

CCR
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meet.
307
v. 2

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 II

BOULEY, SCHLESINGER, PROFITT and DICURTI

OFFICIAL COURT REPORTERS

187 North Church Avenue

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CCR
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Meet.
307
v.2

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1 AFTERNOON SESSION

2 2:00 p.m.

3
4 THE CHAIR: The hour of 2:00 o'clock having arrived,
5 we will start momentarily.

6 Mr. Sapiens? I'd like to have you next.

7 Mr. Sapiens, for the record, if you would identify
8 yourself and who you are with or --
9

10
11 ALEXANDER SAPIENS
12

13 A (By Mr. Sapiens) Okay, my name is Alexander Sapiens
14 and I'm the department chairman for bilingual/bicultural
15 education at Alisal High School.

16 Did you want my previous relationship?

17 Q (By the Chair) No, that's fine.

18 Did you want to give us just a very short -- did
19 you have any type of prepared text or can we get right
20 into questions?

21 A I have no prepared statement.

22 Q All right.

23 You are the chairperson of the bilingual/bicultural
24 department, is that what you said you were?

25 A Yes.

1 Q You are, okay. Can you give me -- what are your
2 objectives in that as the chairperson for that department?

3 A Well, as I understand my duties, my duties in that
4 position are to coordinate the bilingual/bicultural classes
5 with respect to the other departments.

6 Q You coordinate it between --

7 A The bilingual department or the bilingual classes,
8 to help integrate them within the rest of the curriculum.

9 Q Since you've taken over, has it been -- has it been
10 in effect, that position -- you moved into your position,
11 has there been a great increase in the number of bilingual/
12 bicultural classes?

13 A No, they're the same classes we had previously.

14 Perhaps I should explain. When we started this
15 year we had a number of bilingual/bicultural classes. Upon
16 the naming of Mr. Drake as the acting principal, he named
17 me bilingual department chairman to help facilitate the
18 integration of the bilingual classes into the total
19 curriculum to, you might say, a better integration.

20 Further, I think it was an additional, there was an
21 additional purpose in that I was to direct the spending
22 of some moneys that were allocated to the bilingual
23 department.

24 Q Now, do you have other duties besides that?

25 A Of course, I've got my full time teaching assignment.

1 I'm actually a teacher within the school.

2 Q You are a teacher normally with additional duties,
3 is that the way it works out?

4 A Yes. I'm a teacher of five classes of it, which
5 is a normal teaching load. However, my classes are taught
6 in Spanish and/or English, which makes it a little bit
7 more difficult.

8 Q Okay. Do most department -- most department heads
9 such as yourself, teach also?

10 A To my knowledge, yes.

11 Q And do you get any additional -- do you get incen-
12 tive pay to make sure that you strive --

13 A No, I don't.

14 Q You don't?

15 A No, I don't. When I was -- when I took that posi-
16 tion it was with the understanding that there would be no
17 pay involved.

18 Q Do other people get paid for their --

19 A Most department chairmen do, yes.

20 Q They get paid. Were you told why you weren't going
21 to get paid when most department chairmen get paid?

22 A Yes. Because -- well, in essence, we had no depart-
23 ment, and the reason I was named was to help integrate these
24 classes within the department and also help spend the funds
25 that were set aside for those classes, and Mr. Drake, when

1 he was assigned to Alisal High School, pointed out that
2 there would be no pay, that -- however, in the department
3 chairman meetings I would have a vote and a say as to what
4 went on with respect to curriculum within the high school
5 and that possibly next year or in the future, there could
6 be a possibility of forming an independent department.

7 Q Are you familiar with the teacher corps program?

8 A Yes, I am. I was an intern one year and I was a
9 staff member with the University of California, Santa
10 Cruz the second year.

11 Q Do you want to -- can you tell us what the goals
12 were as you perceived them, what the goals and objectives?

13 A As I perceived the goals, the goals were to eliminate
14 or drastically reduce the dropout rate among Mexicans and
15 Chicano students within the Salinas Union High School
16 District.

17 Secondly, it was to train approximately 30 bilingual/
18 bicultural teachers per year, and a secondary goal was to
19 employ at least 50% of those teachers.

20 Q By secondary, you mean what?

21 A I mean the two primary goals were to reduce dropout
22 rates and train teachers, and then the secondary goal,
23 secondary consequence, was the employment of those teachers.

24 Q Do you think that the program, the teacher corps
25 program accomplished its goals?

1 A It would be difficult to say that it -- that it
2 accomplished its goals in that there was no assessment
3 with respect to what number of students were enrolled,
4 there was no way of measuring the holding power of the
5 school upon these students at the start of the program with
6 respect to the end of the program. No one kept data, to
7 my knowledge, as to how many students were enrolled at
8 the start of the program and how many students were en-
9 rolled at the end of the program, to try to determine this.

10 Q What do you think?

11 A I think that it was successful, perhaps not in
12 numbers but upon the impact upon the students that were
13 -- that stayed within the school. The ones that stayed
14 within the school are more highly motivated in that
15 they were no longer considering menial skilled type
16 futures, and instead of that they were thinking -- many
17 of them are thinking now in terms of college and policy
18 making positions.

19 With respect to the second objective, the training
20 of teachers, it was very successful in that approximately
21 55 teachers were trained over a period of two years.

22 However, not many were employed.

23 Q All right, we'll get to that in a minute.

24 What was the relationship between the interns and
25 the teachers in the class? What type of situation exists?

1 A I'll have to respond to that in two phases. I was
2 an intern in phase 1. In phase 1, the relationship between
3 teachers and the interns was not really that good. I
4 mean there was quite a bit of isolation, and mistrust be-
5 tween both parties involved. And there was little com-
6 munication, little assistance going either way.

7 Q Why do you think that was the case?

8 A Well, I think that part of it was that many of the
9 Chicano teachers or interns, I should say, had what I
10 would call a Messiah complex, that they felt that being
11 Chicano could cure all the ills.

12 However, most of us were not sufficiently experienced
13 at that particular time as interns to deal with all the
14 problems of Chicano students that were involved.

15 Further, we weren't given enough assistance. About
16 the only assistance that we were given from the teachers
17 in my cycle was that, here are the books, you can use them
18 if you want.

19 Of course, considering the dropout rate at that
20 time, we felt that if those books and those measures hadn't
21 worked, then we had to try other means, therefore we
22 did rely upon most of the curriculum that was offered.

23 Further, we were restricted to what types of
24 classes we could teach. On my particular team, at Alisal
25 High School, we were given the choice of teaching PE, Spanish,

1 and science. We had three choices.

2 Q Did you have a specific area that you majored in?

3 A Yes.

4 Q What was that?

5 A I was the most fortunate in that ~~those~~ particular
6 classes fit me very well. I have a science major, a
7 Spanish minor and a social science minor.

8 Q Were the other interns who had different majors
9 and minors than you, who were not, let's say -- let's say
10 something like math, something like that, chemistry and
11 these kind of things, were they also put into PE and
12 Spanish and such?

13 A Yes. All the interns had to teach those two
14 particular classes. PE, Spanish and science. And that
15 made it somewhat difficult in credentialing in that most
16 of the interns were social science or English majors.

17 And to receive a credential you have to have com-
18 pleted the student hours in your major or minor, so that
19 did create some difficulties.

20 Q The interns did not, in the Alisal High School, this
21 is where you worked, right?

22 A That is correct.

23 Q And you're familiar with what went on --

24 A Of course.

25 Q -- the interns were not placed, I want to make sure

1 that I understand this, the interns were not placed in
2 those classes where they received their major or minor
3 unless it happened to be PE, Spanish or science?

4 A Right. The first year we were given classes, an
5 option of classes we could teach in. And since those were
6 the three departments that were willing to accept us,
7 those were the three classes that we taught in.

8 Q Were the interns involved in developing and
9 operating -- in the operation of bilingual/bicultural
10 classes?

11 A Yes, they were. May I regress a bit and respond
12 to the second phase of my --

13 Q Yes.

14 A -- of my questioning?

15 The question being what was the relationship between
16 interns and faculty.

17 Q Okay.

18 A What I talked about was the first phase. Upon com-
19 pletion of the first phase we realized some of the diffi-
20 culties that had occurred and some of the polarization that
21 had occurred between the faculty and the interns. Therefore,
22 with respect to the second phase, we -- the interns were
23 required to have a cooperating teacher, in other words,
24 one faculty member in school had to commit himself to
25 spend at least an hour of -- one class hour per day with one

1 intern, therefore in the second year, the interns were
2 able to teach specifically in their major or minor with
3 a cooperating teacher and this did promote better re-
4 lationships the second year.

5 Q Are you aware of any interns who had -- who applied
6 for employment in the district who had the correct major
7 and minor for jobs being offered who were not hired?

8 A Well, let me put it this way, if I can. When we
9 were -- when we were brought to Salinas or I was already
10 here, when the interns started, we were -- we came here
11 under the impression that at least 50% would be employed
12 by the district. And in March or April, I believe, I
13 think it was March, five of us were given contracts that
14 first year and by June, one more had been added.

15 Now, most of the interns were still in hopes of
16 seeking employment within the district and had submitted
17 their applications. I was the chairman for the interns
18 for a period of about six months, and was deeply involved
19 in this, this process. And during this time, Dr. Lopez
20 realized that it would be difficult to seek -- to have these
21 interns employed if they left upon completion of the school
22 year.

23 Therefore, during the summer of 1973, when we were
24 completed, our program, Cycle VIIA was extended during the
25 summer, and those interns stayed and worked within the

1 summer program in hopes that during the summer, getting
2 employment from the district.

3 However, July 31st came, and no more positions
4 were filled and most of the interns had to leave and seek
5 employment elsewhere.

6 Q One of the comments made by the administration, I
7 can't remember exactly who it was, was that part of the
8 reason for not being able to hire 50% of class was that
9 many of the interns came from other areas of the state.
10 And wanted to go back and teach there, you know, wanted
11 to go back and teach in the areas they came from, which
12 presented a problem as far as hiring is concerned. And
13 now, as a result of the testimony we've just received
14 from you, many of the interns who came here came here with
15 the impression that they would be hired by the district
16 once they completed that school, their schooling, is that
17 correct?

18 A Well, as I stated earlier, one of the sub-goals of
19 Cycle VII was to employ at least 15 interns per year.
20 Okay. So many of us felt that half of us on each team
21 would be employed. And I recall very vividly in early
22 March, the interns asking themselves, well, will it be
23 me or will it be him? That's going to stay or going to
24 go? And some of us stayed. We consider ourselves very
25 fortunate.

1 And in response to what you stated earlier, yes,
2 there were some interns that did want to return to their
3 home, however you may have to look at the pay scale of the
4 Salinas Union High School District, which is one of the
5 better pay scales or salary schedules within the state
6 and this was an added incentive to stay, they had a year's
7 experience and they knew the school and they knew the
8 people and the students and many interns became quite
9 closely attached to their students and therefore, I would
10 have to say that by far the majority of the interns wanted
11 to stay and teach within the school district.

12 Q What type of direction do you get as a coordinator
13 from the district? Do you have any policies or anything
14 you must follow?

15 A None other than present district policies.

16 Q What is the district policy? I mean do you have
17 any guidelines or what do they say, here it is, take it
18 and run with it?

19 A Well, basically, yes.

20 Q So you could do just about anything you want?

21 A No. I can't do that either.

22 Q Then what guidelines?

23 A Would you be more specific what you're driving at?

24 Q What I want to know is that if you are the coordinator
25 in charge of phasing bilingual/bicultural programs into other

1 departments, all right? That's your job, right? What type
2 of guidelines do you have that assure that you're doing
3 what you're supposed to do?

4 A Oh, I have none in that respect, other than if a
5 problem arises with a bilingual teacher I would have an
6 opportunity to have some input or some say.

7 Q Do you receive any funds for -- from the school for
8 acquiring textbooks or anything like that?

9 A Upon termination of teacher corps, there weresome
10 funds in Salinas Union High School District general fund
11 which had been saved from teacher corps, so those funds,
12 approximately \$5,000.00, were divided between the five
13 major schools and each school got approximately \$1,250.00,
14 which to spend on bilingual/bicultural education, and that
15 was one of the reason that I was given the position of
16 bilingual department chairman, was to direct the spending
17 of those funds.

18 Q Do you know of any funds that are being allocated
19 right now, since those funds came from leftovers of the
20 teacher corps, is that correct?

21 A Yes, sir.

22 Q Do you know if any funds are being allocated to
23 allow you to buy textbooks and stuff like that and other
24 necessary materials next year, if there is no teacher corps?

25 A Well, the only funds that will be made available to

1 my knowledge, would be the funds that were left over, that
2 were not spent.

3 Q That was for last year. I mean for this year.

4 A Yes. In other words, out of the \$1,250.00, whatever
5 was not spent, would be held over for the next year.

6 Q I see. Did you spend all of it?

7 A No.

8 THE CHAIR: Does anyone have any other questions?

9 Q (By Ms. Bernstein) First go back to recruiting,
10 when you were approached to join the teacher corps program,
11 were you specifically told that 50% of those involved
12 would be offered jobs at the end of the program? Or those
13 in Cycle VII, were they told?

14 A Yes. And it so states in the proposal.

15 Q Was there at any time any indication as to what the
16 openings might be and then recruitment on the grounds of
17 those openings?

18 A I would assume that the entrants would be hired in
19 their teaching major or minor as is required by state law.

20 Q Well, when they went out did they say come on the
21 college campus and say we're going to have an opening in PE,
22 are there any people interested in interning in PE, that's
23 what we'll need?

24 A I don't think so. But for one thing, we weren't on
25 Santa Cruz campus, we were based here at Salinas, it was a

1 field-based program.

2 Q Well, they had to -- where were you approached, on
3 the campus or -- how did they find people for the program?

4 A Oh, you mean how were they recruited for teacher
5 corps? Well, I think the largest number were recruited
6 from the Western Regional Office in Los Angeles.

7 Q Are you aware at that time, that when they went down
8 there they gave the needs of the district would have and then
9 looked for interns that would fit those needs?

10 A Well, the way I understood it, I was recruited
11 locally, so I'm not quite sure, but the way I understood
12 it was that all the applicants who expressed a desire to
13 join teacher corps in one of the bilingual/bicultural
14 programs, submitted their application to the Western
15 Regional Office, that office forwarded those applications
16 to the Salinas Union High School District and the district
17 program and steering committee here, paper-screened the
18 candidates that they thought were the most desirable for
19 this area, and of those that were found acceptable, those
20 candidates were invited to Salinas and they were inter-
21 viewed by the committee, by the selection committee, which
22 is composed of faculty, or district staff and community
23 members.

24 Q To your knowledge, at that time, were any of those
25 applicants told, well, we'd like to have you in our program

1 but the possibility of your actually being hired is pretty
2 nil because we won't need you?

3 A No.

4 Q Were they asked, do you know, if they were interested
5 in living in the Salinas area?

6 A I'm not sure on that one. For myself, I was already
7 already here, I had -- I just couldn't respond to that.

8 Q Was there ever an opportunity for teachers -- did
9 you attend school while you were in the internship program,
10 attended classes?

11 A Yes, that was the -- that was the difficult part.
12 I would think that in the first cycle, most of us were
13 selected on the basis of our commitment to bilingual/
14 bicultural education and to the Chicano population. And
15 -- could you go through that question again, please?

16 Q Did you have to attend classes?

17 A Yes. Okay, again. And based on the commitment,
18 we were given our duties and the duties, I thought, were
19 too many.

20 First of all, we had to attend university classes to
21 receive our training, we had to teach our prepared materials
22 and lesson plans and teach three classes a day. Since we
23 weren't using the instructional materials that were
24 available, which we felt were not acceptable to the
25 Chicano student, we had to develop our own.

1 So the university training, curriculum development,
2 teaching class, we were also required to work within the
3 community, community service, for at least ten hours a
4 week. And so we were kind of a do-it-all-type interns.
5 It was very difficult to work under those conditions.

6 Q To your knowledge, was any intern ever approached
7 with the following suggestion: Why don't you take courses
8 in X, Y or Z, whatever the class may be, because that's
9 going to be an area where we'll need teachers, get some
10 background, maybe you could then have a minor and then
11 satisfy your needs?

12 A Well, it's my understanding that UCSC teacher corps
13 was not there to develop new majors or minors, their goal,
14 university goal, was to develop, to prepare the teacher
15 so that he would be eligible for a teaching credential,
16 and that's why individual --

17 Q So you took mostly methods courses?

18 A Mostly methods.

19 Q Your supervisors, I mean you were in the program,
20 were they familiar with bilingual programs or were they
21 out of their field?

22 A You mean in the individual school?

23 Q Say your school?

24 A You mean like team leader?

25 Q You worked under a regular credentialed teacher,

1 did you not?

2 A Yes. In that case, the supervisor would be called
3 the team leader. The team leaders were to act as the
4 liaison between the interns and the school. However, the
5 in the first -- on my team in particular, the credentialed
6 teacher was brought in from a different school, so he wasn't
7 familiar with the school either. So because of that
8 reason, he wasn't able -- he wasn't as effective as he
9 could have been had he been a faculty member at that
10 particular school.

11 Q Was he a bilingual teacher?

12 A Yes, he was.

13 Q (By Ms. Santa Ana) Mr. Sapiens, have bilingual/
14 bicultural classes been viewed as dumping grounds for slow
15 learners and problem students?

16 A I would say in my Cycle II years ago, that we,
17 during summers -- during that particular summer, the summer
18 of '72, we did go out and recruit our own students for
19 the classes. And during the school year of '72-'73, we
20 did teach our students. However, during that school year,
21 many other teachers had problem students, to use the word,
22 Spanish surnamed, they'd have a tendency to place those
23 students in our classes which made it more difficult for us.

24 Q Is that the situation today, currently?

25 A No. We're much more selective now. Because we have

1 three bilingual counselors in our school now, and those
2 counselors play a very important role in the placement
3 of students in classes, and those counselors make sure
4 that those students are -- are qualified to get into those
5 classes. Therefore, I would have to say that, no, the
6 present bilingual/bicultural classes are not dumping grounds.
7 Although they may have been in the past.

8 Q (By Dr. Share) In answer to an earlier question to
9 one of our committee here, you indicated that the uni-
10 versity or teacher trade institution itself did not in
11 any way, either let you know or encourage other types of
12 courses that may have insured employment in the school
13 district, is that correct?

14 A Yes.

15 Q Okay. If that is so, did the school district it-
16 self, as far as you know, attempt to hang onto Mexican-
17 American teachers from the teacher corps, go out and
18 solicit or talk with you or anyone else in the teacher
19 corps program, encouraging you to get such background
20 courses thereby giving you more of an insurance of em-
21 ployment in the near future?

22 A To my knowledge, no.

23 Or perhaps I should respond, in my particular case,
24 no.

25 Q Mr. Sapiens, you talked about going out and recruiting

1 students for your bilingual/bicultural classes. Were you
2 given any support services in this recruitment effort,
3 funds for travel or materials reproduced to help you in
4 recruitment?

5 A I stated that as an intern, we did go out and
6 recruit our students. And I don't think, as an intern, we
7 were -- we were granted moneys for travel within the
8 district, no.

9 Q This morning Mr. LeKander mentioned that there is
10 a student handbook available with a list of bilingual/
11 bicultural courses, course and these courses are listed
12 not only in English but in Spanish. Are you familiar with
13 this student handbook?

14 A As I understand it in the two high schools there
15 are handbooks which do designate classes as being taught
16 in English or bilingual or in Spanish.

17 Q I get the sense from your statement that you are
18 not familiar with it, have you seen these handbooks?

19 A Yes, I have seen the student bulletins from
20 Salinas, North Salinas and Alisal High Schools.

21 Q These are student bulletins you're talking about?

22 A Yes.

23 Q There is no bound handbook?

24 A Well, no, it's not, it's -- it doesn't take that
25 much to describe a class, the class descriptions are only

1 about one paragraph.

2 Q These class descriptions are both in English and
3 in Spanish? For the bilingual courses?

4 A If the class is taught bilingually or in Spanish,
5 yes, they are in Spanish. If they are taught only in
6 English, it is printed only in English.

7 Q How would students get their hands on these
8 notices, if they were in the least bit interested?

9 A They're distributed to all students, to my under-
10 standing.

11 Q They have no choice, students are handed these
12 bulletins?

13 A Well --

14 Q Do they have to ask for them, I suppose is really
15 my question?

16 A No, it's my understanding that every spring, the
17 students are given a student handbook or student bulletin,
18 with course descriptions, and during the springtime they
19 can select their courses upon appropriate counseling from
20 the counselors.

21 Q Do you have input into the student handbook?

22 A Pardon?

23 Q Do you have input into the student handbook as
24 chairman of the bilingual/bicultural department?

25 A I would say yes. In the sense, may I clarify that?

1 Q Please.

2 A In the sense that if we propose a course and that
3 course is accepted by the material development and -- no,
4 the material selection and curriculum development committee,
5 if the proposed course is adopted, then I would write the
6 course description which would be included in the bulletin.

7 Q That's the only way you have input, you have no
8 control over what is already in the handbook? If you want
9 to suggest some changes in some of the course descriptions,
10 can you do that?

11 I suppose you could suggest them, but do you have
12 any more power than merely to suggest?

13 A Well, this year I was asked to present in writing,
14 in Spanish, course descriptions of any course which was
15 taught bilingually or in Spanish, which I did, but as to
16 change the course, it is my understanding that to change
17 a course you would have to submit that change or propose
18 a new course which would incorporate those changes, and
19 thereby postponing it another year.

20 Q How long have these materials been reproduced in
21 English and Spanish? How long has this practice been
22 going on? Is it just last year or --

23 A I don't know. I can only speak for this year.

24 Q In Cycle VII, Phase I, where the interns got together
25 with their team leaders or whatever, was there any suggestion

1 of writing pre and post-test tests, say performances, skills
2 in a particular skill area for an evaluation purpose?

3 A We were -- we were constantly working with pre and
4 post-test, and I recall developing a test in Spanish and
5 English too, to evaluate their abilities in, or their
6 proficiency in both languages and that test was adminis-
7 tered at the start of the year and at the end of the year.

