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EDUCATION SUBCOMMITTEE
OF THE
CALIFORNIA ADVISORY COMMITTEE
TO THE
U.S. COMMISSION ON CIVIL RIGHTS

OPEN MEETING ON THE
SALINAS UNION HIGH SCHOOL DISTRICT

SALINAS, CALIFORNIA

April 11, 1975

VOLUME I

BOULEY, SCHLESINGER, PROFITT and DICURTI

OFFICIAL COURT REPORTERS

187 North Church Avenue

Tucson, Arizona

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OPEN MEETING ON THE
SALINAS UNION HIGH SCHOOL DISTRICT

THOSE PRESENT:

MR. JOE JIMENEZ, Chairperson

COMMITTEE MEMBERS:

- | | |
|------------------------|----------------------------|
| Mr. Gordon Lau | Ms. Noelle Marie Rodriguez |
| Mr. Jack B. Share | Mr. Arthur Tirado |
| Ms. Nadine Hata | Ms. Cora Santa Ana |
| Ms. Helen F. Bernstein | |

STAFF MEMBERS:

- | | |
|----------------------|------------------|
| Ms. Ramona Godoy | Mr. Thomas Pilla |
| Mr. Michael Ishikawa | |

THE ABOVE ENTITLED hearing was held in the Salinas
City Council Rotunda, Salinas, California, on the 11th day
of April, 1975, and the following proceedings were had,
to wit:

PROCEEDINGS

THE CHAIR: The Education Subcommittee of the California Advisory Committee open meeting on the affirmative action policies of bilingual/bicultural program in the Salinas Union High School District, Salinas, California, this meeting will now come to order.

I am Joe Jimenez, Chairperson of the Education Subcommittee of the California Advisory Committee to the United States Commission on Civil Rights.

The state advisory committee advises and makes recommendations to the United States Commission on Civil Rights upon matters which the committee or any of its subcommittees have studied.

Other members of the subcommittee are starting from my right, Dr. Noelle Rodriguez, Ms. Nadina Hata, Dr. Jack Share. On my left, Helen Bernstein, the ~~vice chairman~~ of the subcommittee, Gordon Lau, who is approaching, Cora Santa Ana, and Mr. Arthur Tirado.

Also with us today from the Western Regional Office of the Commission on Civil Rights, are Michael Ishikawa, Ramona Godoy, Tom Pilla and Irene Garcia.

Our Court Reporter for this open meeting is James Bouley.

This is an open meeting which is being held pursuant

1 to the rules applicable to the state advisory committees
2 and other requirements promulgated by the United States
3 Commission on Civil Rights.

4 The Commission on Civil Rights is an independent
5 agency of the United States Government established by
6 Congress in 1957 and authorized by the Civil Rights Act
7 of 1957, 1960, 1964 and 1973, to, investigate complaints
8 alleging that citizens are being deprived of their rights
9 to vote by reason of their race, color, religion, national
10 origin or sex; to study the effect -- to study and
11 collect information concerning legal developments which
12 constitute a denial of equal protection of the laws, under
13 the Constitution; to appraise federal laws and policies
14 with respect to equal protection of the laws; to serve as
15 a national clearing house for civil rights information; and
16 to investigate allegations of voter fraud.

17 I would like to emphasize at this time that this is
18 an open meeting and not an adversary type of proceeding.
19 Individuals have been invited to come and share with the
20 committee, information relating to the subject of today's
21 inquiry.

22 Each person who participates, who will participate,
23 has voluntarily agreed to meet with the committee. Every
24 effort has been made to invite persons who are knowledgeable
25 about the problems and progress in the areas to be dealt

1 with here today.

2 In our attempt to get a well-balanced picture of
3 the situation in this school district, we have invited
4 district administrators, students, teachers, parents,
5 and concerned community representatives. Since this is an
6 open hearing, the press, radio and television stations as
7 well as individuals are welcome.

8 Any person discussing a matter with the committee,
9 however, may specifically request that they not be tele-
10 vised. In this case, it will be necessary for me to
11 comply with their wishes. We are very concerned that we
12 get all the information relating to the matter under in-
13 vestigation. We are, however, concerned that no individual
14 be the victim of slander or libelous statements.

15 As a precaution against such a happening, persons
16 making statements here or answering questions, have been
17 interviewed prior to this meeting. However, in the un-
18 likely event that such a situation should develop, it will
19 be necessary for me to call this to the attention of the
20 persons making the statement and request that they desist
21 from their actions.

22 If the testimony a person is offering, however, is
23 of sufficient importance, it may be necessary for the
24 committee to hear the information at a closed session. The
25 person against whom the allegations are being made will

1 have ample opportunity to make a statement in closed
2 session before the committee, if he or she desires.

3 In any event, prior to the time that the committee
4 submits its report to the commission, every effort will be
5 extended to get a complete picture of the situation as it
6 exists in Salinas School District.

7 We are also concerned that no individual be a victim
8 of retaliation for any statements made at this open meeting.
9 Witnesses are protected by the provision of 18 United States
10 Constitution, 1505, which provide, ~~whoever~~ by threat or
11 force or by any threatening letter of communication, en-
12 deavors to intimidate, influence or impede any witness
13 in the proceedings pending before any department or
14 agency of the United States, ~~in connection with any inquiry or in-~~
15 vestigation, be held by either house or any committee of
16 either house or whoever injures any party or witness in
17 his person or property on account of his ~~attending~~ or
18 having attended such proceeding, inquiry or investigation,
19 or on account of his testifying or having testified on any
20 matter pending therein, shall be fined not more than
21 \$5,000.00 or imprisoned for not more than five years or both.

22 In the event that any person testifying before this
23 committee considers any adverse action taken against him
24 to be a result of having testified, he or she should
25 immediately contact the Western Regional Office of the

1 United States Commission on Civil Rights.

2 At the conclusion of the scheduled meeting, should
3 anyone else wish to appear, in open session before the
4 committee, they should notify the staff before 12:00 noon
5 today.

6 I'm going -- that -- I'm required to read that by
7 direction, so it needs to be read, but secondly we're
8 going to have the witnesses appearing or speaking from the
9 podium. The reason the podium is faced the way it is is
10 so that the Court Reporter can better take down the testi-
11 mony that will be given.

12 We also have available for instantaneous translation
13 in the hearing room, it will be translated instantaneously
14 so anyone wishing and not understanding English and wishing
15 to listen to it in Spanish, will --

16 VOICE: Our unit doesn't work.

17 THE CHAIR: We're not going to have it translated
18 then.

19 But anyway, -- now, anyone wishing to testify be-
20 fore the committee who has not been contacted by -- be
21 sure you get a hold of one of our staff personnel so that
22 we can get you on the list of people wishing to testify
23 and therefore give you an opportunity to speak.

24 Now, we'll get some opening remarks from the Mayor
25 of Salinas, the Honorable Henry Hibino. Mayor Hibino?

1 MAYOR HENRY HIBINO

2
3 First of all I certainly would like to extend a
4 Salinas welcome to the Civil Rights Commission.

5 Before I say anything further, I would like to in-
6 form the people, perhaps, ~~that~~ are in the audience, that
7 we do have a parking problem around city hall, I've just
8 checked with the finance department, and there are all
9 day permits that you can purchase for one dollar that you
10 -- that allows you to park in the city parking lots all
11 day. So if there are any of you, I'm sure there is a
12 problem and you will be getting a ticket if you park beyond
13 the two hours in the parking lot. So that for one dollar,
14 if you go into the finance department you can purchase
15 an all day permit which would allow you to park in the
16 parking lot across the street all day.

17 It is our hope that this meeting will be successful
18 in bringing the facts to light, and we're aware of the
19 number of programs that the school district has undertaken
20 to insure not only that individual civil rights are pro-
21 tected, but that all students are given as high a quality
22 education as resources will permit in this area.

23 There have been instances in which individuals'
24 civil rights have been infringed upon, I trust that these
25 proceedings will bring the true facts to light and that

1 remedial action will be indicated.

2 I'm also confident that whenever people of good will
3 work together toward a solution that is in the best public
4 interest, effective solutions to problems will be found.

5 If there is anything that my office can assist in
6 making the proceedings more fruitful, I trust that you
7 will not hesitate to advise me.

8 So that with these few words of welcome, I cer-
9 tainly hope that you have a successful day here today and
10 that you bring all the facts to light. Welcome.

11 THE CHAIR: Thank you very much, Mayor.

12 And we'll now start the hearing. Our first wit-
13 ness will be Mr. Luis Jaramillo.

14 Mr. Jaramillo, good morning. If you will identify
15 yourself and who you represent, if anybody, and for the
16 purposes of the record --

17

18

19

LUIS JARAMILLO

20 A (By Mr. Jaramillo) My name is Luis Jaramillo, I'm
21 an attorney with the California Rural Legal Assistance and
22 I represent the clients that we have represented in the
23 past at various school matters.

24

25 THE CHAIR: Do you have an opening statement you'd
like to make or do you want to get into -- or are you ready

1 to have questions?

2 A Well, I've submitted to the board a statement with
3 accompanying declarations. And perhaps that would suffice
4 for the record. I have no specific oral statement that
5 I'd like to give except I would be available for any
6 questions. That the committee might raise.

7 Q (By the Chair) All right, you said you worked with
8 CRLA?

9 A That is correct.

10 Q Can you tell me how long you've been involved with
11 them?

12 A I have been involved with CRLA in the Salinas Valley
13 for approximately five years, three summers while in law
14 school and two years continuously since graduation from
15 law school.

16 Q And during this involvement have you been involved
17 with the educational matters of the community?

18 A Yes, our office generally is involved at two different
19 levels in the education area within the community, and is

20 One is, and perhaps it's comparable to that of a
21 physician's practice, one is preventive, and the second is
22 actual -- actually dealing with a crisis situation. So,
23 for example, we do go out to the various schools and give
24 lectures on consumer protection or we meet with various
25 groups on education about the law, their rights, civil, and

1 we deal with crises situations where a student may be
2 suspended or some infraction may have occurred.

3 Q In your -- do you deal with, I recognize that you
4 work with the community, but do you work with any specific
5 community organizations or anything like that?

6 A Yes, we're available to any organization that is
7 over 50% within our guidelines, which means that they
8 must be of low income, they must ask our advice, and three,
9 they must not be on a fee generating case type of basis.

10 Q Can you give me an example of what that would be?

11 A Oh, yes. There are various organizations like Mesa
12 de Directiva, various parent organizations that have abso-
13 lutely no names whatever, and who just come into our office
14 and ask our assistance.

15 Q And what type of activities do you pursue?

16 A We pursue a number of activities, we have gone be-
17 fore the school board on the matter of regulations set up
18 for expulsion proceedings, suspension proceedings, for
19 teacher corps, for bilingual/bicultural education, and on
20 matters representing students involved in student dis-
21 turbances, alleged, and in meeting with teachers, in
22 meeting with principals, and in trying to formulate a
23 better educational system for those who ask us.

24 Q Okay.

25 In your involvement with the community, can you tell

1 us what are the major complaints or what complaints, if
2 any, they have with regard to the school system or --

3 A Well, there are a number. And perhaps we could be-
4 gin by referring to page 15 of my report. And the accom-
5 panying statements.

6 At page 15 I summarize what the statements indicate.
7 And the first has to do with parent who complained because
8 he went in and noticed that his child's cumulative folder
9 included statements like, well, perhaps resetting the scene,
10 a parent attended a parent-teacher conference at the
11 request of the principal because his daughter had been
12 truant. And in order to ameliorate the situation the
13 parent attended a conference. And thought that he had a
14 pretty good conference with the principal. The parent was
15 called once again to participate in a parent-teacher con-
16 ference, and he did so.

17 Again he thought it was mutually beneficial for the
18 school and for his child that he had attended. Later he
19 asked for the cumulative folder for his daughter and he
20 was surprised and stunned to find this particular record
21 in the cumulative folder.

22 A miracle has happened, exclamation mark. Mr. So and
23 So came in and it was very obvious that Mr. So and So would
24 rather beat his kids than relate to them. In as much as he
25 felt that had little relevance to what had been discussed

1 and to the actuality of the case, he felt quite offended.

2 Earlier in the school year he had asked that a
3 counselor, that his child be transferred from one counselor
4 to another. It appeared that there was a personality
5 conflict, and so he wanted to take his child from one
6 counselor and just take her to another one. He thought it
7 was a routine matter. So he filled in the record papers,
8 and at the time that he was looking at the cumulative folder
9 he discovered a note from the previous counselor indicating,
10 "Nor am I unhappy to be rid of such a miserable and sullen
11 child". Now, he was stunned because he felt that these
12 comments did a disservice to the student.

13 No matter how they are taken they are of no benefit
14 to the student. These comments are irrelevant to the
15 student's education, even if they were true, even if they
16 were true his beating the kid would not help the student
17 in the school.

18 Well, perhaps probation, I'll mitigate that comment.
19 There are statements from two former students who suffered
20 a humiliating experience at the hands of a teacher followed
21 in the classroom.

22 Two young women who suddenly found themselves at the
23 hands of a teacher who had a temper tantrum. They were
24 embarrassed, they felt that they had been doing the work
25 and that they had -- they'd given no cause for such a

1 precipitous event. And when they went to the administrators,
2 they discovered that the head administrator only suggested
3 to them that maybe they could learn from this. That some
4 of the best friendships are formed from adversity. Cliches
5 don't answer crises situations, especially for a young
6 person whose mind is at the formative states.

7 Another student relates, the extent to which one of
8 the administrators went in order to expell this particular
9 student. A memorandum was drafted and a copy of the memo-
10 randum is attached, it is in the exhibit section at the
11 end of appendix 10. And the note alleges that the student
12 is participating in intimidation groups, is not attending
13 classes regularly, and is not participating in class
14 activities.

15 And then the administrator indicates, I'm starting
16 a file and would appreciate your keeping me well informed
17 in writing as to whether or not so and so lives up to this
18 arrangement.

19 Now, this note is distributed to all of the student's
20 teachers, the student's counselor, the student's community
21 adviser, and all the campus supervisors. This note is
22 dittoed. The extent to which a student is harassed,
23 pursued, is almost unthinkable.

24 A former employee of the school relates an incident
25 describing the desperate and double standard of justice

1 applied to various students. He describes that of the
2 Filipino student who was running to class and he was late.
3 Cigarettes popped out of his pocket, he was noticed by
4 one of the campus supervisors and reported to the disci-
5 plinarian.

6 The disciplinarian read him, obviously, the state
7 laws which indicate that no tobacco shall be permitted on
8 the campus. And just cause was granted, was given to
9 suspend the student and the student was suspended. The
10 student never came back. Dismayed. He admitted that he
11 was no saint, but that he really did want to be a student,
12 he was really trying. But on such an incident, he obviously
13 could not come back to school, he was suspended.

14 On the other hand, and by comparison, an Anglo
15 student was observed by a custodian to break into the
16 trophy case, to break the glass and remove an eight-track
17 tape recorder, and the punishment given by the disciplinarian
18 was not suspension, but was a determination that the
19 student could not go to the Junior Rosebowl in Pasadena with
20 the band.

21 At this, the band director and the dean of students,
22 dean of boys, came to the disciplinarian and appealed the
23 case. And the student was permitted to go to the Junior
24 Rosebowl. There was no punishment meted out, no discipline.
25 There are very obvious things. These are things that really

1 shouldn't be, they're so blatant. And a lot of these
2 cases do end up in our office. And they end up in our
3 office because people are frustrated and so those are
4 some of the things that --

5 Q Okay, you've given us some specific problems. Are
6 there any categories or any general thing that the com-
7 munity --

8 A Yes, I'd like to focus, I really think that all of
9 these are nothing but symptoms of perhaps deficiencies
10 in the educational system. And I would concentrate on bi-
11 lingual/bicultural education and the affirmative action
12 program. On the -- at page 2, I indicate the difference,
13 the changes that have occurred within the school district
14 with regard to the number of Chicano, Mexican-American or
15 Spanish surnamed students, that have come into the school
16 district. And this is based on a study prepared by a
17 research assistant of the school district.

18 The data indicates that the Spanish surnamed popu-
19 lation has increased at the rate of 588.4% greater than the,
20 all other categories for the Spanish surnamed students,
21 so that from 1966 to 1973, this is found at page 2, there
22 has been a change in the number of Spanish surnamed by
23 1,018, that's over a 1,000 students within less than seven
24 years. The statistics also indicate that changes varied
25 from 62 to close to 400, a little over 400 Mexican-American

1 students. An increase in each of the schools. And how are
2 these students treated once they are in school? For the
3 limited English speaking students there is an ESL program.
4 And I would refer to appendix number 1 or exhibit number 1,
5 that describes the ESL class schedules for 30 students.

6 So the limited English speakers, and the number of
7 years of schooling a student has had before they come into
8 the ESL class is shown.

9 For student one, for example, who had six years of
10 schooling and one semester of ESL, the student is scheduled
11 for coligraphy, ESL, ESL, ESL, typing and PE.

12 Another student who had had eight years of school,
13 one year of ESL and who had requested reading, mathematics
14 and geography, student was given ESL, ESL, ESL, driver's
15 education and ceramics, clothing and PE. These are not
16 unique.

17 As you will notice, the schedule of all 30 students,
18 although the students indicate that they have some prior
19 experience in school, they are still given nonsubstantial
20 courses that certainly will not lead to graduation, certi-
21 fication.

22 At page 6, is a survey of all ESL students at X¹₂³₄⁵₆⁷₈⁹₁₀¹¹₁₂¹³₁₄¹⁵₁₆¹⁷₁₈¹⁹₂₀²¹₂₂²³₂₄²⁵
23 high school from September, 1969, to June of 1973. Of
24 185 students, who attended school as ESL students, only
25 16, that's 8.6%, graduated. 92 dropped out in the first

1 year, 21, that's 49%, by the way, 21, 11% dropped out by
2 their second year and by the third year, 11 had dropped out
3 A total of 124 students who went through the system and who
4 appeared to obtain very little.

5 In addition, there's a survey of 35 ESL students who
6 entered as freshmen into the same program in 1969. Of
7 those 35, nine did graduate. That's 25%. The first year
8 16 dropped out, that's still an incredible number, 16
9 out of 35 is over 50% who drop out the first year.

10 Given the schedules that they are given in the
11 school system, there are 30 schedules that you have before
12 you, it's understandable perhaps why they do leave the
13 school system.

14 With regard to the educationally handicapped and
15 the EMR students at page 7, there is a statistics that
16 indicates first, that there's a disproportionate repre-
17 sentation of Mexican-American students within the EMR, EMH
18 student body. While there are only -- while there are
19 approximately 27% Spanish surnamed students in the school
20 district, student population, there are 44.59% or they
21 constitute 44.59% of the EMR -- EMH class.

22 An action was filed in 1973, I'm sorry, 1970, Diana
23 versus state board of education, in that particular suit
24 the over-representation of Mexican-American students in EMR
25 and EMH classes was disputed. A contempt proceeding was held

1 against Superintendent of Public Institution, Mr. Riles,
2 because he had not, he and the school districts, had not
3 complied with an earlier order. And approximately 140
4 school districts were ordered to present plans to remedy
5 the situation.

6 There is an affidavit from Mr. Maurice Jordan,
7 attorney for the plaintiffs in this suit, exhibit number 2,
8 and in that declaration Mr. Jordan's affidavit, in that
9 affidavit Mr. Jordan, after having checked with the
10 attorney general's office, finds that the Salinas Union
11 High School District is one of the handful of school dis-
12 tricts that have not submitted a plan to remedy the
13 situation.

14 Given the lack step development within the ESL pro-
15 gram, given the over-representation in the EMR classes,
16 it's not hard to see why there's such a high failure rate,
17 and there is a high failure rate. It's not hard to see
18 why approximately 50% of the Chicanos, Mexican-Americans
19 drop out of school before they graduate. And it's sur-
20 prising that more do not.

21 Q Mr. Jaramillo --

22 A Yes.

23 Q -- these problems that we talk about, I gather they're
24 problems that the community feels, and you're relating to
25 us as having worked with them in various things. Have these

1 problems been presented to the school, to the school dis-
2 trict and if so, what reaction or what's being done about it?

3 A Yes, sir, they have been. That's only one of the
4 major problems. The second major problem is affirmative
5 action. I could dwell on affirmative action on how three
6 plans were developed by the school district. The first one
7 was with a five years plan in 1971, it was never implemented
8 because the next year it was modified to a ten-year plan and
9 even under that ten-year plan, the school district is be-
10 hind in its affirmative action hiring. The school dis-
11 trict attempted to use the teacher corps as a vehicle for
12 implementing the affirmative action plan but as it turns
13 out, there were very few teacher corps interns who were
14 chosen. And I cite as an example the fact that approxi-
15 mately -- approximately six English teaching positions, or
16 teachers in English were available. None of the teacher
17 corps interns -- two of the teacher corps interns were
18 hired for that.

19 And this despite the fact that the teacher corps
20 program was introduced into the area specifically for
21 affirmative action and specifically for bilingual/bicultural
22 education.

23 I was able to participate in the teacher corps
24 steering committee as an observer, I was not a member but
25 I did participate, attend the meetings and I was available.

1 I did have input on those two areas. And let me cite
2 from page 13, English is an example, of seven teaching
3 slots that became available with five teacher corps interns
4 certificated to teach in that area, only two were hired
5 by the Salinas Union High School District.

6 The four teacher corps interns qualified to teach
7 mathematics, none was hired for the three available slots.
8 That's at page 13. This despite the fact that the school
9 district made all the statements that it was bringing in
10 the teacher corps for bilingual/bicultural education, the
11 fact that the parents participated, there was a great
12 community participation in the entire program because the
13 teacher corps interns did go out and visit the families,
14 they did bring them into the school, they did encourage
15 the students, they did help reduce the dropout rate. That
16 helped both affirmative action-wise and it helped bilingually/
17 biculturally. So yes, these complaints have been brought
18 before the school board, they've been brought before the
19 administrators and they've been brought before the adminis-
20 trators of the various schools as well as the teachers.

21 Q And what has resulted?

22 A The result is that we are behind in the affirmative
23 action hiring, the result is that there is now a proposal
24 for bilingual/bicultural education that it is weighted to
25 staff development rather than student services. And so the

1 results have not been entirely favorable.

2 Q After the hiring of teachers, and the non-hiring of
3 teachers from the teacher corps that were available for
4 these positions, do you know whether any of the community,
5 parent groups or anyone else, went to the administration
6 and pointed these things out or whether or not anything
7 was done on it?

8 A In its closing report, Cycle VII teacher corps,
9 the reviewer notices the numbers of letters that were
10 addressed to the superintendent. The students were in a
11 hostile mood at the end of last year because the Cycle VII
12 teacher corps intern program was terminating. The school
13 district is certainly aware of the unfavorable response
14 the students have, that the parents have.

