

i. Grade Point Average: 2.8 desired; 2.0 minimum acceptable; 4.0 scale used

j. Other Admission requirements

50.1 Provisional Admittance Plan for Interns

a. Is there an alternative means for qualifying: X yes; _____ no

b. Will special academic help be offered to those accepted on a provisional basis:
X yes; _____ no



1971-72 TEACHER CORPS INTERNS

ANDREW, Druanne
Major: Geography
Minor: Arth, Math

BONNIVIER, Carlene
Major: English
Minor: None

BOTTINI, Victor
Major: English
Minor: History

BURNS, John
Major: History
Minor: English; Geography

BURNS, Judy
Major: Home Economics
Minor: None

CHEW, Patrick
Major: Math
Minor: None

DIENSTEIN, Larry
Major: Economics
Minor: English; Chemistry

DIXON, Charles
Major: Math
Minor: None

FENLEY, William
Major: Bio. Sciences
Minor: Chemistry

FRODE, Charles
Major: Religion
Minor: English; Philosophy

GARCIA, Raymond
Major: Math
Minor: None

GOODMAN, Norman
Major: Political Science
Minor: None

GROOM, Douglas
Major: Bio. Sciences
Minor: Psychology

HAGEN, Ann
Major: English
Minor: Music

HIRANO, Marsha
Major: Math
Minor: English

IBURG, Marjorie
Major: Psychology
Minor: None

IBURG, William
Major: Chemistry
Minor: None

IMAN, Donald
Major: Bio. Sciences
Minor: None

KAUFMAN, Lester
Major: Physics
Minor: Math

KOHLMOOS, James
Major: History
Minor: English

LEE, Zinnia
Major: Math
Minor: Chem

LOVERDE, Charles
Major: Sociology, Anthro.
Minor: Spanish, Art

MA, Paul
Major: Chemistry
Minor: None

MEYER, Kurt
Major: Anthropology
Minor: History, Bio. Sci.

MIGNEAULT, Lois
Major: Physics
Minor: None

NOWICKI, Diane
Major: English
Minor: Drama

OBERST, Dan
Major: Humanities
Minor: None

ORTIZ, Al
Major: History
Minor: English

RANKIN, Ann
Major: Pol. Science
Minor: Fr., History
Sociology

RASMUSSEN, Marilyn
Major: Pol. Science
Minor: None

RASMUSSEN, Thomas
Major: Bio. Science
Minor: None

RATHBUN, Jane
Major: Math
Minor: Music

ROSS, Stephen
Major: Bio. Science
Minor: None

RYBARCZYK, Robin
Major: Bio. Science
Minor: Chemistry

SAKAI, Gordon
Major: Bio. Science
Minor: Chemistry

SHANLEY, Aurelie
Major: Spanish
Minor: English

1971-72 TEACHER CORPS INTERNS (Cont'd)

SILVA, Keith

Major: Social Sciences

Minor: None

SOO HOO, Roger

Major: Bio. Sciences

Minor: Chemistry

SPITZE, Kim

Major: Bio. Sciences

Minor: Chemistry

STEEN, Tom

Major: Bio. Sciences

Minor: English

WATTERUD, Eric

Major: Bio. Sciences

Minor: None

WONG, James

Major: Psychology; Math

Minor: None

1972-73 TEACHER CORPS INTERNS

ANAYA, Susana Pauline
Major: Political Science
Minor: None

HERRERA, Andrew M.
Major: History
Minor: Ethnic Studies

RUIZ, Lucille
Major: Spanish
Minor: English

CAMPOS, Jose L.
Major: Spanish
Minor: None

JEW, Mary Fay
Major: Spanish
Minor: Chinese

RUPORT, David O.
Major: Spanish
Minor: None

CASTILLO, Rosa Maria
Major: Spanish
Minor: English

LOPEZ, Josefina
Major: History
Minor: P. E.

SAPIENS, Alexander
Major: Geology
Minor: Spanish

CHAVEZ, Cornel A.
Major: Psychology
Minor: Spanish

LOZA, Miguel
Major: Ind. Arts
Minor: M.A. Studies

ZUNIGA, Enrique H.
Major: M.A. Studi
Minor: Ind. Arts

DELGADO, Manuel
Major: Industrial Arts
Minor: History

LUNA, Miguel M.
Major: History
Minor: None

ESPINOZA, Charles A.
Major: Industrial Arts
Minor: Mathematics

MACIEL, Joseph
Major: P. E.
Minor: Art

ESTRADA, Rosemary
Major: Home Economics
Minor: None

MARIA, Dorothy
Major: Spanish
Minor: None

FLORES, Roberto
(Dropped From Teacher
Corps Program)

MESA, Celedonio M.
Major: Sociology
Minor: Spanish

GARZA, Rosalio
Major: Mathematics
Minor: Pol. Science

MONTELLANO, Maria
Major: English
Minor: None

GONZALEZ, Julio
Major: Drama
Minor: Mathematics

ORTIZ, Macario-Franco
(Dropped from Teacher
Corps Program)

GONZALES, Marciano (Jr.)
Major: History
Minor: None

RAMIREZ, Dolores
Major: Socil Sciences
Minor: None

HERNANDEZ, Steven A.
Major: Mathematics
Minor: None

RASOR, Raquel
Major: Psychology
Minor: La Raza Studies

1973-74 TEACHER CORPS INTERNS

ARROYO, Sara
(Dropped from Teacher
Corps Program)

CASTRO, Kathleen
Major: Drama
Minor: Pol. Science

CASTRO, Victoria M.
Major: M.A. Studies
Minor: Mathematics

DULEY, Elisa G.
Major: Spanish
Minor: None

FLORES, Arthur
Major: Sociology
Minor: P.E.