8 Q What were the results, do you remember?

9 A It's -- off-hand, there was growth in both languages.

10 Q Was this information published for other teachers
11 to see?

12 A No, it was not.

13 Q Do you know why?

14 A I don't think we really had it together that well,
15 I don't think there was enough direction.

16 Q What about attendance figures?

17 A No, we didn't maintain any attendance records or
18 dropout records, no. To my knowledge. Although I do
19 know of one teacher who did keep some for his team.

20 Q You have to take attendance every day, don't you?

21 A Yes, you do. Well, in that sense, yes, there are
22 -- there are grade books which would be valid records, and
23 they are kept in the schools. Which would reflect it.

24 Q Did anyone ever come to you and ask for either your
25 attendance records or your results of your testing, your

1 post-testing?

2 A. No, but those -- those grade books would be on file
3 at Alisal High School or any other school that had a
4 teacher corps program.

5 Q But you weren't approached by anybody about evaluating
6 the program?

7 A. Not that I can recall.

8 THE CHAIR: Does anyone have any other questions?

9 If not, thank you very much.

10 MR. SAPIENS: Yes, sir.

11 THE CHAIR: The next witnesses are the Alisal High
12 School student panel. Mike Gutierrez, Maria Reyna, Diana
13 Wilkenson and Philip Dyk.

14 If you will identify yourselves for the record,
15 then we can get started, we'll start with -- we'll start
16 with the gentleman on this end.

17 MR. GUTIERREZ: My name is Mike Gutierrez, from
18 Alisal High School.

19 MS. REYNA: Maria Reyna, from Alisal High School.

20 MS. WILKENSON: I'm Diana Wilkenson, from Alisal
21 High School.

22 MR. DYK: I'm Philip Dyk, from Alisal High School.

23 THE CHAIR: Okay, we'll start with questions from
24 the committee here.

25 DR. SHARE: I'll start, if I may, with you, Philip.

1 PHILIP DYK:

2
3 Q (By Dr. Share) Were you familiar with the Cycle VII
4 teacher corps program?

5 A (By Mr. Dyk) I was familiar with it, I say after
6 about last spring, after the Cycle VII teacher corps program
7 was put out. The only other -- the only other things I
8 knew about it before that time were some of the events that
9 went on, say you could hear some of the things that kids
10 or the students in Cycle VII program were doing.

11 Other than that, no, I was not too familiar with
12 the program.

13 Q What did you think of the teacher corps program?

14 A My feelings of the program now are, I think that the
15 program to an extent was good, but some of the things that
16 went on with the program, I'm not so sure they're good.
17 I heard a lot of rumors, lot of things from lot of dif-
18 ferent kids, including my own feelings are that the program
19 was abused in some facts that the students enrolled in
20 Cycle VII program were able to participate in programs in
21 and out of school, which the normal, average, run-of-the-
22 mill kid wouldn't be allowed to do.

23 My understanding was that, you know, the students
24 in Cycle VII program could come to school when they wanted
25 to, then they had the extra activities, one activity that

1 sticks out in my mind was the 5th of May, Cinco de Mayo
2 celebration was celebrated about two years ago and any
3 student that wanted to leave school was dismissed, and
4 excused. If they're in Cycle VII I believe, I'm not sure
5 if it was Cycle VII or if it was anybody, but that's just
6 one incident that I remember, which, you know, caused the
7 other students in school to, you know, kind of say, well,
8 if they can do that how come I can't? You know. Why are
9 special privileges stopped for these students?

10 Q You mentioned that you had some pros and doubts
11 about the program. Are there some pros also that you
12 should share with us at this time?

13 A Pardon me?

14 Q You mentioned that there are some positive and
15 negative things about the program that you have observed and
16 have feelings about. Are there perhaps some other positive
17 things that you might want to share with us at this time?

18 A Well, the positive things that I hear about Cycle VII
19 is that it is a new program, it's -- it helps, well,
20 students, especially Mexican-American students in this area
21 to relate more with school, some students have been able
22 to take more of an interest in school, they've -- I guess
23 been able to relate better with maybe some of the personnel
24 in that maybe the personnel who are hired then, they're
25 interns and so they're younger, which I guess would make

1 some students easier, you know, more relaxed around the
2 interns rather than regular teachers.

3 Q What is your opinion of bilingual/bicultural
4 classes?

5 A I think they're good to an extent. They're good in
6 that they help people learn to cope with life in two --
7 in two languages. However, if a person is educated in
8 a bilingual/bicultural class and they aren't going to
9 use their education in an area where bilingual, where two
10 languages are spoken fluently, then in some cases I feel
11 it might be a hinderance to them in that they were brought
12 up in a culture, I'd say, where they're, you know, they're
13 speaking two languages and then, if they go out of the
14 high school and they find that they have to cope with
15 living just one language, which would be English, then in
16 that case it might be a hinderance to them.

17 Q Have other ethnic minority students formally asked
18 the school administrators to offer bilingual/bicultural
19 classes in their language?

20 A No, they haven't formally. You hear jokes once in
21 a while, you know, I say the next minority in schools is
22 Filipinos and sometimes you hear them joking around saying
23 well, if they're Mexican-American bilingual classes, then
24 why don't we have Filipino bilingual classes too? But to
25 my knowledge, I don't know of any formal request for another

1 bilingual/bicultural class.

2 Q Would you be in favor, perhaps, of expanded bilingual/
3 bicultural programs for, say --

4 A Well, I'm not so sure if it would really be practical,
5 there are so many different cultures, especially in the
6 school I go to, Alisal High School, that it would be hard,
7 unless we had, say 50 or 60 different cultures, to put in
8 a complete bilingual/bicultural program. The main program
9 now is Spanish/English and that is, of course, because
10 there is the large minority of Mexican-American students in
11 school.

12 But as far as the other minorities, I don't know if
13 it would be practical without that many students from each
14 minority to make a program practical.

15 Q Alisal, as I understand correctly, and if this is
16 wrong let me know, has at least 40% Chicano or if you wish,
17 Mexican-American students?

18 A Uh-huh.

19 Q As the student body president, do most of the
20 Chicano students participate in extracurricular activities?

21 A It depends on the type of activity. If it's a
22 dance, yes, I'd say that they do. Dances -- just about any
23 person will come to that. Other activities, they get in-
24 volved to an extent, it depends a lot on what the
25 activity is.

1 If it's a rally, then some students will get in-
2 volved, maybe the point is that you talk about Mexican-
3 Americans, there's two classes of Mexican-Americans or
4 there'd be a Mexican-American and a Chicano. I feel that
5 the Mexican-Americans do get involved in school activities
6 and that they are pretty much represented in soccer and
7 stuff like this, which allows them to become more in-
8 volved in student activity.

9 The Chicano, as I see it, at least, is centered more
10 around Mayo Club and Mayo Club has its activities, and they
11 are involved in activities in that to an extent.

12 However, we try -- we try to become more familiar
13 or get Mayo Club more involved in school activities, but,
14 you know, sometimes it's hard if the -- well, it's some-
15 thing we work on but it's something that needs to be
16 worked on more, I think.

17 Q Let me ask you at least for my own education, what
18 is the difference between a Chicano and Mexican-American,
19 as you see it?

20 A Okay, I see the difference, a Chicano is a person,
21 as I see it, is a person who is born in the United States
22 and wants to retain part of their culture, they want to
23 retain the Mexican culture. And the Mexican -- the Spanish
24 language.

25 A Mexican-American would be a person who has migrated

1 from Mexico or maybe who has migrated with his parents from Mexico and
2 just moving into the United States. It depends on the individual, too,
3 I think. Some individuals would rather be known as a Chicano in that
4 they want to keep their heritage, some would rather be known as Mexican-
5 Americans. It depends. It's an individual thing.

6 Q (By Dr. Rodriguez) I think the committee would like to know
7 how the Chicano students see the situation, for whom the education is
8 all about.

9 Mike, are you satisfied with the education you've been getting?

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MICHAEL GUTIERREZ

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A (By Mr. Gutierrez) Well, let's see, I'm satisfied to an extent,
you know, to a certain extent. I was satisfied in my first year at
Alisal and my second year, because I had come out of the junior high
and I didn't know what the high school atmosphere would be like. And
so I was kind of put into the Cycle VII program the first year, and was
then given a chance to loosen up and the second year was pretty much
the same.

But this third year at Alisal High, it's been kind
of difficult because once you're used to a program like
that, and being taught from that perspective, you get
pretty used to it. And especially after two years.

Now, after I got into my third year, I came to school
and I needed to readjust a lot, you know. I wasn't really
accustomed to the regular setup. So it took me a couple of

1 months to readjust. And that's how I -- how I see that.

2 I'm satisfied with it, but there's still a great
3 need for programs at that school.

4 Q Do you think that Chicanos and people who are not
5 Chicanos are getting the same kind of education?

6 A I think they're getting the same education, but I
7 think that the point in which the education is being
8 taught there, I think it's -- it's -- I'd say it's ten
9 years behind times. Because there has been a lot of --
10 there's been many changes today, especially in education,
11 especially in high school, and the school -- a school such
12 as that, you know, doesn't usually get to see some of
13 the changes that go on. Especially in the community or
14 in the county or, you know, in the state.

15 What I think is that some of the teachers that have
16 already been there, that have already gotten their tenure,
17 have -- they have every right to stay there, but I think
18 they wouldn't like to adjust to the different setting such
19 as having programs on school campus, and if they did have
20 more programs on the school campus, then it would mean that
21 these teachers that are already adjusted and are already
22 used to teaching education in this certain manner, would
23 have to adjust more, and it would be sort of -- they would
24 have to compete against programs, because when the programs
25 were there, they were new, the program was new, there was

1 many more activities than the regular setup and many of the
2 kids were being drawn away from the regular education. And
3 even some of the kids they didn't even go to their regular
4 classes, they would attend the Cycle VII classes.

5 Q As a former student enrolled in the Cycle VII
6 teacher corps program, what is your opinion of the bilingual/
7 bicultural classes taught by the interns? Did the teacher
8 corps interns do a good job for the Chicano students, that's
9 what I mean.

10 A Well, to say whether they did a good job, for me,
11 personally, I can say that they did. Not so much academically,
12 but personally. Because they made me realize that I did
13 have self-motivation when I always thought that I didn't,
14 and that kind of pushed me along the road to bettering
15 my education. And if I had any trouble in any other classes,
16 I could take it to them and they would help me and they
17 would sometimes invite me over to their house and I'd stay
18 over with them, and you know, I got to be pretty close with
19 them.

20 As for the academic part of it, I think that the
21 program didn't have enough time to really, you know, accom-
22 plish anything on any -- any data on paper to show how much
23 my education was bettered. It's hard to measure, you
24 know, how much that program accomplished.

25 Q But you feel it yourself, that you --

1 A Pardon?

2 Q Something important happened to you in that
3 program?

4 A Oh, yes, I think that I found that an awareness was
5 opened up to me, of the community and my surroundings and
6 I think that's more important than the academics is. I
7 mean if I was to put into priority I would put -- that would
8 be the primary --

9 Q Did the other teachers, the ones that were not the
10 interns, did they do that sort of thing for you, too, or
11 not?

12 A No, they -- they mostly concentrated on the academics
13 of it all. For one reason, I'm sure, that is because the
14 -- the population of the class, you know, or the class
15 being so large that the teacher didn't really have any
16 time to be with a certain individual, and not like that of
17 the Cycle VII program, where the interns had more time to
18 be with certain individuals.

19 Q You think, then, that the teacher corps interns
20 really could relate to the Chicano students better than
21 the other teachers?

22 A Yes, definitely. Because I don't know what it is,
23 it's -- it's just a certain feeling that you have inside
24 of you that you can't really put on pencil and paper, I
25 think that a program like that is -- is vital to the schools

1 like Alisal, depending that they set their guidelines a
2 little straighter and make the program a little bit tighter.

3 I had noticed that from my first year to my
4 second, the first year was kind of loose, you know, because
5 the program had never been introduced into that school. So
6 they were mostly left on their own to set up what they
7 could and do what they could, while they could. And the
8 second year was a little bit tighter and more organized
9 and more constructive.

10 Q How about the dropout rate for Chicano students,
11 do you think that that was lowered by the teacher corps
12 program?

13 A I -- I couldn't really say because I don't know
14 exactly what the percentage was the first year or the
15 second year.

16 Q No, just your impression, from your own sense of what
17 that program was doing for the people who were on the
18 verge of dropping out?

19 A Yes. Well, I think a lot of my friends that were
20 in the program like maybe the first year, a lot of them,
21 I don't think they would have even gone their first year
22 or their second year if they had regular classes. I don't
23 think they would have stayed in school. I think they would
24 have stayed in school two or three months and then decided
25 that they just couldn't handle it. Because once they get

1 to the high school, a lot of those kids aren't used to
2 classes being taught at the high school level, and so they
3 just cop out.

4 Q What is the reaction of the Chicano students now
5 to the dropping of the teacher corps program?

6 A Well, it's --

7 Q What's your reaction?

8 A My reaction?

9 Q Yes.

10 A At first, when the program was first dropped we
11 tried like anything to get the program back, and tried a
12 couple demonstrations and we went to the board of trustees
13 and we --

14 Q Who is we?

15 A Me and other students.

16 Q Chicano?

17 A Yes. And --

18 Q A lot of Chicanos felt this way, strongly enough
19 to demonstrate?

20 A Yes, and a lot of parents, too.

21 Q Parents too?

22 A Parents of the Chicanos, and so we -- we really
23 tried to get the program back, and -- but it wasn't, we
24 couldn't get it back into the school, even though we tried.

25 I guess the program, I guess they call it radicals in

1 that school, you know, too radical for that school, you
2 know, because it was different and it was just something
3 out of anywhere just came, set up and did what they could.

4 Q You mean -- explain again, what did they tell you
5 was the reason for dropping the program?

6 A Well, the reason that I had heard was that federal
7 money for the program had ran out.

8 Q Federal monèys?

9 A Yes. And -- and also that the teachers in the
10 district had taken a poll and I think that the percentage
11 of yes was lower than that of no, I think it was something
12 like 60:40.

13 Q It was the teachers who made some of the decision,
14 then, as far as you know?

15 A As far as I know.

16 Q Why were they deciding against the teacher corps
17 program, do you know? Why do you think the teacher did that?

18 A I think that, well, like I said before, that many
19 of the teachers have tenure because they have been there at
20 the school since the schools have opened up, you know, and
21 so they're pretty well adjusted, and pretty well, well,
22 cradled by the school, you know, and once you're in a
23 position like that, I think they felt threatened by a pro-
24 gram coming in and trying to turn the education into some-
25 thing else, you know.

1 Q Did they get along with the teacher corps interns?

2 A Well, it's like I said again, that when the program
3 came in, they more or less left it alone, but then, after
4 the students were getting interested in the program and
5 stuff, I think that some of the teachers felt threatened,
6 you know, and they kind of, you know, set up a defense
7 towards it. You know. And -- but most of the time they
8 left it, they left the program to be what it was going to
9 be.

10 Q Do you think the other students could tell there
11 was a strain between the teacher corps teachers and the
12 other teachers, other students besides yourself or were
13 you just speaking for yourself? Could the other students
14 sense that there was something strained between the --

15 A Oh, oh, yes, definitely. All the other students,
16 they sensed that a lot. In fact, they were constantly
17 asking the interns, you know, why do, you know, why such
18 a negative attitude towards the program and towards the
19 students in general? And I guess it was because the pro-
20 gram did get to have a lot of other activities and got to
21 do plenty more stuff than the regular classes, but then,
22 the regular classes they had more students and they didn't
23 have as much time and it was regularly-set up classes.

24 But the Cycle VII was what it was, Cycle VII. And
25 those other activities were part of the program, they were

1 part of a learning process, you know, for the students.

2 Q One last question for you, Mike, and that is,
3 how would you compare the bilingual/bicultural classes
4 offered today with those that were offered in the Cycle
5 VII program?

6 A Well, the bilingual/bicultural classes offered today
7 at Alisal High, I didn't even know that they existed, to
8 tell you the truth. And they were mentioned a couple times,
9 I can remember, a couple classes being offered by one of
10 the -- the interns that used to be an intern, but is now
11 a teacher, I remember a couple of those classes, two or
12 three, but they -- they weren't set up the same, I don't
13 think.

14 And it seemed like to get bicultural -- bilingual/
15 bicultural classes in Alisal again, is really hard, is
16 something hard to do, because they -- they have to do so much
17 to try to make a program exist at that school, and especially
18 a bilingual program. But --

19 Q But they had it?

20 A Yes, they had it, they have it, but I didn't even
21 know it existed.

22 Q You didn't even know?

23 A No.

24 Q Maria, how important is it to Chicano students to
25 have teachers that speak Spanish and understand the Chicano

1 culture?

2

3

MARIA REYNA

4

5 A (By Ms. Reyna) Well, to -- well, let's say for me,
6 you know, that I know English and Spanish, they spoke to me
7 in -- they'd spoke to me like in English.

8 Q I can't hear you.

9 A They'd you know, for --

10 Q The question, how important is it for Chicano
11 students to have teachers that speak Spanish and under-
12 stand the Chicano culture. Is it important to you to have
13 this in your education? Is it --

14 A Well, it's important to me, but I think it's more
15 important to those who don't know English, because to me,
16 like I know English and Spanish, and they help, you know,
17 they, like take kids who know English and Spanish, you know,
18 that already know how to speak English, they take and give
19 them certain kind of work and to the kids that don't know
20 English, they, you know, they give them Spanish, you know,
21 work.

22 Q How would you feel about not having any programs
23 at all that are bicultural/bilingual, just strictly English-
24 speaking school? Would that be all right for you?

25 A Not have any at all?

1 Q Yes.

2 How would you like it?

3 A No. I -- well, I really -- when I started school,
4 I started in teacher corps, and then, after that, you know,
5 I went to tenth and I was in teacher corps and after they
6 told me that there was not going to be any more teacher
7 corps I didn't know where to turn to. You know.

8 Q You felt lost?

9 A Yes. Well, I -- well, it just, it just like
10 dropped out of nowhere, I don't know what happened, you
11 know, why they're leaving or nobody told me anything.

12 Q What did they tell you, what was the reason for
13 dropping teacher corps, what did they tell you?

14 A Well, I'd ask and they'd say that we just ran out
15 of the funds and that's it, you know, that's all they knew.

16 Q Just that they've run out of money?

17 A Yes, run out of money.

18 Q Do you think that they realize that the students
19 wanted the program?

20 A Well, no. I really think they really didn't, you
21 know, know how much we really needed it, they thought maybe
22 it was just an experimental thing and then they wouldn't
23 stay in it very long.

24 And then, well, I wondered, you know, we were trying
25 to get it back and we really didn't know what to do after that.

1 It worked pretty good, since when I first went in, you
2 know, but that first year, you know, I felt more relaxed
3 after getting out of junior high because that first year,
4 you know, I got to really -- I got to take my personal
5 problems to them and they'd, you know, help me out. And
6 I was, you know, not in high school in June and I didn't
7 really want to get any classes, you know, like math or
8 anything because they really didn't help me.

9 You know, I knew they could help me and I tried to
10 get easier and easier classes that way I would, you know,
11 try to raise my grade, but it didn't help me.

12 I feel if I tried to ask a teacher a question or
13 something, I feel I can't get around him or he won't ex-
14 plain right or he said there are the directions, read them,
15 you know.

16 Q But the teacher corps teachers didn't do that with you?

17 A No.

18 Q They let you come to them?

19 A Well, when I'd ask a question, there was always
20 teachers walking around helping students when -- and to
21 them, you know, I'd raise my hand and they'd come right
22 away and they'd say, what's the matter? I could really
23 ask them, you know, I don't understand the directions and
24 they explained, you know, they explained, you know, what
25 to do and how to do it. Where to look, you know, for -- or

1 else they'd tell me, well, turn back, you know, turn back,
2 we'll give you an easier book or something like that.

3 Q It sounds like, and I -- well, maybe you think it too,
4 that without this you wouldn't be able to stay in the
5 academic, you know, you wouldn't be encouraged to be in
6 the academic programs without this program, the teacher
7 corps?

8 A Well, I grew really attached to it, so when they
9 just took it away, I didn't know where to turn to or who to
10 talk to or anything else.

11 Q Do you think that the interns were accepted by the
12 teachers, by the other teachers?

13 A No, not really. Like, well, to me, to me it seemed
14 like, you know, they really didn't care whether we were
15 there or not. You know, they really -- well --

16 Q You mean the teachers didn't care whether the
17 Chicano students were there or not or --

18 A No.

19 Q -- or those classes?

20 A They didn't care like, well, this is to me, like if
21 we had any kind of program at all, to them the way they had
22 their classes set up was okay with them, you know, it's
23 been like that since the beginning, you know.

24 Q Did the Cycle VII classes teach you to deal with
25 problems outside of the school?

1 A Did they deal with problems outside the school?

2 Q Outside of the school, yes. Besides the academic,
3 in community life and -- did it give you broader ex-
4 periences?

5 A Well, they'd help me like, I had -- they'd take us
6 to a nursery, you know, how to take care of kids, you know,
7 and -- or something that they'd try to help us out after
8 we got out of school or something like that. They did
9 a lot of stuff, we participated in a lot of stuff.

10 Q Right now, Maria, are you happy with the kind of
11 education you're getting, right now?

12 A No, not now.

13 Q Do you think that the other Chicanos in this city
14 are getting an education that they're satisfied with?

15 A Well, not as much as they would, you know, like
16 they would with those two years of Cycle VII because now
17 I go to school and I don't see many of the people there
18 was in those two years and now it seems to me like when
19 I started off, you know, I had a tough time trying to
20 graduate to trying to maybe even go to some, you know,
21 some kind of program or something.

22 Q Do you think that Chicanos are discriminated against
23 in the education system here?

24 A Well, yes, in that school, yes.

25 Q You do, you think they are?

1 A. Yes. Well, this happened -- well, to me just being
2 in a school and trying to go, you know, just trying --
3 like if I tried to participate in any kind of school
4 activity or anything like that, you know, I feel I wouldn't
5 because they'd, you know, they'd seem like if I was maybe
6 not too -- too low or something like that, and that was --

7 Q. You don't feel like it's your school so much then?

8 A. Yes. Like, you know, even though, like I say well,
9 it was my school, seems to me like they would say that
10 people, the fact that it's my school or try to join some-
11 thing, you know, they really wouldn't give me very much.