15 THE CHAIR: Does anyone have any other questions?

16 MS. HATA: Yes.

17 THE CHAIR: Mrs. Hata?

18 Q (By Ms. Hata) I commend you for all the material
19 you have put together for us this morning. I have two
20 questions to ask you.

21 I've been concerned about the dropout rates that
22 you've shown us this morning in your statistics, dropout
23 rates regarding the students in the ESL program. What
24 kind of counseling services have been offered to these
25 students participating?

1 A Well, you can probably ask the school administration
2 that better than me. I do know that they do have community
3 advisers who are supposed to go out and visit with the
4 students at their homes. I do know that they have counselors,
5 I do know that the counselors are overworked.

6 Q Are there any counselors that you feel can adequately
7 relate to these students?

8 A Yes, I do.

9 Q Have they been put -- have they been given these
10 students under their charge?

11 A Well, they've been given a caseload just like any
12 -- well, attorney's terms, I guess they've been given a
13 student load. Equivalent to that of any counselor. And
14 yes, they appear to be handling it very well.

15 Q Does the student load include those or the students
16 that we've been talking about, are they assigned to other
17 students?

18 A Well, as I understand it and I really can't
19 specifically tell you procedure for assignment of students
20 to the school counselors, I do know that some of the
21 students do have good counselors and some of the students
22 have less than good counselors.

23 Q Okay, one other question. Have you had any occasion
24 to bring the problems up before the Salinas City Council --

25 A The Salinas City Council?

1 Q Yes.

2 A No, I have not, personally have not.

3 Q To your knowledge, is there an identifiable sub-
4 committee on the Salinas City Council? Are there city
5 council members forming a subcommittee to investigate or
6 consider educational problems at the schools?

7 A Yes, as I understand it, the mayor has appointed
8 a number of people to look into the matter, the mayor has
9 spoken in a couple of meetings that I've attended, so I
10 know that the mayor is involved, the mayor is aware and
11 that the mayor has received the complaints from the various
12 schools that I represent.

13 Q To your knowledge, is there a council subcommittee?
14 Of councilmen assigned to the educational area?

15 A No, no, to my knowledge there is not.

16 Q (By Ms. Bernstein) Do you know if there are any
17 alternative programs available for students who drop out
18 from the regular school program?

19 A There is a continuation school but the continuation
20 school does not accept students under the age of 16. Which
21 creates a real problem for a lot of the freshmen and
22 sophomore students who are having problems.

23 There is a work or regional occupation program, that
24 does take up a number of these students who have dropped
25 out, who are expelled or suspended or who find it difficult

1 to continue in the regular school as alleged.

2 THE CHAIR: Any other questions?

3 If no questions -- "I'm sorry, did you have a question?

4 MR. TIRADO: Mr. Jaramillo, so far your report is
5 quite voluminous and well prepared but do you have some
6 suggestions for this board? I mean you've been living in
7 this county for a long time, I understand, and you've been
8 very active in the community. So far we saw the negative
9 things. Do you have some positive suggestions for us to
10 look into?

11 Has anything been done in the last, let's say the
12 last year?

13 A Well, to begin with, I'm not an educator and so I
14 obviously can not tell educational organizations how to
15 perform their function. I can tell the educators that some-
16 thing is wrong. And I can tell the educators that there
17 are symptoms indicating that a revamping of the program is
18 necessary. Those are about the only things that I can tell
19 an educator.

20 I do have, and you have a statement from a Marshall
21 Joyce Sarano (Phonetic), who is a doctoral candidate at
22 Harvard University in education and who's chairwoman of the
23 Harvard Educational Review and in her declaration she
24 relates the experiences of the school district. She re-
25 lates that when teacher corps came in they were unable to

1 get pencils, school supplies for the students and worse
2 still, they were unable to get rooms for having the
3 students, that they had to set up makeshift rooms, move
4 into cafeteria, that before the lunch hour they would set
5 it up, during the lunch hour they would have to take down
6 all the dividers and let the students move in and have
7 their lunches and after the lunch hour they could reset up
8 their program and have individualized instruction.

9 They have -- she has statements indicating that the
10 students were consistently denied quality education. That
11 in fact, the other teachers were glad to be rid of "problem
12 students". That they were glad to be rid of "target
13 students" because they came from poor background.

14 Q May I interrupt? What's the date on that?

15 A The date on this is --

16 Q I'm asking last year, I don't want to go --

17 A Yes, this is dated April 8, 1975. And her teacher
18 corps program was three years ago. So that's --

19 Q You're talking about three years ago, the report is
20 this year --

21 A That's correct. That's correct.

22 Q So, again, the answer is what has been done this
23 year, not the old story, what has been done by your staff,
24 by your constituents, and by the teachers themselves, is
25 there a positive program? Do you feel there's a positive

1 program now in Salinas High?

2 A Well, there's a positive program in that parents are
3 excited enough that they will come forward with their
4 complaints to the school board. As far as the reaction
5 from the school board is concerned --

6 Q That's right.

7 A -- the statistics indicate that there's been very
8 little response. And so what is positively happening, I
9 would refer only to the statistics.

10 Q Thank you.

11 THE CHAIR: Any other questions? Staff?

12 Okay, thank you very much, Mr. Jaramillo.

13 MR. JARAMILLO: Thank you.

14 THE CHAIR: We're working a little bit ahead of
15 schedule which is probably the first and only time this
16 will ever happen. So if the people who were supposed to
17 appear at 10:00 o'clock are here, we can move right on.

18 Mr. Robert Binns, Superintendent, Dr. Lawrence
19 LeKander, and Mr. Tom Hodges.

20 MR. ISHIKAWA: Mr. Chairman, Dr. LeKander is not here
21 and at the present, as soon as he comes in possibly we will
22 send him up to the panel. Start off --

23 THE CHAIR: Fine. As I say, we're running a little
24 bit early. For you who have not attended too many of our
25 hearings, this is very rare.

1 All right. If you'll identify yourselves for the
2 purpose of the Reporter and what your position is, and who
3 you're with.

4
5
6 ROBERT BINNS

7
8 A (By Mr. Binns) My name is Robert Binns, I'm the
9 Superintendent of the Salinas Union High School District.

10 THE CHAIR: Mr. Binns, do you have a statement or
11 opening statement you'd care to make?

12 A No, sir, I do not.

13 I would like to make a comment, if I may, sir. And
14 as regards to the California Rural Legal Assistance and
15 I'd like to characterize at least my relationship with that
16 group for the last ten years because I think it's been that
17 long that we've worked with them.

18 I think it's been a cooperative one and a very
19 helpful one, they have consistently played the role of
20 attempting to prevent problems, and we have had a good
21 dialogue. And ~~last~~ you feel that this is just the idle
22 words, they're not. And a few years ago when I, I've for-
23 gotten the issue, but there was a panel on this, before
24 this group and the CRLA was on trial. And I was very proud
25 to represent them, testify in behalf of the California

1 Rural Legal Assistance for the things that they've done in
2 the district and my attitude has not changed in the
3 interim. They've been most helpful in dealing with the
4 problems of the Salinas Union High School District. That
5 isn't to attest the accuracy of everything Luis Jaramillo
6 said, I can't do that, I'm aware of many of the issues
7 that he presented but certainly their motives have been
8 to help kids and that is our motive. We have had a mutuality
9 in that regard. For underscoring, I want to say that!---

10 THE CHAIR: Thank you very much.

11 Anybody have any questions?

12 Do you want to --

13 Q (By Dr. Share) Let me begin by asking you, does
14 the district have an affirmative action plan?

15 A Yes, sir, the district does. We initiated one in
16 1971.

17 Let me take a brief review, if I may, on the hiring
18 in the Salinas Union High School District since perhaps
19 1965, which was when I came to the district.

20 At that time there was a desperate teacher shortage
21 nationwide, and we were recruiting teachers all over the
22 United States. And by recruiting teachers I mean we
23 literally would send people to the communities throughout
24 the United States attempting to attract their attention to
25 our district by various devices with which I'm sure you're

1 familiar. We also sent people out with direct authority
2 to hire on the spot when they had a particular job about
3 which they -- we knew. As an aspect of that hiring we
4 also went throughout Arizona, Texas, New Mexico, all the
5 areas, Los Angeles as well, attempting to solicit and
6 find minority candidates.

7 It became apparent, I suppose late in the '60's,
8 that we were not fulfilling our obligations on affirmative
9 action, that's one of the reasons, we instituted our
10 affirmative action program and we did that with the direction
11 from the parent practices people in San Francisco and I
12 think probably have a record. Mr. Everett Bean, with whom
13 we worked rather closely, Everett attended board meetings
14 and attended most of our affirmative action group the first
15 year we set the thing up.

16 Later, as we became involved with a, and apparently
17 we were not going to fulfill our obligations through our
18 normal recruiting practices by going to Arizona and so forth,
19 we, and certainly, and not --

20 Q May I interrupt? You say recruit, did the district pub-
21 lish recruitment guidelines? Do you have such a document?

22 A I'm not sure that we do. Technically, probably I
23 would think --

24 Q This is kind of an informal procedure that you have?

25 A Persistent but informal. Yes, sir. We have some

1 rather persistent material we request use in recruitment but
2 I don't know what you mean by guidelines exactly, perhaps
3 I should.

4 But in any case, it was a very formal recruiting
5 procedure and we used much of our staff. For example,
6 director of personnel would do some of this recruiting
7 but he would also take a teacher, for example from Texas,
8 who may have been hired the year before, with him. To help
9 with that kind of recruiting but specific guidelines
10 probably.

11 I want to just say regarding teacher hiring that
12 while the purpose of the teacher corps project fundamentally
13 was to arrest the dropout to which Luis Jaramillo re-
14 ferred, certainly some of the ancillary advantages, one
15 of them was affirmative action and I don't mind saying
16 that's one of the major goals at least to which I aspired
17 with that program.

18 Q Let me, if I may, go on for perhaps brevity and
19 clarity, I'd like to phrase a couple other questions that
20 relate to this, to you also.

21 Did the affirmative action as you've already de-
22 scribed it to us here, include procedures not only for
23 minority but also for women applicants?

24 A For women?

25 Q Yes.

1 A I think not. I don't think we concentrated on that
2 particular matter, probably an oversight in '71. I
3 can't answer -- I don't think it did.

4 Q Why do you think that you've had difficulty in
5 so hiring, say Mexican-American teachers?

6 A We had trouble in the early -- in the late '60's
7 hiring teachers, period. Well, I presume their availability
8 was one of the major problems. I could -- why didn't we
9 hire, why weren't we able to find Mexican-American teachers
10 is the -- is a good question. I suspect their availability
11 was one of the things, the largest problems we faced.

12 We have had problems over the years in defining
13 our teacher needs early enough. Now, some of these are
14 fiscal problems and we've had some nasty fiscal problems
15 throughout this period of time. And in '72, for example,
16 this district had a tax election which lost and in order
17 to balance the budget we dropped our junior and senior
18 classes to five instructional periods, dropped our
19 graduation requirements to 20 units and thereby needed fewer
20 than 30 teachers. This kind of thing.

21 Our needs, and defining our needs early enough to
22 get into the peak recruitment time, has been one of our
23 big problems.

24 Q At any rate, at this particular time it's difficult,
25 as you say, to put a handle on why you were having difficulty

1 obtaining Mexican-American teachers at that particular
2 time and you are assuming that perhaps they were not
3 available?

4 A I didn't assume that, we tried to get Mexican-
5 American teachers, we made an effort to do it, we didn't
6 assume that -- we were not particularly successful with
7 our normal recruiting channels and therefore the teacher
8 corps became, it was pretty apparent that if we exercised
9 the considerable recruiting strength of the teacher corps
10 in bringing Mexican-American teachers, and we did, we had
11 them here, that program, if there's any blame to be given
12 I want to take it. If there's any credit, I want it as
13 well.

14 I believe the teacher corps had the solution to
15 many of our problems.

16 Q Let me, if I may, then, move on what I think may
17 be the next, trying to follow your question here, was
18 the intent of the district to take advantage of the teacher
19 corps program as graduating interns to satisfy the
20 affirmative action plans, goals and time tables?

21 A I guess yes would be the answer.

22 Q And did the district commit itself to hire the
23 interns?

24 A Oh, I'm sure we had a commitment, and I've tried
25 to find that commitment in writing and I can't, but it

1 had to do with -- it would be our desire to have hired as
2 many as 50% of those teachers. Now, there's some variables,
3 it was -- we were not prudent in determining these, I
4 think, in retrospect as we look back on it, because,
5 partially because of the credentialing, the nature of the
6 credentialing that we face. There are other limitations on
7 what we could do and one of them was fiscal.

8 As I say, at the time, it's very difficult to do an
9 affirmative action hiring when you don't have openings and
10 we generated some openings recently because of, in regards
11 to the question over here, I think that the law in Cali-
12 fornia changed, I guess last year, made it possible to
13 offer teachers leaves of absence, because they could then
14 be -- their replacements could be temporary teachers and
15 we've done some of that.

16 We've offered 14 leaves this year which is more
17 than we've ever offered before, provided openings. But
18 making openings has been a problem because the population
19 has dropped off and so forth.

20 Q Staying with the question on the interns, how and
21 by whom were the interns selected?

22 A These were done with the cooperation of the com-
23 munity groups, initially we -- the -- it was almost a
24 democratic thing, it was a lot of fun, we went to San Jose
25 and met on the college campus with the interns and we had

1 groups of minority people with our staff as well. And we
2 went around the interns went around to the various groups
3 and were interviewed and then we got together and I be-
4 lieve it was almost, and I'd have to ask Mr. Drake, (Phonetic),
5 who was director of the project, I believe it was very
6 democratically arrived at, probably voted upon and we found
7 some errors in some of these kinds of techniques, later
8 on the last, and most successful teacher corps project
9 which we conducted, the function of the community group
10 was to influence a recommendation of the principal who
11 made the final decision, and it worked very satisfactorily,
12 I think.

13 Q How many interns were offered contracts by the
14 district?

15 A Well, I don't -- I think about 15 to 17, and I'm
16 not really sure how many. The first group of interns we
17 trained were in conjunction with the Peace Corps, in order
18 to get the project we had to train, I believe we enrolled
19 44 teacher corps interns through the University of Cali-
20 fornia, Santa Cruz, and in conjunction with the Peace Corps,
21 we trained math and science teachers to go to Malasia and
22 it was very exciting project.

23 Now, we did that for the Peace Corps. The fact
24 that we finally hired two of those teachers I'm not sure
25 why, nor how we did that, but we did. They probably could

1 have ~~dropped out~~. In the next two projects, I've got it --

2 Q Also while you're looking for that, I'm also very
3 interested in knowing how many of those were for per-
4 manent positions.

5 A Oh, yes. Indeed they were. The most recent one,
6 this last year, in order to get openings we did hire
7 temporary teachers. Let's see. Cycle VI, we had a total
8 of 41 certificated and we hired three of these.

9 Q That was 1971-72?

10 A And that was -- I'm not sure of the date. The first
11 teacher corps project we had.

12 Cycle VII, Phase I, we had certificated -- we cer-
13 tified 24 out of 28 teachers and hired six. And in the
14 Cycle VII, Phase II, we certified 28 of 29, which is a
15 good record and we hired six.

16 Q Let me move along here and as you're looking these
17 figures up.

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

21 In light of the original reasons for bringing in the
22 teacher corps program, can you explain why the district
23 has hired only 15 graduate teacher corps interns out of a
24 total of 100 graduate interns over the past three years?

25 A I argue about the 100. I don't think there are

1 100. I think there are closer to 50 or 60 because
2 the 44 I don't think we should count the Peace Corps
3 group as a hiring eligibility. I think it's considerably
4 less than that.

5 I don't want to dispute your figures but I think I
6 must, there are not that many. If we total these groups
7 you have 28 and you have 24 teacher corps interns who
8 are certified and from this group, we hired, I guess 12.
9 The three other teachers we hired from the other one, as
10 I say, they probably dropped out of the Malaysia picture and
11 we employed them.

12 There are all kinds of reasons, of course. One is
13 the very late decisions, the timing of our decision, our
14 hiring decisions have been quite late. Everybody's doing
15 affirmative action in employing. I had a lot of friends
16 all over the state who are quite interested in our
17 teacher corps project. A lot of teacher corps interns came
18 from communities, home communities that needed teachers.
19 And they were employed, many of them, early in the game.

20 I think they were hired away from us. I think that
21 by their own choice they wanted to go to their own com-
22 munity. Now, some of them, quite frankly, didn't want to
23 teach in Salinas and told me so. There are these kinds of
24 determinations that mitigated against us hiring.

25 I want to say fiscal, a fiscal reason too, as far as

1 I was concerned, was one of the major ones because we
2 simply couldn't determine what our needs were going to be.

3 Q May I just stop for a moment? I think there was
4 a question from one of our staff here?

5 Q (By Ms. Godoy) You've mentioned that several people
6 did not want to teach in Salinas. How many teacher corps
7 interns actually applied for positions in the school district?

8 A I don't have that information.

9 Q Do either of you have that information?
10
11

12 THOMAS HODGES
13

14 A (By Mr. Hodges) Tom Hodges, Acting Director of
15 Personnel.

16 I was not in this position during the time that the
17 Cycle VIIA employment took place. I believe, however,
18 in discussing this with my current office staff, that all
19 of the interns in Cycle VIIA and B were contacted and asked
20 to complete applications.

21 Q How many in Phase II actually applied to the district?

22 A I -- I don't know. I would assume that they all
23 completed applications, when I took the position on June
24 15, 1974, and subsequent to that date, there were six
25 teacher corps interns employed. It's conjecture on my part

1 whether all of the 28 interns actually completed application
2 blanks. I believe that they did, however.

3 MR. ISHIKAWA: Mr. Chairman, just for the record,
4 Mr. Hodges' office did provide to the staff a figure that
5 22 teacher corps interns in Phase II had applied out of the
6 28 in the class.

7 THE CHAIR: Had applied for employment in the Salinas
8 Union?

9 MR. ISHIKAWA: That applied for a teaching contract
10 in this district, yes.

11 MS. HATA: Mr. Chairman, I'd like to clarify one
12 thing. Are you telling us, then, that you asked these
13 teacher corps programs to fill in their applications
14 whether or not they were seriously interested in the job?

15 A I can't speak first person.

16 Q (By Ms. Hata) To your knowledge?

17 A To my knowledge, the director of the teacher corps
18 project in cooperation with the team leaders and with the
19 administrators in charge of the schools encouraged the
20 teacher corps interns during this last phase to complete
21 applications, send them to the personnel office, if they
22 were interested in employment in the Salinas Union High
23 School District.

24 Q Would that word encourage be better redefined as
25 directed these teacher corps employees to turn in appli-

1 cation blanks, to your knowledge? Is that the kind of
2 implication?

3 A No, I can't say directed.

4 Q (By Ms. Bernstein) The 22 applications that you
5 had, how many of those were interviewed? Do you know?

6 A (By Mr. Binns) I'm sorry, I didn't hear.

7 Q The 22 students that, or teacher corps people who
8 applied for the position, how many of them were personally
9 interviewed, do you know?

10 A I do not know.

11 Q Do you know, Mr. Hodges?

12 A (By Mr. Hodges) No, I do not.

13 Q So you can't really -- are you saying that you don't
14 know for sure if they wanted to teach in Salinas or didn't
15 want to teach in Salinas? I'm not sure what you're saying.

16 A This is judgmental and I can't be factual, I
17 apologize to the committee, I just can not testify in good
18 conscience to things that happened prior to the time that
19 I took that responsibility. I do believe, however, that
20 the director of the teacher corps project had provided
21 -- I'm speaking now as a principal of Lagso (Phonetic) Junior
22 High School, which I was during the time that most of these
23 applications and employment considerations took place. That
24 a chart was delivered to me of the numbers of teacher
25 corps interns, district-wide, that were participating. They

1 were grouped by major and minor, by name, on a document
2 which I received, and it was at least implied, I'm sure,
3 if not directly intended, that that list of interns
4 be seriously considered by myself and probably other
5 principals as a source of candidate to be compared to
6 the needs that had arisen at that time regarding the master
7 schedule on requirements for teaching needs for the
8 following year.

9 I do know that that was done with respect to my
10 own school.

11 Q With regard to your own school, how many did you
12 personally interview?

13 A I think one or two, I can't recall. I don't be-
14 lieve we had any openings last year that I can recall
15 at the time.

16 Q Did you hire any new teachers last year at the
17 school?

18 A Yes. Well, I didn't because it was in transition,
19 I was in transition from one job to the other, but the
20 administrator who was named as my acting replacement did
21 hire, I believe a girls' PE teacher and a bilingual
22 teacher, at least those two that I can recall.

23 Q Were those former teacher corps people?

24 A And -- I'm sorry.

25 Q And the people that filled those positions, were they

1 former teacher corps people?

2 A Not this year. Not this year.

3 Q (By Dr. Share) I have some more questions I'd like
4 to return to with Mr. Binns.

5 You mentioned earlier that, correct me if I misheard
6 you, but I think you said 12 out of 52 were hired and if
7 so, how many of the 12 were Mexican-Americans?

8 A (By Mr. Binns) I really can't answer that. Most
9 of them were. Certainly by disposition and they were
10 bicultural, bilingual teachers. The director of the -- the
11 former director of the project is here, perhaps, this could
12 be addressed to him and he can give you a precise answer.
13 I think most of them were.

14 Q Let me move along then, to another area which --
15 well, what was your opinion of the Cycle VII teacher
16 corps program?

17 A Well, I've just about exposed it to you. I think
18 when one goes -- when I went to classrooms and watched a
19 very literate, articulate, youthful and vigorous and
20 stimulating teacher with a brown face working with stimu-
21 lated, excited kids, that's where -- that's where the
22 program was, that is the program. And that's the program.
23 I wish we had been judging, not we but in judging the
24 program, the classroom setting is the virtue of the program.

25 Now, it is true that there was great turbulence, one

1 of the thrusts of the program obviously was that the
2 minority community become involved in getting input and
3 direction to the whole educational enterprise, and they
4 did.

5 Now, they had to learn to work with us and certainly
6 we had to learn to work with them. And there was the
7 additional factor of the University of California at
8 Santa Cruz and this was a triumvirate that was rather
9 exciting.

10 Now, we learned a lot and I think that we've come
11 a long ways in terms of understanding our minority
12 community, and I feel that they have -- that there's been
13 a mutuality here, it's been very positive.

14 Q If I may ask, do you feel your own staff and your
15 administrators, your teachers, shared the same enthusiasm
16 that you're speaking to now?