FLORES, Rachael
Major: Sociology
Minor: None

FORD, Katherine
Major: Sociology
Minor: None

GALU, Dominic
Major: Sociology
Minor: English

GONZALEZ, Josephine
Major: Spanish
Minor: None

HALPERN, Michael
Major: Sociology
Minor: French

HERNANEZ, Ramon
Major: Political Science
Minor: Chicano Studies

JORGENSEN, Nancy L.
Major: English
Minor: Speech, Drama

LAYTON, Laura
Major: Spanish
Minor: English

MARTINEZ, Alfonso R.
Major: History
Minor: None

MARTINEZ, Mary
Major: Social Sciences
Minor: Art

MIRAMÓNTEZ, Gregory L.
Major: Sociology
Minor: Chicano Studies

MORALES, Romana
Major: History
Minor: Spanish

MORENO, Rene
Major: Spanish
Minor: Psychology

OLIVARES, Angelina
Major: Chicano Studies
Minor: English

OLIVARES, Pedro
Major: Chicano Studies
Minor: English

ORTIZ, Reynaldo F.
Major: History
Minor: Mathematics

PADRON, Reina
Major: Psychology
Minor: None

PRECIADO, Elizabeth Ann
Major: Psychology
Minor: French, Spanish

RAMOS, Eury I.
Major: Industrial Arts
Minor: None

RAMOS, Samuel
Major: Spanish
Minor: History

RODRIGUEZ, Abel V.
Major: Industrial Arts
Minor: None

SIORDIA, Carlos
Major: Art
Minor: None

WATSON, John
Major: Mathematics
Minor: Spanish

ZEPEDA, Jose M.
Major: Mathematics
Minor: None

3

student

Report card for former Teacher Corps Program ~~interim~~ during Cycle VII/I

REYNA PORFIRIO 8 ROGERS QTR 1 73-74 WASHINGTON JR

STUDENT	GRADE	COUNSELOR				TERM			SCHOOL
		1ST / 3RD	2ND / 4TH	SEMESTER		COMMENT CURRENT CODE			
COURSE	TEACHER	GRADE	ABSENCE	GRADE	ABSENCE		GRADE	TOTAL ABSENCE	CREDITS EARNED
ENGLISH*	FORD/GALU	B	7				7	3	
SCI I *	MAYER L	S							
IN CRFT II	BENNETT R	C-						4	
SYMP BAND	LITTLETON G	C-							
ART 8	NICHOLS R	C-							
BOYS PE *	MILLER R	B							

EXPLANATION OF SCHOLARSHIP MARKS

- A-High achievement
- * B-Above average achievement
- C-Average achievement
- D-Below average achievement
- OR
- Failure to achieve minimal requirements in spite of great effort
- F-Failure to achieve minimal requirements
- I-Incomplete course work (must be made up or will result in F)
- S-Satisfactory achievement
- U-Unsatisfactory achievement

In sectioned classes, a student's grades represent his achievements as compared with students who have similar abilities.

* Bilingual

EXPLANATION OF COMMENT CODES

1. Student demonstrating outstanding effort
2. Student makes positive contribution to class
3. Student showing improvement
4. Assignments need to be regularly completed
5. Needs to bring materials to class regularly
6. Improvement in conduct needed
7. Please contact teacher

SALINAS UNION HIGH SCHOOL DISTRICT REPORT CARD

Report card for same student a year later (without bilingual/bicultu-

ra
classe

REYNA PORFIRIO 09 SEM 1 74-75 ALISAL HIGH

STUDENT	GRADE	COUNSELOR				TERM			SCHOOL
		1ST / 3RD	2ND / 4TH	SEMESTER		COMMENT CURRENT CODE			
COURSE	TEACHER	GRADE	ABSENCE	GRADE	ABSENCE		GRADE	TOTAL ABSENCE	CREDITS EARNED
ENG 1-2	CURRAN	F	10	F	9	F	19		
URBAN GEOG	GILBERT	D-	13	D-	13	D	26	5	
BASIC MATH	PABEN	I	10	B	11	B	21	1	
EARTH SCI	ALLEN	F	14	F	10	F	24		
MOTIV LAB	EARP	C		C	15		15		
P. E	ENEA	C	14	C	12	C	26	5	

EXPLANATION OF SCHOLARSHIP MARKS

- A-High achievement
- B-Above average achievement
- C-Average achievement
- D-Below average achievement
- OR
- Failure to achieve minimal requirements in spite of great effort
- F-Failure to achieve minimal requirements
- I-Incomplete course work (must be made up or will result in F)
- S-Satisfactory achievement
- U-Unsatisfactory achievement

In sectioned classes, a student's grades represent his achievements as compared with students who have similar abilities.

MR P REYNA
163 WILLIAMS RD
SALINAS , CALIF. 93901

EXPLANATION OF COMMENT CODES

1. Student demonstrating outstanding effort
2. Student makes positive contribution to class
3. Student showing improvement
4. Assignments need to be regularly completed
5. Needs to bring materials to class regularly
6. Improvement in conduct needed
7. Please contact teacher

SALINAS UNION HIGH SCHOOL DISTRICT REPORT CARD