12 THE CHAIR: We have to move on.

13 Q. (By Ms. Bernstein) Diana, what is your -- what did
14 you feel Cycle VII and the teacher corps program was?

15 -- -- -- -- --

16

17 DIANA WILKENSON

18

19 A. (By Ms. Wilkenson) Well, actually, I know very
20 little about it, which is about what the average student
21 at Alisal knows. Basically, I felt it was a program that
22 helped out students that were having problems, say mastering
23 the English language, or that could not relate to the school
24 system as it was and needed help, perhaps, you know,
25 identifying. Or just staying in school, it would help

1 individuals stay in school, it was better than dropping out.

2 Q Then did you feel that it was a good thing or a
3 bad thing?

4 A That it was a good thing or a bad thing? I definitely
5 feel it was a good thing.

6 Q Do you think bilingual/bicultural classes are im-
7 portant?

8 A Yes. Because I feel unless you can speak English
9 fairly well, before you get out of high school, then
10 you're going to really, you know, it's going to hinder
11 you later on.

12 Q What if you already speak English, would it be of
13 any value do you think to a student to be in a bilingual/
14 bicultural program?

15 A Yes, I think it would be, because, well, I -- I've
16 had two years of Spanish, and I think the important,
17 especially in this area where so much Spanish is spoken,
18 that you do know Spanish or another language. I think it's
19 beneficial to the individual.

20 Q Do you think it's important to hire bilingual/
21 bicultural teachers in a school like Alisal?

22 A Yes, I do.

23 Q Do you feel that students' wishes are properly
24 evaluated by the administrative staff at your school?

25 A Now I would say they are. Fairly well. At the be-

1 ginning of the year I don't think the needs or the wants
2 of the students were really paid attention to. They were
3 noticed. It was more what the administration wanted,
4 not so much what the students needed, but now I think
5 they're more aware of what the students really want.

6 Q Okay. Would you be interested in taking a bilingual/
7 bicultural class?

8 A Yes.

9 Q (By the Chair) Are you aware of the bilingual/
10 bicultural classes that are offered now at Alisal?

11 A Not myself, no.

12 Q You're not?

13 Q (By Ms. Bernstein) Were you ever shown a descrip-
14 tion of the courses? When it came time for you to make
15 out your elective sheet for your next year's program, were
16 you aware that you could elect to take a bilingual/
17 bicultural course?

18 A I thought those were there for Spanish-speaking
19 students. I didn't really, you know, realize that someone
20 that just spoke English could have, like a bilingual class.
21 I thought it was for someone that was having difficulty
22 speaking English would take that class.

23 Q So then you never saw any kind of a description of
24 the course that said it would be of interest to students
25 like yourself?

1 A No.

2 Q (By the Chair) Do you feel that other Anglo students
3 are aware of what the general bilingual/bicultural classes?

4 A No, I really thing that they feel it's for Spanish
5 students.

6 Q Do you think this is a problem in determining whether
7 or not people want to take the classes?

8 A It could -- it could be clarified I think, the whole
9 program is so vague, no one really knows, you know, what's
10 offered.

11 Q Are you familiar with the handbook that's handed
12 out at Alisal?

13 A No. The only thing I've really seen is the elective
14 sheet, you said description of the bilingual classes, that's
15 all I have knowledge of.

16 Well, that's the handbook, yes.

17 Q Is that the handbook?

18 Q (By Ms. Bernstein) Do you, to your knowledge, would
19 there be a number of other students who are English-speaking
20 who would be interested in taking a bilingual/bicultural
21 class?

22 A I really couldn't say. I wouldn't say there would
23 be a lot, but there would be some that are interested.

24 Q (By Ms. Hata) Mike, have you seen a copy of this
25 handbook that we're talking about?

1 A (By Mr. Gutierrez) No.

2 Q Of the bilingual/bicultural courses?

3 A No, I don't think I've seen the handbook.

4 Q Is that why you feel you didn't know about the
5 existence of bilingual/bicultural courses? You stated
6 that earlier.

7 A Well, I seen the sheet that she had mentioned, but
8 I didn't see the handbook, and many of the classes were like --

9 THE CHAIR: Mike, excuse me, the sheet and the
10 handbook are one thing, we just have different names for
11 them, evidently.

12 A Yes, I seen it but it wasn't that clearly de-
13 scribed, you know, what -- you know, who could go into
14 the classes and who couldn't.

15 Q (By the Chair) Have you received any counseling
16 during the time you were in the teacher corps program as
17 a student? What kind of counseling did you get?

18 A The only counseling I got was to register for classes,
19 get my classes and told where my classes were, that's all.

20 Q Now that you're no longer in the program, are you
21 receiving any kind of counseling to help you adjust?

22 A No, I'm not receiving no counseling at all, it was
23 purely up to me to adjust or get out.

24 Q Are there counselors in the school that you feel you
25 can talk to?

1 A Yes, there are, you know, out of the 5,000 that
2 are in the administration right now, I think there are two
3 that I can say that I can talk to and relate to.

4 Q You just mentioned to get out, are you thinking
5 about dropping, leaving school?

6 A No, I don't think I can take another year at Alisal
7 High. I've filled out tests and stuff to go into the HAP
8 programs to San Luis Obispo and to graduate maybe a year
9 earlier.

10 Q Why don't you think you could take another year
11 at Alisal High?

12 A Because after adjusting to Cycle VII program and
13 after adjusting to doing work at my own speed and as fast
14 as I could or as slow as I could, I can't adjust to the
15 whole nine months of going to school, because right now
16 this is, say my sixth or seventh month and the pressure's
17 just getting to me and it's just too slow and too humdrum
18 for me.

19 Q (By Dr. Rodriguez) Philip, you mentioned a rumor
20 that students were being excused to attend some kind of
21 Cinco de Mayo celebration, right?

22 A (By Mr. Dyk) Right.

23 Q Is a Cinco de Mayo celebration a school-wide
24 celebration that all students attend, participate in?

25 A At our school it's been celebrated in the past and we

1 have an assembly, usually around that time. If it can't be
2 on Cinco de Mayo, if it can't be on the fifth, if it's on
3 the weekend, it's usually on a Friday or something like
4 that, but we have an assembly, with Mexican dancers coming
5 in and stuff like that.

6 Q All students participate, not only the Mexican-
7 Americans?

8 A Yes, it's open to the whole school, the whole school's
9 excused to attend the assembly.

10 Q Are there other celebrations during the school
11 year that are not strictly Mexican-American? Do you
12 celebrate Christmas or Easter or that kind of thing on a
13 school-wide celebration?

14 A No. We have assemblies that are open to the whole
15 school but as far as cultural assemblies, the only cultural
16 assembly that we have at school is the Cinco de Mayo
17 celebration.

18 Q But these other assemblies are school-wide, are
19 students excused from their classes to participate, make
20 plans?

21 A Whenever we have assemblies it's open to the whole
22 student body and the whole school is excused.

23 Q Is this any different, then, from the way the Mexican-
24 American students or Chicano students are excused for their
25 Cinco de Mayo celebration?

1 A Yes, it is. The incident that I was referring to,
2 it was announced in the bulletin that the counselees of a
3 certain counselor who's in charge of the Cycle VII program
4 would be excused from school this day to go to a cele-
5 bration which was off campus. And this excluded any other
6 students that wanted to go or at least to their knowledge,
7 they didn't know if they could leave campus or not without,
8 you know, being cut.

9 Q Did any students ask to get permission to leave?
10 Those who wanted to go?

11 A If they wanted to go and they had the right counselor
12 they could go without asking. If they wanted to go and
13 they didn't have the right counselor, then they couldn't go.

14 Q Then you were not excluded on the basis of whether
15 they were Mexican-American or White, it just depended on
16 the counselor from what you just said?

17 A Yes.

18 Q You mentioned the Mayo Club and that you thought you
19 had tried to get the Mayo Club involved in school activities.
20 I assume the Mayo Club is a Mexican-American, Chicano
21 student organization?

22 A It's a Mexican-American youth organization that,
23 primarily Chicano students.

24 Q What specific steps have you taken to get the Mayo
25 Club involved? More involved? I assume they are involved,

1 from what you said.

2 A Well, as far as myself, it -- it's hard to say.
3 We put on the assembly of Cinco de Mayo, as far as going
4 up to the Mayo Club itself and talking with the Chicano
5 students there, I don't feel that I'd be in the right
6 place, I'd feel like if I went and talked to them, you
7 know, it would be like, well, big deal, you know, student
8 body, talking to Mayo Club he's trying to be a smack or
9 something like that.

10 Q Have they been invited to participate in some of
11 your school-wide activities, school-wide assemblies?

12 A Well, they are. Any student, if it's -- a student
13 body assembly or student body activity, any student in
14 school is invited.

15 Q Excuse me, Mike, and Maria, are both of you members
16 of the Mayo Club?

17 A (By Mr. Gutierrez) Yes, I'm vice chairman of the
18 Mayo Club.

19 Q Are there any comments you would like to make in
20 response to what Philip has said?

21 A No, just that the -- you know, we have been invited
22 to a couple of activities, and during Cinco de Mayo thing,
23 which happened last year, many of those, the students were
24 required to have permission slips from their parents so they
25 weren't more or less, you know, excused unless they had per-

1 mission slips, but some of the kids didn't -- they decided
2 not to get permission slips so I guess that's where the
3 foulup was.

4 Q Do you feel that you're welcome to participate in
5 the school activities that Phil is talking about?

6 A Do I feel --

7 Q Welcome? Does your club feel welcome to openly
8 participate or do you feel that there are some problems
9 here in terms of free participation?

10 A Well, I'm not sure whether we feel that welcome,
11 you know, it's -- like for me I could -- I would feel
12 welcome, you know, because I can accept the hospitality,
13 but for a lot of the Chicanos that have been there before,
14 like once you get to the high school level, it kind of
15 becomes a wall between the student body, I mean between
16 the student body activities and you, because you can't
17 really get involved, because you're going through so many
18 conflicts and so many cultural clashes during those
19 years that you -- it's really hard to adjust to something
20 like that.

21 Q We have heard from previous testimony that there has
22 been some discrimination directed against students. Would
23 all of you be willing to talk to members of our staff and
24 provide them with specific examples of discrimination
25 against students that you may have heard of or have been

1 witness to? How many of you have heard of cases of dis-
2 crimination directed against students in terms of disci-
3 pline, for example?

4 A (By Mr. Gutierrez) Well, me and Maria have. I'm
5 not sure whether

6 Q (By Ms. Hata) You and Maria have. Diana?

7 A (By Ms. Wilkenson) Yes.

8 Q Philip?

9 A (By Mr. Dyk) It depends on what you call discrimin-
10 ation.

11 Q I won't ask for any more, we are running out of
12 time, will you be willing to talk to members of our staff
13 and give them details?

14 A Yes.

15 A (By Mr. Gutierrez) May I have this last comment?

16 THE CHAIR: Last comment.

17 A Okay. For the Cycle VII program, it's hard to really
18 determine whether it was successful or not, you know, ..
19 academic-wise, but like I said, many of this kids were
20 some of them kids that were having a lot of problems and that
21 really couldn't adjust to the regular system. So they were
22 put in there and it was like all the kids that couldn't
23 handle the regular system, now you're supposed to --
24 here's your sin saver and you really got to adjust right
25 now, you know.

1 So, really what they were expecting from Cycle VII,
2 when I say they, I mean the board and the other teachers,
3 was a miracle right away, which really couldn't be per-
4 formed because programs like that were never instituted
5 into a school system like Alisal's, so I think that they
6 were really expecting more than we could offer.

7 A (By Mr. Dyk) I think it's important on the other
8 end, too, though, that when a special program is put in,
9 it's important that students know what it's about, so that
10 they don't feel, when a special event is coming up, they
11 don't feel that they're discriminated against because
12 they can't participate in that program.

13 I know that that's lot of the feelings that went
14 around and I think that's a lot of it -- that's what started
15 a lot of problems that we've had at Alisal High in the last
16 year and a half is that feelings have run on both sides that,
17 you know, we've been discriminated because we can't go to
18 this.

19 And then, you know, they've been discriminated be-
20 cause they don't feel welcome at this.

21 Q (By Ms. Hata) You don't have any kind of hot line
22 system?

23 A No, not really.

24 Q (By the Chair) Does the school provide any assis-
25 tance in communication?

1 A What type of assistance, just in communicating with
2 other students or --

3 Q Right. Evidently, if you feel that you're not getting
4 equal treatment because you can't attend something or other,
5 and you think it's because you don't understand what the
6 problem is, or what the situation is, who has the re-
7 sponsibility of informing you?

8 A There have been attempts by the administration to
9 break down barriers by having, you know, rap sessions and
10 things like this, last spring there were several rap
11 sessions where students could just come in, talk to ~~each~~
12 teachers and administrators and there have been two
13 general student body assemblies that I know of, one this
14 year and one last year, where we just came in and the
15 principal or the administrator would explain the situation
16 the best he could. Try to get all students to see, you
17 know, what's going on.

18 Q Do you think there's a need for more of that?

19 A Yes, I think so.

20 Q Has the student council made any recommendations to
21 the school to that effect?

22 A Not necessarily the student council, but maybe
23 students in general.

24 Q Has a body recognized by the administration that
25 you've the responsibility to do anything like that, if that

1 is the case where that in fact would help?

2 A Yes, I think that would.

3 Q (By Ms. Hata) Are these rap sessions conducted
4 only in English?

5 A Generally yes, because if English-speaking persons
6 come in and they can't understand Spanish, then it's
7 kind of bad if they'd speak in Spanish and we don't under-
8 stand too.

9 Q (By the chair) What if you speak in English and
10 they don't understand?

11 A Well, maybe we ought to have a translator.

12 Q (By Ms. Hata) Has there been a translator in the
13 past?

14 A In -- the assemblies or the rap sessions that I've
15 gone to, there's been several translators in that kids
16 can, you know, and teachers who know how to translate,
17 they'll translate for people who are there.

18 What I'm referring to, though, in rap sessions, are
19 just times that at lunch hours or something like that,
20 when the students can just feel free to go in and talk,
21 and to my knowledge there hasn't been too many of those
22 since last spring, when we were having a lot of problems
23 at school.

24 Q Mike, have there been translators available and used?

25 A (By Mr. Gutierrez) Well, in the rap sessions that

1 I've attended, I've only seen two or three, and as for
2 translators of other material, like student bulletin and
3 stuff, I think this is the first year that we've had
4 somebody to actually translate all the material.

5 THE CHAIR: We're going to have to move on.

6 Recognizing that students are the reason for all
7 of us being here. But we've got to move.

8 One last question, that's it.

9 Q (By Ms. Bernstein) It's two.

10 When you go to take an elective for the following
11 year, is there -- any of you can answer this, is there an
12 assembly that presents the programs for the following year?

13 A (By Mr. Dyk) No, there's not an assembly. It's
14 just the form of the handbook which comes out at this,
15 and last year it's been printed up in the newspaper style
16 and it lists all the classes that are offered and a little
17 paragraph telling about it.

18 Counselors then are available to students to talk
19 about, you know, courses and things like this before
20 students sign up for their next year's classes?

21 Q Okay, and one last question. There are field trips,
22 for instance, say students government goes on a field trip
23 that only student government can go on and so on, like that?

24 A Leadership conference is the only student government
25 field trip that we've had each year, that's when we meet

1 with the leadership class of North Salinas High and Salinas
2 High School. Other than that, we've had no field trips.

3 Q Students outside of that area, if you're not on
4 student government council, you couldn't go on that field
5 trip?

6 A No, because it was -- it was an invitation only
7 from the other high schools, we didn't sponsor it.

8 Q What I'm asking, I think, is, if there was a science
9 fair it might be possible that just people involved in the
10 science program might go or something like that?

11 A Uh-huh.

12 Q Which would relate to, if it's a bilingual class,
13 only students involved in bilingual class would be
14 interested in going.

15 THE CHAIR: Okay, thank you. Thank you very much
16 for appearing.

17 Next witness is the certificated employees council
18 panel. Mr. Otto Kimball and Mr. Henry Van Brocklin.

19 If you would identify yourselves for the record,
20 and who you represent or what.

21 MR. KIMBALL: I am Otto Kimball, I am last year's
22 CEC chairman.

23 MR. VAN BROCKLIN: I'm Hank Van Brocklin, I'm the
24 current CEC chairman and also former CEC chairman during
25 1971-72 school year.

1 THE CHAIR: Okay, we're going to start, to save
2 time, we'll start with questioning from the committee,
3 so Helen?

4 Q (By Ms. Bernstein) Mr. Kimball, as former chairman
5 of the CEC, what was your evaluation of the Cycle VII
6 program?

7

8

9

OTTO KIMBALL

10 A (By Mr. Kimball) You're talking about my evaluation
11 based on the committee, not my personal evaluation, right?

12 Q Right.

13 A Okay, now we're talking about Cycle VII, Phase II,
14 aren't we?

15 Q We're talking about the phase in which the teachers
16 chose not to continue the program.

17 A Well, actually, what was decided against Cycle IX,
18 not Cycle VII.

19 Okay. The teachers -- well, the CEC's evaluation
20 of Cycle VII, Phase II, let me give you the scallop points
21 first.

22 We felt that the district and the community had had
23 more input into the selection of the interns. We also
24 felt that the interns assigned to the school had been
25 placed under cooperating teachers which was an improvement

1 over the past teacher corps.

2 We also felt that the teachers or rather the
3 interns, had been chosen according to their majors and
4 minors, and this was a good point in the selection process.

5 The interns, due to the selection process, had a
6 more positive attitude, and their approach was also more
7 positive.

8 CEC also felt that the performance with the students
9 and the rapport with the staff had been improved.

10 As far as the weak points of the Cycle VII, Phase II,
11 the CEC felt that University of California at Santa Cruz,
12 did not provide adequate services to the program, we also
13 felt that University of California at Santa Cruz did not
14 communicate enough with the staff.

15 Q Why, specifically, was the program terminated?

16 A In answering your question, there, I would like to
17 refer to the minutes, since it is quite lengthy and it's
18 been some time. So with your permission I'll read from
19 the minutes.

20 To begin with, the time line was very short, as far
21 as federal programs go, you know, you're given a time
22 line, when it was presented to us, the time line was
23 short, CEC felt that the proposal was too broad and that
24 there were not enough specifics to evaluate it properly.

25 When it was presented to us it was presented as being

1 in the idea stage, and a program had not yet been finalized.

2 At that time, the makeup of the program was to
3 include three interns, three teachers with five years or
4 less teaching experience, three teachers with five years
5 or more teaching experience and a team leader.

6 The reason this was all important is because this
7 would be removing teachers from the regular faculty.

8 One of the objections of the CEC to this program was they
9 felt the money could be better spent somewhere else in view
10 of the fact that it would affect our program in a different
11 way than Cycle VII, Phase II had done.

12 Another thing, it was pointed out that there was
13 no statistical evidence to prove that we had reached our
14 goal with Cycle VII in lessening the dropout rate, there
15 were no statistics at all.

16 The council was also opposed because the district
17 was losing classroom space, and as it was stated earlier
18 this morning, rooms were at a premium.

19 Also, money in the form of salaries would be taken
20 out of the regular program for Cycle IX. This would
21 affect 18 people district-wide, and as I said before, when
22 we had no answer regarding the dropout rate, three questions
23 that were posed to the district by the CEC were, is the
24 program of any benefit to individual students and to the
25 school? Can federal funds be used to pay participating

1 teachers' salaries? Can federal money be spent for
2 portables?

3 Q Did you receive any answers on those questions?

4 A I'll get to that.

5 Okay. The council felt that the emphasis should
6 be placed on whether or not the program is of any benefit
7 to the individual student and to the school as a whole.
8 All right. Then we met with representatives from Cycle VII
9 teacher corps steering committee, with student repre-
10 sentatives and intern representatives. After we met with
11 them, the council decided to poll the members of the
12 various organizations represented in order to see if the
13 organizations had changed their decision in regard to
14 Cycle IX.

15 And of course, at that time, the board representative
16 again indicated his concern regarding the time line. At
17 a later meeting the board representative indicated that
18 he had not yet received direction from the board regarding
19 Cycle IX, and he explained that he did not know the
20 position of the board at this time.

21 Q (By the Chair) What board are you talking about?

22 A School board.

23 Okay, now, your question was did we receive an
24 answer to our questions, what question in particular did
25 you have in mind?

1 Q (By Ms. Bernstein) Well, you said there were three
2 particular questions, federal funding, classroom space --

3 A Right, we did receive an answer to that, we were
4 told that funds could not be used to pay participating
5 teachers, in other words, those that were district teachers,
6 they could only be used to pay the interns and the team
7 leader. And we were also told that they could not be spent
8 for the portables so therefore, we became very concerned,
9 you know, being short on rooms and on teachers and this
10 is what led to our decision.

11 Q I'm a little confused, I don't know about the other
12 members of the committee. There are so many teachers
13 hired in your school based on a ratio to students, for
14 every so many students there's a teacher hired, correct?

15 A The ratio is one to 32.4 students based on the total
16 population. Student population.

17 Q Those who would be involved in the Cycle IX program
18 or were involved in the Cycle VII program, had to be
19 sitting somewhere else at some time, anyway, it's not
20 like they were taking up a classroom space, I mean they'd
21 have to be in a classroom that period that day anyway,
22 wouldn't they?

23 I don't quite understand how it takes up classroom
24 space, they'd have to be in a classroom.

25 A Well, let me see if I can answer that question for you

1 this way. Our school, I'm talking about Alisal High
2 School, was designed to handle a 1,500 students. Our
3 enrollment is approximately in the neighborhood of 2,000.
4 Therefore, you can see that we have about 500, where the
5 building does not have adequate space for them. The way
6 that we handle this is to have three arrival periods,
7 three departure periods and four lunch shifts. We do this
8 in order to keep those 500 students someplace since we
9 can't put them in classrooms.