17 A Very few do, frankly, on anything. I just happen to
18 feel very strongly and I'm not in a position to quantify
19 their enthusiasm for it but I don't want to minimize mine,
20 because I think again, and let me say this, that I don't
21 want there to be good guys and there to be bad guys in
22 terms of those who support it are the bad guys or the good
23 guys and -- you know, that, I can not accept.

24 The failure of that program is related to the aspira-
25 tion of the superintendent -- one of my goals that year was

1 to reinstate that program. To get it going again. And
2 I didn't, and I think that in the hierarchy of accountability
3 is my failure and I reluctantly and -- I don't like that,
4 but that's what happened. I think that the strategies,
5 the administrative strategies, which I employed in attempting
6 to get a beachhead, a bigger beachhead of teacher support
7 didn't work and that's the failure that put that thing down.

8 Q Well, let me ask you again, in the same context,
9 why did you wait until May, 1974, to reactivate the affirma-
10 tive action plan when it was clear that the district was
11 not hiring the teacher corps interns?

12 A Well, I'm -- the teacher corps project terminated, I
13 guess I've forgotten the exact time, but I don't think I
14 gave up on the teacher corps, that -- I was still thinking
15 in terms of teacher corps and I have a notion that had
16 that thing continued on a cumulative basis, I think our
17 hiring record would improve.

18 I think the whole thing would have -- it did have
19 great promise which we never fully realized. In terms of
20 affirmative action in employment. And I suppose that in
21 my own mind at least, I didn't give up on it until it was
22 all over and that was probably late in the spring of that
23 year as well.

24 Q Are there any district administrative positions
25 temporarily filled with acting personnel?

1 A Yes, sir.

2 Q If so, how many and what are the positions?

3 A Right. A couple years ago, well, four years ago I
4 determined that I was going to retire early, and four
5 years ago I received my last contract, I informed the
6 board that that was my goal, two years ago I formally re-
7 signed, indicating my retirement upcoming, and also in
8 terms of my even having been a superintendent, coming to
9 a new community, I found that it's a very -- you need staff
10 and if you can select your own staff, you become more
11 secure and you can operate much better.

12 So I convinced the school board that in order to
13 make it possible for my successor to have that advantage,
14 that is the advantage of selecting some of his own sub-
15 ordinates, I would suggest that in replacing Dr. John Searles,
16 who was, at the time, director, the assistant superintendent
17 in charge of personnel, he became superintendent of the
18 Martinez Unified School District. In order to replace him,
19 I would suggest that we take one of our bright young
20 principals and make him an acting director, until such time
21 as a new superintendent is named.

22 After which he then might, by his own processes,
23 pick his own personnel manager and that's what we did. We
24 pulled Tom Hodges out of Washington Junior High and made
25 him acting director. In order to replace Tom, we took his

1 assistant principal and made him acting assistant principal,
2 it goes on and on and then the assistant principal, who
3 took Tom's place, was replaced by an acting person.

4 Those are the acting people. Now, the notion will
5 be that when a decision is made regarding the director of
6 personnel, for example, if Tom retains that position and
7 he'll be an applicant, I'm sure, should he do that, then
8 that would get rid of one of them and they would be
9 stepped off by the new superintendent.

10 Q What I think I'm hearing from you is there are a
11 number of acting positions?

12 A Well, there are three.

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

15 A Well, I just indicated to you the reason we didn't
16 at the director of personnel was to offer the new super-
17 intendent the opportunity to make the selection himself
18 on the permanent basis. That's the first one. And the
19 whole chain of events that took place with the principal
20 of Washington Junior High and the assistant principal, sir,
21 is the other one.

22 Now, there's one other acting principal I presume
23 and that's perhaps the one you're referring to at that
24 Alisal High School.

25 Q Have any efforts been made to recruit minority and

1 again women applicants, for the administrative positions?

2 And if so, what have these efforts been?

3 A. The answer is yes, sir.

4 A (By Mr. Hodges) If I may interject, I was involved
5 directly in the recruitment and selection for the
6 current assistant principal, one position at Alisal High
7 School, Mr. Otto Kimball. I was also directly involved
8 in instituting the processes to select an assistant
9 principal at North Salinas High School, both positions of
10 which are not acting, they are affirmative positions, and
11 as I recall, in the screening procedure for Mr. Kimball's
12 position, we had several minority candidates of Mexican-
13 American background as well as Black candidates. I think
14 the total number of interviewees was something on the
15 order of eight to ten, and we had, I know for sure two
16 Black candidates and probably three Mexican-American
17 candidates. And as a result of that process, Mr. Kimball
18 was selected as the assistant principal one at Alisal
19 High School.

20 There were a number of other minority candidates
21 for the North Salinas High School assistant principalship
22 including Mexican-American and Black candidates, the
23 initial appointee to that position was Mr. Gerald Wilson,
24 who is a counselor at North Salinas High School, who is a
25 Black citizen. He accepted the position, however that

1 position was resigned by him within two or three-week
2 period for personal reasons, and another person was
3 appointed in that position.

4 I just wanted to give the committee that direct
5 testimony regarding the nature of the selection process
6 involving a number of minority candidates for those student
7 administrative positions this year.

8 Q Was an affirmative action plan, Mr. Binns, for goals (
9 and timetables for administrative positions?

10 A (By Mr. Binns) We have some, yes, I'm not sure --
11 the goals and timetables for affirmative action --

12 A (By Mr. Hodges) Was the question administrator --

13 Q Does the affirmative action plan, yes, include
14 goals and timetables for administrators?

15 A No, it does not.

16 Q And if not, why not?

17 A Omission. Just omission.

18 Q Would you wish to elaborate any further on that?

19 A I can not. I can from this point forward and that
20 is that it would be the intention of the personnel office
21 to amend the affirmative action timetables and -- regarding
22 all certificated and classified employees to include not,
23 only administrators, but department supervisors and heads
24 of classified departments. I can not speak for my predecessor,
25 the omission, I can not give you a cause as to why those

1 guidelines and timetables were omitted.

2 Q Mr. Binns, who wrote the district's affirmative
3 action plan?

4 A (By Mr. Binns) Probably the former assistant super-
5 intendent in charge of personnel working with the fair
6 employment practices people in San Francisco.

7 Q And was there also any input in terms of community?

8 A Well, do you have a list of the openings represented
9 on our affirmative action task force? These matters, I'm
10 sure, were prepared and taken to the affirmative action
11 people for their input. I think it was a staff function
12 to prepare a statement and it was done, as I said, in harmony
13 and cooperation with these groups.

14 Now, the various agencies represented, and there
15 are many; not the least of whom is the California Rural
16 Legal Assistance, these were dealt with at those meetings,
17 I'm sure.

18 Q Do you feel now the affirmative action plan as
19 drafted in 1971, adequately addresses itself to the employ-
20 ment needs of the district?

21 A I doubt that and I'm sure that the affirmative action
22 group has been very active this year. One of the things
23 they've done is to define a process for the employment of
24 administrators which involves a definant, that is we have
25 Mexican-American representation on all of our selection

1 committees for administrators, that's been a major thrust
2 of that committee this year, so I'm sure it's been modified
3 and the -- their recommendations are being felt.

4 DR. SHARE: Mr. Chairman, I just have two more
5 questions I'd like to put to Mr. Binns.

6 Q (By Dr. Share) First question, could you perhaps
7 explain to me a little further, the nature of the teacher
8 corps supervision, that is for the interns? Do you have
9 a particular procedure or process how the interns are
10 supervised during their training here?

11 A Well, it was rather close instruction, yes, we have
12 a director and we have team leaders.

13 Q What I'm referring to specifically, would the
14 interns always be under the supervision of a certificated
15 teacher?

16 A No. They were certificated, they had intern credentials.

17 Q My other question is relating to the EMR ratio that
18 Mr. Jaramillo was addressing himself to earlier in terms
19 of the imbalance. First a two-part question, if you wish,
20 what is your process in evaluating youngsters who may be
21 bilingual in terms of educational or educable ability?
22 You do have, I assume, a process and a specific
23 procedure and if so, I would be interested in knowing that.

24 A With the Chairman's permission, I would defer that
25 to Dr. LeKander, who's now here and he's been dealing

1 directly with that particular problem.

2 THE CHAIR: Fine.

3 Mr. LeKander, would you care to respond to that?
4 If you'd identify yourself and your position, please?
5
6

7 DR. LAWRENCE LEKANDER
8

9 A (By Dr. LeKander) I am Larry LeKander, Assistant
10 Superintendent of Instruction.

11 A (By Mr. Binns) Superintendent elect.

12 A (By Dr. LeKander) Superintendent elect.

13 We have a particular problem in the high school
14 district, when it comes to dealing with special education
15 classes. I've talked at length with Mr. Jaramillo con-
16 cerning this and I think he understands and maybe sympa-
17 thizes to an extent, but we do, most of the youngsters
18 that come into our classes for the educable mentally re-
19 tardēd are identified in the elementary grade. As you
20 know, we start only in the seventh grade, and some of our
21 districts don't even feed us until the ninth grade.

22 So most -- so you know, the first part of your
23 answer is kids come to us already identified. Many of
24 them have been in classes for the mentally retarded all of
25 their lives or since the first grade.

1 Q (By Dr. Share) Excuse me, when you say already
2 identified, this could be an identification that may have
3 occurred three or four or five years ago possibly?

4 A Absolutely, but the state laws require that they
5 be reexamined periodically.

6 Q So you would reexamine them, is that right?

7 A Yes.

8 Q This is my question,--

9 A We are extremely careful in our reexaminations, I
10 don't know the exact timetable but we recently, not
11 recently, but in the last few years, have gotten directives
12 from the state department of education to, as to who
13 could be put in classes for the mentally retarded, the
14 conditions of notification of parents and all that, and
15 we've lived up to those. I feel to the absolute letter
16 and spirit of the law.

17 We, and it's in a state of flux right now, I talked
18 to our psychologist just the other day as to whether or
19 not we may use and what sort of testing procedures we may
20 use. It is the individualized examination for each and
21 every youngster, if a youngster -- if the primary language
22 in the home is other than English, he must be either
23 tested in that language or there must be an interpreter
24 there and this is done.

25 Q May I ask, assuming that the process that you're

1 going through is a very reliable one, efficient one,
2 how do you, as an educator, try to cope or maybe even
3 explain the situation when you have such a high repre-
4 sentation of Mexican-American students in EMR classes
5 compared to not only other ethnic groups but in terms of
6 your total population of Mexican-Americans in the total
7 school district?

8 A. Well, I'm not sure my answer would be totally
9 satisfactory. I say first of all that the first part of
10 it is that we don't identify most of our youngsters, we
11 identify very few youngsters in the seventh through ninth
12 grades. You must understand that they come to us already
13 having been identified in the elementary grades. They
14 come to us, these grater percentages of the total Mexican-
15 American population.

16 That's the first part of the answer. The second part
17 of the answer, and it may be related to background, educa-
18 tional deprivation, health, nutrition, I don't -- I don't
19 -- really don't know, you know, precisely why in our district
20 we have more youngsters, even though it's a very extremely
21 careful screening process, and I want to stress that, be-
22 cause it is. Why we come up with a larger percentage
23 Mexican-American youngsters than other youngsters.

24 Now, you may be aware that the -- there is a court
25 order now that school districts by, well, I guess it's by the

1 end of 1976, are to have their classes for the mentally
2 retarded, the percentage, the ethnic percentage to be no
3 greater than the ethnic distribution within the school
4 district and there's just a flux factor of one or 2%.

5 Now, we're over and we know it and we're attempting
6 to bring it down and we're doing this by reevaluating
7 each and every youngster in our classes, and frankly, in
8 some cases by not placing students from Mexican-American
9 backgrounds.

10 When we really get down to it, there is no other
11 way to reduce that percentage. I think in a long run, the
12 answer is the process called mainstreaming, where you're
13 really not going to have a special class, you're going to
14 have these youngsters in the regular program and you're
15 going to have specialized teachers who can deal with them.

16 Q Looking at the imbalance in terms of ethnic im-
17 balance in the EMR classes, are you also looking at this
18 possibly as being a symptom of perhaps greater need for
19 remedial type of programs for your district for youngsters
20 rather than saying these youngsters may or may not be
21 truly mentally retarded?

22 A Well, you'd have to really understand our program.
23 We have an integrated program, and I don't mean racially.
24 Our youngsters who are classified as EMR typically spend
25 no more than half their day in a cloistered situation. They

1 spend, in many, many cases, they only spend one or two
2 periods with a resource, EMR teacher. They're in the
3 regular program with teachers who are cooperating, they're
4 in work experience, they're in work-related situations,
5 that has been the whole thrust, is to try to get them into
6 the mainstream.

7 When you say remedial programs, I don't quite know
8 how that ties in to this problem. We offer a whole broad
9 range of programs in our district, ~~from the~~ mentally
10 gifted throughout the mentally retarded.

11 THE CHAIR: Does any other committee member have
12 any questions?

13 Q (By Ms. Hata) Yes.

14 Mr. Binns? My notes are a little vague here in the
15 area of your responses to the questions regarding the re-
16 cruitment. Are you involved, actively, in recruiting
17 persons for positions within the district?

18 A (By Mr. Binns) Teachers?

19 Q Teachers and administrators?

20 A Well, at the present time we've not done very much
21 recruitment of any kind except for those positions, the
22 administrative positions which are open. We are deluged
23 with teacher candidates, and the need for teacher recruit-
24 ment is just not very real. The -- one of the districts,
25 at the present time, is facing, as are most California

1 districts, a very critical fiscal problem and the -- one
2 of the plans, we have a tax election scheduled in May, if
3 that tax election is successful we will undoubtedly be
4 employing teachers.

5 Q Fine, how about the last five years, since 1970,
6 were you actively involved in recruitment of teachers and
7 administrators?

8 A Are you talking about me personally?

9 Q Yes.

10 A Oh, yes.

11 Q Were you guided by any kind of procedure? These
12 are the steps that must be --

13 A That question was asked and I think I was, but I'm
14 not sure exactly what you mean.

15 Q That's what my notes were --

16 A I would, many times, I like to fly and I would fly to
17 Chico, for example, and I would take a teacher or two with
18 me and we would interview teachers all day in the teacher
19 placement bureau. Now, we had directions as to the type
20 of teachers we were looking for.

21 Q Written directions?

22 A Criteria, indeed, for the selection --

23 Q Would you be willing to -- would you submit a copy
24 of these criteria?

25 A If we have one. I think we do. Of course --

1 Q What kind of briefing did you give the teachers
2 that went along with you in this hiring process, did you
3 have any briefing sessions so that the teachers --

4 A Yes.

5 Q Would you submit to us --

6 A We had questions, we had a list of questions which
7 were appropriate. We were looking for humane teachers,
8 frankly, and that was the thrust of our -- of our whole --
9 the two things we were after, one we wanted teachers in,
10 say Chico, to go back to the dorms and talk about what
11 a neat place, probably, Salinas was, that's the idea of
12 spreading the notion -- that's recruitment in its broadest
13 sense, don't you see, to utilize those people with whom
14 we had contact.

15 Q Certainly, I'm sure the questions, then, you will
16 supply to us will reflect your concerns and interest.

17 Also, when did you begin this recruitment process,
18 what time of the school year?

19 A I really forgotten, I guess in February, probably,
20 March maybe.

21 Q Will you submit copies of the announcements, then,
22 that you have sent out to various institutions?

23 A Oh, sure. These I'm sure are in the personnel
24 office, yes.

25 MS. HATA: Fine, thank you.

1 THE CHAIR: Mrs. Rodriguez?

2 Q (By Dr. Rodriguez) Mr. Binns, I'm concerned about
3 a contradiction that I sensed when you were speaking be-
4 fore and I'd like to simply clear it up.

5 I sensed that you are very enthusiastic about even
6 the first teacher -- I mean the first teacher corps
7 program, the CYCLEVI, am I right?

8 A Absolutely.

9 Q And that was in 1971-72. I also understand that
10 through the '60's, you were very concerned with hiring
11 Mexican-American teachers and were very anxious to get
12 your affirmative action program going. Yet I don't under-
13 stand how you could be so enthusiastic about Cycle VI
14 program when that was actually getting teacher corps
15 people for Malasia. And not for Salinas.

16 A The first teacher corps project was one which was
17 presented to us and we engaged it enthusiastically. There
18 were several. One was institutional change. That's a
19 major thrust of the teacher corps. We feel that insti-
20 tutions change must come and if we have the resources of
21 the teacher corps and the University of California and a
22 lot of other people to help us we felt that that was an
23 important aspect of our -- of our program, to bring about
24 some change.

25 Now, the reason we took that project was because that

1 was the one that was available. Now, subsequently, and
2 I'm probably thinking of the planning efforts of Dr. Bill
3 Smith, who was, at that time, our director of federal
4 projects who really generated the notion of a bilingual
5 teacher corps project. That -- and that was intended to
6 make this resource available to us.

7 I really don't -- do I help you at all? The notion
8 that the first one was one we had to take, if we wanted to
9 get involved and we did enthusiastically again.

10 Q What bothers me is you dropped your affirmative
11 action program in order to take teacher corps program
12 for Malasia.

13 A I don't think we did, I think -- I think we -- we
14 didn't drop anything, we addressed our efforts to the
15 management of the teacher corps project which was con-
16 siderable.

17 Q For Malasia, though, this is not for Salinas.

18 A I'm not sure that occurred at that time. I'm not
19 sure -- I'm not sure the timing on when Dr. Searles
20 stopped meeting with the affirmative action task force, I
21 don't --

22 A (By Mr. Hodges) Ma'am, if I may respond, the docu-
23 mentation indicates that in September 15, 1971, which I
24 believe is -- corresponds with the first Cycle VI teacher
25 corps project, the governing board on recommendation of the

1 bicultural education. It is one small part of it.

2 We have had, through the migrant education program,
3 a person who serves as a resource and a kind of a coordinator
4 for that aspect of it. We have a -- I think most people
5 would agree we have a very, very fine English second language
6 program which existed here for 15, 20 years, it's been here
7 a long time. So that, that part of it is covered by a
8 full time supervisor.

9 During the life of the teacher corps, which ended
10 as you know, just a year ago, we had supervision from the
11 district level for that two-year period. Since that ended,
12 our financial condition has not allowed us to have any-
13 body in that capacity. And as this panel may know, the
14 district has submitted an application for ESEA Title VII
15 funds, bilingual and as a part of that, at least in part
16 of the schools, there would be district coordination.

17 Q Then the teacher corps program was responsible for
18 supervising and coordinating the bilingual/bicultural
19 classes, is that what you're telling me, and therefore you
20 were monitoring the teacher corps?

21 I'm just trying to get some kind of hierarchy setup
22 and accountability.

23 A During the life of the teacher corps project, it
24 existed in all of our schools and its thrust was bilingual/
25 bicultural education. Prior to teacher corps our district

1 administration created the affirmative action task force
2 and established its policies, goals and objectives. So
3 the affirmative action task force, as far as the record,
4 would indicate, was in operation and established simul-
5 taneously with the Cycle VI teacher corps project, and
6 apparently, I say apparently because I don't know from
7 first-hand information, it became the, deactivated in the
8 interim between the end of the Cycle VI project and the
9 inception of both phases of VIIA and B.

10 Q I think my point is this, that I don't understand
11 the great enthusiasm -- I understand the enthusiasm for the
12 principle of teacher corps, but not that particular program,
13 since it was not directed at Salinas and the very over-
14 whelming and obvious problem of recruitment of teachers here.

15 THE CHAIR: I'm not sure that we're going to be able
16 to satisfy your question, so why don't we move on?

17 Mrs. Hata, you had some questions?

18 Q (By Ms. Hata) Right, I'd like to ask some ques-
19 tions of Mr. LeKander, since he probably took the time to
20 get down here and hasn't had a chance to talk to the com-
21 mittee.

22 What's your responsibility to the bilingual/bicultural
23 program?

24 A (By Dr. LeKander) Well, as assistant superintendent
25 of instruction I'm in overall charge of monitoring and

1 assessing needs, seeing that the schools are meeting the
2 needs of all of the students. Our district does have a
3 philosophy adopted that we intend to provide an educational
4 program to serve the broad spectrum and it's not narrow
5 in its focus and that means that we must have lots and lots
6 of alternatives. We must take advantage of federal funds
7 when the kinds of needs are identified. We also have lost
8 autonomous schools in terms of curriculum and each school,
9 and that means to me that each school has the autonomy to
10 assess the need in its local area, take the talents of its
11 staff and the resources given to it and develop a program.

12 Each school has a local advisory committee composed
13 of parents, students, teachers, faculty, the community at
14 large and that advisory committee and the principal and his
15 staff are held accountable for this need assessment and
16 development of program and then the achievement.

17 Q You speak of a philosophy --

18 A And I monitor it.

19 Q You monitor it, okay.

20 You speak of philosophy, does the district have a
21 written policy for bilingual/bicultural classes in its
22 schools?

23 A No. The district does not have a written policy
24 for bilingual/bicultural education. And I would, you
25 know, we also don't have a written policy for anything else,

1 specifically, other than vocational education and I think
2 that we have because it was required as a -- as part of
3 a -- for ETA funds. We do have written policy that puts
4 the district on record as wanting to meet the needs of
5 all of the students.

6 Q I see. Does the district office have a coordinator,
7 then, for these bilingual/bicultural classes?

8 A The district doesn't -- our district does not have
9 any coordinators at all in anything. We have a few
10 curriculum associates for a period or two per day in
11 special areas. I am the sole curriculum resource for the
12 district.

13 During the life of the teacher corps, we did have a
14 director of that project who worked under me.

15 Q Well, if the district doesn't have a coordinator,
16 how about the schools, is there one department in each
17 school, then, that coordinates the bilingual/bicultural
18 programs?

19 A No, there is not.

20 Q So we assume, then, that all of these departments or
21 classes are going their own individual way and you are the
22 monitoring agent up here?

23 A During the -- well, let me back up a little bit. It
24 all depends on your definition. English as a second language
25 falls under the umbrella of, in my opinion, of the bilingual/

1 did not have but, oh, maybe a handful of classes taught
2 bilingually. And to the credit of teacher corps we now
3 have about 30 classes taught bilingually.

4 Q Are these classes offered as elective courses and
5 included in departments by subject?

6 A Yes, they are. And at Alisal High School they have
7 the most and they have the broadest range.

8 Q How are the teachers for these bilingual/bicultural
9 classes selected?

10 A They, primarily from interest, obviously bilingual
11 people on the staff, but not always Mexican-American, but
12 bilingual people. A school that has a lot of bilingual
13 resources has a better opportunity to offer a broad spectrum.

14 Q Who ultimately is responsible for recruiting these
15 teachers in these classes?

16 A The principal in the school is held accountable
17 for the program within his school and for the recruitment
18 of people to staff his programs.

19 Q And the principal, then, is actually the person who
20 makes the final determination as to who will teach the
21 classes?

22 A Yes, he is.

23 Q What is your input in the selection of bilingual/
24 bicultural teachers, do you have any as the monitoring
25 fellow up there?

1 A As I indicated earlier, I work in a staff re-
2 lationship to the principals, I'm not a line officer, that
3 doesn't excuse me for not having responsibility delegated
4 through the superintendent. If you're going to meet all
5 the needs of all of your students you're going to offer
6 alternatives and I constantly stress the development of
7 alternatives, stress the development of federal applications
8 when they tie into our needs. I work with principals
9 and superintendent's cabinet, I meet with bilingual planning
10 committee in the district, on a fairly regular basis.

11 Q It sounds as if, then, you have a very important
12 part in not only determining the kind of teachers that
13 are hired but also the programs that are offered in this
14 classroom, schools.

15 A I like to think so.

16 Q How does the district monitor the schools to insure
17 compliance with the district policy in these bilingual/
18 bicultural classes? Perhaps you can just use one example,
19 Alisal High School, as you know they have a large number
20 of classes, how do you monitor?

21 A It's a difficult question, obviously you can look
22 to see, we present reports periodically as to the number
23 of classes that are offered, number of students involved.
24 I, earlier this year, requested that every school provide
25 me the data as to the kind of bilingual offerings they have

1 going, the structure of the program, number of students
2 involved and that sort of thing. Each class under the
3 terms of the schedule, is to be set up with performance
4 objectives and they're in good shape with the principal
5 and the principals and teachers sit down at the end of
6 the year and determine the extent to which the goals of the
7 classes have been achieved. That would be essentially
8 the process.

9 Q Are you actively involved in on-site review of these
10 classes? Or you rely on reports coming through the --

11 A I'm out and around, but I just did not have the
12 hours it takes to say that I do a very thorough job.

13 Q Does the district receive any state or federal funds
14 provided for bicultural classes?

15 A Depending upon your definition, if you include
16 English as a second language we do receive approximately,
17 I should have brought --somewhere in the neighborhood be-
18 tween 40 and \$50,000.00 a year from migrant education for
19 our English as a second language program.

20 District, on its own part, puts in another 60 to --
21 I've got the figures here, in English as a second language
22 the district puts in about \$60,000.00 in personnel, migrant
23 education gives us another 40 or 50, they provide teacher
24 aides, they provide materials, travel and they provide
25 a, what they call a resource teacher. That's what migrant

1 ed. does and we provide all the teachers who are in for
2 English second language classes and everything else.

3 You want to know about federal funds?

4 Q Right.

5 A During the life of the teacher corps, we had -- we
6 had the resources of teacher corps addressed to the
7 training of the interns and to the implementation of bi-
8 lingual/bicultural education, so during that period we had
9 significant resources from the federal.

10 Since teacher corps was over a year ago, we have,
11 as you know, I initiated an application for ESEA Title VII
12 in the amount of \$297,000.00 per year to support the
13 program development, staff development. The district
14 itself, without federal funds, and at Mike's request I
15 tried to verify, or Tom verified this for me, spends for
16 bilingual classes, \$90,570.00, that is salary costs right
17 now and we would anticipate that that would be approxi-
18 mately the amount next year unless we get involved in a
19 larger program.

20 And that's straight out of the district money, plus
21 I give, lent supplies, travel, which might add up to
22 another \$10,000.00 or so. So we're putting out close to
23 \$90,000.00, district funds.

24 I'm told that it's one of the most significant
25 and expansive bilingual projects in district funding around.

1 We do not have any federal funds right now speci-
2 fically for bilingual exclusive of ESL.

3 Q Will these funds be used for new positions or are
4 these district funds you're talking about for salaries,
5 you gave me a large figure, is this just for existing per-
6 sonnel, diverting them into bilingual/bicultural?

7 A I'm going to pass on that.

8 A (By Mr. Hodges) I'll try to clarify the part of the
9 answer upon the response.

10 When it became known, and this is, I'm speaking
11 from my observations as a principal now, because when it
12 became known unfortunately, in some years that the Cycle
13 VII teacher corps project would not be continued, the
14 district administration governing board authorized each
15 school district, including the junior high schools, and
16 additional one-half time teaching position to be funded with
17 district funds to carry on -- well, to carry on bilingual/
18 bicultural education to some degree, which of course would,
19 might have evaporated had we not other resources applied to
20 that project when the teacher corps project terminated.

21 At Alisal High School, because of the high density
22 of minority students, I believe as of 1974, October 1st,
23 '74, when the Mexican-American population was calculated
24 at 40.9%, at Alisal High School, the board authorized up to
25 two positions for the express purpose of bilingual/bicultural

1 education. These were, these total numbers of positions,
2 district-wide, were then not calculated as a part of a
3 regular staff, but were above and beyond, and it allowed
4 each school, I believe, I'd have to check the record,
5 it allowed each school the opportunity to hire at least
6 additional half-time person and I believe at Alisal High
7 School, allowed them to hire two additional people.

8 Q Did these additional people come from the teacher
9 corps program?

10 A I don't believe -- I'd have to check the record,
11 let's see if I've got it?

12 Q Well, perhaps as -- have you got the figures?

13 A I only have the figures for employment at Alisal
14 High School this year. There are, on this list, no
15 teacher corps interns, however there are one, two, three,
16 four additional Spanish surnamed teachers who were employed
17 at Alisal High School.

18 Q Perhaps if you'd provide that information to our
19 staff then --

20 A Pardon.

21 Q Perhaps you can provide information to our staff?

22 A Oh, yes, yes.

23 Q Fine.

24 Were any funds left over from the Cycle VII teacher
25 corps program? And were these used to support, if there

1 were funds left over, were these used to support bilingual/
2 bicultural programs?

3 A (By Dr. LeKander) Yes, there were funds left over.
4 Cycle VII had two budgets, three budgets, really, the
5 university had a budget, the school district had a budget,
6 a federal budget and then there was the district budget in
7 addition. The federal funds were either expended or re-
8 turned to Washington. The school district funds, any
9 funds that accrued to the district that were left over
10 from bilingual education were carried over to this school
11 year. And they were earmarked specifically for the
12 support of bilingual/bicultural programs.

13 It's my memory that was approximately \$5,000.00,
14 and that was divided among the schools that were offering
15 bilingual programs and that's four out of our five
16 regular schools were and we kept a small amount at the
17 district level for planning this current Title VII
18 project we've just submitted.

19 Q In this kind of procedure, is this authorized by
20 the federal agency?

21 A It was district funds, not federal funds.

22 Q What is your evaluation of the bilingual/bicultural
23 classes offered by the Title -- by the Cycle VII teacher
24 corps program?

25 A Well, I think we were grasping. We lacked the sound

1 philosophy and I shouldn't say sound philosophy, but a
2 common mean and a common understanding of bilingual/
3 bicultural education. On an active level, I think that
4 they were effective, you know, they were needed, but we
5 had great ~~inexperience~~. In many cases we had team leaders
6 who didn't have a great deal of experience in that area
7 themselves, so we were stumbling, it was a period of growth.

8 We're better off this year because of having had that
9 experience than we were during the life of the teacher
10 corps, in my opinion, we know what we're doing to a much
11 greater extent.

12 Q What impact did the Cycle VII teacher corps program
13 have on the bilingual/bicultural classes in the school?

14 A What impact? What impact did Cycle VII have on the
15 bilingual/bicultural?

16 Q Yes.

17 A Well, I think the figures speak for themselves. Prior
18 to Cycle VII, our district had a good ESL program, good,
19 strong ESL program, and we had a handful of bilingual
20 classes and frankly, they were transitional sorts of, you
21 know, just existence sorts of things. At the completion of
22 Cycle VII, our district now has approximately 30 bilingual
23 classes, this is one year out of teacher corps. We now
24 have 30 classes. I would attribute that growth solely and
25 entirely to the emphasis of Cycle VII.

1 We now have more youngsters involved in bilingual
2 education today than we did while teacher corps was given.

3 Q And you anticipate to continue these 30 classes in
4 the future?

5 A They are elective programs and if the youngsters
6 sign up for them they will continue. You know, funding
7 and things like that are taken into consideration, but I
8 don't know, as superintendent elect, I certainly am not
9 recommending they be discontinued.

10 Q Will you publicize the existence of these elective
11 bilingual/bicultural programs so the students will be
12 aware of the --

13 A Have you seen the Alisal student manual for '75-76?
14 I'll get you a copy.

15 Q All right.

16 A There are, I -- they do a good job, I believe, in
17 publicizing it in both Spanish and English, every bilingual
18 class that's offered.. It's pretty impressive, I went
19 through it and just about every department had offerings,
20 all contained within the student manual.

21 Q Did you assist in the writing of the teacher corps
22 program, Dr. LeKander?

23 A Pardon.

24 Q Did you assist in the writing of the teacher corps
25 program proposal?

1 A I wrote the initial needs assessment for it, when
2 we were involved in the initial Cycle VI, which was, in
3 effect, written for us. They came to us and they said
4 if you'd like to get involved in teacher corps, here's the
5 package, we're training teachers for Malasia, 40 interns
6 in the areas of math and science, that was handed to us
7 and we didn't really have a great deal of input.

8 When that was done, we were offered a continuation
9 of that Peace Corps sort of thing, we said no, our community
10 said no, we need people, we need to train people who are
11 going to live and work in Salinas. It just makes sense
12 to train people that are going to work in your schools.

13 What you need, your needs, bilingual/bicultural,
14 your need is affirmative action, therefore the design for
15 Cycle VII, you know, was an obvious one. That it would
16 be bilingual/bicultural emphasis and the training of
17 teachers who would work in Salinas, that was the purpose
18 and the emphasis of it, and the initial documents were
19 written by me.

20 Q What kind of support did you get from the certifi-
21 cated employees groups?

22 A When Cycle VII was initially proposed? I really
23 don't know. There were -- the planning process was
24 exhaustive, we took several months to plan it, developed
25 a document that if you waded through it, you, you know,

1 by pounds a huge thing, it was overly ambitious probably,
2 but it was designed to keep in mind a four-year project.
3 Not a two-year project, but a four-year project. There
4 was, I kind of lost track of the question.

5 Q Well, let's go on to another one then. Was the
6 position for grant signoff by certificated employees a
7 district requirement?

8 A Grant signoff the first year, when we first got
9 involved in teacher corps, it was our understanding that
10 it required the authorization of the board of trustees to
11 submit the grant and you had to have a cooperating uni-
12 versity, in that case it was the University of California,
13 Santa Cruz.

14 Now, that was the biggest stumbling block because
15 the University of California, Santa Cruz, university
16 proper, because of their lack of a graduate program,
17 couldn't get involved so it had to be with their extension
18 division and that, you know, in the eyes of some wasn't
19 proper, but it was allowed in Washington.

20 So there was no signoff by the certificated employees
21 council the first year, there was no vote, nothing like
22 that.

23 When we went in for renewal they added and teacher
24 corps goes in two-year cases, Cycle VII was a two-year thing
25 and then, when we went in for a Cycle VIII or IX, IX, they

1 call it Cycle IX anyway, we wrote a preliminary draft and
2 it was at that point that we got the word from teacher
3 corps in Washington that they would not accept a proposal
4 coming from any district unless there were full under-
5 standing and a writeoff of the certificated employees
6 council or, you know, they wouldn't say CEC because that's
7 only in California, but of a group that speaks for the
8 faculty.

9 So, therefore, we sought faculty input, and as
10 Mr. Binns has alluded, probably did a poor job in fully
11 informing them at that point, but they -- we did ask for
12 an endorsement from our certificated employees council,
13 we failed to get that endorsement.

14 Q Do you feel that endorsement did not come because
15 you did not fully inform the faculty of the program?

16 A Yes. I do feel that's a part of it.

17 Q I have two other questions, Mr. Chairman, two
18 quicky questions.

19 Mr. LeKander, you're in charge of instruction and
20 curriculum, do you then monitor the course content of the
21 bilingual/bicultural programs? What do you have in your
22 office files, course outlines, resumes, that type of thing?

23 A Yes. We maintain, we have district policy that the
24 assistant superintendent of instruction has complete file of
25 every course that's offered in the district.

1 Q But you have no real on-site idea of what goes on
2 in the classroom as opposed to what's written down in
3 paper that supposedly goes on?

4 A No, no. The principal and his staff are charged
5 with the supervision.

6 Q Now that you're superintendent elect, I'd like to
7 know what kinds of plans you have to include women and
8 minority in these administrative positions that Mr. Binns
9 has called acting administrative positions or acting,
10 acting -- acting people? Do you have any concrete plans,
11 proposals?

12 A I support affirmative action, I support our dis-
13 trict's policy in that regard. We are right now today's
14 the closing date for three different jobs in our district,
15 principal at Alisal High School, a replacement for me and
16 the director of personnel. I have more than 200 appli-
17 cations for those three jobs. And I guess we've done a
18 good job, personnel office is to be commended, we have
19 many, many minority candidates.

20 Q You don't have your own personal timetable but you
21 are going along, if I understand, with the district's
22 affirmative action policy and timetables?

23 A I haven't -- I haven't really -- I guess yes, yes,
24 I am.

25 MS. HATA: Thank you.

1 THE CHAIR: I have a question.

2 Q (By the Chair) Mr. LeKander, you mentioned that
3 when you wrote the teacher corps phase, I guess phase --
4 Cycle VII, Phase IIA and B, or whatever, that in writing
5 that you took into consideration the things that you were
6 going to need for the teachers and these type of items.
7 I can't remember you listed off several things that you
8 said you took into consideration when you wrote the
9 program?

10 A Well, when I wrote the needs assessment for it.
11 The preliminary concept paper I guess is what we called it.
12 I had been in the district at that point about five years,
13 and it was obvious to me that we were meeting some needs
14 and failing to meet others. Okay? And you take a look
15 at where your dropoff rate is and what students aren't
16 doing well and it was very obvious to me.

17 And gathering that together and you start looking
18 for resources to address that problem, and we had an entree
19 with the teacher corps because of having worked with them
20 in the Cycle VI. Analyzing that need, I wrote a concept
21 paper to address itself directly to that need and I would
22 say that the purposes were to, you know, to bring a halt
23 to the dropout rate of Chicano students, Mexican-American
24 students, that was a very high purpose.

25 Second was to provide, and the means to do that was

1 to provide an education which addressed his language,
2 his language more directly. ~~Effectively~~ to make him
3 feel more worthwhile and these sorts of things, then, I'm
4 not an expert at, but in layman's point of view they
5 seemed right.

6 And the last point was to provide us with a pool
7 of trained teachers whom we'd have with us for a year
8 that we could draw upon to hire.

9 Q In drawing the criteria for selecting the teacher
10 corps program, did you take into consideration the needs
11 that your district was going to have? As far as teachers
12 were concerned?

13 A Well, we were somewhat constrained by, as I recall,
14 by teacher corps, Washington. It, for example, we were
15 not allowed to employ, for interns' positions, all
16 Mexican-Americans, they were all to be bilingual because
17 it was a bilingual project and we sought to have some
18 balance in that, and I think we wound up with, I don't know,
19 75, 80% Mexican-Americans and the rest were from other
20 groups but they were all bilingual.

21 Q No, my question is, did you, when you came up with
22 the criteria to select the teacher corps applicants, did
23 you take into consideration the needs of the district
24 that the district was going to have in teacher, you know,
25 in teacher replacement let's say, or hiring?

1 A. Absolutely we did. But that's where we ran into
2 a problem. Both years, in phase A and ~~phase~~ B, we sought
3 to get people in the areas that we knew we were going to
4 have openings, and just at that time the teacher shortage
5 was dissolving and we were getting this big, you know, we
6 knew we would have a tough time employing people because
7 we weren't getting a great deal of turnover and we knew
8 we wouldn't have many openings in the area of social
9 sciences and we sought to get people broadly across the
10 gamut of what is offered in the schools.

11 We had to settle, in many, many cases, for people
12 who might have a minor in something else, but whose major
13 was in social science or in Mexican-American studies or some-
14 thing else. We got far too many social science majors.
15 Good people, mind you, but we knew that we would have
16 difficulty placing them. But the intent was to get a broad
17 selection, we could not find nor could teacher corps,
18 through their recruitment mechanisms, find people in all
19 of the areas and we still have trouble to this day
20 getting a good, ~~across the board~~ selection.

21 Q One of the, I can't remember whether it's data
22 that was supplied by your office or whether it was data that
23 Mr. Jaramillo gave us this morning, wherein excess of the --
24 not in excess, but of certain positions you had available,
25 say five, in a certain area, I'm trying to find it. It may

1 have been given this morning, that even though you had
2 teacher corps applicants who met the requirements and the
3 needs, only, you know, that even though all these appli-
4 cants met the requirements, that you were -- that you
5 cited as necessary, that in having six openings you hired
6 two teacher corps applicants where you could have actually
7 hired five and still satisfied the needs that you were
8 looking for in your teachers. Can you give me any reason
9 on that?

10 Since the teacher corps program was in fact designed
11 to provide you with teachers.

12 A Well, I wasn't directly involved with trying to
13 fill specific openings. But I was enough on the -- on the
14 fringe of it to know that every effort was made to employ
15 interns.

16 If you'll read the evaluations, our principals made
17 statements in the final evaluation of teacher corps that
18 particular during the second year, that I want to hire
19 them all, they're -- they're fabulous teachers, you know,
20 they're really a good bunch, I'd like to hire every last
21 one of them. I believe it is far oversimplifying it,
22 oversimplifying the problem to take a list of openings and
23 then take a list of available interns and say why didn't
24 you hire these? There is an answer in each and every
25 case, and I don't know what those answers were, but I do

1 have faith in the people and the integrity of the people
2 that they meant what they said, they were attempting to
3 work interns in in every single available space.

4 Q Let me ask either or any of you, what do you view
5 as one of the -- or do you view the fact that the Salinas
6 School District makeup of students has changed drastically
7 as a major change in what it was ten years ago? Is this
8 a common --

9 A (By Mr. Binns) Mr. Chairman, in the last ten --
10 years the most dramatic, profound changes have taken place
11 in the American high school ~~did~~ that ever took place,
12 probably the most significant period of time in the last
13 ten years, yes.

14 Q Recognizing that this change may be significant
15 throughout, the fact, the makeup of the school has gone
16 from a predominantly Anglo school to a school district
17 now that is over 50% minority, a greater percentage, or
18 the makeup of the population, not of the school district,
19 of the population around the area where your school dis-
20 trict has sharply increased in its minority makeup?

21 A Not challenging your statistics but I don't think
22 they're accurate.

23 Q All right, say that minority makeup of the school
24 district has increased overwhelmingly over the last ten
25 years.

1 A Our statistician indicates that, yes, we have a
2 research man.

3 Q Is that -- do you look at that as a major change, then,
4 in what the school district was and everything else? As
5 to what it is now?

6 A Yes.

7 Q Recognizing that, and recognizing that your affirma-
8 tive action plan calls for an increase of, I guess it's --
9 from information that you've given us that in 1980 you
10 would have 24% -- 24.9% -- let me quote -- let me give
11 you the exact figures.

12 According to your affirmative action plan, in 1980
13 you would have 25%, if you hire according to that plan,
14 25% of your teachers, certified teachers, would be Mexican-
15 American. Recognizing the changes taking place where in
16 1971, the makeup of your district was 24.9% Mexican-American
17 students, do you feel that you are going to have to, in
18 any way, renovate that affirmative action plan to include
19 a greater percentage of Mexican-American teachers since
20 the district is growing in leaps and bounds in that
21 direction by students?

22 A (By Mr. Hodges) If I may respond, to my knowledge,
23 the research assistant this year, for the first time,
24 produced, to my knowledge, produced the population pro-
25 jection studies to which you refer that indicate that the

1 minority population within the entire district is growing
2 at a rate somewhat faster than the other category. And
3 it would be my intention in this role to recalculate the
4 affirmative action timetables to take into account that
5 statistical factor, which, frankly, was not really
6 available or known to us as a piece of hard data up until
7 this year.

8 That certainly would have a bearing, I think, on the
9 -- on the percentage goals as they now read for 1980 may
10 have to be somewhat significantly altered, you know, for
11 certain groups, either upwards or downwards. If I read the
12 intent of your question.

13 Q (By Ms. Bernstein) When the -- the CEC, it came the
14 time to evaluate the program, you needed their approval,
15 did they ever come to you and ask for any specific in-
16 formation?

17 A (By Dr. LeKander) The teacher corps was governed
18 through an advisory committee composed of representatives
19 from all of the schools, parent representatives, adminis-
20 trators, Dr. John Searles and myself met with that group
21 for two years once or twice a month, we represented the
22 school district and then, in addition, there was a
23 certificated employees council member who served on the
24 steering committee. As well as some students from all
25 of the schools. So they were informed, through the steering

1 committee that an application was being generated and that
2 sort of thing.

3 There were presentations in addition given to the
4 certificated employees council, the entire employees
5 council, concerning the meaning of the project. When I
6 said that we failed to communicate, I'm sincere in that.
7 I don't think we communicated broadly to the staff the
8 positive aspects, the things that were affective only,
9 that were good about our first two years experience with
10 teacher corps.

11 And I think, speaking for teachers, I think they
12 tended not to know that and when they had an opportunity
13 to vote they only voted by the isolated incident.

14 Another thought occurs in my mind, frankly, that it
15 just might have been unrealistic to expect that you can
16 get an entire faculty fully aware enough to even vote on
17 an issue like that.

18 Q Well, for instance, were the teachers involved in
19 the teacher corps program given an opportunity to go in
20 front of the certificated employees council?

21 A Oh, yes, yes, the entire steering committee in fact
22 met, some 20 people met with the certificated employees
23 council and made a presentation.

24 Q Well, was there opportunity, then, to go over it
25 with individual faculties?

1 A I think that some of those activities happened, I
2 know that in some schools that happened. It was not a
3 planned strategy.

4 Q So your office did not have a planned strategy, then,
5 to present the positive aspects of the program?

6 A No, no, I -- in retrospect, I do think that that
7 was the -- one of the reasons that we didn't fully gain
8 support.

9 Q What about statistics, were they presented to the
10 CEC in terms of dropout rate?

11 A Well, you see, the problem with statistics, we didn't
12 have any. When you're only half-way through a project
13 that is to start with ninth graders and you see to work
14 its way up and pick up a new grade level each year, you
15 can hardly demonstrate that you've lowered or eliminated
16 the dropout rate when you've only gone half-way through it.

17 Q What about the attendance rate?

18 A Attendance records? We didn't -- we did not have
19 hard data to indicate that attendance had improved. We
20 had feeling data on the part of the teachers, teacher
21 corps people, that there had been gains in that area.