10 By the same token, there are not enough rooms for
11 the teachers that we have. So in many cases we have
12 traveling teachers that have to go from one room to another,
13 at all times we have to have teachers out of the classroom.

14 Q I understand that, what I don't understand is how
15 the elimination of the Cycle VII program solved that
16 problem or aided that problem, classroom problem?

17 A Well, it was stated earlier this morning that those
18 people had been put in small rooms that were really not
19 adequate for teaching.

20 Q Were they -- who was put in the small rooms, people
21 involved in the Cycle VII program?

22 A That's what I heard this morning.

23 Q Were they complaining about the lack of space for
24 their program and therefore didn't want to continue?

25 A I don't know.

1 Q That's what you're -- implying, right?

2 A No.

3 Q Okay, what you're implying is that --

4 A That there were not enough adequate rooms to handle
5 this program, right.

6 Q But that complaint didn't come necessarily from
7 those people involved in the program?

8 A Well, I'm sure it was expressed at some time, yes.

9 Q To you?

10 A No, not to me.

11 Q And in terms of teachers, salaries of the teachers
12 would be paid anyway, is that correct? They would still,
13 there were no teachers removed from the teaching program
14 in terms of a ratio --

15 A Teachers were taken out of the regular programs or
16 would have been taken out of the regular program to be
17 placed in the Cycle VII program.

18 Q But the ratio was still --

19 A And the ratio would have been reduced since these
20 were special programs.

21 Q But then you also would have lost the interns which
22 were paid for by federal funding --

23 A We were not going to have the same number of interns,
24 they were going to reduce the numbers.

25 Q How much did that reduce the ratio of teachers to

1 students? Were your classes overloaded because there were
2 fewer students in the cycle?

3 A Are you talking about Cycle VII or Cycle IX?

4 Q Cycle IX.

5 A Cycle IX, the projection indicated that this would
6 overload the other classes, to what degree, I do not know,
7 I don't have those figures with me now.

8 Q What was the vote by the teachers to turn down
9 the program?

10 A You mean what was the vote of the council?

11 Q Did you poll the teachers? To find out if they
12 wanted to have the Cycle IX program?

13 A All right, let me backtrack on that for you a
14 little bit. The way that the CEC is set up, teachers
15 do not go directly to the CEC, the CEC receives its
16 direction from the organizations it represents. It is
17 the organizations that tell the CEC what policies they
18 want instituted.

19 Q (By the Chair) What organizations?

20 A Well, when I was on the council it was CTA, SAGA
21 and the faculty association.

22 Q (By Ms. Bernstein) What does SAGA stand for?

23 A Salinas Area Guidance Association.

24 Q Okay. Did those organizations poll the teachers
25 to see if they wanted to continue?

1 A Well, I'm not finished.

2 Q Oh, I'm sorry.

3 A According to the guidelines, the governing board
4 of each organization may give direction to the CEC. They
5 do not always have to poll the teachers. So we received
6 our direction from the organization and voted accordingly.

7 After the vote was appealed by the committee, I'm
8 talking about the Cycle VII or rather Cycle IX committee,
9 then we did poll the teachers and again we received the
10 same direction that we had the first time.

11 Q Did you poll the teachers?

12 A The second time around we did, yes.

13 Q And what was that vote?

14 A In numbers?

15 Q (By the Chair) Percentage?

16 A Percent? I don't have that information.

17 Q (By Ms. Bernstein) Do you remember approximately
18 what the percent was?

19 A No, I don't.

20 Q Do you remember if it was overwhelmingly one way
21 or the other?

22 A Well, it was certainly against, it was against
23 Cycle IX, that I remember. As to what the numbers, I
24 don't remember.

25 Q Were you given any specific task to go about evaluating

1 the program yourself? Did you go to observe the program,
2 did you ask for specific statistics or anything like that?

3 A You're talking about me as an individual, not as
4 a chairman?

5 Q Well, how many people are on the CEC council?

6 A Nine.

7 Q Those nine people?

8 A The only one I can answer for is myself, I don't
9 know what the others were doing. I was one of the --
10 well, I was the cooperating counselor for one of the
11 interns so I was a part of the program.

12 Q But other people on the CEC?

13 A Pardon me?

14 Q The others who were not familiar with it, were
15 they at any point, did they go to evaluate the program,
16 observe it?

17 A Well, the program was at each school, I'm sure
18 all of them had an opportunity to see how the program was
19 working in their school.

20 Q Well, when you discussed this, did they mention
21 that they have seen the program in operation?

22 A Yes, they did.

23 Q Did you ask the administrative staff or the board
24 of education for any figures about the dropout rate?

25 A Yes, we did.

1 Q Were those figures ever given to you?

2 A They didn't have them.

3 Q Do you know if they attempted to get them?

4 A Well, the answer was the same as I heard this
5 morning, that stated here that it was a young program,
6 it was phase II, which was the second year, they felt the
7 statistics were not valid yet since it was a four-year
8 program and apparently they had not collected the statistics.

9 Q How many students were enrolled in the Cycle VII
10 bilingual/bicultural classes?

11 A Okay, the bilingual classes, 1973-74, as far as
12 Cycle VII goes, were 185 with cooperating teachers. Now
13 that means that there was also a district teacher in-
14 volved. As far as the team goes, the Cycle VII team,
15 it was 64 students with Cycle VII only.

16 Q How many of those students were placed in bilingual/
17 bicultural classes this year, do you know?

18 A I don't know. In other words, I can not tell you
19 how many out of those 64. I can tell you what the en-
20 rollment in the bilingual program is this year, if that's
21 what you're asking.

22 Q Well, no, that's not what I'm asking, but you can
23 tell me anyway.

24 A Okay. This year we have a total of 417 students
25 enrolled in the ESL and bilingual program. There are 76

1 in ESL and 341 in the bilingual program. We have 14
2 periods of ESL and bilingual classes, four of those are
3 ESL, eight are bilingual.

4 Q Do you know if the students involved in the Cycle
5 VII program were informed of the bilingual/bicultural
6 program that they could be involved in this year?

7 A Again you're asking if I know if these specific
8 64, I can only give you generalities, I know that the
9 total school was made aware of the classes that were
10 available to them, the counselors meet with the students
11 in the school library prior to the preregistration, and
12 give them the preregistration materials of which I
13 understand you have copies of right now.

14 They are written both in English and in Spanish,
15 last year there was not as much translation into Spanish
16 as this year, however they were made aware of the pro-
17 grams that we have and I think that the numbers that are
18 enrolled in these programs are an indication of the fact
19 that they were informed.

20 Q Can you figure out any reason why the four students
21 that we heard from were unaware of the program?

22 A That's a good question.

23 Q Do you know if there were any recommendations made
24 for transition from the Cycle VII into either a bilingual
25 program or into regular classes for the students?

1 A. Well, when we knew that the Cycle VII would not be,
2 or rather Cycle IX would not be with us this year, CEC
3 started looking at the other alternatives, which were the
4 bilingual classes and the district, as it was stated
5 earlier this morning, provided what they call three-six,
6 or a half time teacher to each school in the district
7 for bilingual education. However, Alisal High School
8 was allowed 12-six, which is two full time teachers
9 for bilingual education, in addition to what was being
10 done last year.

11 Q. Well, the students that we heard from who were
12 in the program stated that they felt lost when the program
13 ended and didn't quite know what to do, and I'm referring
14 specifically to some kind of program to help them make
15 the transition?

16 A. The only answer I can give you there is to refer
17 back to the fact that I stated we have eight bilingual
18 classes, some of the teachers that are teaching those
19 bilingual classes are former interns.

20 Q. But you don't know of a specific program that was
21 set up for that purpose?

22 A. I didn't hear your question.

23 Q. You didn't hear of a specific program that was
24 set up for the purpose of transition?

25 A. That is a specific program.

1 Q Well, but we don't know if any of the people in
2 that bilingual program are former Cycle VII students.

3 A In other words, what you're asking me is could I
4 tell you how many of these 64 actually got in there?

5 Q What I'm really asking is was there any help given
6 to those students when the program was ended? Until
7 they were assimilated into the regular school program or
8 a bilingual group?

9 A I'm sure they were helped by their counselors.

10 Q But do you know of any specific -- I mean that's
11 sort of a general answer. Do you know off-hand of any --

12 A Well, the only way I would know of any specific
13 would be if last year I would have known and you could
14 have asked me this question, and I would have been looking
15 for the specific.

16 Q Well, it wasn't that obvious that you would have to --

17 A Well, the only thing I can tell you is that our
18 counselors do try to take care of all the students and
19 they try to advise them.

20 Q (By the Chair) How many counselors, how many
21 students per counselor?

22 A Approximately 400.

23 Q Per counselor?

24 A Right.

25 Q Are you telling me the counselors talked to all 400?

1 A. In groups.

2 Q. We heard this morning from the administrators that
3 they felt that they didn't do an adequate job in informing
4 the teachers of the program, would you agree with that?

5 A. Repeat that question again?

6 Q. We heard this morning, the administrators felt that
7 they really hadn't done an adequate job in informing
8 teachers of the district about the Cycle VII program,
9 making them aware of its positive benefits. They all
10 seemed to think it was a really good thing and that had
11 they communicated this to the teachers in a more positive
12 way, maybe the teachers would have approved it.

13 Do you agree with that?

14 A. Well, I would say that that's indicated by the way
15 the CEC voted against Cycle IX.

16 Q. Do you think if they had brought the statistics
17 to you on the dropout rate, on attendance figures, on the
18 performance in skills area, things like that, if that had
19 been made available to you and reflected a more positive
20 approach, then the teachers might have approved of the
21 program?

22 A. I'm sure the CEC would have approved the program
23 if it would have -- if the proposal had given the facts
24 and had been specific.

25 Q. So then, by their not answering the questions, you

1 didn't really have all the information that you needed?

2 A That's right.

3 Q (By the Chair) At the end of your statement or the
4 comments you made, you mentioned that one of the reasons
5 that you did not vote for the program was the money that
6 it would cost for teachers?

7 A Right.

8 Q Can you explain that to me? What money are you
9 talking about?

10 A Well, as I stated before, in the makeup of these
11 teams, and there was going to be a team for each one of
12 the schools, there would be three interns which, of course,
13 would be paid for by Title IX funds, but in addition to
14 that, there would be three teachers with five years
15 experience or less and three teachers with five years
16 experience or more, that's six teachers per team that
17 would be paid for by district funds and not Title IX.

18 Q Would those teachers teach --

19 A Those teachers would be working with the team?

20 Q Would they teach?

21 A It would depend on their assignment.

22 Q Did they teach in the past?

23 A Well, okay --

24 Q Or did they just supervise and not have any class-
25 room responsibility?

1 A If we're talking about Cycle VII, Phase II, the
2 cooperating teachers did teach, yes.

3 Q And did you have any indication that the teachers
4 in this cycle would not teach?

5 A As I said, the presentation was not specific
6 enough, that's what we were asking for.

7 Q If teachers had taught, then they were not lost,
8 is that correct?

9 A They would not be lost but if a teacher is assigned,
10 say 33 students normally, and if this new program reduced
11 the classes to 20, that's 15 students per teacher that
12 would have to be routed to other teachers. And that's what
13 we were concerned about.

14 Q (By Ms. Bernstein) Is that part of the job to re-
15 duce the class size?

16 A As I said, it was not specific enough and that was
17 as assumption.

18 Q (By the Chair) One other concern was money, is
19 that correct, that the district --

20 A Right.

21 Q -- didn't have money?

22 A As I heard earlier this morning, we have had money
23 problems in this district as far as I can remember, and
24 money does come into the picture every time, yes.

25 Q Has the CEC opposed the fact that you grant sabbaticals

1 every year to teachers who don't teach at all and who go
2 off and do something?

3 A Have they opposed that?

4 Q Have they?

5 A The CEC, the only involvement with that is being
6 that they approve the number of sabbaticals that will be
7 granted per year but then it's up to a committee to select
8 who will be --

9 Q Did you approve sabbaticals that take teachers
10 out of the system, take --

11 A We do not approve sabbaticals to take teachers
12 out of the system, we only approve the number of
13 sabbaticals that --

14 Q You pay people who are on sabbatical?

15 A Yes.

16 Q Do they teach when they're on sabbatical?

17 A No.

18 Q Therefore you have to hire teachers to replace them?

19 A Right.

20 Q Which costs money?

21 A Right.

22 Q Tight, money being tight?

23 A Right.

24 Q Operating at a deficit?

25 A No.

1 Q Or we're talking about a deficit from what the
2 administration says this morning.

3 A The teacher that goes on sabbatical is only paid
4 half his salary so the other half, if you use it towards a
5 first year teacher, it generally comes out pretty even.

6 Q But regardless, you're still paying people for not
7 teaching?

8 Which was the concern you had.

9 A No, you are changing the statement around. As I
10 said, CEC approves the number of sabbaticals per year, not
11 who they will be given to.

12 Q I realize that, but it doesn't matter who, whoever
13 goes doesn't teach.

14 A It does matter and that's why they have a committee
15 to decide who will go.

16 Q (By Dr. Share) I'd like to ask about, in some of
17 your early remarks this afternoon, when you began to tell
18 us some of your concerns of why CEC did not support the
19 teacher corps program, and correct me if I misunderstood
20 you, you were indicating to us that the CEC wanted to have
21 more control over the teacher selection than perhaps the
22 teacher corps itself offered, is that correct or not?

23 A My statement was that one of the good points of
24 Cycle VII, Phase II, was that the district as well as the
25 communities, had more input into the selection of teachers

1 or rather the interns.

2 Q What do you mean by more input?

3 A We're talking about Cycle VII, Phase II, there
4 was a Cycle VII Phase I and there was also a Cycle VI,
5 so the comparison is between those three. Or among those
6 three, rather.

7 Q And am I correct in assuming that you are referring
8 to control?

9 A I didn't hear the last part.

10 Q Are you referring to control or am I misunder-
11 standing?

12 A I'm talking about the selection process, in other
13 words, people being involved in deciding who will be
14 selected, people out of the community, people out of the
15 district and not only the university deciding who would
16 be selected.

17 Q Your other comment, if I understood correctly, also
18 was in relation to the University of Santa Cruz, and I
19 think you said that they did not provide good supervision,
20 did you mean good or adequate or --

21 A Adequate.

22 Q Adequate. And then you made another comment in re-
23 lation to why CEC did not want to support this program and
24 that was, I think, correct me if I'm paraphrasing you in-
25 correctly here, that there was no data to support the

1 lowering dropout rate among students. Now, did you mean
2 literally that there's no data pertinent or that there's
3 no data to support that this was the fact?

4 A There was no data presented to us, we asked for it
5 and they told us that it's not available.

6 Q So, what you were offering us earlier was a con-
7 jecture rather than a statement of fact, that there is no
8 good data to show the program should or should not be
9 continued, is that correct?

10 A Repeat that again?

11 Q I'm asking, was your earlier statement that of con-
12 jecture or was it something based on facts?

13 A About the support?

14 Q Regarding the dropout rate with relation to teacher
15 corps program?

16 A Well, my statement was that in making our decision
17 we had asked for statistics indicating that the dropout
18 rate had been reduced because that was one of the things
19 that they were saying that the program was slanted at
20 was reducing the number of dropouts. So we asked for
21 statistics to show that the Cycle VII program in its
22 first two years had reduced dropouts. They were not able
23 to provide that information.

24 DR. SHARE: Thank you.

25 THE CHAIR: I've got one more question and then I'm

1 going to let everybody ask the question they want.

2 The reasons that, I'm jogging your memory, one of
3 the reasons that you voted to terminate the program on
4 Cycle IX was that there was no information that sub-
5 stantiated the fact that the dropout rate was reduced?

6 A That's one reason.

7 Q (By the Chair) Okay. But there was no -- you did
8 not know that the dropout hadn't been --

9 A There were no statistics to indicate that it had
10 or hadn't, right.

11 Q Okay, so you assumed that no statistics -- okay.

12 The second thing is that you felt that it was going
13 to cost money because of the teachers that were going to
14 be utilized? Is that correct?

15 A Right.

16 Q You had no indication that this was going to happen,
17 you just made an assumption?

18 A No, we knew that because we asked the question, if
19 Title -- no, Cycle IX funds could be used to pay district
20 teachers and the answer was no. It could only be used --

21 Q You didn't know that the teachers were not going to
22 be teaching --

23 A Pardon me?

24 Q You didn't know the teachers were not going to be
25 performing their normal duties anyway?

1 A As I said, the proposal was not specific.

2 Q But you did not know --

3 A That's right.

4 Q -- that it was going to cost you any money -- by
5 people who were not going to perform their duties?

6 A We were going on what had happened with Cycle VII,
7 Phase I and II.

8 Q Right, but those teachers taught, is what I'm saying?

9 A In Cycle VII, Phase I, the team leaders did not
10 necessarily teach, no. In Cycle VII, Phase II, the coopera-
11 ting teacher was involved, yes.

12 Q Okay. And what was the other reason you gave?

13 A There were several reasons I gave.

14 Q No, there were three, I think you gave me three of
15 them.

16 A Well, another one was losing classroom space.

17 Q The other was space. And the fact that the program
18 would have had to have been conducted in small classrooms
19 which were not normally used as classrooms, because they
20 were too small?

21 A Well, the fact that maybe we wouldn't have enough
22 classrooms, period. Because you see, with Cycle VII,
23 Phase II, the interns were working with a cooperating
24 teacher that already had a classroom. But in Cycle IX, as
25 it was proposed, it appeared to us that these people would

1 have to have rooms assigned to them, since they would not
2 be working with a cooperating teacher.

3 Q Were the teachers ever given any release time so
4 that they could go and observe the program for themselves?

5 A Now, when you're talking about the teachers, are you
6 talking about all district teachers or are you talking
7 about the CEC?

8 Q No, the -- well, the second time around you polled
9 the teachers as to their feelings?

10 A Right.

11 Q Did any of those teachers have an opportunity to
12 observe the program that they were voting on?

13 A As I said before, I'm sure they had an opportunity
14 to see what was going on, because there was a program in
15 each one of the schools and it had been going on for at
16 least half a year, half a school year.

17 Q But normally they'd be in their classroom teaching
18 at the same time the program is going on?

19 A Well, not necessarily, teachers do have a break
20 period and a lunch period so it's possible.

21 Q Are you aware if any of them went, I mean did any
22 of them specifically mention to you that they had gone to
23 observe the program?

24 A The only ones that I can specifically say yes about
25 are the cooperating teachers, I know that they knew about it

1 because they were involved. And for each intern there was
2 a teacher.

3 Q So, you're not really aware of any of the other
4 teachers who participated in this vote actually had an
5 opportunity to go in, actually, physically went in and
6 observed the program?

7 A That would be very difficult to answer considering
8 the number of ~~teachers we have~~.

9 Q What was the reaction of the community to -- as to
10 their desires in continuing the program or ~~not~~ to continue
11 the program?

12 A Well, the community wanted to continue the program,
13 yes.

14 Q And what was the reaction of the teachers involved
15 in the Cycle VII program that they wanted to continue the
16 program?

17 A Yes.

18 Q And what was the reaction of the students involved
19 in the Cycle VII program, did they want to continue?

20 A Yes.

21 Q So what you're saying is that everyone who was
22 directly involved in the program wished to continue it --

23 A I'm saying that the community, the students and
24 the interns wanted to continue the program.

25 Q And those that didn't want to continue the program,

1 didn't want to continue the program because they assumed
2 the class size would be reduced, is one?

3 A Well, again, see, you're going on assumptions too,
4 you're saying continue the program, you're talking --

5 Q I'm sorry.

6 A -- as though it would be a Cycle VII, it was not
7 going to be another Cycle VII.

8 Q Cycle IX, those who chose not to have the Cycle IX
9 program, one of the reasons was because they thought that
10 class size would be reduced and their classes would be
11 larger?

12 A It was because of several reasons, as I stated
13 before.

14 Q That's one?

15 A And they did not know exactly what Cycle IX would
16 be.

17 Q And the administration didn't answer those questions
18 adequately?

19 A That's right, and it was not their fault, it was
20 just a time line they had to meet.

21 Q Was there any way to extend the time line, that you
22 know of?

23 A Well, I believe that would be up to the federal
24 government.

25 Q Were they petitioned to extend the time line?

1 A I don't know.

2 Q (By Ms. Hata) Mr. Kimball, in your opinion, did
3 the administrators want to continue Cycle IX?

4 A Did the administrators want to continue Cycle IX?

5 Q Is that the impression you got as they talked to
6 you?

7 A The ones that presented the program to us, yes.

8 Q What about the others?

9 A We didn't poll them.

10 Q You didn't get any feeling?

11 A Well --

12 Q Okay.

13 A -- that's about like asking about the teachers, you
14 know, I'd have to go around asking each one.

15 Q There were some questions that were raised today
16 which you could not answer, questions such as the vote
17 that the CEC took, specific vote count, there were also
18 questions about the 64 students that were mentioned, how
19 many of these were counselled and so forth, would you provide
20 staff with the precise statistics at a later date in the
21 near future, so that we may include this in our report?

22 A I don't know if that's possible, in other words,
23 you're asking me if I can give you statistics relating to
24 the students that were in Cycle VII, Phase II, and as to
25 how many received direct counseling for the transition from

1 that program to the present program?

2 Q Right. I think there were a few other questions that
3 were raised and you had said that if you asked me this last
4 year I could have told you, so my --

5 A No, what I said was if you had let me know last
6 year you would be asking me that question today, I would
7 have been looking for the answers last year. But since
8 I didn't know you would be asking me today, I don't know
9 if I have the answers. Or even can find them.

10 Q Well, our staff, then, will probably be contacting
11 you to see what kind of statistics you can provide.

12 A I'm sorry, I don't understand.

13 Q Our staff will be contacting you to see what kind
14 of statistics you can provide.

15 A Fine, I'll look for them.

16 Q (By Dr. Rodriguez) Just one question. Out of nine
17 people, did nine vote?

18 A The nine note?

19 Q The nine voted?

20 A The only thing I can tell you there is that the
21 CEC always votes in caucus and that's not public information.

22 Q You do know the vote, then, but you don't want to
23 tell us the vote?

24 A I'm telling you that I am bound by the guidelines
25 of CEC.

1 Q But you do know the vote?

2 A Yes, I do know the vote.

3 DR. SHARE: Mine is not for Mr. Winton.

4 Staff, based on the witness' testimony, I'd like
5 to have our staff contact the University of Santa Cruz
6 and a responsible person upon the teacher corps training
7 program, because there have been some allegations made
8 about it, so we will have that for the record, too.