22 Q But attendance is kept on every student --

23 A Yes.

24 Q -- so the data is available in the student's
25 cumulative report card?

1 A We did not collect that. I don't know ~~that~~ what it would
2 have shown. I think that our attendance of many students
3 who were chronic absentees prior, improved during teacher
4 corps, we didn't have that hard data at that time.

5 Q Now, but then, so the CEC didn't have that infor-
6 mation either?

7 A No, they did not. Not to my knowledge anyway.

8 Q (By Ms. Santa Ana) I'd like to ask some questions
9 specifically of Mr. Hodges.

10 Mr. Hodges, how long have you been the acting
11 director of personnel for the district?

12 A (By Mr. Hodges) I believe as I -- I believe the
13 committee has a written statement they prepared and which
14 the staff has distributed to the committee. To the best
15 of my recollection, I was notified of the appointment of
16 the job late in the spring and I believe I reported to the
17 personnel office to take over prior to July 1st, I was
18 still principal of Washington Junior High School, but I
19 came on the job approximately June 15th.

20 Q And your prior position with the district was
21 principal?

22 A Principal of Washington Junior High School, before
23 that, principal of our continuation program at Toro High
24 School and director of ^{migrant} ~~minor~~ education.

25 Q Your previous position was that filled on an acting

1 basis?

2 A. Yes. The principal's position?

3 Q. Yes-

4 A. Yes, Ma'am.

5 Q. And what responsibility do you have for the
6 affirmative action plan in the district?

7 A. I was charged immediately upon my taking the
8 responsibility with reactivating the affirmative action
9 task force, requesting of the board that they take
10 formal action to do that and also that they take formal
11 action to stipulate the membership and approve the member-
12 ship in that task force.

13 I was in that responsibility inherently charged with
14 pursuing the affirmative action plan as it had been pre-
15 viously constructed by my predecessor in 1971-72.

16 Q. Can you describe your monitoring activities with
17 regards to the affirmative action plan?

18 A. I can describe to you my involvement in employment
19 from June 15th until the present time, which could be
20 interpreted as monitoring from the perspective that I pro-
21 fessionally and personally felt that I was charged with
22 the responsibility to obtain as many bilingual teachers in
23 the limited positions that were still available when I
24 took over the job. I believe there were approximately 11
25 to 15 positions in the district that had not yet been filled.

1 I involved myself in personal recruiting activities as well
2 as normal recruiting processes to 45 colleges and state
3 college, university and state college placement services.

4 I worked directly with principals to the point where
5 final decisions were being made about employees. I believe
6 the record states that you have received that between the
7 time I took this position to date, there have been 45
8 certificated employees hired by the district, not all of
9 those are full year employees, there are some one-year
10 temporary and one semester temporary teachers, but of
11 that total, I believe 14 are Spanish surnamed, which this
12 year established our percentage district-wide of new
13 employees at 31.11% Spanish surnamed and I do not know how
14 that compares with affirmative action employment in the
15 past years.

16 But that's -- those were the results of what I
17 assumed and believe is my responsibility.

18 Q It appears as though you have two functions, as a
19 personnel director and as a person charged with affirmative
20 action plans. Do you see any conflict in the roles that
21 you play, those two?

22 A Well, I've thought about that from a philosophical
23 and educational point of view with -- on a personal basis
24 I see no conflict.

25 I happen to be personally committed to the ideal

1 which is to achieve parity with employment of our teachers
2 with distribution of students in the schools. I have not
3 run into any organizational and management conflicts.

4 Q But in a very real sense, though, you are moni-
5 toring your own operations, are you not?

6 A Uh-huh.

7 Q Does the affirmative action plan include goals
8 and timetables for certificated, classified and adminis-
9 trative positions?

10 A For certificated and classified, not for adminis-
11 trative positions, however.

12 Q And are copies of the affirmative action plan
13 given to all district and school administrators in-
14 cluding department chairmen?

15 A I do know that the copies were distributed, the
16 origianl copies and I'm speaking as a principal sitting
17 in the superintendent's cabinet, I do know that the original
18 copies of the plan were distributed to principals.

19 I can not -- I could not and can not testify that
20 they were distributed beyond that administrative level.

21 Q Are the copies of the plan distributed to com-
22 munity organizations?

23 A The copies of the plan in August 15, 1974, were
24 distributed to all members of the affirmative action task
25 force which comprised approximately 22 community organizations.

1 Q Was that plan printed in Spanish?

2 A No.

3 Q And has there been any in-service training of school
4 personnel in the district's affirmative action plan?

5 A Not specifically -- well, in-service training to
6 the degree -- well, let me back up a moment.

7 I would -- I have not instituted at this time, any
8 different in-service training activities from what existed,
9 and as a principal, I believe what existed was an intense
10 effort on the part of the superintendent and the then-
11 superintendent for personnel and instruction, to influence
12 and inform the principals and other cabinet members as
13 project administrative personnel of the affirmative action
14 plan, its importance and its need.

15 Now, if there were in-service activities beyond that,
16 they might have been included in 3.3 activities that
17 were carried on this year, but I can not speak to any
18 more formal in-service training activities than what I
19 received as a principal at the direction of the district
20 administration at that time.

21 Q Do you plan to initiate any in-service training
22 for staff in the future?

23 A Yes.

24 Q How are certificated positions in the district
25 filled?

1 A There are a variety of alternate processes, the
2 typical process would be the advertisement of these
3 positions to our college and placement -- college placement
4 services throughout California, the receipt of applica-
5 tions, upon notification by the building principals of
6 their needs in the master schedule for particular majors
7 and minors fields of preparation. Those applications,
8 current applications and in many cases former applications,
9 run a thorough -- a search is made by the principal and
10 his staff would be delivered to the principals who would
11 screen the applications, notify the personnel office of
12 their selected candidates for interview and either have
13 the personnel office set up interviews between the
14 personnel office and the schools, or the schools would,
15 on a voluntary basis, say that these candidates meet with
16 your approval, we would like to interview them.

17 The interview process typically took place at the
18 local school level, with the department -- the policy
19 required and when a department chairman was available
20 he or his representative, usually a member of the adminis-
21 trative staff, and in many occasions in specialized pro-
22 grams where there are in existence advisory committees such
23 as the agricultural programs of the district, parental
24 input would be sought in the selection of teachers.

25 Once a designation was made, that candidate was re-

1 ferred back to the personnel office, we would be involved
2 in the final checking of references, the -- that were
3 reported to us in professional placement papers and if
4 we were satisfied that the employee was qualified and a
5 high recommendation, we would offer the contract.

6 I would say that that was the usual process and
7 in some cases, the principal of a school would assume even
8 greater responsibility, that he himself, with prior noti-
9 fication of my office, would do recruiting by calling
10 individual placement services at colleges and universities
11 where he may have had professional contacts and knew of a
12 source of competent teaching personnel.

13 Q What role do you personally play in the selection
14 of certified personnel?

15 A I would categorize the role as an administrative
16 screening role and a -- a monitoring role in the sense
17 that once a decision had been made by the principal, I
18 would monitor that decision to the extent that the candi-
19 date's references were adequate.

20 Q Have certificated personnel been hired by school
21 administrators over your objection?

22 A No.

23 Q And if no, do you feel school administrators are
24 reluctant to comply with district policies and recommenda-
25 tions on affirmative action?

1 A I don't feel that they're reluctant, no.

2 Q What recommendations would you make to strengthen
3 the district's efforts to comply with its affirmative
4 action plan?

5 A I think the suggestion that in-service training
6 activities at the departmental level are well taken and
7 that would be one measure that I think the district
8 should implement. I do think that from a broader stand-
9 point, and this sounds like a sidestepping your question,
10 I apologize but I do think a broader aspect is -- is --
11 number one, to seek funding to establish in the tricounty
12 area a program such as is in effect in Santa Clara County,
13 where affirmative action staff is provided at the
14 county level, to exclusively, this would be an intent
15 that I would subscribe to, to exclusively solicit, recruit
16 and list and categorize affirmative action minority candi-
17 dates, those names and qualifications could then be
18 centralized and be made available to not only our high
19 school district, but all high school districts in the three
20 counties.

21 I was approached on that basis by representatives
22 from Carillo College and I believe the county office of
23 education has been reapproached and I don't know if there
24 are funds still available to establish such a program.

25 One of the other things that has to be done is a closer

1 coordination between college and university training
2 institutions, and the credentialing requirements and
3 needs of the high school districts in California. There
4 seems to be a tremendous gap of understanding as to what
5 high school certification requirements demand and what
6 college programs seem to be supported by colleges and
7 universities. There seems to be a discrepancy between the
8 two operations.

9 Q How would you respond to the recommendation that the
10 affirmative action monitoring activities that you do be
11 separated from the personnel office?

12 A Well, this reverts back to your question about a
13 conflict in role. I would like to amend that by saying
14 that I personally don't feel that there's a conflict.
15 However, if it -- if it appears that there is a conflict
16 in a community, it might be feasible to entertain the
17 idea that an affirmative action role be established to, you
18 know, to take on that responsibility exclusively.

19 If it is perceived in the community that regarding
20 any intense effort there might be divided loyalties in
21 the person or persons that are responsible, that might --
22 that's a feasible suggestion. What I'm saying is that
23 there could be a conflict, I guess, in role, for one per-
24 son who was responsible for total hiring as well as
25 affirmative action.

1 I don't personally feel that, but if that were
2 perceived that way, perhaps affirmative action efforts
3 centered in another office or with another person, might
4 be a way to make sure that, you know, there's a straight
5 and single direction toward that goal.

6 Q Can you tell us how many permanent and temporary
7 positions were filled this year?

8 A Forty-five.

9 Q Forty-five permanent or together?

10 A All together. 45 probationary.

11 Q How many --

12 A Pardon? Well, there were 13 temporaries, so what
13 the difference is is what --

14 Q And when did the district know about the temporary
15 openings?

16 A I believe the committee staff has the data, I have
17 it here somewhere, but generally speaking, we have a
18 process which requires persons requesting sabbatical
19 leaves to declare their intent at two different times of
20 the year, early in the fall and early in the spring. So
21 there were certain requests that were received then and
22 acted upon at two different times of the year..

23 Other leaves of absence that were requested, I hate
24 to use the expression dribbled in but they kind of dribbled
25 in because people didn't make up their minds as to whether

1 they wished leaves of absence or not, so -- so the knowing
2 of when all of the 13 positions were available, that
3 data was not confined to a single day or a single week. So
4 our need for temporary teachers, you know, was established
5 almost on a month by month knowledge of the requests for
6 leaves that were approved.

7 MR. ISHIKAWA: Mr. Chairman, for the record, staff
8 did receive this information from the personnel office
9 and the, according to the dates that the board approved
10 the temporary leaves, positions, were in April and May
11 of '74.

12 Q (By Ms. Santa Ana) Mr. Hodges, can you briefly re-
13 fresh my memory on the number of teacher corps interns
14 who applied for teaching positions?

15 A My staff has indicated that -- that in '74-75, there
16 were 22 applications on file.

17 Q And how many were hired?

18 A I believe six or seven.

19 Q And how many of those interns hired were temporary
20 appointments?

21 A I believe -- I don't know if I have that data or if
22 I provided the staff. I think of all of the -- all of
23 the 13 people on temporary contracts -- I'm sorry, all of
24 the Spanish surnamed teachers that were hired which I be-
25 lieve was about 14, six are temporary. I don't know if

1 we've got it broken down as to teacher corps versus other
2 Spanish surnamed teachers, but of the 14 Spanish surnamed
3 teachers six are temporary.

4 Q And when were the contracts with the teacher corps
5 interns offered?

6 A At various times, I believe when I came on the job
7 there had -- some teacher corps interns had been contracted
8 prior and some were contracted after. I have -- a list,
9 I believe that the majority of the -- let's see, six,
10 according to my update of '74-75, school year hires, there
11 were six teacher corps teachers employed of the 22. And
12 I believe they were all employed prior to June 15th.

13 Q Last question, how many teachers were hired after
14 August 1, 1974?

15 A I have that data, if you'll give me a moment.

16 MS. HATA: Mr. Chairman, perhaps while Mr. Hodges
17 is looking up this information, perhaps he can also tell
18 us when recruitment for these positions began, what time
19 of the school year?

20 A Okay, I have the answer to her question too. Okay.
21 32 teachers were employed since August 1, 1974.

22 THE CHAIR: Now, the question, I believe, was when
23 did the recruitment for these positions begin?

24 A I don't know the exact beginning date, that could
25 be provided.

1 Q (By Ms. Hata) Mr. Binns suggested that recruitment
2 normally starts in February, I was wondering if this is
3 when the recruitment began for these positions?

4 A I think the record would be able to establish that.
5 I have provided the committee with recruitment notifications
6 that were mailed on May 24, 1975, and July 29 -- '74, and
7 July 29, '74. I would suspect that there were other noti-
8 fications, advertisements, recruitment documents mailed
9 prior to May 24, '74, but we would have to search the
10 record to give the committee that data.

11 Q (By Dr. Share) Maybe I'm misinterpreting some-
12 thing, if I am, I would like to have your correction of it
13 for me.

14 It seems to me at the moment that you were recruiting
15 teacher corps interns, which apparently you identified
16 by the kind of mail and everything that they had, that you
17 didn't have any --

18 A Pardon.

19 Q I'm wondering in terms of implication here, were
20 you recruiting possibly a number of teacher corps interns
21 perhaps that you were not prepared to employ?

22 A I'm not reading your question, I can't --

23 Q What you said earlier, the implication was that you
24 had a number of teachers who had social science background,
25 bilingual background and could not fit into some of the

1 openings that you, at the district level, that you were
2 going to have or were having, yet these people were
3 denied. So the understanding, as I understand it, at
4 least 50% of them would be hired. So I'm wondering about
5 the implication of that.

6 A I can speak to that not in my present capacity,
7 my knowledge of that as a member of the cabinet was that
8 the district had committed in the project, which we're
9 unable to find the language but I was informed that in the
10 project the district had committed to hiring as many as
11 50% of each intern cycle. Whatever that number would be.
12 Sometime, I believe between late February and mid
13 March of '74, the cabinet supported the recommendation
14 of the then-personnel man that we offer contracts to, I
15 believe five, five or six interns on an open ended basis
16 that, you know, we are going to employ you, we don't know
17 where we're going to put you but we will find teaching
18 assignments for you in your majors and minors.

19 That -- that commitment was mentioned and that
20 number was employed at that time.

21 Q Let me follow up with another question. You just
22 mentioned a few moments ago, that 31.11% of your district
23 today are Spanish surnamed.

24 A No, sir, that, I meant that to refer only to the
25 percentage of Mexican-American or Spanish surnamed teachers

1 that have been employed this year out of the total number
2 that were employed this year.

3 Q I see. Then can you also tell me, then, staying
4 with this 31% that have employed this year, how many of
5 them are classified, certificated, and administrative
6 positions?

7 A They are all certificated teachers. I'm sorry,
8 that probably would include Mr. Kimball's position, who is
9 an assistant principal's. And there is one counselor that
10 was newly hired in an ESEA Title I program so I believe
11 it's teachers, ~~one, vice principal, one counselor.~~

12 THE CHAIR: Okay, one last question. We're going
13 to have two last questions, I guess.

14 Mrs. Santa Ana?

15 Q (By Ms. Santa Ana) Mr. Hodges, can we go back to
16 your affirmative action task force? How many people
17 served or sit on task force?

18 A I believe there are 22, that's plus or minus, I
19 didn't count them, but I believe --

20 Q Are they all active members?

21 A No, they are not all active.

22 Q How many are active members, then?

23 A On some occasions, maybe six.

24 Q Can you tell me what happens to the recommendations
25 that are made by the affirmative action task force?

1 A Yes. They are -- two of those recommendations
2 have been carried to the superintendent's cabinet, by
3 myself, one was rejected and one was endorsed, one
4 recommendation was carried by myself to the certificated
5 employee council, which I believe was acted upon favorably.

6 Q So, are you firm in your statements that most of the
7 recommendations adopted by the task force are adopted
8 finally by the CEC, is that a correct inference?

9 A Two out of three, I guess. Yes. If I could ex-
10 pand on that one moment, I know the committee has a time
11 schedule.

12 I have brought to the task force what I consider
13 to be one or two major kinds of things, which I feel will
14 enhance affirmative action employment in the Salinas Union
15 High School District. Number one, we have established
16 an administrator selection policy with the task force
17 participation and endorsement, which requires minority
18 representation on screening committees for administrators.

19 We have recently brought to the cabinet a recommenda-
20 tion that that process be extended to teacher selection.
21 When and where possible. We've also brought to the task
22 force a proposal for early retirement and part time
23 employment which we are making available to all certificated
24 employees in the district. The initial thrust of those
25 programs is to provide viable alternatives to our employees

1 who wish to reduce their work or retire. As the report
2 I submitted indicated, it has a coincidental effect of in-
3 creasing attrition and teacher position availability
4 at a time when we are not experiencing great growth.

5 So these are some of the kinds of corollary things
6 that are part of, however not directly related to actual
7 offering contracts to people but it's going to create an
8 environment where that becomes more possible.

9 THE CHAIR: Mrs. Rodriguez? Then Mr. Tirado, then
10 we're going to have to move.

11 Q (By Dr. Rodriguez) The question I have is about,
12 to clarify some statistics again. Of the 45 people that
13 were hired, how many of those were permanent positions?

14 A All but 13.

15 Q That's 32 then?

16 A Yes.

17 Q Thirty-two. And of those 32 permanent positions,
18 how many were Spanish surnamed? Of those 32 permanent?

19 A Well, of the 32, I don't know, we'd have to extrapo-
20 late that, maybe the staff has already done that. We
21 have to look at the statistics, that specific question
22 was not asked, I could develop the response to you.

23 Of the total 45, there were 14. If you'd bear with
24 me, maybe I can count that. According to my list of the
25 teachers hired since August 31, which happens to be 32

1 teachers I don't know if these are the 32 teachers to
2 whom you're referring, but of that number, seven were
3 Spanish surnamed.

4 THE CHAIR: That answer your question?

5 Q. (By Dr. Rodriguez) Yes, but that changes the 31%
6 hired of Spanish surname, if you concerned -- you know
7 we're considering the permanent hiring of Spanish sur-
8 named, now it drops to about 20%. Spanish surnamed hiring,
9 if you're just concerned with permanent.

10 A. I don't want to -- I apologize if my response
11 sounds as though it's a counter, it is not intended to
12 be that. I think the committee should be aware that if
13 the district had not granted 13 leaves of absence, there
14 would not have been 13 openings of any kind. So the issue
15 of whether, you know, teachers are hired as temporary or
16 probationary becomes moot in the light of the fact that
17 they may not have existed at all.

18 A. (By Mr. Binns) We do, however, consider this to
19 be a valuable source of teacher availability for the coming
20 year.

21 A. (By Mr. Hodges) Yes, I would say temporary teachers
22 in the statutes have reemployment rights, not quite as
23 vigorous or strong as those for probationary teachers,
24 but we -- we are obligated to hire temporary teachers in
25 any open probationary positions in a subsequent year for

1 which they are qualified, they have participated in a
2 lottery by -- required by law, they have been assigned
3 lottery numbers and we have informed all of our temporary
4 teachers of their legal rights to reemployment. So I
5 think that might have an effect upon the perception of
6 what a temporary teacher is and what his rights are.

7 Q I understand. I'm just thinking that if you extra-
8 polate the -- you know, approximately 20% hiring six
9 Spanish surnamed, that that's not going to be very pro-
10 gressive.

11 A [I can only respond that I don't know to what that
12 is compared in years previous.

13 THE CHAIR: Okay, we're going to have to move off.

14 MR. TIRADO: Mr. Chairman, just briefly over the
15 hour, we're running an hour behind, so I'll make just a
16 very brief statement and I'd just like to ask Mr. Robert
17 Binns, and by the way, I'm an ex-teacher and my three in
18 the family are also administrators and teachers in L.A.,
19 so I have no bone to pick.

20 I know what you're going through this particular
21 moment but you only have two more months to -- in service.
22 So you ~~probably will~~ take those two months in wrapping up
23 the paper work, and giving Mr. LeKander the rest of the
24 job.

25 Q (By Mr. Tirado) Now, what I would like to ask you is,

1 if in ten years that you've been, and I see you're very
2 progressive, up to a point, what has happened in ten
3 years that these people are here, this voluminous folders
4 that we've gotten here, now this is not unique for
5 Salinas, this happens also in Fresno, my county, and
6 every place else, so it's not unique.

7 But what I can see is why, like Mr. Tom Hodges said
8 a few minutes ago, that the affirmative action hiring
9 was -- there was some omissions made there. And in
10 another statement of Mr. Hodges, he also stated there'd
11 been administrative oversight and poor selection procedures.
12 Was this continued? I would like to leave today from
13 Salinas with a sense that perhaps we have done some good
14 here, and that in the future, we don't have to come back
15 again.

16 What is your answer to the 10 years, the lack of
17 progressions, revamping of figures in affirmative action,
18 the lack of hiring and what worries me more, most of all,
19 is the administration. No administrators. No advisory
20 committees. Up to the last few years.

21 The CEC. Is there minorities on that? And these
22 are the questions that I'd like to hear before you leave
23 because I don't know if you'll be here this afternoon to
24 answer some of the other questions.

25 A (By Mr. Binns) The selection certificated employees

1 council is a function of the teachers themselves, the
2 administration has no input on that at all. I would
3 certainly not argue that in my ten years I've been im-
4 perfect, I have not been perfect and there are areas
5 of administrative inadequacies. I won't argue that my
6 attempt has been consistent with what I understood the
7 law to be. I don't know how to answer your question except
8 to say that Dr. LeKander carries the torch high, I think
9 that it would be certainly our goal that there would be
10 a cleansing effect by your attending this meeting today,
11 and that we have gotten notions and we will follow up on
12 those, in his behalf, I'd like to assure you that would be
13 so.

14 May I, Mr. Chairman, make a comment, and I don't
15 know that it's to that point. I'd like to, if I may.

16 THE CHAIR: As long as it's short.

17 A I'll make it short.

18 In our schools, we have students whose daddies
19 represent the corporate management of our farms, sitting
20 next to kids whose daddies represent the U.F. -- the
21 United Farm Workers group, we have youngsters in that same
22 class sitting next to them representing the teamsters and
23 a great many other emotional adjuncts to the whole labor
24 strife in the Salinas Valley, that's a part of the picture
25 in Salinas, and you know that.

1 I bring it up for several reasons, in this whole
2 thing that generated some of the reaction that you have,
3 I think prior to 1965 when I started here, we had in our
4 community an accepting and unquestioning, a passive minority
5 community. One of the goals of these programs, and of
6 course in which we've been involved in the last few years,
7 is as I said, to bring them the decision making process
8 in the whole educational enterprise but they have to be-
9 come involved, they have become involved. They are no-
10 longer passive and unquestioning and accepting, and that's
11 good, we've made progress.

12 I think we should understand that.

13 Now, there's been turmoil related to it, and
14 really we've learned and they've learned and we have much
15 more to learn. That's a part of this whole picture, and
16 throughout that whole period of time I want to say that
17 the school board, in the face of this, has accepted every
18 recommendation we've been able to make regarding affirmative
19 action, regarding the bringing in of federal funds to
20 support the programs for Mexican-American kids, I want to
21 commend them. I want to commend them to you, that they,
22 there is the intimidation of the majority in these kinds
23 of situations and our board has not responded to them.

24 I think that they've been courageous in the face of
25 what transpired over the last ten years.

1 THE CHAIR: Thank you very much.

2 I told you that we would never be ahead again. We
3 are now 45 minutes behind.

4 We're going to take about a four-minute break in
5 order to save time and then we will continue with the
6 next witness, who will be Mr. Edward Angstadt.

7
8 (Short recess)

9
10 THE CHAIR: Mr. Edward Angstadt?

11 Mr. Angstadt, for the record, if you'd identify
12 yourself and who you're with?

13
14
15 EDWARD ANGSTADT

16
17 A (By Mr. Angstadt) My name is Ed Angstadt. I'm the
18 current president of the Salinas Union High School Dis-
19 trict's Board of Trustees. And I'd like to advise the
20 committee that things I say are in some cases my own
21 opinion based on having been on the board of trustees
22 since 1971, having been president for the past two years
23 and current president for this year.

24 Further, being a board member, I will not probably
25 be able to answer specific statistical questions, you'll

1 have to refer them to the staff, since the board's duty
2 is to establish policy and monitor the actions of the
3 district.

4 I understand that from Mr. Ishikawa there are
5 several areas of concern in this hearing and I will
6 attempt to give you board information as far as these,
7 on these concerns.

8 First of all, the board formally approved and
9 excuse me, some of this you may have already heard, I
10 was not here for the staff presentation and therefore
11 I -- if it's repetitious, I'm sorry.

12 The board formally approved the affirmative action
13 plan September 15, 1971. However, prior to that time,
14 administrators from the district scoured Texas, New
15 Mexico, Arizona, as well as California, for candidates
16 for teaching positions among minorities. This was a
17 time when teachers were scarce and minority teachers were
18 even more difficult to find.

19 In conjunction with Mr. Everett Bean, in the
20 affirmative action consultant from the fair employment
21 practices committee in San Francisco, we established the
22 affirmative action plan and the affirmative action task
23 force. This task force is made up of representatives
24 of various organizations that the board and the adminis-
25 tration felt had a specific interest in the hiring

1 practices of the school district are aware of the courses
2 of minority applicants, and are willing to appoint people
3 from their particular group to serve. The organizational
4 membership has been modified to include new and different
5 groups as each group developed, and a list of that group
6 I'm sure you are aware is available.

7 The affirmative action plan was never suspended by
8 the board. But the thrust of the district's efforts to
9 meet the goals of affirmative action went into the
10 teacher corps program. And by that I'm talking about
11 teacher corps, Cycle VII, not Cycle VI.

12 The function of the affirmative action task force
13 as far as the board perceives it, is to recommend to the
14 board hiring goals and intercultural educational programs
15 for the district employees, as well as to monitor and re-
16 view the existing practices and make recommendations to
17 the board regarding modifications to these.

18 The task force authority is limited to an advisory
19 capacity. The board has not directly received reports
20 from the affirmative action task force, but receives
21 copies of all of the minutes of their meetings, and
22 thereby modifies -- or monitors, excuse me, the progress
23 of the task force.

24 In addition, the director of personnel updates the
25 board periodically on the status of the program, and up until

1 this year several federal funded programs required the
2 reporting of the staff's ethnic composition and the board,
3 of course, informed and approved these reports.

4 Further item, I understand you are concerned about,
5 is bilingual education. For two years the bilingual
6 program was a major thrust of teacher corps. In addition,
7 we had and still have, as Dr. LeKander mentioned a few
8 moments ago, ESEL programs, as well as the programs under
9 the ESEA Title I.

10 Currently, as he mentioned, we have 30 bilingual
11 classes which are at district expense, that is there is
12 no federal funds involved, and these were an attempt to
13 replace teacher corps when it did not continue. The
14 board has no definite policy on bilingual education nor
15 does it have any policy on any specific curriculum or
16 program, but attempts to meet the changing curriculum needs
17 of all of the students as the needs arise.

18 The board and the administration believe in an on-
19 going program for bilingual education, as long as that
20 need persists. This can be attested to by the expenditure
21 of district funds for the existing bilingual classes and a
22 continuation of those funds as well as the recent appli-
23 cation for ESEA Title VII funds, which was passed by the
24 board this week.

25 Finally, there appears to be some concern about the

1 termination of the teacher corps Cycle VII program. I
2 believe there was some areas of the program that were
3 highly successful as indicated by hiring some very
4 excellent teachers. Certainly it went a long way in
5 developing some bilingual curriculum. However, the federal
6 constraints on the program, as far as, and this is my
7 personal opinion, doomed the program from the outset.

8 The tri-party-type agreement was fine, but the
9 funding of the two government bodies is a disaster. There
10 has to be one control agent for any particular program.
11 I know the program not only left the school community
12 divided, but has certainly left the Mexican-American com-
13 munity divided.

14 There has been concern over the hiring goals of
15 teacher corps. I believe the project description for
16 the ESEA Title VII proposal, summarizes it very well. This
17 was prepared by a graduate of the teacher corps program,
18 and let me just roughly summarize it.

19 Fifty-five teacher interns were trained over a 30-
20 month period. 13 were hired by the district, of which 11
21 remain. Two of the reasons for the low retention were, one,
22 a high number of social science majors and very few job
23 openings in that field. And two, a high number of teacher
24 interns recruited from outside the district who returned to
25 their home towns.

1 We feel we have trained some good teachers for other
2 districts.

3 A few other reasons come to my mind as to why we
4 did not hire as many teacher corps interns as we had
5 planned. First of all, there's a very, very low turnover
6 in this school district, for several reasons, mainly be-
7 cause of a very good salary schedule. As well as desirable
8 place to live and raise a family. And further, that in this
9 time in our economy, it is not a time for changing jobs.

10 Another reason that I can think of is tenure re-
11 strictions. It's virtually impossible to overcome those
12 in attempting to change your teacher composition.

13 Another reason is a leveling off and in one case even
14 drop in student enrollment. The last one that comes to mind,
15 of course, is budget restrictions which would not allow us
16 to lower our class size and increase our number of teachers
17 the way we feel we would like to. We are running into
18 some very strong budgetary problems, which may further
19 curtail programs that we are forced to offer.

20 It's unfortunate the state has not done something
21 in the way of getting more funds for school districts.

22 To summarize, I think the board subscribes to the
23 philosophy of hiring the highest qualified teacher, where
24 that teacher is a minority -- or where there is a minority
25 in that qualification we encourage the hiring of the minority

1 teacher. We subscribe to this regardless of what quotas
2 are put on us or what government standards or percentages
3 are, we feel that quality is of utmost importance in
4 hiring teachers, and I think that is not necessarily
5 academic quality but also their ability to relate to students,
6 and to effectively teach students regardless of their
7 ethnic background.

8 The board also supports whatever curriculum is
9 necessary to meet the needs of all the students in the
10 district, and to teach them to be good, productive members
11 of this community. The board supports and commends the
12 administration and the staff of all our schools and be-
13 lieves they are doing everything in their power at this
14 time to fulfill the board's commitment to the students of
15 this district.

16 As elected officials, I feel we have the responsi-
17 bility to serve this community to the best of our ability,
18 based upon the needs of this particular community and the
19 board plans to do just that.

20 I'll attempt to answer any questions that you may
21 have.

22 Q (By Mr. Lau) Mr. Angstadt, I have a few questions.

23 Do you feel that the policy of hiring the highest
24 qualified teacher is in conflict with affirmative minority
25 hiring plan?

1 A No, I don't. I think that a good affirmative
2 action plan is -- quality is a part of that plan, and I'm
3 sure that high quality minority teachers are available.

4 Q Is affirmative hiring of minorities in the school
5 district a high priority at this time?

6 A Yes, I'm sure that it is.

7 Q Do you feel that the school district can select a
8 sufficient amount of Mexican-American qualified applicants
9 to fulfill your affirmative hiring goals?

10 A That's a -- that's a very difficult question to
11 answer from this standpoint: In the past, and I can only
12 speak in the past, it has been my understanding, and that
13 of the board's, I'm sure, that in certain areas, thinking
14 mainly in the areas of the sciences, industrial arts,
15 agriculture, some of these areas where we find need for
16 teachers, there have not been qualified minority teachers
17 available.

18 Q What steps has the board taken to remedy this
19 problem?

20 A To my knowledge -- what problem are you --

21 Q Problems of finding qualified minority teachers?

22 A Well, I think that initially the teacher corps
23 program, had it continued under the -- had the new pro-
24 posal been passed, we would have gone a long way toward
25 this, because we had planned to work with, on the new program,

1 with Cal. Poly. which is a more science-oriented school.
2 Currently, I think we are somewhat in limbo and certainly
3 need to do more in this line.

4 Q The board of trustees affirmed the district's
5 affirmative action on September 15, 1971. Were you a
6 member of the board of trustees at that time?

7 A I had just become one.

8 Q And do you know if the board elicited community
9 input from the Mexican-American community in the school
10 district?

11 A In developing the plan?

12 Q That's correct.

13 A I -- I really am not sure, I would have to defer
14 that to someone that was more familiar with it at that
15 time.

16 Q Did the board provide funding to recruit minorities
17 when they passed this affirmative hiring plan?

18 A No special funding, no, just whatever funding was
19 necessary to hire the staff that was required.

20 Q Was this a ten-year plan?

21 A I -- I'm not sure, I'd have to --

22 Q We're told that it's a ten-year plan from 1971
23 through 1981.

24 A If I remember right, from reading it, that sounds
25 correct, yes.

1 Q You're familiar with the plan?

2 A I have read it, I have not reviewed it in the last
3 several months, no.

4 Q Are you satisfied with the progress that's being
5 made with this affirmative hiring plan at the present?

6 A I'm satisfied that efforts are being made to accom-
7 plish this. I certainly am not satisfied because I feel
8 that there -- that the district as well as many districts
9 are hampered in their ability by state laws and require-
10 ments. I feel that there probably could be more done in
11 the way of recruitment, however just where, I am not sure.
12 And I would look to the staff to develop that.

13 Q You mentioned being hampered by state and other
14 laws. In what manner?

15 A Well, primarily in laws involving tenure and this
16 type of thing, inability to, as programs develop, that
17 require specific, special teachers, and not -- teachers
18 who have -- who are no longer in a program that they were
19 initially hired for. And could not move adequately into
20 new programs that are required but just have to be kept
21 as employees of the district, they may be excellent employees
22 in a science program, however the science area is on a
23 downgrade and we need bilingual programs.

24 We can not just automatically remove science teachers
25 and hire bilingual teachers, they have to be fit into the

1 program through the current tenure law.

2 Q I see. Now, you mentioned that out of the teacher
3 corps program 13 new hires were created?

4 A This is statistics that I picked up from the
5 staff, yes.

6 Q And the figures that were given are that 111 new
7 hires were placed in that period of time?

8 A I couldn't answer that. I am not familiar with
9 those figures.

10 Q In your knowledge, is the school district meeting
11 its own affirmative hiring policy goals? Are they hiring
12 as many Mexican-American teachers as they would like to?
13 As they said they would? In 1971?

14 A No, they are not. I'm sure they are not hiring as
15 many as they said they would. I think they are hiring
16 as many as they can. Or maybe even making an attempt to.

17 Q Is it because applicants are not applying for these
18 positions?

19 A I think, and I'd defer to Mr. Hodges for a statistic
20 but I would feel that in certain majors or certain categories,
21 yes, there is not an adequate supply of -- of applicants,
22 and I think there is probably an abundant supply of
23 applicants in other fields.

24 Q Does the board feel that an adequate job placement
25 effort has been made on the part of the staff? In regard

1 to recruitment of minorities and placement of minorities?

2 A I don't think the board, as such, has ever, in the
3 last several years, discussed this. I think that re-
4 cruiting, as such, has not been done extensively because
5 for every opening we have there is a tremendous amount,
6 tremendous number of applicants, whether they are minority
7 applicants or not, I do not know, but there is more than
8 enough applicants for each job opening, except in a few
9 very specialized fields, that staff has quite a selection
10 as to who they hire.

11 Q Well, if there is a large number of applicants, can
12 we assume that there would be a greater number of Mexican-
13 American applicants in 1975 than in 1971?

14 A I couldn't answer that, either.

15 Q Is there a subcommittee of your board of trustees
16 that is responsible for affirmative hiring process?

17 A We have no subcommittees.

18 Q Do you anticipate assigning this task, either to the
19 full board or a subcommittee or a member of the board, if
20 you say that affirmative hiring is a priority?

21 A I would assume that it would be a priority of the
22 full board.

23 Q And does the board as a whole monitor the affirmative
24 hiring activities?

25 A The board is challenged with and does approve the

1 selection and -- or not the selection, the hiring of
2 every individual in the district, and we get a list of
3 every one of them and either approve or disapprove the
4 selection of the staff.

5 Q Now, the district has an affirmative action
6 advisory committee?

7 A A task force, yes, sir.

8 Q Was this task force ever inactivated?

9 A It was never officially inactivated by the board, no.

10 Q Was it inactive for a while?

11 A Yes. I think we did not meet regularly for a while,
12 that's correct.

13 Q And does the task force report on a regular basis
14 to the board?

15 A The board receives the minutes of all the task force
16 meetings and the reports come from the director of personnel
17 and not from the task force itself.

18 Q Does the board have direct contact with the task
19 force?

20 A Not as a body, we certainly have some direct contact
21 with many of the members of the task force.

22 Q And what is the function of the task force? As far
23 as the board is concerned?

24 A The function of the task force is to advise the board
25 on minority hiring practices or on hiring practices, and to

1 develop in-service training type of programs or at least
2 recommend in-service type of training programs for the
3 staff.

4 Q What kind of authority, what kind of power do they
5 have?

6 A They have only advisory power.

7 Q And have they submitted advisory opinions to the
8 board?

9 A Through the director of personnel they have.

10 Q What has the board's reaction to their advice been?
11 And have you accepted most of their advises or --

12 A Yes, I would -- what -- the hiring practices and
13 particularly the committees that are -- are developed for
14 the hiring of administrators and other competent per-
15 sonnel has been accepted by the board from the -- as
16 recommended by the director of personnel.

17 Q In addition to this task force, what other efforts
18 have you made in regard to this affirmative action plan?

19 A Well --

20 Q Do you have any other formal committees?

21 A No other formal committees that I'm aware of, I'm
22 sure there are -- possibly there may be some within each
23 school, however I'm not aware of it. Of course, teacher
24 corps was a definite plan to fulfill this need.

25 Q What was your individual evaluation of the teacher

1 corps program here in this district?

2 A Well, I think I pretty well mentioned it in this
3 presentation, I'm sure --

4 Q And is that the board's opinion or your opinion?

5 A That's my opinion. I could not speak for the board
6 in its entirety.

7 Q How do you feel that the board evaluated the program?

8 A I feel that the composition of the board last year
9 had the continuation of teacher corps gone through the
10 proper organ through the steps that were required, the
11 board would have probably -- again I am estimating the
12 board as I knew it at that time, the board would have
13 approved the program.

14 Q In your opinion, should more than 13 hires come
15 out of this teacher training program?

16 A Mr. Lau, I'd like to hire every one of them, as long
17 as they are qualified and they fit into the job openings that
18 we -- that we have available. The first year, as I re-
19 member it, and I'll refer to staff for statistics, but the
20 first year, we ended up with many more interns that were
21 not qualified in the -- respect to the job openings and
22 one of the major thrusts of the second year and for the
23 program that was denied was just this point, that the indi-
24 vidual high school principals were selecting the interns
25 that would serve at their school with the understanding that

1 there were job openings within the district for as many
2 as possible of those, and this was one of the -- one of
3 the stipulations of the program, as it was rewritten the
4 second year and even more intensely as it was to be pro-
5 posed for the third and fourth years.

6 Q Was the board aware that the proposal indicated
7 that up to 50% would be hired out of the program?

8 A The board was aware of that, however I think some
9 other -- I think the board would have made every attempt
10 to do that had the positions been available for that many.

11 The first year there was kind of a, was a trial
12 period and I think had the program continued, it would have
13 been much further refined to where we would have been
14 much, in much better position to hire some of these people.

15 Q Is there a difference between ESL and bilingual
16 education?

17 A I defer that to staff. I really -- I would assume
18 there is because the bilingual education, as it is in our
19 district, is not just teaching English, but is teaching
20 mathematics and social sciences, the projections are to go
21 into American history, U.S. Government and many other
22 things, so it is the -- it is different from just teaching
23 Spanish-speaking children to read and write and speak
24 English, it goes into actual course content, so in that
25 difference, there is that difference.

1 Q Does the school district have very many children
2 who are handicapped in regard to their ability to speak
3 and read and write the American language?

4 A Statistics we'd have to get from the staff. It's
5 my understanding, and I would hate to be held to the
6 figure, but it seems like our current ESEA Title I program,
7 which deals in, somewhat in that, in ESEL programs, service
8 some 600 and --

9 DR. LEKANDER: ~~Eight hundred fifty Title I.~~

10 A Eight hundred fifty Title I.

11 DR. LEKANDER: ~~A couple hundred in ESL.~~

12 Q (By Mr. Lau) Is it the board's understanding that
13 every child who has a language handicap is served by bi-
14 lingual or --

15 A No, I would not make that statement because we only
16 receive so much funding for these programs and I'm sure
17 that as Dr. LeKander says, we're servicing 850, I'm sure
18 there are many more should be served if the funds were
19 available.

20 Q What do these other children who are not serviced
21 do in regard to obtaining the proper education?

22 A I defer this to staff as to how to determine who is
23 serviced and who is not but as I understand the program,
24 the people who need the help the most are the people that
25 are in the program, the people who can function in English

1 are the last to be put into the program.

2 Q Does the board feel that the need for expanded
3 bilingual education and bi-cultural education is a high
4 priority in this school district?

5 A I think it is. I think the board does feel this
6 way, because the board has a strong feeling, as projected
7 in the needs assessment that was developed by the community
8 and as has been adopted by the board, a strong need to
9 develop basic skills for all students, and basic skills
10 include the ability to function in the language that is
11 predominant in the area. And the second portion of it, the
12 second priority on needs assessment was a career develop-
13 ment and the board is committed to career development
14 for all students, including and especially students who
15 do not function adequately in the -- in the English
16 language.

17 Q If the need is shown to the school board, is it your
18 opinion that the school board will expand this program?

19 A I can only answer that in this way, had we adequate
20 funds, I am sure we would. We do not have adequate funds,
21 we, as you may or may not know, are facing a tax override
22 election this year which is an attempt to overcome an
23 estimated 400 and some thousand dollar deficit for next
24 year, if that tax election fails we're going to be forced
25 to cut programs. And when we cut programs, we not -- while

1 we will attempt to retain bilingual programs, certainly
2 programs have to be cut across the board.

3 That one is fairly easy to solve, but we are pro-
4 jecting the deficits in excess of a million dollars in the
5 preceding years and that is definitely going to affect
6 all programs regardless of whether they're bilingual or
7 what they involve. Funds are really a major problem at
8 this time.

9 Q In other words, bilingual classes are not considered
10 part of the regular curriculum?

11 A They are considered part of the regular curriculum,
12 and so are advertised in the student manual.

13 MR. LAU: Thank you.

14 THE CHAIR: Mr. Angstadt, you mentioned in your
15 statement that the board, and it was mentioned by staff,
16 that the board has sent people out all over the United
17 States to recruit teachers or used to?

18 A That's right, they did prior to about 1970.

19 Q (By the Chair) For what reason was that?

20 A In an attempt to find qualified minority teachers,
21 they went to El Paso, Texas, and through New Mexico and
22 Arizona. This was before affirmative action was a re-
23 quirement or a --

24 Q Were these trips just to hire qualified minority
25 teachers or teachers in general? Specifically to hire minorities

1 minorities or --

2 A I think it was specifically to look for minority
3 teachers. However, I think at that time teachers generally
4 were quite scarce and they probably, if they found other
5 teachers involved, they would offer contracts. But I
6 think it was specifically an attempt to find minority
7 teachers.

8 Q Was money pretty tight at the time? Was money
9 pretty tight in the district at the time, or did you have
10 a surplus of money?

11 A Never have a surplus of money.

12 Q You've never had a surplus --

13 A But money was not near as tight as it has been
14 for the last four years.

15 Q But money being tight, the problem of hiring teachers
16 in general with your -- I think staff and you disagree
17 just a little bit, I think they said they went all over
18 the United States to find teachers generally, also re-
19 cruited in the southwest, but even though money was tight,
20 the board allocated enough money so that people could go
21 out and recruit.

22 A Sir, I was not on the board at that time, so I can't
23 say that the board specifically allocated money.

24 Q Well, the district spent money --

25 A The district spent money.

1 Q -- to do that kind of thing?

2 A Yes.

3 Q For teachers, principals and superintendents don't
4 pay for it out of their pocket?

5 A That's right.

6 Q One of the comments you made was that you don't
7 recruit as such any more because you have so many people
8 applying for jobs, is that correct?

9 A Well, I think we need to define recruiting. We
10 don't -- I don't believe that administrators make trips
11 out into the various communities, we certainly advertise
12 all openings through a list of job placement bureaus. I
13 think you have a list of all that the personnel depart-
14 ments can supply to you, jobs are advertised through those
15 placement agencies, those universities that have people
16 in that area, but the trips out into the countryside are
17 no longer a part of recruitment, as I understand it.

18 Q Do you consider the fact that the district is not
19 moving as quickly as the affirmative action plan, the
20 progress that they and -- that they wanted to meet for
21 certain years, to be a major problem?

22 A I consider it a problem. Just how major it is,
23 I'm not certain at this point that it can be determined.
24 But I feel that the administration and board has done or
25 is doing things to develop that affirmative action and to

1 try to meet the goals within the limitations of the law.
2 I think this is one of the problems, the laws, declining
3 enrollment, I think these are stumbling blocks which we
4 are finding very difficult to overcome.

5 Q Recognizing that the district is changing in its
6 composition of minority students, at a much greater rate
7 than the minority hiring that's taking place, and recog-
8 nizing that it is a problem, when does the disparity be-
9 come a major problem?