9 THE CHAIR: Mr. Tirado?

10 Q (By Mr. Tirado) Mr. Kimball, you're the first one
11 we've had that answered so quickly, you know, you're well
12 prepared, I see that, but in many of your answers you're
13 very vague.

14 Now, whether this is just, I believe, or the board
15 believe, we've asked you a couple of questions and you're
16 vague. You say you don't know, no statistics, no evidence,
17 and we've heard from many witnesses today that believe
18 that program was very good. Now, you give me statistical,
19 for example, you mentioned the space, using a classrooms.
20 But you didn't go into detail, square feet available against
21 square feet that you needed. I want basic figures, not
22 phrases.

23 Another one you said, no statistical evidence on
24 the dropout. You've been in classes for many, many years
25 and you have statistics on that, I'm sure. So you work

1 yourself up to head of a school here, assistant principal
2 now you're working yourself up to another level, I think
3 or you have -- no, you're the chairperson of the certified
4 employees now. Now, you also gave us an answer of a vote
5 under closed doors, is that what I understand you couldn't
6 give us the nine votes? That's record, that's on the
7 record. You can not have closed doors. So I presume you
8 can give us that nine votes, because it's against the
9 law to have closed door on that vote. Would you give us
10 the record now, the vote?

11 THE CHAIR: Mr. Tirado, I'm not familiar with what
12 the law is or not.

13 MR. TIRADO: It's very common, sir, the law is you
14 can not have a closed door at any body, and yours is a body.

15 But maybe the attorney can answer that. I'll skip
16 that for -- do I answer it?

17 MS. GODOY: Why don't you skip it?

18 MR. TIRADO: Would you give the legal advice?

19 May I go now to Mr. Henry Van Brocklin, who's been
20 sitting there very patiently.

21
22
23 HENRY VAN BROCKLIN

24
25 A. (By Mr. Van Brocklin) Yes, sir.

1 Q (By Mr. Tirado) May I ask you, on the same subject,
2 more or less, when you certified before the council, you
3 have the affirmative action decisions, you have a copy of
4 the affirmative action?

5 A Yes.

6 Q You've studied it, of course, and discussed it?

7 A We have the copies, yes. When you say we have
8 studied and discussed, we have only recently been asked
9 to take a position concerning this.

10 The papers which came to us came at a meeting at
11 which I was absent. When you say we have studied them, we
12 have had them for one meeting only. I would hesitate to
13 say that we have studied. We did take a general position
14 at that meeting and I would be glad to give you that posi-
15 tion if that's what you're asking for.

16 Q Now, on the certified employees council, you have
17 notarized statement of the number of certified employees
18 in good standing that are Spanish-speaking, in comparison
19 to all other figures?

20 A On our council?

21 Q Yes.

22 A There are, if you say are Spanish-speaking, we have
23 one member of the nine who is Spanish-speaking, who is
24 involved in bilingual education, and who is a member of the
25 bilingual education committee. He is not there, however,

1 because of this expertise. He is there because we are
2 an organization created by the Winton Act, which gives an
3 organization of organizations. He is there as a repre-
4 sentative of the Salinas Union High School District Union
5 American Federal of Teachers.

6 Q Is your meetings a closed door?

7 A Our meetings this year we have decided are not
8 closed door. However, I do not believe -- I disagree with
9 your earlier statement, sir, on the legality. I do
10 believe that the legality is that we may have closed door
11 meetings, these are professional organizations, we may
12 not meet and confer without the subject being made public,
13 but as far as caucus meetings to determine what the organ-
14 ization choose to vote on, I believe that we are legal to
15 meet in closed doors. We are not doing that this year, sir,
16 but I believe we are legal.

17 THE CHAIR: The attorney will decide that so I don't
18 want to get into that. So if we can leave that phase of
19 whether or not you are in fact within the law or outside
20 of the law, or whatever --

21 A We are not acting in closed meetings this year.

22 THE CHAIR: -- and move on to other questions that
23 we may have.

24 Q (By Mr. Tirado) As the chairman of the certified
25 employees, what is the relation, the personal relation with

1 the Mexican-Americans of the community?

2 A We have none.

3 Q No relations whatsoever?

4 A Not as the certificated employees council.

5 May I make a statement concerning the council? The
6 council is created by law, it is a council of teacher
7 organizations. We represent teacher organizations. We
8 do not represent all teachers in the district, we do not
9 represent classified, we do not represent students, we
10 do not represent administration and we do not represent
11 community.

12 We do, however, rely on those teachers who have
13 expertise in this area to provide us with information when
14 we must make a recommendation concerning these programs.
15 I would say in general we are supportive of the programs,
16 and we are only, as I see it, against the programs when the
17 programs appear to be divisive, or when the programs are
18 indeed creating double standards. These things we would
19 like to see avoided.

20 Q Your council is a state body?

21 A Pardon?

22 Q Your council is a state body, under state law?

23 A Our council is created under the state law, under
24 the Witton Act. I can give you the head codes if you need
25 them.

1 Q That is right. In view of this, do you have contact
2 with the computer printout of available teachers in the
3 State of California that are bilingual and that might be
4 available, by the way --

5 A We do not have that availability, I assume the
6 administration of our district does, and the administration
7 would make that available to us if we asked, but we do not
8 directly have that available to us.

9 MS. SANTA ANA: I have a question, one.

10 Q (By Ms. Santa Ana) What is your council's position
11 on the district's affirmative action plan?

12 A The position that we have taken and was taken at a
13 meeting when I was absent, the position was, and I will,
14 if it's all right, I will read it. I do have it written
15 out here.

16 Concerning the affirmative action, certificated
17 employees council concurs with board policy 4111, recruit-
18 ment and selection of teachers as adopted on June 13, 1961,
19 and amended 3/23/71, and urges its implementation.

20 I did prepare a written report for this group and I
21 have attached a copy of policy 4111 to it.

22 Q Are you pretty much satisfied with the development
23 of the affirmative action plan in the district? The progress
24 that's been made thus far in implementing it?

25 A That's a difficult question to answer. We do have

1 one member on the committee, one member of the CEC is on
2 the affirmative action committee, and he does report to us
3 and I do believe that the district is making a valid
4 attempt at reaching parity of the ethnic groups.

5 I'm aware that we have not reached this, but I do
6 believe that the district is making an attempt and is hiring
7 whenever the qualified candidates do arise.

8 Q What role do you see for the council to help the
9 district administer and implement the affirmative action
10 plan, if any?

11 A I really don't see any role in helping implement
12 except that as policy, we are asked to act on policy.
13 And as policy is proposed, I see the CEC as a body which
14 should support the affirmative action. Those policies
15 which should be developed in that direction. But I do not
16 see us as doing other.

17 THE CHAIR: Question? Anybody?

18 DR. RODRIGUEZ: I have one.

19 Q (By Dr. Rodriguez) First we hear that there was
20 a very, very successful teacher corps program that was
21 supported by the students, that was supported by the com-
22 munity, that was even supported by the administrators.

23 Then we also hear the teachers that were not in-
24 terns, the teachers who had been here before had a certain
25 amount of resentment and hostility toward the new interns.

1 And were resenting their style. Now we hear that this
2 board representing the teachers votes in a secret vote to
3 turn down the continuation of this very successful program.

4 Now, I want to know if you can tell the committee
5 that this was done. Can you assure us in any way that this
6 was done on the basis of sound educational principles and
7 not on personal benefits of the teachers or their own
8 prejudices?

9 A If you're asking me, I was chairman of the council
10 in '71-72, when the Cycle VII was first brought in. I
11 was a member of the Cycle VII committee to start with, the
12 steering committee. I did leave the committee soon be-
13 cause -- well, as soon as it was established, because I
14 have no expertise in this area. But I did strongly support
15 and the CEC strongly supported the starting of the Cycle
16 VII.

17 As to what happened and why the Cycle VII was
18 turned down, I am unclear, I was not involved in the CEC
19 in any way during that year. It is my understanding that
20 much of the reason for the turndown was the time line,
21 the proposal as it was brought forth was vague, there was
22 not time enough to put together a sound proposal and the,
23 rather than starting on a proposal that was not sound,
24 the district decided not to apply at that time.

25 Again, as I say, I was, at that time, a classroom

1 teacher only, I was not involved in the council in any way,
2 and the information that I have is only information that's
3 reached me by way of bulletins and by way of talking to
4 other individuals.

5 Q How about you, Mr. Kimball? Can you assure the
6 committee that it was done on professional grounds and not
7 on personal vendettas?

8 A (By Mr. Kimball) It was done -- as far as I'm con-
9 cerned, it was done very professionally. What you call
10 secret meetings are not secret as you imply, they are
11 caucus meetings and that was the procedure all year long
12 for every issue that came up.

13 The CEC last year, before every meeting, had a
14 caucus and then they had their meeting confer session.
15 The meeting confer is public and at that time the district
16 -- well, the school board representative is informed as
17 to the position of the CEC.

18 Q (By Dr. Share) I have a question.

19 Was your earlier comments when you used the terms
20 divisive groups, double standard groups in any way related
21 to our hearing today?

22 A (By Mr. Van Brocklin) I'm not sure that it would be.
23 But I think probably. When I'm talking about -- about
24 things being divisive or about double standards, there was
25 a feeling among the teachers it was expressed, that there

1 was one standard for Cycle VII students and another standard
2 for the regular students of the school, and this is what
3 I'm talking about as double standard.

4 The feeling, I believe, just -- and again, I do
5 not know this as chairman of the council and I'm talking
6 only from what I heard in the talking because at that time
7 I was not involved in the council.

8 My feeling was, however, that there was a feeling
9 there was a double standard, somehow being applied and
10 that if the district were to implement its own bilingual/
11 bicultural program it could do something to eliminate
12 this purported double standard.

13 Q And this double standard, would you also put this
14 at the door of the University of Santa Cruz?

15 A Pardon?

16 Q Would this also be university? You once referred
17 to involving the double standard and teacher corps program?

18 A I believe that the university did bring about a
19 feeling of devisiveness and double standard, yes, the
20 university involved did this. Again I do not have any
21 statistics to support this and I'm reporting only from
22 conversations with other teachers. I believe this was the
23 feeling.

24 Q (By Ms. Bernstein) Mr. Van Brocklin, did I hear
25 you correctly to say that the reason you thought it was

1 turned down or what you stated was at that particular
2 moment there might be a possibility to still evaluate
3 the program and apply for it at a future date?

4 A (By Mr. Van Brocklin) My understanding was yes,
5 that that could possibly be done, that at this time, be-
6 cause of the crush of deadlines, that it was impossible
7 to put together a reasonable proposal.

8 Now, I'm not quite sure why the deadlines became
9 a crutch.

10 Q As chairman of CEC, right now, have you done any-
11 thing or your -- or the council, to answer these questions
12 that you didn't have answers for, to find the information
13 and to resubmit it?

14 A No, we have not, because the CEC first of all does
15 not submit the proposals, the proposals are submitted
16 by the district. The CEC is not expert in the areas that
17 we are talking about. And the CEC must rely upon the
18 teachers of the district who are expert in these areas.
19 If such a program is to be -- instigated again it should
20 come from those teachers who are expert in this area, it
21 would come, the proposal would come from them and the
22 CEC would then be asked for approval.

23 Q Well, the teachers who were experts in the area,
24 did not the majority of them ask to continue the program?

25 A I would have to refer that question to Mr. Kimball,

1 because I was not on the council at the time, it was dis-
2 continued.

3 Q Mr. Kimball?

4 A (By Mr. Kimball) As I stated before, the people
5 that came to speak to the CEC were the university people,
6 the community people and the interns. If there were any
7 regular faculty members there, it would have been the team
8 leaders, but the cooperating teachers, as far as I can
9 remember, were not present and they did not make a
10 statement.

11 Q The cooperating teachers, those on your staff did
12 not go in front of the -- not one of them came before the
13 CEC and asked --

14 A Not as far as I can remember right now.

15 Q You were a cooperating teacher at that time?

16 A I was a cooperating teacher, true, but I was acting
17 as the CEC chairman at the meeting not as a cooperating
18 teacher.

19 Q Did you make any statements personally to the
20 council asking to continue the program?

21 A I discussed the program with them, yes.

22 Q Would it -- could I ask you if you discussed it in
23 a positive or negative way?

24 A That, again, was done in caucus.

25 Q So that's secret information?

1 A Well, it's not secret, it's not public information.

2 Q Not public information. So -- and there were no
3 other teachers who came before the council, teachers who
4 were part of the school district involved in the teacher
5 corps program?

6 A Let me read the minutes for you.

7 On February 14th, there was a meeting of the CEC
8 with Cycle VII representatives, there were representatives
9 from Cycle VII, teacher corps steering committee, student
10 representatives and intern representatives were present
11 and discussed the Cycle IX program.

12 Q Excuse me, who's on the steering committee for the
13 -- who makes up the steering committee of the Cycle VII?

14 A I can not answer that question for you, it will be
15 better if someone who was, you know, in charge of Cycle
16 VII would do that for you.

17 Q You were a cooperating teacher and you were not
18 familiar with who was on the steering committee?

19 A I could tell you who some of the people are but I
20 don't remember all of them.

21 Q Well, were any of them teachers?

22 A Well, some were -- well, see, again I don't know
23 the composition of the committee as to which were con-
24 sidered voting members and which were not and I feel
25 that's what you're asking, is that correct?

1 Q Well, I'm asking if any of the members of the
2 steering committee talked in a positive way and requested
3 for the program to be continued?

4 A As I just read to you, yes, the steering committee
5 was there.

6 Q And what I'm asking is who composed the steering
7 committee that the program continue?

8 A All right, what I can remember of it, it was uni-
9 versity officials, community members, community at large
10 members, possibly parents, I'm not sure. And as I said
11 before, the team leaders who are regular faculty members
12 were present. Now, whether they were a part of the com-
13 mittee or not, I'm not sure.

14 Q So you don't -- what you're saying is you're not
15 sure whether the teachers involved in the program
16 actually requested that it be continued?

17 A As I stated before, the cooperating teachers did not
18 give us any input that I can remember.

19 Q But you're not sure whether they were on the steering
20 committee that did give --

21 A No, they were not on the steering committee, I was
22 one of the cooperating people and I was not on the steering
23 committee.

24 Q (By the Chair) Mr. Kimball, could you -- what is
25 your personal opinion as to the success of the Cycle VII

1 teacher corps program?

2 A As I stated before, my opinion and also the opinion
3 of CEC, was that it was the best of the teacher corps
4 programs.

5 Q It was the best of the teacher corps programs? As
6 an individual, would you recommend that it be -- as an
7 individual, aside from the type, do you think it was worth
8 continuing?

9 A As an individual and as myself --

10 Q Yes.

11 A -- yes, if there was going to be a Cycle VII
12 program, yes, I would have recommended it be continued, yes.

13 Q But there wasn't a Cycle VII program, it was a
14 Cycle IX program?

15 A Right.

16 Q In one word or two, what is the financial situation
17 of the district?

18 A Today? Poor.

19 Q Poor. Is that -- was it poor when you made your
20 decision as to whether or not the cost of those teachers
21 was instrumental?

22 A As it was stated before, this morning, not by me
23 but by somebody else, we had had a year that was called
24 retrenchment where people were given lottery numbers
25 because we were not sure that we would be able to retain all

1 people due to our budget. That I'm not sure if that was
2 the year before or not, but that was in the back of our
3 minds, also we had been told that we were coming in for
4 possibly another year of retrenchment in the near future,
5 so when we were talking about budget, we're concerned,
6 yes.

7 Q How many people are approved for sabbaticals in the
8 coming year?

9 A In this coming year?

10 A (By Mr. Van Brocklin) I guess Dr. LeKander just
11 said three. I really don't know, sir, but could I say
12 something about sabbatical, since you have asked several
13 questions on it?

14 These sabbaticals are given to teachers who have
15 been in the district for at least seven years.

16 Q I realize that.

17 A These teachers are rather high on the salary
18 schedule. Normally when a teacher goes off on a sabbatical,
19 first of all he must guarantee to come back to, for two
20 years or forfeit his pay. He is given 50% pay, and as 50%
21 pay, the 50% which remains, approximately, pays the cost
22 of his replacement because his replacement is usually a
23 new, inexperienced teacher who is at not much more than
24 half the pay of an eight-year teacher.

25 Q Is that new, inexperienced teacher the quality teacher

1 that this person who is going on sabbatical --

2 A Is he the quality? I would say probably not. I
3 would think it would be a very difficult, to say that a
4 new, inexperienced teacher is the same quality of an indi-
5 vidual who's been here for seven years, but, of course,
6 that depends upon individuals. It could be that he would
7 be of the same quality. The point that I'm trying to make
8 is that generally speaking, this sabbatical you would pay
9 this teacher the full pay if he were there, so the dis-
10 trict is probably not spending any more total money by
11 bringing in a new teacher than they are by sending out a
12 seven-year teacher and the seven-year teacher is furthering
13 himself in education because he must be accepted based on
14 this.

15 The fact that he is furthering himself in education
16 would then be district is enriched by bringing back a
17 teacher with far greater experience.

18 Q (By Dr. Rodriguez) Mr. Kimball, earlier you said
19 that one of the conversations was money and that there
20 were 18 people who would be affected by this.

21 Could you explain that, which 18 people and how
22 would they be affected?

23 A (By Mr. Kimball) What I was referring to was the
24 makeup of these teams, the Cycle IX teams, as I stated
25 before, for each team there would be six teachers, six

1 district teachers involved, and at the time they were
2 talking about possibly three teams, which would be 18
3 teachers that would be taken out of the regular program.

4 THE CHAIR: You don't know that.

5 A That's what we were told. That's what they were
6 thinking.

7 Q (By Dr. Rodriguez) What would happen financially
8 to the rest of you?

9 A What would that mean financially? Well, I don't
10 have those figures with me now, I'd have to look them up.

11 Q I don't mean the figures, I mean in general, what
12 would be the effect on the figures, what would be the
13 effect?

14 A Well, the effect, as I stated before, if it was run
15 like other programs, and it reduced the class load by
16 approximately 13 students per teacher, then you would have
17 to multiply 13 times 18 and divide that by 32.4, to figure
18 out how many extra teachers you'd have to hire.

19 THE CHAIR: We're going to be through in one ques-
20 tion.

21 Q (By the Chair) Were you told that these teachers
22 were going to be taken out of the program or is this an
23 assumption that you thought it was going to happen? There's
24 a difference.

25 A As the program was proposed, six teachers out of the

1 district staff would be involved per team, we were told that.

2 Q I understand that, okay.

3 Now, were you told that these teachers were not
4 going to teach, therefore you'd have to hire people --

5 A Well, these teachers would be involved with Cycle IX,
6 and based on the way Cycle VII was set up, they would be
7 at reduced loads.

8 Q (By Ms. Hata) Mr. Kimball, at the time the CEC
9 voted was taken what was the composition of the nine-member
10 board, members of minority representation and sexual
11 representation?

12 A There were five CTA members, three faculty associa-
13 tion members and one SAGA member.

14 Q How many of these were women?

15 A How many what?

16 Q How many of the nine members were women?

17 A At least one that I can remember.

18 Q How many of the nine members were minority, Mexican-
19 American, Chicano, Black or Asian?

20 A Only the CEC chairman.

21 THE CHAIR: Only the CEC chairman and that was
22 yourself?

23 A That's me.

24 THE CHAIR: Thank you very much.
25

1 (Short recess)

2

3 THE CHAIR: If the committee will return to their
4 seats we'll get started.

5 We're only 40 minutes behind, so we're in good
6 shape.

7 The next witness is Mr. Robert Drake, the Acting
8 Principal.

9 Mr. Drake, for the record, will you identify your-
10 self and your position and we'll get started.

11

12

13 ROBERT DRAKE

14

15 A (By Mr. Drake) Yes, my name is Robert Drake, I am
16 presently Acting Principal of Alisal High School.

17 Q (By Ms. Bernstein) How long have you been the
18 acting principal?

19 A For five months.

20 Q As the acting principal, do you have a copy of the
21 district's affirmative action plan?

22 A Not as acting principal. I have a copy of the
23 affirmative action program, yes.

24 Q How many teaching positions have you replaced since
25 you became acting principal?

1 A. Five.

2 Q Were any of these placed with bilingual or bicultural
3 placements?

4 A. They were not.

5 Q Why not?

6 A In every case except one, and we're still seeking.
7 I should say I've replaced four, we're looking for a fifth.
8 We've not been able to find bilingual candidates for those
9 positions.

10 Q How was recruitment -- what procedure was taken in
11 recruitment to find bilingual teachers for those positions?

12 A I did two things, I used the resources of the dis-
13 trict office, which maintains files of candidates for
14 positions.

15 Secondly, people that I knew of both in southern
16 California and northern California, I contacted. It's a
17 very bad time of year, you must understand, I took over
18 November 8th, many of the people I know were under contract.
19 And therefore many of the -- like ex-interns, for example.

20 Q I'm sorry?

21 A Like ex-interns, for example, and therefore I was
22 unable to procure the right kind of candidates.

23 Q When were these positions, when did they become
24 positions?

25 A Most of these positions were positions which were

1 brought about prior to my coming to Alisal High School.
2 In fact, all of them. As a result of certain instances
3 in October.

4 Q So they became open in October?

5 A Yes.

6 Q And when did you -- you just recently filled them?

7 A No, with the exception of the current one, which
8 became open in -- at the end of the first semester, the
9 end of January. The other four were filled prior to
10 Christmas vacation.

11 Q So, approximately --

12 A I would say between mid-November and mid-December.

13 Q While you were looking for candidates for those
14 positions, were there temporary teachers in the positions?

15 A Yes.

16 Q Were any bilingual teachers interviewed for those
17 positions?

18 A There were no bilingual candidates available.

19 Q At all?

20 A No, except, again, in the case of one that is yet
21 to be filled and I --

22 Q What were they?

23 A I and I.

24 Q What were those positions, teaching positions?

25 A Teaching positions? One in music and that became

1 available only in early February. One in math -- two in
2 math, excuse me, one in reading and there's a current
3 social studies position with emphasis in geography.

4 Q So in your district office there are no candidates
5 on file who could teach -- bilingual candidates who could
6 teach in either math, music, what was the third?

7 A Math, reading, music and geography.

8 Q There are no candidates who could teach math, geo-
9 graphy, music or reading?

10 A Not to my knowledge. There are -- excuse me.
11 There are some intern applications still on file, however --
12 and they would be eligible in many cases for the social
13 studies position if they had a major in geography. So
14 the problem is --

15 Q Not in social science?

16 A Social science, at the high school level, again
17 it's easier said, there are all kinds of social studies
18 teachers. Perhaps there are as many different kinds of
19 expertise in social studies as there are, obviously, in
20 science, for example, with the basic difference there being
21 in physical and biological science.

22 So, to assume that because one has a teaching major
23 in social studies that he can teach geography, is not a
24 very good assumption.

25 Q So your candidate would have to have a major in

1 geography?

2 A Yes, and strictly because it's a very comprehensive
3 program which is required of that particular individual.

4 Q Do you know the district office had approached
5 various universities, state teaching colleges, etcetera,
6 to try and fill those positions?

7 A Yes, they did as well as myself, and the department
8 chairman.

9 Q So they could not locate anyone in the State of
10 California who was bilingual who could teach math, for
11 instance, or reading?

12 A Yes.

13 Q What kind of financing and other support has the
14 district or the board supplied you with, in your effort
15 to recruit minority and women staff?

16 A Again, because of my short tenure in this position,
17 it has not really been necessary for them to provide too
18 much. They provide everything I've asked for and you have
19 a packet of information which I provided, unfortunately
20 not copies, for the entire commission, which includes a
21 list of requests which total approximately \$20,000.00, all
22 of which the board provided for me.

23 That doesn't specifically answer your question, but
24 it does show that there is a commitment on the part of the
25 district to meet the needs of Alisal High School at this time.

1 Again, I think the candidates that we came up with, and
2 I must say that the people that we hired, you didn't ask
3 the question but I'll give you the answer, the people that
4 we hired and I hope to replace them with bilingual/bicultural
5 people, with the exception of one individual, and he
6 happens to be bilingual in another language, and he comes
7 from another country as well, and I think provides, then,
8 you know, the closest we could come to for an understanding
9 of people from other cultures.

10 The other four individuals all are on temporary
11 contracts, so they will be -- if we're allowed to replace
12 them, if the fiscal condition allows us to, we'll replace
13 those with bilingual candidates.

14 Q I understood from the testimony this morning that
15 a teacher on temporary contracts were given first priority
16 to fill any positions?

17 A Those who hold one-year contracts, in every case
18 mine hold less than one-year contracts, and therefore are
19 not.

20 Q So --

21 A I'm not bound to that by law. If it was a full year
22 contract, you're right, yes.

23 Q So, in other words, these positions would then be
24 available to be filled by bilingual/bicultural teachers
25 in the fall?

1 A They will be available only if we pass the tax
2 override in May. If we do not pass the tax override, my
3 understanding that we will not replace teachers in that
4 position, in that kind of position, which means we will
5 have to up our class sizes which means there'll be no posi-
6 tions.

7 Should that tax override pass or other -- we other-
8 wise get notified of additional money, yes, every effort
9 will be made to do that.

10 Q And what would the efforts that you would make be?

11 A Again I have the advantage of having worked with
12 three teacher corps groups. My first contact would be with
13 them. Some of them are here today, some of them have
14 expressed a willingness to come back.

15 Secondly, my father works in teacher education in
16 Loyolla University in southern California, and also is a
17 retired high school principal with many contacts. I've
18 used those contacts in the past, will use them again.

19 I have contacts also at the UCLA and at California
20 State.

21 We will have direct contacts with some universities
22 over here like California and I would depend on the dis-
23 trict office for that.

24 Q How do you go about this, do you go personally down
25 to the district to, say UCLA or --

1 A Well, it depends. My father, this year, has five
2 Chicanos, and he specifically took on the Chicano, he
3 supervises their teaching, not an internship way but
4 their student teaching, and at my request he took the
5 Chicano applicants in that.

6 Q Do they happen to have majors in music?

7 A No, they don't, but they have math, science,
8 English, one in Spanish and one in ESL, and it was his
9 recommendation that four out of the five would be
10 extremely good candidates and particularly up here we're
11 looking for math and science and both of those are very
12 strong.

13 Just because they exist, however, doesn't mean that
14 they will necessarily want to move up here.

15 Q If a position was made available in the fall by a
16 teacher taking a sabbatical or going on a leave, another
17 kind of leave or retiring, would the temporary teachers,
18 in the same department, in the same department, would the
19 temporary teachers have priority to fill those positions
20 or would you then -- would your highest priority be
21 hire bilingual/bicultural?

22 A They would certainly be considered. My priority
23 at that particular school, because we do have the highest
24 number of Chicano students in relation to the whole student
25 body, will be to hire as many well-qualified bilingual/

1 bicultural candidates as possible.

2 Q When you interview these candidates, would the
3 department chairman, bilingual/bicultural department
4 chairman, sit in on the interview?

5 A I'm not sure in every case whether he will, strictly
6 because it's a problem to -- we're in a fiscal restraint
7 period right now, as well, and this means I have to replace
8 him. I will try to establish an interview schedule which
9 could accomodate him, yes. If he's around in the summer,
10 most of the interviewing, I'm sure will be done, because
11 of the lateness of the bond issue and the unsettledness
12 as far as fiscal aspects are concerned, that is provided
13 I'm returned to that school as principal.

14 There is that, so you're asking me some questions
15 which, if it happens before June 30th, my response would
16 be yes, where at all possible.

17 I would also involve the regular department chairmen.

18 I would like to correct a statement, we referred
19 from time to time, about department, as, Alex as department
20 chairman. Alex is really a representative of a committee
21 called the bilingual committee. The district has not yet
22 acted on our proposal, on a proposal which we're going to
23 make, has to be made to establish a bilingual committee,
24 I mean a bilingual department, and therefore he does not
25 receive monies and there is some inequities because of that

1 technicality. It has to be recognized by the board as
2 a regular department.

3 Q Who has the final say on hiring of teachers for
4 a position in your school?

5 A I do. At this time.

6 Q What is your definition of a bilingual/bicultural
7 program?

8 A What my definition of a bilingual/bicultural program?
9 It's a program which has as its intent to provide instruc-
10 tion to students of all ethnic backgrounds, to -- but
11 particularly to students from Spanish-speaking backgrounds,
12 with the ultimate outcome that the students in that pro-
13 gram become bilingual.

14 So we're going all the way from English, monolingual
15 through Spanish, monolinguals and would include ESL com-
16 ponents. I could go into all that, but --

17 Q Is that how the program is made up right now, at
18 this time?

19 A Well, no. No, and yes. We have some of those com-
20 ponents. I would say generally, however, that the pro-
21 gram is composed principally of Chicanos and includes very
22 few, if any, and I've not seen the lists, I would say
23 English predominant students from the other category.

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

1 A We'll meet -- my priority is in basic skills, and
2 personal priority, and that program where it is in basic
3 skills, will receive the same kind of funding if not more
4 because it needs more when it's in the process of being
5 established. It has had no fiscal limitations placed on it
6 by me since I've been at Alisal High School, nor do I think
7 that was the intent of the previous administration. I
8 can not answer you directly in the money terms again,
9 because depending on the election depends on how much we
10 get per child for supplies and textbooks and that kind
11 of thing. So --

12 Q And when will you know about next year's budget?

13 A Well, by May 27th, we'll have a pretty good indica-
14 tion as to whether the public is in favor or not in favor,
15 and if not, we'll be in a retrenchment situation.

16 How badly that will affect the moneys allocated for
17 supplies and that kind of thing, is yet to be determined.
18 There's some suggested cuts, but, as you well know, those
19 can change.

20 Q What impact do you feel the Cycle VII teacher corps,
21 program and the bilingual/bicultural classes have had, a
22 taught by interns, have had on the current bilingual/
23 bicultural program?

24 A Well, without them we wouldn't have a bilingual/
25 bicultural program, that's as I see as the most outstanding.

1 I think that, and I mean that in all of its senses, I
2 don't know whether you want to pursue that. I mean without
3 it we wouldn't have an effort being made to produce strictly
4 materials to get the staff to do a proper job, to expand
5 course offerings.

6 Q How are students presently placed in the program?

7 A It's on a voluntary basis.

8 Q And how are they recruited to be vol -- to volunteer
9 for the program?

10 A It's done strictly between counselors and counselees.

11 And I suppose there are other factors, word of mouth, that
12 type of thing.

13 Q The students meet with their counselors for assis-
14 tance?

15 A Yes. I'm not sure how extensive that is but there
16 is some contact made to schedule all kids and you have
17 some --

18 Q Do you have any idea why the four students who were
19 here and testified before did not know about the bilingual/
20 bicultural program?

21 A There's one obvious answer to that, is that they
22 obviously have not been presented in any meaningful way. And
23 perhaps more than once, the fact that such a program exists.

24 Q The counselors who are in charge of familiarizing
25 the students with the programs, do they have any special

1 training in the goals and purposes of bilingual/bicultural
2 education?

3 A I would say that some of them do, yes.

4 Q But all of them do not?

5 A All of them do not.

6 Q What's the general attitude of the counselors
7 towards bilingual education? Bilingual/bicultural
8 education?

9 A I would say it's as divided as the six people who
10 hold that position at our school. It would be along the
11 spectrum. There would be all the way from apathy to
12 tremendous support.

13 Q So there's a possibility that if a student is under
14 the counselor of one who has apathy, that student might not
15 be properly counselled?

16 A I think what you say is true. However, you should
17 note that it is possible for a student to select a counselor
18 of his or her choice, if after being assigned to one
19 counselor he finds that one counselor unsatisfactory, so to
20 a certain extent it's a right for a student to ask to
21 seek another counselor with whom he can relate.

22 Q As a former coordinator of the Cycle VII program,
23 what was the basis for bringing teacher corps into the
24 district, as far as you know?

25 A Well, there were really three purposes. Two of whom --

1 two of which have already been alluded to. Obviously to
2 produce materials and develop within the team teaching
3 setting a proper program for students from Spanish-speaking
4 background and Anglos who wished to participate in that
5 program.

6 Secondly, to train bilingual/bicultural teachers.
7 Which was roughly one-third of our effort.

8 And third was the involvement of the community in
9 schools and that one has been omitted up to this point
10 for, I don't know what reason, I think that's perhaps
11 the biggest reason that we got into the program, was to
12 insure that we would get community input and we had a
13 community coordinator initially in Phase I, it later became
14 five community coordinators, one for each school.

15 Then they established at their schools, committees
16 of parents which -- who were to provide input to the
17 program as to its success or needs and that type of thing.

18 Additionally, the initial hope was, and unfortunately
19 we got sidetracked along the way periodically, but was to
20 involve parents, actually, in the education of their
21 youngster and also to provide in-service training for
22 parents to better understand the schools.

23 Q Did each classroom have an aide, a parent aide?

24 A Each classroom? I think you should understand that
25 again this has not been explained heretofore, either, that

1 there were a team of interns plus a team leader who were
2 assigned approximately 50 students in the three-period
3 block. That's oversimplifying it because it varied from one
4 place to another. You heard 64 at Alisal and there were
5 about 78 to 90 at one time at North High. These people
6 taught in a team teaching situation. Therefore, the class
7 ratio was approximately one to ten, as it was.

8 Now, that was in direct answer to your question,
9 there was no additional instructional support in the way
10 of instructional aides in the classrooms except the interns.

11 Q How, then, were the parents involved in the education?

12 A That was one of the intended things, that they,
13 you know, come in and work as aides, and that kind of
14 thing, but we unfortunately got, as I said, sidetracked
15 on other issues.

16 Q Did they ever have any in-service classes in school?

17 A Yes, they did. Members of the steering committee
18 did, not to the staff satisfaction I'm sure not to theirs,
19 because it, as it would come up and we'd plan schedules,
20 we did send them as we do in Title I to conferences, we
21 even, they participated in a couple of presentations we
22 made at multicultural conferences. One on San Diego, one
23 on the east side in the last couple years.

24 Q Do you know how many Cycle VII interns applied for
25 teaching positions?

1 A I would say, are we talking about Cycle VI, Phase I,
2 Phase II? Collectively?

3 Q Well, you want to divide them?

4 A Okay. I really don't know with regard to Phase I,
5 I came in in the middle of that program and had to kind of
6 pick up the pieces and that was essentially all I did with
7 teacher corps. However, we hired three out of that group
8 ultimately. I don't know how many, I've gotten letters
9 from some, many of these went to Malasia, as you know, they
10 were not brought here to remain here, they were brought
11 here to go to the Philippines and Malasia and when the
12 Philippines component was dropped, then roughly half of
13 them dropped, and only about 25, maybe, went on to
14 Malasia out of the 44 that were originally --

15 Q How many applied from Cycle VII?

16 A From Cycle VII? I would say from 22 to 35, I'd
17 have to, you know, go back to the records. I really
18 don't know.

19 Q How many were given permanent positions?

20 A How many were given permanent positions? I can't
21 respond to that directly, all I can respond is to how many
22 were employed. And there were six each year that were
23 employed. Unfortunately, and I think this needs to be made
24 clear, too, when we talk about permanent positions, I hope
25 the committee understands that there was no slight intended

1 of the interns who were hired initially in the second
2 phase, all of the people in the first cycle were given
3 permanent positions. The only reason we talked about the
4 temporary positions in Phase II is because it was de-
5 cided, because of the fact that there were 14 people on
6 leave, that we should not, until we had a clearer picture
7 of the hiring and the hiring situation capability, hire
8 people on a permanent basis.

9 It was also -- it was equally unfortunate this just
10 happened to be the time that the decision was made that
11 no matter what happened we were going to go ahead and give
12 a commitment to hire six interns on that basis so most of
13 those, then, became on a temporary -- became temporary
14 contracts. People who were hired after them, are not on
15 temporary contracts. I think this is unfortunate.

16 Now, however, they were on full year contracts and
17 so they will, as you stated earlier, have certain legal,
18 if not moral, as far as we're concerned, rights to jobs that
19 should open.

20 Q Your status can not be changed until the next
21 hiring, in other words, at February they could not have
22 been changed to permanent or probationary status, is that
23 correct?

24 A No, they -- the decision was made in all fairness
25 that the next 14 people, I can remember the decision being

1 .made at the cabinet, that the next 14 people hired of
2 whom six would be interns, would be placed on temporary
3 positions. And so once they were, it was impossible to
4 go back.

5 Q How many teachers have been hired, totally, at this
6 time period that you're talking about?

7 A I'm afraid I can't answer that. Tom answered it
8 this morning and I'm sure his 100 and some, I've heard
9 you guys talk about that figure today.

10 Q If the district played a significant role in the
11 selection of interns, Phase II, Cycle VII teachers, why
12 weren't teachers with a wider variety, different majors,
13 sought out? In anticipation of the problem?

14 A Again, and I don't want to appear to be repetitious,
15 but I think the answers of the previous people who have
16 testified today allude pretty well to the problem. Simply
17 put, they were not available, and you should know par-
18 ticularly in Phase II when it became apparent to me as
19 well as the administrators that we were not getting the
20 kinds of people, and we had a different selection process
21 both times, for this reason, we interviewed every single
22 person that we could find who had majors in math and
23 science and, what was the other? English, I believe.

24 And the reason we did this was because there were
25 so few. The -- and as it turned out, out of the total of

1 29 interns in Phase II, for example, 85% of those interns
2 had major or minors in social studies. So, when I'm
3 talking about picking up people with math backgrounds,
4 often these people have minors and sometimes very weak
5 minors in those areas.

6 We got -- how do we go about doing it was the
7 question you've asked, I'll answer that, too.

8 Basically, of course, we depended on, for time's
9 sake, the Western Regional Office in Los Angeles, which
10 processes all teacher corps applications. However, in
11 addition, we also sent out as a project, leaflets to all
12 universities in the western United States that might be
13 training Mexican-American students, both in California,
14 Arizona, New Mexico, Texas and so forth. From which we
15 got very little response. Other than that, and let me
16 see in the second group, yes, we also had some, whenever
17 we heard of a local person who was interested, he auto-
18 matically was interviewed and I can't think of a case
19 where -- we were turned down in some cases by them. But
20 our primary emphasis and primary purpose was to pick up
21 local people, people who understood the local scene,
22 with also the hope that they would remain.

23 Q You don't know, off-hand, how many people with
24 English, math and science background were interviewed for
25 teacher corps positions, do you?

1 A No, particularly in Phase I, when we interviewed
2 over 90, that would be difficult. I'm not sure those
3 records even exist in the university. That was all the
4 university's responsibility. I would say, however, that
5 in the second group, that we only were involved with
6 roughly 75, of whom probably only 50 ultimately came to
7 Salinas for interviews. Of the 50, we turned down no one
8 that I know of that had a science, math or English back-
9 ground.

10 Now, I could be mistaken here or there, but basically
11 that's how interested we were in procuring those positions.

12 Q Okay, but were you aware at the time that you
13 brought these people into the teacher corps program that
14 they would more than likely not be able to be hired?

15 A As early as October, 1972, and copies will be pro-
16 vided, if you wish, we had what we call an evaluation
17 system called discrepancy analysis, which the interns
18 and the staff just hated, but what we did was to evaluate
19 all the objectives the first year every quarter and the
20 second time, I think three times a year, something like
21 that. As early as October, 1972, I pointed out the fact
22 that it appeared to me we were not going to be able to
23 place these interns.

24 So this discrepancy announcement went to all interns
25 through their team leaders and went to the steering committee.

1 Q So then all of the interns were very well aware
2 that they --

3 A I would not say they were very well aware because
4 of their tremendous load and Alex alluded to that earlier.
5 There was a tremendous amount of effort made on our part
6 to get them involved in evaluation not only of the program
7 but of their own programs. And this involved a great deal
8 of paper work and I would imagine many simply did not do
9 it. They were involved in the evaluation of their own
10 objectives and probably when they got our copies, finished
11 copies back from me. For example, I would venture to say they
12 do what many teachers do who are overburdened and that is
13 not look at them.

14 Q So then, there were many teaching under the false
15 pretense that 50% of them would be hired?

16 A I'm not sure that that was ever really stated, from
17 the concept paper itself, for the initiation of the
18 project, it was stated that given the financial capability,
19 and I could pull that out for you, the district would try
20 to hire, and then, at that time of the concept paper, it
21 said something like up to 10% of parity.

22 Q They were not given anything in writing that said one
23 of the goals of this proposal is to hire these people?

24 A Yes, they were. Yes, they were.

25 Q So then, they were operating under the false pretense

1 that 50% --

2 A I understand your question, Ma'am, yes, I suppose
3 they were.

4 Q One other thing on this.

5 A But as I hope you caught the other part of my
6 comment, though, that they were provided with other kind of
7 data, all right?

8 Q Did you ever make any attempt to go to these
9 teachers and encourage them to take courses that would
10 qualify them to teach?

11 A Yes, in many instances.

12 Q And what was the response you got from the interns?

13 A I can think of many people who did so, particularly
14 the social studies majors. We, after selection, especially
15 in Phase II, but also in Phase I, I went to, and I can
16 list them by name almost --

17 THE CHAIR: No names.

18 A Yes, okay.

19 I went to no less than nine people that I can
20 recall now, I'm sure there are others, we got them to take
21 additional classes outside. We also did the same thing in
22 Phase I. Both in reading and math. To develop what was
23 already partially developed minors.

24 Q (By Ms. Bernstein) So then, could they have quali-
25 fied for these positions?

1 A In many cases they could. But in many cases those
2 very individuals took contracts elsewhere. We'd have to
3 look at them individually and I can --

4 Q Do you know how many of those who took courses in
5 other things were offered teaching positions?

6 A None.

7 Q None were?

8 A None.

9 Q The last question, have you received any complaints
10 of staff insensitivity?

11 A In which role?

12 Q As principal, acting principal?

13 A Yes.

14 Q What have you done as the head administrator to
15 alleviate the situation?

16 A A more complete answer you'll find in something I
17 submitted to Mike earlier. Do you want me to give an oral
18 answer? It goes on for pages. I'd really --

19 THE CHAIR: I think you've answered, it's fine.

20 A Everything from putting supervisors on a rotational
21 schedule to -- you have to understand the intricacies of that
22 school, they're all minor yet major things.

23 THE CHAIR: If you've responded to it in writing, that
24 will suffice.

25 A I have, I think, satisfactorily, if you'd like addi-

1 tional information after reading that, and again I apologize
2 for not getting it to you earlier.

3 Dr. Share, can I ask you a favor? I've had trouble
4 hearing you all day. Now, it may just be me --

5 Q (By Dr. Share) How's this, is this better?

6 A That's much better.

7 Q Fine. Thank you.

8 I can appreciate in great part, I think, your
9 search, I happen to be a professor at UCLA in the depart-
10 ment of education, I know the teacher corps program very
11 well there as well as the other schools that you've
12 attended and serviced too, but one thing, though, does perplex
13 me a bit, you do also have here in your community, since
14 you are actively seeking people from your local area here,
15 I heard this morning or we heard from Mr. Estrella, who
16 apparently represents a variety of organizations, but
17 apparently a very sensitive finger community, especially
18 Mexican-American community or Chicano community, if you
19 wish.

20 Have you found, in any of his group directly, your
21 search for staff or have you let him know of this need so
22 he perhaps in his own way or other groups, could assist you?

23 A Yes, not only Mr. Estrella but there are many
24 other individuals in the district to whom we turn, I think
25 not the least of whom are the community advisers at each of

1 our schools. It's my intent that we will use those re-
2 sources more. I would say that Mr. Estrella, up till, oh,
3 I would say the first two or three months into the program
4 of Cycle VII, was not as involved in the organization
5 as he is at present, so therefore, he was not an available
6 resource.