10 A I think it becomes a major problem as far as I'm
11 concerned, when children don't get educated.

12 Q Considering the dropout rate among the Mexican-
13 American children, and the fact that the situation that
14 brings them, some people feel that that is already upon us.
15 Based on that and assuming that if this is the case, then
16 the problem of not hiring minority students is no longer
17 just a problem but a major problem.

18 A Well, that's one approach to it, yes. The other
19 approach and the one that I think is equally important, is
20 in-service training for existing teachers to realize,
21 understand and help the minority student. Once again, in
22 a district like this, in any district, you can't, because
23 the minority population changes drastically in ten years,
24 you can't go out and terminate X percent of existing
25 teachers just to fill in the void with minority teachers.

1 I think where possible minorities should be employed
2 but I also think that vigorous in-service training program,
3 and we have several started and more coming, to make the
4 existing staff aware of the problems, the culture and the
5 background of these problem areas I think is equally as im-
6 portant, and under the law maybe more important than the
7 minority hiring which we are somewhat limited in because
8 of declining enrollment, finances and existing staff.

9 Q According to staff testimony this morning, in-
10 service training is not necessarily, is not at a very high
11 level. And based on the fact that it is, we recognize
12 that since children are not getting an education for what-
13 ever reasons there may be, because of the change in the
14 composition of the students, and the fact that the hiring
15 of the Mexican-American teachers is lagging behind what
16 was a projected scale, far beyond, without the knowledge
17 of the fact that the composition is changing rapidly, do
18 you know any plans or does the board have any written
19 policies as to how to recruit minority students -- I mean
20 minority teachers, other than those policies to recruit
21 teachers in general?

22 A No, we do not. However, let me go one step further
23 and tell you -- and advise you, you already may not know,
24 ESEA Title VII funds which we have applied for, are a
25 significant and part -- a significant portion of that will

1 be in in-service training for existing teachers in the
2 situation.

3 Q Well, considering the fact that the school district
4 in tight money times sent recruiters all over the United
5 States, which is according to the staff testimony now, to
6 find teachers, is it not a good or a -- something the
7 district should do, that in times when the composition has
8 changed so drastically that they send recruiters throughout
9 college campuses within the state to attempt to hire --

10 A Mr. Jimenez, I think situations today are different
11 than they were at that time. Today, in many majors, there
12 are good minority teachers being trained in California,
13 I think the status, or I shouldn't say status, shortage of
14 minority teachers is not what it was in those days, as
15 was the shortage of other teachers. I think also that --

16 Q (By Mr. Lau) Mr. Angstadt, I agree there is no
17 minority -- there is no shortage of good minority teachers
18 in the State of California. Now, is this school district
19 going out and aggressively trying to hire these people?

20 A This school district is approaching all placement
21 offices at all universities with the jobs that they have
22 available and requesting that they submit their -- the
23 students there, minority or otherwise, submit their appli-
24 cations for the positions.

25 Q (By Ms. Hata) Mr. Angstadt, has the board specifically

1 ordered the school district to do this?

2 A. No.

3 Q. You have not?

4 A. The administration has done this as a practice of
5 its own.

6 Q. You have provided no specific guidelines in this
7 respect?

8 A. No.

9 Q. No specific instructions?

10 A. No.

11 Q. ~~(By the Chair) In the light of the fact that the~~
12 ~~school district~~ is in fact falling behind in its affirmative
13 action plan, which was behind the changing of the composi-
14 tion of the school district, and that the normal ways of
15 recruiting minority teachers is obviously not working, if
16 you're not hiring minority teachers in the projected
17 schedule, do you anticipate that the school district will
18 or that the board will direct any change which would cause
19 for a more aggressive affirmative action recruitment
20 practice?

21 A. I think ~~that that~~ is a subject that the board deals
22 with, yes, they will. I don't think the board has to deal
23 with it. I think the administration will take that ball
24 and run with it without the board, without the board making
25 any specific policy or statement to that effect. I think the

1 administration is committed to affirmative action pro-
2 grams and they will do that on their own.

3 Q I'm not denying that the administration is committed,
4 okay? But facts are that whether the administration or the
5 board, that the affirmative action plan is not working,
6 that recruitment of minority teachers is not taking place,
7 they have no plan to go out aggressively to do it based on
8 policy or whatever the case may be, other than to do what
9 you have stated, to utilize placement services and this
10 kind of thing.

11 If your group will come up with a recommendation of
12 a procedure or recommendation, I'm sure that the board
13 will evaluate it and if feasible financially, back it.

14 THE CHAIR: Any other questions?

15 Q (By Dr. Rodriguez) Gentlemen, I have a question.

16 Would you say that the minority teachers throughout
17 the State of California right now are in demand by many
18 school districts?

19 A Absolutely.

20 Q So Salinas is actually competing with other school
21 districts for the students?

22 A I think we have more to offer them than some other
23 districts do.

24 Q Well, what are you -- what is the board actually
25 doing to become competitive in this market?

1 A The board, as far as I know, is doing nothing,
2 what the administration is doing, I'd have to defer to
3 them to answer. The board has not stated -- has not done
4 anything in the way of suggesting any action to encourage
5 the hiring of minorities as such, they allow the adminis-
6 tration to follow through.

7 Q Do you feel this is an area the board should get
8 involved in?

9 A Possibly.

10 THE CHAIR: Any other questions?

11 Q (By Ms. Hata) Yes. Has the board come out on record
12 stating that they are in favor of hiring minority teachers?

13 A They have done that through the adoption of the
14 affirmative action plan.

15 Q That is the only on-the-record statement you have?

16 A As far as I know, yes.

17 Q What's the composition of the board? How many
18 members and what's the composition of the board, male and
19 female and minority composition?

20 A The board has five members, they are all, what's
21 the word I want? They are all majority.

22 THE CHAIR: Anglos?

23 A They are all, yes, Anglos. They are all men.

24 Q (By Ms. Hata) And they're all men.

25 A So far as I know and there has been openings, we

1 just ran an election and no women have run for the board
2 as long as I can remember, for this particular board.

3 There are women on other boards. There were, at
4 least one minority, there was at least one minority
5 candidate this time and I think there has been in the past,
6 however they have not been elected.

7 Q Would you run down the occupations of each one of
8 these five board members?

9 A Yes, one is a semiretired contractor, a real estate
10 agent and contractor, a gentlemen is in the insurance
11 business, a teacher in another district, and myself, I
12 am a trade association executive.

13 THE CHAIR: Any other questions?

14 Staff?

15 Thank you very much.

16 Our next witness as we run a little behind --

17 MR. TIRADO: Mr. Chairman? Could I request for the
18 Chair, but I don't know if it's feasible but it's already
19 12:30, is it possible to go to lunch and come back?

20 THE CHAIR: We're scheduled for lunch at 1:00 o'clock,
21 so the hour of 12:30 having arrived, we're only a few
22 minutes behind.

23 The next witness is Mr. Arturo Estrella.
24
25

ARTURO ESTRELLA

1
2
3 A (By Mr. Estrella) My name is Art Estrella, I would
4 outline a few committees that I work with so that you can
5 see my involvement.

6 I am chairman of the Con Queso, which is an -- which
7 is an organization, Chicano organization that's made up of
8 presidents of 53 different Chicano organizations within
9 Monterey County. I am also the president of the Mesa
10 Directiva, it's a Mexican-American organization, something
11 like a PTA, but we embrace all schools.

12 I am also the chairman of the educational committee
13 within LULAC, which is League of United Latin Americans.
14 I either have been or am now on most of these committees.
15 I am -- I was on the committee on physical force which came
16 about as to what kind of force can be used under
17 what situations for the students. I was on the ESL task force,
18 I was chairman of the teacher corps steering committee, I
19 was the chairman of the parent advisory committee at
20 Salinas High. The same thing at El Sausal.

21 I'm the chairman of the bilingual Title VII program
22 at Sherwood, I'm first vice president of the PTA there.
23 I have been on the committees of district advisory com-
24 mittees in Title I, both elementary and secondary, both in
25 the district and individual schools. I am on the district's

1 committee on affirmative action. I am also on the committee
2 for a curriculum and Salinas High or book reviews.

3 I am on the committee of the district for the imple-
4 mentation of 3.3 or values verification.

5 Well, I think that should be enough. Anyhow, I
6 am involved and have been involved. I have contributed
7 positively to this system, I have made mistakes along the
8 way, I'm sure.

9 However, my intent was always sincere.

10 THE CHAIR: If you have no other statement, we'll
11 open up with questions from the committee here.

12 Mr. Tirado, do you have questions you wanted to ask?

13 Q (By Mr. Tirado) Mr. Estrella, you're very well
14 prepared, I think of all the people we probably will
15 have, I check on the list, perhaps you have the most
16 unique background, being in the middle of all this thing
17 for years.

18 So you would be the most qualified person, I think,
19 to tell us in depth, if you believe that something is
20 being done by the gentleman who just spoke. Not only the
21 chairman of the trustees, which he acknowledged and tells
22 me that there's five members and they're all Anglos.

23 City council, I understand, has one member that's
24 a minority. Board of supervisors, none, and I don't want
25 to go through the police, firemen and all that, because

1 that's, northern California, that's a bad issue.

2 We have never had the representation and I dare say
3 it's probably just about as bad, but that's politics and
4 I don't want to get involved in that. But from your own
5 experience, do you feel that the gentleman that just
6 spoke, I'll call him the chairman, and the new chairman,
7 and the gentleman, I think, personnel and all the way down
8 the line, are doing the best they can under their pre-
9 sentation of omissions and errors which they acknowledge?

10 Will it get better or will it get worse, in your
11 own opinion, your own words?

12 A You're talking affirmative action, are you?

13 Q The whole gamut, affirmative action, in employment,
14 the student problems, which is, over the break I understand
15 that's been corrected, and in all the ramifications of this
16 presentation today.

17 A Well, there's no doubt of their sincerity, however
18 because of the autonomy-type structure, I don't believe
19 that any one particular one knows anything about any
20 specific thing that is going on.

21 I believe that the autonomy-type structure is a
22 structure where nobody has responsibility for any specific
23 area at any time. I believe that as long as this type of
24 structure is implemented, things can not get better.

25 We have to centralize many areas within the central

1 office, areas such as -- let me think -- areas of disci-
2 pline, areas of grading, for example, that have to be
3 balanced. All these areas should be centralized. Other-
4 wise the way it is now, and affirmative action certainly
5 should be centralized. The way it is now, it hasn't been
6 known for a superintendent of schools or assistant super-
7 intendent of schools, to tell a principal of a school
8 that his selection is not acceptable. It has to be, in
9 order for affirmative action to have any effect at all, it
10 does have to be centralized.

11 I'm sure that these people do not know the things
12 that go on within the specific schools. For example, if
13 I may, I will read something that I received from a teacher
14 here today, this was -- this was put out today, it has
15 today's date.

16 THE CHAIR: Mr. Estrella, just, if you would, re-
17 frain from using anyone's names in this?

18 A Absolutely.

19 To the Salinas Union High School District teachers,
20 the CEC has been asked to select three teachers to serve
21 on the selection committee of the assistant superintendent,
22 instructional services. One member must be of a predominant
23 minority group of the district and one must be a department
24 chairman. Because of the tight time lines we must make
25 this decision today, we are asking you to vote for three

1 teachers from the following list, please return your
2 ballot to, a certain person, today.

3 Now, there's 11 names. Of the 11 names there,
4 there is only one that's of -- a Chicano. So they say
5 choose one, well, this is the way that that one is picked,
6 you see?

7 And I'm sure that the district does not know this,
8 I'm sure that the board of trustees do not know this, so
9 this is just one example of the things that go on.

10 This autonomy-type structure just simply is not
11 working for us.

12 Q (By Mr. Tirado) Mr. Estrella, now, not all these
13 problems are the administrators', as you know, sometimes
14 they're all at fault, and I hate to stand up here and tell
15 you this but I must tell you sometimes we are at fault in
16 our own problems in the election community.

17 I notice in the election you get behind your
18 candidate, you get behind, but we only come up from this
19 with hearings like this. This room should be full of
20 Mexican-Americans, should be standing room only, and I
21 say perhaps you as the leaders, perhaps haven't done
22 enough or maybe you've done too much for a few people. And
23 are you speaking for the whole community or are you speaking
24 for a few?

25 THE CHAIR: Let me -- I think we're going to get into

1 something that we're not really here to talk about. I
2 think we want to limit our questions specifically to the
3 reasons for us being here, which are the bilingual/bicultural
4 education, the affirmative action, and not get into, I
5 think it's very difficult for anybody, regardless who it
6 may be, elected or nonelected, to say I represent everybody.

7 So if we can --

8 MR. TIRADO: I'll rephrase my question, Mr. Chairman.

9 THE CHAIR: If you'll maintain the questions ---

10 MR. TIRADO: Let me rephrase it.

11 A Those psychological phrases have been asked of me
12 for a number of years so they don't -- they don't at all
13 hinder me.

14 Q (By Mr. Tirado) Let me give you a quick one that I
15 have written here and in the oral and written exams, and I
16 imagine that's what you were referring to a second ago,
17 who sits on these and makes the choice, do you know or
18 should I refer to the personnel office? Do you have oral
19 boards and written boards?

20 A I don't --

21 Q I mean an oral board that gives the questions to
22 -- when you're employing teachers? Have you ever sat in
23 an oral board, has any Mexican ever sat on an oral board?

24 A You're referring to the screening committees or --

25 Q Yes, employment, when you're employed, they have a

1 board that screens you, yes.

2 A There is -- there is a type of screening committees
3 that are now implemented, however I don't think that they're
4 very viable in that -- in that almost everybody in town
5 knows who's going to get the job before the candidate is
6 ever interviewed, so I believe, again, that this should
7 be centralized.

8 And instead of having committees with seemingly
9 demonstrated democratic process, should be eliminated and
10 in fact, one person should be in charge of this type of
11 hiring and firing with powers to hire and fire. And in
12 this nature only will we ever get one person that we can
13 come to and ask why not? Why haven't you hired Mexican-
14 Americans? Now, in teacher corps program, as they said,
15 they didn't have the major or the minor that they needed.

16 However, by the district's own figures, there's
17 at least 18 teachers that are teaching in neither their
18 major or minor now, there are many of them that are
19 teaching only because they have taken special classes on
20 something. And thereby become able to teach these classes.

21 So you see, the thing is that it does have to be
22 centralized. One person does have to know everything about
23 what is going on.

24 I'm sure that the board of trustees could not even
25 know half of the things that go on. I have asked them to

1 establish some kind of a liaison between them and in a
2 roundabout way, to the schools instead of getting the
3 same information through the same direct way, which I
4 feel to be a complete monopoly and inconsistent with our
5 former governor --

6 Q You're referring to the gentleman that just spoke
7 and the rest of the board?

8 A Yes.

9 Q Well, have you seen the affirmative action program?
10 Do you get -- have you got this folder?

11 A Yes, I am on that committee, sir.

12 Q You work on it?

13 A Yes, I -- no, I didn't work on it, I am on the
14 committee, I have been supplied with one, there was some-
15 thing like 13 or 14 members when we first started. I
16 think we're down to about three or four now and we're not
17 a very credible committee.

18 We have asked to -- for example to sit in on the
19 screening committees on the individual schools, all
20 principals refused, either to participate or to observe,
21 and all principals refused this.

22 We have asked to do the paper screening to find out
23 how many people are applying and if so, how many are
24 qualified. This also has been turned down. I don't be-
25 lieve that we are very creditable.

1 Q Well, but the plan that you have, does the affirmative
2 program need to be a failure as you know the chairman
3 mentioned that a few minutes ago, and we have repeatedly
4 mentioned the discrepancies between the affirmative action
5 and the population growth, not only of the Mexican-American
6 but minority, in comparison with the children; way off base.

7 Now, we heard a few minutes ago from the adminis-
8 trators that they were fixing that or adjusting that. Is
9 this after a fact for the past five years or should they
10 have caught that before? Are you aware that this is a
11 discrepancy?

12 A Yes. However, I don't believe that the language
13 has much to do with it. I think that the atmosphere is
14 what has to be improved. The atmosphere by which people
15 will accept other people within the district that may be
16 unlike themselves in color and so forth. This is the area
17 where you have to update.

18 Now, affirmative action says you will seek, hire and
19 promote. Well, what any district or anybody could say
20 seek, what's seek? Well, looking out the window or writing
21 a letter to Timbuktu? Well, the language is very vague
22 to begin with, so language is nothing more than a form of
23 communication. Actually, we do have to create the
24 atmosphere by which all of us can get along together
25 towards one common goal and that is the educating of our

1 children.

2 MR. TIRADO: Thank you.

3 Q (By Dr. Share) Is La Mesa Directiva notified of
4 all job openings in the district?

5 A We have been at times. I think I was sent a
6 letter once as to the job openings, I have gone to the
7 district office and when I enter the district office they
8 do supply me with this information. However, for the
9 most part, I do have to go to the office.

10 Q Have you recommended job applicants to the district
11 and if so, how many of these referrals were actually
12 hired?

13 A I have not recommended anybody as such to the
14 district, I have gotten people, Chicano people who I know
15 to be qualified to come in and apply. Which they have.
16 And they have been turned down.

17 Q What was perhaps the impact of the Cycle VII
18 teacher corps program in the Chicano community?

19 A As far as community is concerned, it created a
20 source of communication that did not exist before. Where
21 I do have, and this also answers Mr. -- what? I can't see
22 that far.

23 MR. TIRADO: ~~Tirado~~.

24 A I got a new pair of glasses, too.

25 MR. TIRADO: In Espanola, Arturo, ~~Tirado~~.

1 A Well, mucho gusto.

2 I've forgotten what I was saying.

3 Q (By Dr. Share) The impact of the Title VII
4 teacher corps program.

5 A Oh, the communication thing.

6 You have to realize that most of the Mexican-
7 Americans in here are agricultural inclined, that is
8 they work in agriculture, so most of the people that we have
9 here are nonvoting people.

10 Now, over the last seven years, there has been an
11 increase of Chicanos in this valley, like in our school
12 system, something like 400%. This is an increase. And
13 the increase is mainly by people who work in agriculture.
14 This is one of the reasons why you won't find too many
15 people here right now. Because they do have to work out in
16 fields in order to support their families.

17 Now, this is the majority. I have been here for
18 approximately 30 years and I have seen the transition take
19 place, there was no barrio here in Salinas when I came
20 here, there was Chicano people were scattered all over town.
21 There was no direct, overt animosity that there seems to
22 be now. I have seen the transition all the way from in the
23 old days during the Grapes of Wrath, if I may use that term,
24 by which people came right here to Salinas, from the middle
25 east, and they were all good people, poor people, and they

1 weren't accepted too handily and they went through the
2 same problems we more or less are going through now.

3 Q Excuse me, if I may perhaps just guide you on the
4 teacher corps question as to why I'm interested at the
5 moment. When the teacher corps program, for example, when
6 it was not renewed this year, what effect, if any, did
7 this have on the Chicano community and the students, in
8 your opinion?

9 A Well, it had quite an impact, like I say, for the
10 community and communication. Many of our people can't
11 speak English, therefore, finally, they got some teachers
12 whom they could speak in their own language so it opened
13 a source of communication and there was never bilingual
14 peoples as secretaries or as attendance clerks or whatever
15 until teacher corps came in.

16 Also, teacher corps did embrace a good many of our
17 students who were on the verge of leaving the school system
18 and they did in fact reduce the dropout rate.

19 There is no statistics in it, but as steering com-
20 mittee chairman, we used to have students come in, make
21 their presentations to the committee, and they were very
22 positive to the point that they completely loved their
23 teachers.

24 Now, I know the Chicano teachers so sometimes I look.

25 Q What is your opinion on the quantity and the quality,

1 also, of bilingual/bicultural classes in the district
2 today?

3 A Well, bilingual/bicultural type of classes simply
4 put, is whereby a student becomes equally proficient in
5 two languages. Now, this is bilingual/bicultural education.
6 Anything else is transitional and this is what we have,
7 is transition-type of bilingual classes and this is what
8 the curriculum is now.

9 Q How, perhaps, would you compare the number of bi-
10 lingual/bicultural classes offered during the Cycle VII
11 teacher corps program, with the number of classes today?

12 A I'm really not up to date on all the bilingual
13 classes that we have. I am up to date on some schools,
14 however there's some schools that don't even have an ESL
15 class, much less a bilingual type of education, which is
16 North Salinas High.

17 They have nothing there. Even though we have 50-
18 some -- 53, I believe 53 or 54 students participating in
19 the teacher corps program there, we had no bilingual
20 classes there at all.

21 I believe that they were supposed to have, however,
22 it was kept out of the master schedule for preregistration
23 and I think it was opened just about a week before school
24 started. But, of course, the kids had all preregistered
25 and most of them didn't even know it was available, so there

1 is none there. I do know that they have a transitional
2 program at Salinas High, I do know that they're trying to
3 implement bilingual education in Alisal High, however they're
4 having quite a problem at Alisal High, is that it's not
5 very readily accepted over there. And they're having a
6 hard time. But God willing, maybe they can get it together.

7 THE CHAIR: Any questions?

8 Q (By Ms. Hata) Mr. Estrella, from your comments it
9 sounds as if the students have not been adequately in-
10 formed of these elective courses in bilingual/bicultural
11 classes?

12 A Well, you see, the difference with teacher corps and
13 this program is that this program is geared mostly for
14 the ESL student or that student that does not speak any
15 English at all. And this is not true of the teacher corps
16 program, the teacher corps program was -- was a program by
17 where, hopefully, 50% I'm sure, had been Anglos, and both
18 would come up with two different languages at the same time.

19 Q Early this morning someone had mentioned, I think
20 it was Mr. LeKander mentioned the listing of a student
21 hadnbook which listed these bilingual/bicultural courses
22 in both English and Spanish. Have you seen the student
23 handbook or do you have knowledge have any parents or
24 organization seen this handbook?

25 A I don't recall ever seeing it. It might be, but I

1 don't recall. I don't think so. I, myself, have not seen it.

2 Q And you have no knowledge, up until this morning,
3 that this thing existed, you had never heard of this be-
4 fore then, is that correct?

5 A No.

6 MS. HATA: Thank you.

7 Q (By Ms. Santa Ana) Mr. Estrella, can you comment
8 briefly on the affirmative action task force which I under-
9 stand you also are involved in? Can you talk about the
10 functions of that task force and how you perceive its
11 actual responsibilities within the context of affirmative
12 actions?

13 A We have no responsibility as far as I know. As a
14 matter of fact, I view it as a nonviable committee. I
15 don't see any need for it other than to demonstrate a demo-
16 cratic process.

17 Q And yet Mr. Hodges testified just earlier that they
18 have accepted two-thirds out of -- out of the recommendations
19 of the task force has presented. How do you feel about
20 that?

21 A Well, I'd like to get together with Mr. Hodges, I
22 can't recall this type of thing. Now, there are many
23 things that divide me, I'm quite busy and lot of times I
24 forget. I do know that the important things were not
25 granted, such as participating in the screening committees,

1 either as an observer or as a participant. And things that
2 really could put some credibility to the committee have not
3 been granted, ~~1~~ Hopefully, in the future it will be.

4 Q And finally, what would be your recommendations to
5 make this task force more credible, more legitimate or more
6 functional in terms of affirmative action?

7 A Well, I guess I would have to repeat myself in that
8 I believe that we could make some very constructive sugges-
9 tions, advisory in manner and this we realize, however
10 we do have to improve the ~~climate~~ ~~environment~~ around our schools, so
11 that staff can -- can also help with affirmative action
12 instead of looking at it as a threat.

13 This is one of the things that makes bilingual
14 education controversial and it actually, those that are
15 for affirmative action have, by necessity, to oppose bi-
16 lingual education, so as you see, affirmative action is
17 really where it's at. And this is the one area that
18 definitely should be centralized under one officer.

19 Q Mr. Estrella, would you provide the staff with a
20 list of these recommendations that you make and indicate
21 which you think were approved by the board and which you
22 think were not approved by the board, by the staff at a
23 later date with a list of these recommendations?

24 A No, our recommendations are usually to the super-
25 intendent of personnel, which is there with us.

1 THE CHAIR: Mr. Estrella? The question is would
2 you provide, would you provide to our staff those sugges-
3 tions that have been made by the committee, and those that
4 have been approved and those that have not been approved?
5 Can you do that?

6 A. Absolutely, yes, sir.

7 THE CHAIR: Any other questions?

8 If not, we're going to move to the next witness.

9 Thank you very much.

10 MR. ESTRELLA: Thank you.

11 THE CHAIR: The next witness will be Richard Dyk.

12 Mr. Dyk, for the record, if you would identify
13 yourself, who you're with and where you work or whatever?
14
15

16 RICHARD DYK
17

18 A. (By Mr. Dyk) My name is Dick Dyk, I'm the chair-
19 person, chairman of Citizens Association for Better
20 Education. I'm a chaplain at the Natividad Medical
21 Center. I work principally in the Spanish language, I'm a
22 bilingual person.

23 THE CHAIR: Fine. We have questions by the com-
24 mittee, Mr. Lau, do you want to begin?

25 Q. (By Mr. Lau) Thank you.

1 Mr. Dyk, could you tell us what the purpose for the
2 association, what does the association do?

3 A If I may, I'd like to read you from our bylaws.

4 The Association for Better Education is organized
5 to act as an agency for promoting the highest quality of
6 education obtainable and equity in the transaction of
7 school business in the Salinas Union High School District
8 by investigating, collecting, classifying, studying and
9 interpreting facts according to the powers, duties, actions,
10 limitations and problems of the district administration
11 and all governing bodies. To conduct research studies
12 concerning students, staff, parents, parents' rights,
13 and insure safety and the health in the schools. To make
14 information available to the public concerning expendi-
15 tures of school funds which may be derived from the county,
16 state or federal sources. To confer with schools, to con-
17 sult and advise students, staff and other agencies on
18 matters pertaining to school policies.

19 Q How many members does the association have?

20 A I don't know.

21 Q Are these members generally parents of students in
22 the school district?

23 A Generally.

24 Q Are there any Mexican-American members in this
25 organization?

1 A Yes, there are.

2 Q How many are there?

3 A Again, I don't know. But there are at least six.

4 Q Do you have more or less than a 100 members?

5 A I would say right in the neighborhood of a 100
6 members.

7 Q What does this phrase equity in the transaction of
8 school business in the Salinas Union High School District
9 mean to your association?

10 A Equal treatment, equal transactions for all persons
11 concerned.

12 Q Is there a problem about equal treatment in the
13 school district today?

14 A We think there is.

15 Q When was your association formed?

16 A In October, 1974.

17 Q What kinds of problems does the association think
18 the school district has in regard to equality?

19 A Problems of student discipline.

20 Q Any other problems?

21 A Now, you're referring, then, as far as equality in
22 treatment is concerned, right?

23 Q That's correct.

24 A Possibly some in the procedures followed, in the
25 changes of personnel.

1 Q What kind of problems does the school district have
2 in regard to equal treatment in student discipline?

3 A We believe that certain students are not subjected
4 to the same discipline code as other students.

5 Q Are these students classified by religion or race
6 or color or --

7 A No, I don't believe so.

8 Q And you mentioned changes in personnel?

9 A Yes.

10 Q What kind of problems do you or the association
11 think that the school district has with regard to equality
12 of changes of personnel?

13 A We believe that the principal at Alisal High School
14 was not allowed to return to his job under an unequal
15 situation.

16 Q Unequal because of what?

17 A We have never been told.

18 Q What does the association think?

19 A We are endeavoring to find out, but we have never,
20 like I say, we've never been told and we have not specu-
21 lated on what the cause might be.

22 THE CHAIR: Excuse me, if I may, Mr. Lau, you don't
23 know why he can't come back to Alisal High School?

24 A That's right.

25 Q (By the Chair) If you don't know why he can't come

1 back, how do you know that -- that there's a problem?

2 A Because we know that he can't come back.

3 Q (By Mr. Lau) Well, what facts do you base your
4 opinion on?

5 A Because the principal was notified that he should
6 not return to that school.

7 Q And has he given you any facts or has anyone else
8 given you any facts upon which you can base an opinion that
9 he is being afforded unequal treatment?

10 A No, he has not nor has anyone else given us that.

11 Q And do you or the association find fault with the
12 affirmative hiring policy that the school district has
13 passed in 1971?

14 A No, we don't.

15 Q None whatsoever?

16 A We have never seen the policy itself, if I under-
17 stand affirmative action it's that the staff in the
18 school district should reflect the ethnic balance in the
19 staff should reflect the ethnic proportions in the student
20 body, and that's the way we understand the goal of
21 affirmative action, and as such, we have no argument with it.

22 Q Are you satisfied with the speed or the progress
23 which is taken in regard to the implementation of the
24 affirmative action program?

25 A In as much as we have not really gone into that, or

1 know the facts or speed that has gone on or hasn't gone on,
2 we can not answer that question.

3 Q Did your organization or you have any contact with
4 the teacher corps program here in the school district?

5 A In as much as the teacher corps program ended last
6 June, and our organization formed in October, as an
7 organization, no.

8 Q Did individual members have contact with the
9 teacher corps program?

10 A Yes.

11 Q Did you have contact with the teacher corps program?

12 A Yes.

13 Q Did you have an opinion as to their performance
14 here in the school district?

15 A Yes.

16 Q Could you expand your critique of their performance?

17 A The direct contact that I had with the Cycle VII
18 program was last year in Sherwood School, an elementary
19 school district ran a needs survey and we endeavored to
20 get a very unbiased response from the community around
21 Sherwood School and in order to do this we use the Cycle
22 VII trainees or corpsmen, and I think they did a very
23 satisfactory job.

24 Q Do you feel that the school district needs to con-
25 tinue with their bilingual/bicultural classes?

1 A Bilingual, we understand a language other than
2 the English language and a bilingual class, we understand
3 to be a class in which the student has need and benefit
4 from the class, and as such, we encourage bilingual
5 classes.

6 Q Do you feel that there are a sufficient number of
7 bilingual classes in the school district in order to
8 service all of those students who have a language handi-
9 cap today?

10 A It, of course, is not in our power to run the
11 needs survey, but my observation is that the current
12 program is doing a very commendable job. There are
13 possibly some students who are not being served properly,
14 however I think there is room for more students in the
15 present program.

16 Q (By Ms. Santa Ana) You said that you seem to
17 favor or appear in favor of more bilingual classes, you
18 didn't address yourself to bicultural classes. Can you
19 share with us your understanding of a bicultural class
20 and feelings about whether that should be increased or
21 not?

22 A By bicultural, I understand the context in which
23 a bilingual class is taught. And if I may, I'd like to
24 refer to my notes here, if I can find it.

25 Bicultural should mean two cultures, that's the way

1 we try to understand the word. Possibly those two cultures
2 would be the culture of the community and the culture of
3 the heritage of the student.

4 We believe that the one culture should not demean
5 the other culture, the one should not be used to exclude
6 the other. As to whether the present bicultural program
7 is sufficient, I have seen no description of a bicultural
8 program.

9 This, if I can say, it seems to be more the con-
10 text than what Mr. Estrella referred to as the atmosphere
11 or the attitude, I think. Does that answer your question?

12 Q (By Mr. Lau) Does your organization have any input
13 into this affirmative action plan of the school districts?

14 A No.

15 Q Have you sought some input on the part of the
16 organization?

17 A I don't believe we have, except that we might have
18 in the last month or so.

19 Q Have any individuals or board members discussed
20 this matter with members of the school administrative
21 staff or board members of the school district?

22 A To my knowledge, no.

23 Q What would the purpose of the organization's
24 involvement be?

25 A In affirmative action task force?

1 Q That's correct.

2 A What would our purpose be? Our purpose would
3 still be to further the educational advantages in our
4 schools. And to establish the best qualified teachers
5 for our schools.

6 Q Do you feel that there are enough qualified
7 minority teacher applicants to fulfill the school dis-
8 trict's hiring goals in regard to hiring minorities?

9 A That there are a sufficient number of applicants
10 for the jobs?

11 Q That's right.

12 A From my knowledge, which is very scanty of it, I'd
13 say yes, there are.

14 Q Do you feel that the school district has aggressively
15 sought to recruit minorities in the teaching and non-
16 certificated positions in the school district?

17 A At the elementary level I know they have. The
18 high school district, I am not aware of their soliciting
19 candidates or applicants for positions.

20 MR. LAU: I have nothing further.

21 Q (By Ms. Hata) Mr. Dyk, I was concerned about your
22 statements with respect to the inequalities in the area
23 of student discipline. Your organization apparently has
24 determined that there are problems in that area, is that
25 correct?

1 A That's right.

2 Q I would like to know what facts have led you to
3 make this determination?

4 A Pardon me?

5 Q What facts have led you to make this determination?

6 A An incident happened last May, I believe, April,
7 in which a group of students left the school campus without
8 permission. And went down to the district office, and
9 the district superintendent asked for excused absences
10 for them. We believe that this would not have happened
11 had it been other students involved.

12 Q I'm a little unclear as to what you mean by other
13 students, a group of students, would you be a little
14 more specific? Are these all women students, are we
15 talking about kindergarten types, are we talking about
16 Blacks, Browns, Yellows or White or what? This is too
17 vague for me to grasp, other group. I don't know what
18 you're implying.

19 A The students that went down to -- that left the
20 school campus, those students were the ones that were
21 given the preferred treatment. The other students didn't.

22 Now, you want me to distinguish them as to ethnic
23 group?

24 Q And why do you think they were given this pre-
25 ferred treatment?

1 A Because they belong to this particular ethnic group.

2 Q And what particular ethnic group is that?

3 A They call themselves, what was it, athletics --
4 concerned athletes.

5 Q That doesn't sound like an ethnic group to me,
6 Mr. Dyk.

7 A It doesn't to me, either. They are more commonly
8 known as Chicanos.

9 Q And you feel, then, that Chicanos have been given
10 preferential treatment?

11 A Yes, I do.

12 Q Do you have other instances on these kinds of
13 preferential treatment accorded to the Chicanos?

14 A Yes, we do.

15 Q Will you submit these examples to the staff in
16 writing?

17 A We will endeavor to do so.

18 MS. HATA: Thank you.

19 Q (By Dr. Share) What is your definition of the
20 term Chicano?

21 A My definition of the term Chicano. I suppose I can't
22 find it right now. The term Chicano is a term used to
23 apply to people who -- who are a power -- or use power
24 politics to obtain their desires and wishes. It's a --
25 it's a very evasive term. My qualification of it is about

1 as close as I can get, it's not a racial thing.

2 THE CHAIR: Let's let Dr. Share finish up here.

3 Q (By Dr. Share) If I may ask here also, the commit-
4 tee understands that the district was seriously con-
5 sidering application for Title VII ESEA funds. What is
6 CABE's position as president of this particular group?

7 A We believe that a needs assessment should be done
8 as to the needs in the student body, and the student
9 body, if there is need shown, we believe those needs should
10 be met.

11 Q (By Mr. Lau) I'm a little confused here. This
12 group was the concerned athletes who described themselves
13 as Chicano. And according to you, Chicano people are not
14 limited to one ethnic group, is that correct?

15 A Correct, that's right.

16 Q So your problem, really, has to do with athletes
17 who are involved in power politics, is that it?

18 A No.

19 Q Were these athletes --

20 A That's the name they gave themselves.

21 Q I see. But what was the reason for their leaving
22 the school ground?

23 A They wanted to register their complaints, I guess,
24 and their suggestions at the district office.

25 Q What complaints and suggestions did they have?

1 A There was a list of them, I'm sure it's still
2 available someplace, that they presented at that time.

3 Q Did your organization or the individuals who formed
4 the organization, check into the complaints, the validity
5 or invalidity of the complaints?

6 A Yes, we did.

7 Q Did you discuss it with these concerned athletes?

8 A No. we didn't.

9 Q Their complaints? Did you discuss the complaints
10 with anyone else? ~~the Alisal task force and they were~~

11 A I was on the Alisal task force and they were dis-
12 cussed there.

13 Q The task force did not discuss the complaints with
14 the concerned athletes?

15 A No.

16 Q Did the task force reach a conclusion as to the
17 validity of the complaints?

18 A On some of them we did, yes.

19 Q What communication did they have with the concerned
20 athletes?

21 A None.

22 Q Did they reach their conclusion in a vacuum?

23 A No, we didn't reach our conclusion in a vacuum,
24 we -- we studied their suggestions and their complaints,
25 whatever, and find out whether they were indeed valid and

1 whether they could be implemented and the situation
2 changed, alleviated.

3 Q How many suggested changes did they have? Recom-
4 mended to the task force?

5 A I would say the list was 12, 15, maybe even 20
6 suggestions.

7 Q What kinds of concerns were they involved with?
8 These suggestions?

9 A Student lounge, I believe a place for -- to
10 allow smoking on the campus, open campus, this sort of
11 thing.

12 Q Did you think that their complaints were valid or
13 invalid as a whole?

14 A Some were valid and some were invalid. As a whole,
15 I don't know, I weigh each one individually.

16 Q What action did they take with the administration,
17 these concerned athletes?

18 A They took no further actions. Other than that one
19 situation.

20 Q Now, what exactly did they do, they left the campus
21 and went where?

22 A They left the campus and went to the district office.

23 Q Who did they speak to?

24 A They spoke to the superintendent.

25 Q Was there anything about their manner that was

1 threatening?

2 A I don't suppose so.

3 Q Did you speak to anyone who was there?

4 A Who was at the office?

5 Q That's correct.

6 A I spoke to Mr. Binns afterwards, yes.

7 Q What action was taken against the concerned athletes?

8 A No action was taken against them.

9 Q Within your memory have other students left the
10 campus and met with the superintendent in his office?

11 A No. Not without permission.

12 Q So you have no other incident of this type to
13 base your opinion upon, in other words, you're saying
14 that this is unequal treatment in regard to the treatment
15 of these students in this connection in regard to some
16 other kind of action that has been taken by some other
17 students at this high school, is that what you're saying?

18 A Yes.

19 Q But there is no other -- there has been no other
20 action of this type taken, has there?

21 A No, there hasn't.

22 Q Now, what other types of student discipline prob-
23 lems could you tell the committee about that would show
24 some kind of unequal treatment in regard to the treatment
25 that the concerned athletes received and the other students

1 receive?

2 A Failing of -- failure of students to go to their
3 classes, students who had scheduled classes but instead
4 of attending the classes, they remained in the halls of
5 the school.

6 Q What happened to them?

7 A Nothing.

8 Q Did you have some other students who failed to
9 attend classes who had some disciplinary action taken
10 against them?

11 A Yes.

12 Q And could you describe these students?

13 A No, sir, I can't. A student is a student.

14 Q Did you speak to these students?

15 A Yes, I did.

16 Q Are they from a particular group?

17 A They're from the Alisal student body.

18 Q And these students who did not receive any disci-
19 pline, are they from a particular group?

20 A Yes, they are.

21 Q Can you classify them as to race or religion, any
22 kind of classification so that someone who looked at them
23 could identify them as a particular group?

24 A They styled themselves as Chicanos.

25 Q Unless I spoke to them I wouldn't know that they

1 were involved in the power politics, is that correct?

2 A. Possibly.

3 Q. I couldn't identify them otherwise?

4 A. I don't think so.

5 Q. And these Chicano power politics-type people are
6 not limited to one ethnic group?

7 A. That's right.

8 Q. Ethnic groups, ethnic people or majority people
9 are also Chicano people on the Alisal campus?

10 A. That's right.

11 Q. They are not punished?

12 A. That's right.

13 THE CHAIR: Do we have any other questions?

14 Mrs. Bernstein?

15 Q. (By Ms. Bernstein) I don't remember in what you
16 said so far, did you feel the teacher corps program was
17 a good program?

18 A. Did I feel it was a good program?

19 Q. Yes.

20 A. It had its strengths and its weaknesses.

21 Q. Did you ever personally observe any classrooms
22 involving teacher corps program?

23 A. No, I didn't.

24 Q. On what basis did you draw your conclusion that it
25 had its strengths and its weaknesses?

1 A On the results we saw in the student body.

2 Q How did you observe those results?

3 A Well, we observed those results by student behavior,
4 by other incidents that happened at the school, this is
5 now the attitude of the student.

6 Q You personally talked to students who were in-
7 volved in the teacher corps program?

8 A Yes, I did.

9 Q Have you observed any bilingual programs that are
10 now implemented?

11 A Yes, I have.

12 Q Do you feel that bilingual ~~programs~~ have anything
13 to offer students who do not speak Spanish but would like
14 to become proficient in the two languages?

15 A Yes, I do.

16 Q Do you feel that it should be available to students,
17 non-Spanish-speaking students as well as Spanish speaking?

18 A Yes, I do.

19 Q Is that how it's being run at the present time?

20 A I understand it's elective and if the students
21 choose to take it they can take it, that's my understanding.

22 Q I mean when you observed the program, did you
23 observe that that was how it's being run?

24 A Yes.

25 Q Do you have any idea what percentage of students

1 involved in the bilingual program are non-Spanish-speaking
2 backgrounds?

3 A Say that again, please?

4 Q Do you have any knowledge of the percentage of
5 students involved in the bilingual program, how many of
6 those students are not Spanish-speaking backgrounds?

7 A I'm sorry, I just --

8 Q Well, okay, you said that there are non-Spanish-
9 speaking students in the bilingual program at the present
10 time. Do you have any idea what percentage of those
11 students are non-Spanish-speaking?

12 A I don't know that I made that statement that there
13 were non-Spanish-speaking students in the program, I
14 thought I was saying that they could be in it. And I don't
15 know as I recall if there were any in it. I would cer-
16 tainly have no idea of percentages but I do know that, I
17 do feel that the program is available, should a student
18 want to be in it.

19 Q But you don't know if there are any?

20 A No.

21 Q (By Ms. Santa Ana) Do you feel that there's a
22 racial polarization between the White and Mexican-American
23 communities over some of the educational issues in the
24 district?

25 A I feel there is a polarization of Chicanos and non-

1 Chicanos in the community.

2 Q Now, how do you distinguish the difference in
3 appearance between a non-Chicano and a Chicano if there is
4 no ethnic differentiation as you have already described it?

5 A By the way a person conducts himself and by the
6 way he identifies himself.

7 Q What kinds of educational issues do you feel have
8 prompted some differences in opinion between Chicanos and
9 non-Chicanos, as you are describing them?

10 A Educational differences or educational problems?

11 Q Yes, what kinds of educational problems are you
12 talking about?

13 A Basically I'm talking about bringing up the grade
14 level, making sure that every student that graduates will
15 read at the eighth grade level, these type of problems
16 is what we are concerned with. So that every student who
17 graduates from high school can at least read at the
18 eighth grade level and can conduct himself in math and so
19 forth. These are the problems we are concerned with.

20 Q (By Dr. Share) One more, if I may. Correct me if
21 I'm wrong, but as I understand your organization took an
22 active role or gave, if you wish, about a year ago to
23 apparently, correct me if I'm wrong, to oppose the federally
24 funded program under Title I ESA at that time. I'd like
25 to refer back, if this is, assumption is correct, to my

1 earlier question I gave to you in terms of does CABE at
2 this particular time, plan to endorse the Title VII
3 ESA funds in light of the history of a year ago? Federal
4 funds?

5 A First of all, regarding a year ago, to my knowledge
6 we did not actively oppose that. As far as the present
7 program is concerned, I'll stay with my first remarks,
8 if need is shown we will endorse it.

9 THE CHAIR: One last question.

10 Q (By Ms. Hata) For the record, how would you define
11 need?

12 A Need?

13 Q Yes.

14 A If there is a student who is not presently able to
15 be served in the present system, in the present program.

16 Q If there is one student?

17 A If there's one student.

18 THE CHAIR: Thank you.

19 The last question is, I can't recall, would you read
20 me your definition of a Chicano again?

21 A Let me do a little more looking here.

22 I have it very nicely done up, I'm sorry I'm so dis-
23 organized. It's gone.

24 A Chicano, as I understand it, a person who is dis-
25 satisfied with his status, and who uses power tactics to

1 attain, to try to endeavor to attain his goals.

2 Q (By the Chair) Could we, under that definition,
3 could we assume that the people who fought the revolutionary
4 war where Chicanos?

5 A No.

6 Q Were they not dissatisfied? With their status, and
7 did they not use power to bring about change?

8 A I suppose they did, but that isn't what I mean by
9 a Chicano, I'm not --

10 Q That term, or that definition could be given any
11 number of names, could you tell me why you chose to give it
12 the word Chicano?

13 A Simply because that's the way the group operates,
14 and simply because the definition for Chicano is as
15 varied as the number of individuals in a room, we've dis-
16 cussed this on past boards, we've discussed it in the
17 curriculum committee, what is a task force and every
18 person will have their own opinion. And it's very hard
19 for me to come up with something that will -- that will
20 do this, and to come up with an opinion to correctly
21 identify the people that I'm talking about.

22 And that's why I have to do it when I say, I refer
23 to the people who are operating in the Salinas Union High
24 School District.

25 THE CHAIR: I have no further questions.

1 What we're going to do now is we're only half an
2 hour behind right now. We're going to break for half an
3 hour. And Mr. Sapiens, who was supposed to be on now, if
4 it's not too big of an inconvenience for you, if you could
5 come back at 2:00 o'clock it will put us a little bit
6 behind but if we could ask for your indulgence it will
7 help us catch up with everybody else.

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9 (Hearing adjourned until 2:00 p.m.)
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