7 We utilized other people who were on the scene at
8 that time. And Mr. Munoz, the Hernandez brothers, Mrs. Ruiz
9 Jaha (Phonetic), other people.

10 We were not terribly successful again because the
11 record speaks for itself. Not many people from the Salinas
12 area, at least who have gone on to college for Mexican-
13 American backgrounds either have chosen not to come back
14 here or as I said earlier, there were two or three instances
15 that I know of that they turned us down to go on master's
16 programs and we identified them.

17 Q My question also includes an assumption on my part,
18 if you wish, that is if your community has acknowledged
19 that this should be and also has a kind of direct knowledge
20 that they do have more than informal input as you've
21 already indicated, you have a great deal of autonomy, maybe,
22 the word should be responsibility, but you make the final
23 decision on who should be hired in your school, as you said.

24 Should you have an active kind of parent group
25 committee that could sit in with you and assist you and these

1 people know who they are, perhaps I'm making an assumption
2 here, you may have had a greater outreach on the part of
3 your interested community here. Or would you --

4 A I can understand your assumption, again I would
5 come back however, with the fact that first of all I buy,
6 very much, your concepts of involving parents in the
7 hiring process and have done so. And will continue to do
8 so where at all possible, and practical.

9 But to believe that there are great numbers of
10 people in this town to whom we can turn, who can identify
11 resources in the community. They just are not existent.
12 Or existent to any great extent.

13 It's not like living in Santa Monica where I once
14 worked, for example, where the community has been more
15 stable, the families were engaged in other kinds of
16 activities. As Mr. Estrella explained, most of our
17 families are engaged in agricultural-related activities
18 and are in the process of working up through that maze.
19 He, himself, is a foreman. So it's -- we're at a little
20 different stage of the process than other places and I can
21 understand what you're saying, but I just don't see, if
22 you mean can they help identify people outside, yes, I
23 think they can and they will and they have.

24 But they're more ready, I think there are faster
25 sources to turn to in that respect. Can you understand me?

1 Q I think I follow your direction here. I'm also,
2 without trying to lead you, I'm also asking as a school
3 administrator or principal, do you have kind of an
4 immediate action plan in mind, knowing that perhaps at
5 meetings like this or whatever, you're going to get a more
6 involved community, perhaps a community that's already
7 been involved may have been unable for various reasons to
8 make contact with key administrative staff. What are
9 your immediate plans or do you have any on how to utilize
10 this kind of potential community resource?

11 A I will continue to try to use parents as much as
12 possible in the hiring of staff as a direct answer to that
13 question.

14 Q For example, would you form a committee where you
15 would have a couple of parents who would sit in on the
16 hiring or selection at any rate, of key personnel for
17 various positions?

18 A I've already done so. I've already done so.

19 Q And how many, approximately, would there be in
20 terms of representing the minority or specifically the
21 Mexican-American community?

22 A In the one case, we have a minority representative,
23 also a very large minority at Alisal, happen to be the
24 replacement for the music person, and I had Filipinos and
25 because there are the large number of Mexican-Americans in

1 the music program, and since he was president of the band's
2 boosters, I thought he was maybe a more appropriate
3 person.

4 In addition to him, there were two Anglos. However,
5 in regular kinds of positions I would seek out, and I know
6 the people, to say you're talking about this committee's
7 creating interest in the schools. I would say that I
8 don't have to worry about whether this committee does
9 that or doesn't do that, because there already is an
10 interest in Alisal High School and there's an interest
11 in the ~~cadre~~ of parents that I've been working with since
12 I first came to this district and worked in a school
13 that serves or feeds into Alisal, so I would depend on
14 those individuals. Plus other that have been identified
15 since I've been at Alisal.

16 Q (By Ms. Hata) Mr. Drake, in hiring these bilingual/
17 bicultural personnel, teachers, administrators, whatever
18 they may be, do you differentiate between American citizens
19 and foreign-born bilingual/bicultural people?

20 A No.

21 Q Do you feel that foreign-born bilingual/bicultural
22 personnel, teachers, administrators, whatever they might
23 be, can adequately relate to their students if their
24 primary language and culture is a foreign culture and not
25 English or non-American?

1 A No, quite the contrary, I think they've a great
2 deal to offer in that respect.

3 Q And you think those students can relate directly
4 to them?

5 A Very well. Again, one of the persons that I selected
6 for a math position happens to be an Iranian. I believe
7 in having very, as heterogenously group, group of faculty
8 that I can possibly put together. I come from the L.A.
9 area and I'm used to working in groups that are less homo-
10 genous than the ones here are.

11 Q That doesn't quite seem to fit into our definition
12 of bilingual/bicultural, since we're focusing, are you
13 saying, in effect, that if a Mexican National comes over
14 into the United States, he then will serve, he will be
15 able, he or she will be able to relate to the Mexican-
16 American or Chicano student?

17 A It has been my experience, and one of them is here
18 today, and one was hired at Phase I, who, both of these
19 individuals were born and raised, I make this assumption too,
20 from my background on your question, were born and had most
21 of their growing up in Mexico. They then came here and
22 received, for the most part, their secondary and college
23 educations.

24 In this case, yes, I think they can relate, and have
25 related and will continue to relate very well to the kind

1 of students. And remember that we have not only Chicano
2 students but we have a large migrant population and this
3 is the perfect kind of individual to service the needs
4 of some of these particular youngsters, kids who were up-
5 rooted from their own very, maybe somewhat unstable family-
6 wise and living-wise, but certainly not unstable as far
7 as culture is concerned, the uprooting of that, from them,
8 the uprooting -- well, you know what I mean, taking them
9 from Mexico and then just moving up into here.

10 Q Do you see any basic differences between the Mexican
11 civilization and culture and one that's going on in the
12 Mexican-American, Chicano community here? In terms of
13 what they consider to be their culture background?

14 A Yes and no. Yes from the standpoint that I think
15 there is, and it's a conscious effort on the part of many
16 Chicanos, to kind of, in an attempt to find themselves,
17 take a look at their culture heritage and do things like
18 everything from learning dancers to suddenly taking an
19 interest in soccer.

20 I'm talking about Chicanos in this case, in the
21 case of Mexicanos, that's already built in. They --
22 they're much more -- their identity problems are much less
23 than those of the Chicano. I'm not sure if that's where
24 you're headed but there is a difference, yes.

25 Q How many bilingual/bicultural people under your juris-

1 diction are not American citizens?

2 A I'm sorry, I couldn't understand.

3 Q How many bilingual/bicultural people under your
4 jurisdiction are not American citizens? If you don't know,
5 would you provide the answer to our staff?

6 A I'm sure that the answer is none.

7 Q None?

8 A I only know of one in the district.

9 Q Thank you. Now, one final question.

10 Has there been any significant resistance by de-
11 partment chairmen to offering bilingual/bicultural
12 classes at Alisal?

13 A Since my coming there, not to my knowledge.

14 Q What about before your coming there?

15 A Again I would have to say not really, to my know-
16 ledge, in fact, it was Alisal department chairmen who
17 came to me when I was in the position of school coordinator
18 questioning me, and I never will forget, the homemaking
19 department chairman coming two years in succession, the
20 first year we purposely got a home ec. teacher for her,
21 and that position did not develop and so that person took
22 a position in another district and so she came back and
23 said would you please get another one. So maybe if there's
24 an opening this time we can do it. This is one case.

25 Q That's very commendable, you mean all of the depart-

1 ments in your school have been very favorably disposed to
2 bilingual/bicultural classes from homemaking to English,
3 history, business, everybody?

4 A I would say that's not -- your initial question
5 really was not that. But no, I would say that there's
6 been some reticence on the part of some individuals, yes,
7 but I would say to categorically and generalize and say that
8 all departments, at least again since I have been there,
9 the answer to your question would be no.

10 They've been receptive, I think in fact they've been
11 -- they've been searching and they've been trying to find --
12 ways of working with the problems of the kids they're
13 serving.

14 Q They've all been receptive, then, since you've
15 been --

16 A There are levels obviously, of receptivity, but
17 I can not give you a case of any great antagonism, if that's
18 what you're after.

19 Q How about little antagonism?

20 A No, not to me directly.

21 Q Not to you directly?

22 A No. And a case in point, we just got through
23 putting together a Title VII project, which will, is
24 principally a staff development and curriculum development
25 project. Which will be for Alisal High School.

1 And this was submitted yesterday. Right here. And
2 this is one of the reasons you didn't get all the stuff
3 from me that I would like to have given you, is because
4 we were so busy working. We had a very tight deadline,
5 I -- as soon as we got board approval, which I see as
6 kind of Phase I, I had talked to the staff a couple of
7 times briefly for input because that's all we had time
8 for, I went to the department chairmen and said, well,
9 okay, the board has approved it we're now going to
10 expect your input.

11 And out of that meeting, there were some questions
12 raised by only one individual and I would say those were
13 not destructive kinds of, or negative kinds of comments,
14 and questions, but at no time did I hear boo, boo, hiss,
15 hiss, throw him out, that kind of thing. And I think that's
16 a good indication.

17 Q And the principal, acting principal of Alisal high
18 school, since November of 1974?

19 A Yes, I may still be living in a dream world, if
20 that's what you mean.

21 THE CHAIR: Thank you very much.

22 Next witness is Dr. John Griffin.

23 And we're only an hour behind schedule.

24 Dr. Griffin, if you would identify yourself, and
25 give us your position, for the record?

1 JOHN GRIFFIN

2
3 A (By Dr. Griffin) I'm John Griffin, I'm Director
4 of Compensatory Education for Salinas Union High School
5 District.

6 THE CHAIR: All right.

7 Staff, we can start with Mrs. Hata?

8 Q (By Ms. Hata) Thank you.

9 Dr. Griffin, as director of the district's
10 Compensatory Education Program, what has been your obser-
11 vation of teacher attitudes and support of the Cycle VII
12 and teacher corps program and the bilingual/bicultural
13 classes?

14 A Well, number one, in relation to teacher corps
15 Cycle VII, I think teacher corps Cycle VII was accepted
16 much better, let's put it that way, than Cycle VI. In

17 And Cycle VI was predominantly Anglo but the
18 teacher, as was pointed out earlier, has -- well, the
19 teacher had more, the staff members had more involvement
20 in the selection of the personnel which was also pointed
21 out.

22 And also, the kids seemed to, when they came in,
23 the interns when they came in, seemed to really want to,
24 you know, cooperate and be a part of the -- of the system,
25 so to speak. And I think that's helped considerably as far

1 as the acceptance goes.

2 There were individuals on the two schools that I
3 worked in, El Sausal and Alisal, who, well, didn't par-
4 ticularly care for it, but that's true anyplace.

5 Q This seems to contradict what you just said, there
6 were individuals who didn't particularly seem to care for
7 it, are you talking about resistance?

8 A Well, you said what was the teacher attitude in
9 general. I think most of -- first of all, I think, I
10 said in relation to Cycle VI, Cycle VI, well, somebody
11 pointed out earlier was a group of young people who, in
12 turn, were interested in really rocking the boat and they
13 rocked it. And so in relation to the Cycle VI group of
14 interns, the Cycle VII group, I think, got off to a good
15 start. And at those two schools.

16 I worked between El Sausal Junior High and Alisal
17 High School. As far as the general feelings, there were
18 some exceptions as I say, for individuals within the
19 school, as far as the staff went and as far as individual
20 feelings toward individual interns.

21 And that's what I meant when I said resistance. And
22 also I think that part of it was due to lack of informa-
23 tion and lack of understanding of the total program, what-
24 ever mixed emotion people had.

25 Q I see. Would it be permissible for Dr. Griffin to

1 be more specific now, in some of these individuals?

2 Attorney Godoy?

3 MS. GODOY: As I understand, some individuals in-
4 stances are right now in grievance proceedings, so I
5 would think it would be ~~best~~ to have it documented, wait
6 until the proceedings have terminated.

7 MS. HATA: So there are some individual instances
8 that could or will be placed in our record, ultimately?

9 MS. GODOY: Yes, they will, and they have, some have
10 already.

11 A But that wasn't in relation to teacher corps Cycle
12 VII, that was in relation to starting classes for the month
13 that I was interim acting principal, I guess is the way
14 you should put it, at Alisal High School, until Mr. Drake
15 was selected.

16 Q (By Ms. Hata) Perhaps we should begin with a more
17 general question, then. What is the basic attitude of the
18 teachers and administrators that you have observed,
19 you've been working with the district since 1958, how do
20 these teachers, administrators and staff feel toward
21 minority students? What kind of attitudes have you per-
22 ceived?

23 A The whole gamut. The attitudes of teachers vary the
24 same as attitude of parents and students. You have some
25 teachers feel threatened by minority students and also by

1 disadvantaged students in general. Some are receptive
2 toward them. I like to think in general that all teachers
3 like to do a good job and they, in turn, are receptive
4 toward whatever, oh, new things come along that will help
5 a kid learn and that's been my experience pretty much
6 except, as I say, in individual cases.

7 You got some hard core people who think that things
8 should never change. They exist in this district as they
9 do in any district. But generally speaking, we've got
10 some pretty good people. If that's what you're getting at.

11 Q How successful do you consider the bilingual/
12 bicultural program at Alisal?

13 A Well, considering the handicaps that have already
14 been mentioned, some of which include lack of materials
15 and lack of understanding of some of the faculty members
16 with which they had to work, and lack of real involvement
17 as far as, oh, the year before, in signing up kids for
18 classes you have to know, you have to realize something
19 about the counseling and guidance program and the early
20 enrollment procedures to understand what I mean. In
21 enrolling kids for class, you need to have all this
22 material available a year or so ahead of time.

23 We enroll in February for the next fall. And if a
24 teacher really, wants to really sell a course, they have
25 to get out and sell it, so to speak. Well, I don't think

1 that some of these classes were really set up well enough
2 to be sold as well as they might have been or we'd
3 probably had more kids enrolled if they had been, so those
4 are some of the handicaps I'm talking about.

5 Considering those things, I think they're doing
6 a pretty good job.

7 Q Has there been any resistance by the department of
8 offering bilingual/bicultural classes at Alisal?

9 A In at least one case, yes.

10 Q Can you be more specific?

11 A Typing.

12 Q Typing? Can you again be more specific for the
13 record?

14 A When I was at Alisal High School, I was approached
15 -- well, we had a counseling opening, at Alisal High
16 School, in which Mr. John Morrow, who was then teaching
17 in the bilingual/bicultural program, was selected for
18 that slot. We could not fill that slot -- we could not
19 move him into counseling until we found someone to fill
20 the bilingual/bicultural class. He taught math and he
21 was teaching Spanish. Mr. Royal Klatchy (Phonetic), who
22 was teaching at North --

23 THE CHAIR: I think we're going to have to --

24 MS. GODOY: Doctor, would you please refrain from
25 using any names?

1 A Another teacher who was teaching at North Salinas
2 High School, indicated an interest and since there were,
3 I was informed that there were no other applicants and
4 I couldn't find one at the particular time, Mr. Klatchy --
5 excuse me again, the other teacher transferred over.

6 Q (By Ms. Godoy) Dr. Griffin, I understand right now
7 there is some grievance procedure and there is a grievance
8 being filed and that is being handled at this point. I
9 would request that you talk in general terms as far as
10 what the district is doing to alleviate the situation.
11 What is being done, whether guidelines are being set, so
12 this particular situation does not occur again.

13 We can not discuss this in detail because it is
14 a matter that is currently being processed.

15 A Okay.

16 As far as I know, the proceedings to which she
17 referred is still in process and that's all that I know is
18 being done along that line.

19 The -- if I can't discuss the problem, I can't go
20 any further.

21 Q (By Ms. Hata) Certainly.

22 May I ask Dr. Griffin one more question?

23 THE CHAIR: All right.

24 Q (By Ms. Hata) About this particular issue. Have
25 we already met the principal who was in charge of the

1 school when the incident took place?

2 THE CHAIR: I don't think that -- I think we should
3 just stay away from it. Not get -- go into any other
4 area that you may have --

5 MS. HATA: My questions are endless.

6 THE CHAIR: My patience is not.

7 Q (By Ms. Hata) Do you feel bilingual/bicultural
8 classes have affected the dropout rate among Chicano
9 students?

10 A Well, again we don't have data to that effect
11 but having worked in Title I for four-years now and knowing
12 most of the seniors at Alisal High that were involved
13 with us, there are a lot of kids there that are still
14 enrolled in school through our efforts and through
15 Cycle VII efforts, which was bilingual/bicultural
16 education, some of those kids were enrolled in those
17 classes.

18 I feel they're in school today because of what the
19 interns, you know, helped do for them. Now, that's the
20 way -- that's my perception.

21 Q Do you think the present number of bilingual/bi-
22 cultural classes meets the needs of minority students?

23 A I don't -- I think it's too limited at the present
24 time. I think we don't have enough classes, enough breadth
25 across the curriculum, so that kids have choices. And I think

1 that's what this whole thing as far as I'm concerned, is
2 a part of, it's what it's all about, is so that a kid has
3 a choice, can make a valid choice if he wishes to take
4 a course in American History taught in Spanish or bilingually,
5 then that should be his choice, if he feels more secure
6 in that mode of operation.

7 Or science, or, well, business, that's the general
8 term, and whatever.

9 Q Do you have a copy of the district's affirmative
10 action plan?

11 A Yes.

12 Q When did you receive a copy of the plan?

13 A We have to submit copies yearly, with our application,
14 and that was back in, when they first started, when it
15 was initiated with Dr. Searles.

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

18 A We have superintendent's cabinet meetings roughly
19 twice a month, during the spring of the year when we have
20 the personnel ritual, so to speak, this is usually dis-
21 cussed. When it was first implemented it was discussed
22 in department at that time, at the superintendent's
23 cabinet meeting.

24 Q It sounds like it's just a discussion, you have no
25 specified training program?

1 A Well, it was spelled out pretty much what it was,
2 and the fact that we should, you know, keep that in mind
3 in hiring. I don't know, are you talking about training
4 me in how to select a particular individual?

5 Q Training you and training the other school adminis-
6 trators who are responsible for recruitment, are there
7 any specific guidelines that you --

8 A I don't know that we've ever been trained in how
9 to do that for any particular program.

10 Q What is the percent of minority students and minority
11 faculty members at Alisal?

12 A At Alisal High School, roughly -- well, I checked
13 the latest report that I have was student percents were
14 49% and 18% staff. Now, that is the best I have at this
15 time.

16 Q Thank you.

17 How important is affirmative action in schools like
18 Alisal High?

19 A Well, personally I think it's very important. It
20 -- particularly, now when you say affirmative action,
21 and there's one thing that you pointed up that bothered me,
22 and when we hire we try to hire people who are sensitive
23 to the needs of students. Not just because he happens to
24 be from the particular ethnic group. If there are two people
25 there who are equally qualified and then, as far as that goes,

1 and we do it in our particular program through committee,
2 as was pointed out by the gentleman up here a while ago,
3 that we try to employ the --- what we feel the committee
4 feels is the best qualified person to serve that par-
5 ticular need in that particular thing. Including bilingual?
6 qualifications.

7 Q Have you polled any students to help to find this
8 need?

9 A Not personally, except just talking, you know,
10 discussing it with students individually.

11 Q Is it a policy to consult students?

12 A My policy is to talk to everybody.

13 Q Congratulations.

14 How important is -- let's see what steps do you
15 feel are necessary to implement the affirmative action
16 plan in the district?

17 A Well, identify highly qualified personnel in
18 academic areas where most of the openings occur. This
19 was pointed up a while ago that one of the problems in
20 working with, in screening process and teacher corps, Cycle
21 VII and most administrators were involved at least on
22 one or two occasions, was the fact that most of them were
23 social studies majors and it was very difficult to find
24 people in the hard core subjects like science, math,
25 physics, this -- these things, that do periodically open up.

1 Also, I think a commitment on the part of the
2 department chairmen in the hiringthemselves
3 would definitely do because the department chairmen are
4 generally consulted on the hiring of people, you know,
5 for their particular department, and in those departments
6 that really want, you know, people for particular areas,
7 get them and --

8 Q You don't have a commitment, then, for the depart-
9 ment chairmen?

10 A We've got a commitment for the department chairmen
11 to hire what they feel is the best qualified people.

12 Q Not a commitment to the affirmative action plan?

13 A I haven't polled them, but I know their departments,
14 whether they are or not.

15 Q That's what we're beginning to hear this afternoon.
16 The committee has heard earlier today that many parents
17 in the community are against federal programs for dis-
18 advantaged minority students. Why do you feel this
19 attitude exists?

20 A I'm not sure that that's a general feeling in the
21 community and I would hope that it's not in Salinas or
22 any other community. But for those people who are opposed,
23 I think, I've tried to outline five or six different reasons.
24 And this is based on my relationship with some of the people
25 that are involved. And mainly mostly lack of understanding.

1 In the beginning a lot of the federal programs
2 were, some federal programs were mismanaged and this was
3 publicized, highly publicized, and people tended to kind
4 of, I think, develop their own attitudes at that par-
5 ticular time.

6 Some of them haven't changed them. Also, the
7 focus on the minorities only in the beginning stages,
8 and it brought about a resentment that their kids were
9 left out, and all this money was being put on other kids
10 and their kids weren't included. I think that had some
11 effect. Plus the, I call it the bootstrappy thing that
12 you run into, particularly in agricultural areas, and
13 having been brought up in one I, you know, I think I
14 understand some of it.

15 In that if I made it, the other guy can, too, you
16 know, we should all pull ourselves up by the bootstraps
17 and nobody should give us anything. And the assumption
18 that every kid that's on a federal program is on welfare
19 is another problem. And this is not the case.

20 You know. And also some staff opposition in most
21 cases which, in most cases, is misdirected hostility.
22 They are frustrated in their efforts, they see a federal
23 program's having aides and their classes of 32, and 33,
24 and you know, they've got to have something to kick, I guess,
25 so they kick Title I or SP 90 or whatever is closest at hand.

1 And I think all of this carries over into the
2 community. And what you come up with, or some people in
3 the community pick this up and base their opinions on it.
4 Rather than going directly to, you know, the source and
5 checking it. And then, after they see it some of them
6 don't want to change.

7 Q In terms of percentages, in your opinion, the
8 community members who feel this way are in the minority?

9 A Yes, I feel they're in the minority.

10 Q And one final question, Mr. Chairman.

11 Dr. Griffin, do you have any recommendations that
12 would improve the sensitivity and cultural awareness of
13 teachers and administrators and staff regarding the
14 minority students?

15 A Yes, I think one of the things that we've done in
16 Title I which has helped tremendously, at Alisal Junior
17 High School, was hiring well-qualified and training in-
18 structional aides who in turn worked directly with
19 teachers. And help bridge that gap between kids and the
20 teacher. A lot of these people are even more sensitive
21 that -- to other kids, I guess, than they are their own
22 but they, in turn, tend to help -- well, adults, other
23 adults. They have a different feeling for kids, par-
24 ticularly disadvantaged kids. And also hire with these
25 qualities that I've talked about earlier in mind. Don't

1 hire somebody just because they happen to have a degree
2 and a credential or happen to be from a particular ethnic
3 group per se, but a person from that particular ethnic
4 group that you need as far as affirmative action goes, that
5 has also the humane qualities that we want in the class-
6 room.

7 And that, basically, I think, is where half of the
8 whole problem lies, is the lack of humanists in education
9 and dealing with your fellow man.

10 And these are the things that we try to -- look
11 for when we use our committee. And I've found that a
12 selection committee once you help spell those things out,
13 will do a much better job than one person sitting there
14 as God, making all those choices.

15 The other thing, and I guess this is loaded, would
16 be to pay a bonus for teachers that do an effective job
17 with disadvantaged kids and -- but I don't know how you'd
18 do it but set up a rotation, an interdistrict rotation
19 system.

20 If you've ever worked in schools that have high
21 percent of disadvantaged, kids, you know that these kids
22 have more problems, all the way around, not only the
23 learning problems but home problems and other problems, that
24 other people don't have. And teachers tend to kind of get
25 crunchy after a while, the real effective teacher who gets

1 in there and gives his body and soul, and a lot of
2 extra time, and every now and then they need to pull out
3 and sort of get a breath of, you know, relax abbit.

4 It's much easier to teach a college prep. group
5 from so and so place, than it is to teach a group of kids
6 who don't want to be there to start with, and we refer to
7 them as reluctant learners, and that's you know, putting
8 it mildly sometimes.

9 So, I think that there's got to be -- there have
10 to be some insensitivities built in for people, you know,
11 who will give their all for kids that need the help.
12 And require in-service training for those people that
13 really don't want it, I guess.

14 I don't know any other way you can do it because
15 they're going to be here for 15 years anyway, and sometimes,
16 just sometimes, you do get through to them, even though
17 they have to be there.

18 Q And this in-service training should be directed to both
19 staff, administration and teaching personnel, right?

20 A Right.

21 Q Are there any more recommendations or suggestions,
22 Dr. Griffin? I guess not.

23 THE CHAIR: Any questions from anyone else?

24 If not, Dr. Griffin, thank you very much.

25 Move to our next witness, Mr. Jack Foreman.

1 JACK FOREMAN

2
3 Q (By Dr. Rodriguez) Before I begin, Mr. Foreman,
4 I was wondering, should I speak bluntly or --

5 A (By Mr. Foreman) Go right ahead.

6 THE CHAIR: I think we should ask questions, I
7 don't want us to get into the -- into the habit this late
8 of being blunt or otherwise, you can ask very straight-
9 forward questions. To elicit, you know, information that
10 will help us arrive at the findings we're looking for.
11 I think you should stay away from, you know, anything other
12 than -- I want you to be as straightforward as you want
13 to be, speak your mind.

14 DR. RODRIGUEZ: It's a question of using the word
15 racism or using attitudinally biased.

16 Q (By Dr. Rodriguez) Okay. Speaking generally, would
17 you say that the teachers are receptive and supportive of
18 Chicano students? Speaking generally about the teachers?

19 A That's loaded.

20 THE CHAIR: Do you want to identify yourself for
21 the record?

22 A Yes, I'm Jack Foreman, I'm a teacher at Alisal High
23 School in social studies, sociology, government and world
24 history.

25 THE CHAIR: Would you move a little bit closer to the

1 mic...please?

2 A Yes. I would say that most teachers are receptive
3 to students, sometimes I think their own cultural attitudes
4 get in the way of their being able to function well with
5 the students and so I'm going to have to qualify that
6 statement to the point that to absolutely say that they're
7 not receptive to Chicanos, I don't think I could say that
8 statement.

9 I would say possibly some of their cultural attitudes
10 and developments may make it hard for them to be receptive
11 but that's as far as I would go.

12 Q (By Dr. Rodriguez) It's not a malfeasance, then.

13 The committee understands that you conducted a
14 sociological study last year in one of your sociology
15 classes on racial stereotypes. Would you please explain
16 the design of the study and the results?

17 A I would like to make one correction, it was not
18 racial stereotypes, it was on general category of stereo-
19 typing, clothing, hair, the total, you know, walk, so on,
20 so forth. The stereotyping of how people can label a par-
21 ticular individual because of these types of uniforms, I
22 guess we would say, or attitudes that each individual
23 gives out about themselves.

24 Q The perception of the person?

25 A Yes, the -- so it wasn't racial. That I want to state,

1 it wasn't racial. Some people may interpret it as being
2 racial but that's their problem, not my problem.

3 Yes, I will tell you about it. The survey was
4 basically this, that in class it developed that a lot of
5 people were making statements about different individuals
6 at school as being prejudiced and then I would ask them,
7 you know, how are they prejudiced or what are the reasons
8 for their prejudice, so on, so forth. And the students,
9 then, were beginning to question the concept of prejudice,
10 that's basically what I wanted to happen.

11 And so then we -- then I gave each individual in the
12 classroom a hall pass. This hall pass was not to be
13 used unless you had to use it, you were to be in the halls
14 at some time or another when you weren't supposed to be.
15 Lunch time, go to the library, then wander to your locker,
16 wander around the school and nothing disruptive, you know,
17 everybody understood that they were not to be disruptive,
18 use their hall pass when they needed to, be polite to
19 whoever asked them for their hall pass and so we couldn't
20 get at the secondary results of problems that students get
21 into, they get stopped for the initial thing and then they
22 do something else, which really creates the problem.

23 And the idea was to not get the second stage of a
24 problem developing. And so the class did do this. There
25 was reluctance on the class to write up their experiments.

1 I didn't press them because I felt that they might feel
2 that this, in turn, would get them in trouble someplace
3 else, or whatever else, I didn't really push them to write
4 up their experiment.

5 Q (By Ms. Hata) What were the results of it?

6 A The generalized discussion, this is from my memory,
7 which may be in error in some areas, but generally, it
8 was basically this: The students that dressed in a par-
9 ticular manner, which we would say proper dress, generally
10 -- generally, quote around proper, but acceptable dress to
11 most of your adults as well as students, were not stopped
12 as readily as students who wore the bandanna or wore a
13 basically stereotyped Chicano around school.

14 The individuals that we had, one student that was
15 not Chicano but he was stopped every time he moved, and he
16 had, basically wore the uniform of I-am-a-hood-type concepts.
17 And he was stopped many times, when other students ahead
18 of him walked out of the library and wasn't stopped. So
19 this is a form of stereotyping that I was interested in.

20 Generally, the Oriental student was not stopped.
21 If they were stopped, it was generally a question, where
22 are you going, oh, I'm going to my locker, I'm going to
23 the library, never asked to show their pass, such type
24 thing.

25 I don't know, one of the Oriental students, I think

5
1 there were three in the class that never had to show their
2 pass at all, generally they could solve it through just
3 talking to the individual, at all.

4 Q I can't resist asking, were they dressed at any
5 time like hoods?

6 A No. But they -- they were not always dressed in
7 what we would say is the proper acceptable manner of
8 others, of -- zorries, sometimes they would wear cords,
9 they weren't dressed, the girls were not dressed in the,
10 you know, the dress, so on, so forth-type thing.

11 Another one would be wearing I-am-a-hood-type
12 attitude. One student that wore I-am-a-hood-type attitude
13 was sent to the office, I think, for walking down the
14 hall with an air of superiority-type thing. And the
15 general findings, though, as far as we analyzed it later
16 on, as far as racial prejudice, then I brought it up,
17 well, can we really judge from our findings and our dis-
18 cussions in the classroom that this prejudice or stereo-
19 typing is of a racial nature, and I don't think there was
20 one student in the classroom that -- so many students felt
21 that there was still a lot of racial tensions and preju-
22 dices but none of the evidence supported this, really
23 directly.

24 Indirectly they still had the feelings that the
25 Chicanos were stopped more, that Chicanos had more problems

6
1 dealing with the problems, but nothing really, you know,
2 concrete.

3 Yes, I say this and this and this is a prejudice
4 act. It was mostly the -- the dress. If the Chicano
5 student or Mexican student generally walking down the
6 hall had a book in their hand or looked like they were
7 going someplace with a purpose, they weren't stopped. So
8 it's kind of a mixed bag.

9 Q May I ask one more question, were women students
10 stopped more often than male students?

11 A My guess would be no. My guess would be no. I
12 really can't say that, this is my stereotyping probably,
13 that would be involved here, I couldn't really answer that
14 question, but my guess would be no.

15 Q (By Dr. Rodriguez) But you would conclude that
16 there was stereotyping?

17 A Oh, yes, very definitely there was stereotyping.
18 I can't conclude that there was racial stereotyping. I
19 would say --

20 Q It sounds like it.

21 A I wouldn't make that, I can't go that far because
22 if I made the statement that it was racial stereotyping,
23 then we'd have to set up a whole new type of study and
24 then do another one to retest the hypothesis.

25 Yes, we could set up the hypothesis that it was

1 racial stereotyping, but we'd have to retest it and I'm
2 not willing to make that statement at this time.

3 Q Okay. Aside from your study, and independent of it,
4 do you think there is racial stereotyping?

5 A Personally?

6 Q Yes.

7 A Yes.

8 Q Was the school administration made aware of the
9 findings of this study?

10 A Yes. I told, I think two of the vice principals
11 about it, I very seldom was able to talk to the principal
12 at that time.

13 Q What was their reaction?

14 A I won't say it was too negative towards me, I think
15 that it was something that they filed away that they could
16 use possibly for making corrections and maybe some of the
17 corrections from the study have been made. The possibility
18 of the rotation of the hall people, possibly some of the
19 things that have been happening around there may, and this
20 is only my personal feeling, it may be part of the study
21 that they were informed about maybe affecting it, I can't
22 say. I think also value verification workshops that were
23 set up also dealt with this type thing and that helped
24 them too.

25 Q Do you think that whatever racism does exist has had

1 a negative effect on the ability of the teachers to educate
2 Chicano students, just the racism?

3 A We were talking about the school as a whole, I
4 didn't very -- I don't feel I did very much effective
5 education last semester. Because of the problems that
6 relate to racism around the school, the so-called riots,
7 the unrest of the whole school, the changing of principals,
8 the changing of principals again, the general attitude
9 around the school, the students felt this in my classrooms,
10 my sociology class never got off the ground, never was
11 able to function, and there seemed to be a lot of fear on
12 the part of the students in making statements that might
13 be considered racist. Whereas normally, the class felt
14 free to make statements about, you know, Anglos or the
15 Chicano or whatever group, readily, and not have to fear
16 reprisal.

17 The class never got off the ground, so I would say
18 if we talk about students, teachers and administrators
19 as a genealogy, I think there was a great deal of harm
20 last semester.

21 Q How would you evaluate the Cycle VII teacher corps
22 program? Was it a success or a failure?

23 A I'd write it very positive. Maybe for different
24 reasons than the people who evaluated it to make the choice
25 whether it should continue or not for Cycle IX. My evaluation

1 was from a more personal point of view in the interreactions
2 of the students with the Cycle VII teachers. I felt that
3 Cycle VII teachers provided a safety valve for students
4 that were going to blow and have problems, a very definite
5 safety valve. I felt that many of these students would not
6 still be in school that are still there, I see walking
7 around the school, going to some classes, but I don't
8 think they're going to all their classes but I don't think
9 they'd be going to any. I don't think they'd be around
10 to even have a chance at without Cycle VII.

11 Cycle VII personnel, I think, helped me very much
12 and I'd like to relate how they did.

13 Last year or for three years, I've been trying to
14 get a college night-type thing, where representatives from
15 the different colleges would come down to the school and
16 give presentations, give opportunities for scholarships for
17 both students and parents, because I felt there was a
18 great reluctance on many parents to understand that
19 scholarships were available, and there is an even more --
20 the understanding of how to get them for parents to help
21 their children get them was practically nil and for three
22 years I've been trying to do it and I always got negative
23 response from the administration.

24 And basically, the counselling staff. And so I did
25 it myself through the political awareness club that was

1 formed and I asked two of the Cycle VII people to come in
2 since they'd gone through the scholarship thing and they
3 were, you know, really up on it and they were helping
4 other students both Chicano and Anglo and other minorities,
5 on how to fill out their applications for scholarship.
6 Give them guidance, give them instructions when they had
7 to do it that I asked them to come in and make a presen-
8 tation on how do you get money to go to school.

9 And I think it, luck, we had something like 126
10 people show up, and the general comments around the next
11 day were oh, some people on the staff was, how many did
12 you get, five? And, no, we told them we had that many
13 and it was very much of a success. The parents, the
14 students all felt they benefited from it and I don't think
15 it could have been that much of a benefit without Cycle VII,
16 because they volunteered their time and they came and did
17 the job for this.

18 And so, again, that type of evaluation other than
19 in the classroom directly, and I can't really tell what
20 went on in the classroom because I wasn't there, I can't
21 evaluate their classroom techniques or anything else.

22 One other thing that I do feel is that evaluation
23 for the decision not to have Cycle IX may not be the
24 criterias used, I think should be reevaluated. The criteria
25 of so much growth of the students during this particular time,

1 I think may be in error as a criteria. I base this on
2 this: These students that are in Cycle VII, who have had
3 nine to ten years of public education, were still reading
4 at the fourth grade level or thereabouts, and to expect
5 a group of new teachers who have not been trained as well
6 as the staff that had been teaching them previously to
7 come in and raise their level appreciably in one year. I
8 think was in error.

9 I think that possibly two or three years given,
10 then they could have some effect, but I think this concept
11 of saying he must do a better job than the public education
12 system has done in the past, is very much an unfair evalua-
13 tion to Cycle VII or any program.

14 I'd hate to work under the concept that I had to
15 raise a student's reading level one grade point per year
16 when nine years they'd only raised it to the fourth grade
17 level and it's just, I think it's a very unfair type of
18 evaluation. And I feel that any evaluations in this area
19 should be changed to take in incidental learning, incidental-
20 type atmosphere, attitudes, this type of thing, as to
21 how much it helps.

22 Q I agree with you.

23 Could you describe the difference in style or the
24 difference -- if there was a difference in style at all,
25 between the interns and the regular teachers?

1 A I wouldn't attempt to. I don't think I can say --
2 well, I would think that the difference in style was
3 basically they ran a much more loose type atmosphere. I
4 happen to be prejudiced in that particular area because
5 that's the kind of atmosphere I run, so I think it's
6 best. So I like that atmosphere.

7 Q You think it worked with Chicanos?

8 A Yes, I think it very definitely works with
9 Chicanos. I think that Chicano students need to have a
10 little bit more flexibility, a little bit more understanding,
11 they've gone through a system, as far as I'm concerned in
12 the Salinas area, of high regimentation up until the time
13 they get to high school, and that hasn't worked. Obviously.

14 And so, therefore, let's try, this may not work
15 either, I'm not saying it's going to work, I'm saying let's
16 not continue what hasn't worked in the past and so I like
17 the idea of flexibility of the classroom. Being a little
18 more lenient with tardies, being a little more lenient
19 with attendance problems, instead of saying this, suspend
20 him for being, you know, late or for cutting, let's say
21 okay, come on back in the classroom and see what you can
22 do to make it up, is my basic attitude, which I think is
23 different than the attitude, and I think this was the
24 attitude of Cycle VII in talking to them.

25 The best thing to do was get them back in the classroom,

1 not suspend them for missing because maybe that's what
2 they want in the first place.

3 Q Do you believe that there was a strain between
4 the teachers and the interns?

5 A There was what?

6 Q Strain between the teachers and the interns?

7 A Yes. I think there's a strain between the teachers
8 and teachers, also. I think that I've experienced a
9 strain, I've experienced staff members telling students
10 that, you know, you really don't have to pay attention to
11 him you have a mind of your own. I've experienced this
12 is secondhand information. Teachers telling students that
13 the only way you can escape not being changed in my class-
14 room is to be going in with intelligence enough not to
15 listen to what's being said. I've experienced staff members,
16 classified staff members, asking students about what's
17 going on in my classroom.

18 Rather than coming in and seeing what's going on
19 in my classroom, they're asking other students about it
20 and this does present a strain. And I think this is not
21 only, I think this happened with Cycle VII, I think it
22 happens with other teachers so I'd hate to say that it
23 would be just Cycle VII. I think there's a strain be-
24 tween teachers and teachers.

25 Q What I'm really trying to get at is do you think that

1 that had anything to do with the CEC decision against
2 Cycle IX? This strain between the interns and the regular
3 teachers?

4 A My personal opinion?

5 Q Yes, of course.

6 A Yes. I say to you. I think possibly some of the
7 concepts of affirmative action had developed a strain too,
8 I don't agree with their particular views but I can under-
9 stand their views, that don't like the idea of affirmative
10 action. I can understand why they feel that way, and I'm
11 not going to put them down for it, I just happen to dis-
12 agree.

13 Q I don't have any more questions but I feel free
14 to have you make any comments you want to make at this time.

15 A Let's see. I think you've just about covered almost
16 everything.

17 Oh, one other comment that I would like to make is,
18 and this is going just from memory, at the time of Cycle IX
19 and the evaluations made of Cycle VII, I think the Cycle
20 VII people, and they can correct me if they talk to you
21 later, if I'm in error or someone else can, I'm sure, that
22 at the time the presentations were being made about
23 Cycle VII and the evaluations, there was a counter proposal
24 to, and a counter -- the Cycle VII people wrote a letter
25 stating, you know, their position which was different than

1 the position of the evaluation or of CEC. And I -- the
2 question I asked, then, and I'm still asking, is, why wasn't
3 this information given to the teachers before they had
4 the vote or if -- and I'm not sure if it was given to them
5 before they had the vote or the day they had the vote and
6 not postpone the vote until people had time to look at it
7 and evaluate the two ways. Before we voted the teachers,
8 as a whole, in the district, voted on the possibility of
9 having CEC. That would be the other thing.

10 Q Anything else?

11 A Oh, well, one other thing. I think the general
12 attitude of strictness around the school, this is my pet,
13 anyway, that the regimentation, so on, so forth, the locked
14 doors, leads to more dropouts than it does to quietness
15 in the halls, because the halls are not that quiet anyway,
16 and I think that these type of hassles lead the kids to
17 get disgusted with school and drop out and it's not anyone's
18 fault, I think it's just the philosophy of the school that
19 creates dropouts.

20 I felt that smoking, suspensions for smoking causes
21 dropouts. We've solved that problem in the local campus
22 pretty much and so that's not a problem any more.

23 Q It would seem to discriminate more against Chicanos
24 because they're the ones who would drop out more because
25 of those bcking doors and the smoking policies and everything.

1 A I don't know. I know quite a few Anglo students
2 that have dropped out for the same reason.

3 Q (By the Chair) Mr. Foreman, two questions. Did
4 you -- were you polled on whether or not, as a teacher,
5 you wanted Cycle IX?

6 A If I remember correctly, yes, I think that was the
7 poll that we had and the poll that was before I had -- if
8 I remember correctly, I got the information about Cycle
9 VII's evaluation that the Cycle VII people wrote up after.

10 I think there was --

11 Q Did you get to see CEC, did you get CEC's informa-
12 tion on Cycle IX prior to being polled?

13 A Yes, I think I did.

14 Q And you did not get the information on Cycle VII --

15 A I think Cycle VII came in just came in at the same
16 time the poll was going on, I wouldn't blame Cycle VII,
17 I wouldn't make a statement or want to be attributed to
18 make the statement that the CEC purposely didn't get this
19 information out, I think the information just didn't get
20 there in time.

21 But if it was known to be there, I think it should
22 have been, the voting should have been stopped and that
23 was the request I made then.

24 Now, you're getting into areas where I'm kind of
25 fuzzy in my memory, it could be that I was a little biased

1 because they didn't pass it and I'm seeing things dif-
2 ferently.

3 Q As a teacher, and someone who was polled, do you
4 remember what the vote or what the poll or what they told
5 you the final vote was, somewhat close, not down to the
6 last vote.

7 A No. I think it was fairly close, if I remember
8 correctly, I'm not sure, maybe I like to think it was
9 close. I don't know.

10 Q (By Ms. Hata) I'm going to put you on the spot,
11 Mr. Foreman, as an out-front and front line instructor on
12 campus. Dr. Griffin made --

13 THE CHAIR: I'd like to check with counsel --

14 Q (By Ms. Hata) One of Dr. Griffin's recommendations
15 was that there be mandatory in-service training for those
16 who need it. In your opinion, what percentage of the
17 administrators of your school need mandatory in-service
18 training?

19 Are we talking about more than 50%, less than 50%?

20 A I would like you to -- I'm kind of fuzzy on your
21 question, I'd like to have you repeat it and then maybe
22 I can ask questions for clarification.

23 Q Dr. Griffin mentioned that as one of his recommenda-
24 tions, that there be mandatory in-service training in terms
25 of clarifying stereotypes and other problems for those who

1 need it. Now, in your opinion, I would like you to re-
2 spond in terms of percentages of administrators, teachers
3 and certificated staff, in your opinion, how many -- what
4 percentage of these three areas, these three groups would
5 benefit from involvement in in-service training?

6 A I can say categorically, every one, including myself.

7 Q Every one?

8 A Every one. I really don't think that when we're
9 dealing in an area of high emotional atmosphere that we
10 have around the campus, or we've had around the campus, I
11 would say that, you know, every day I walk down the halls
12 and I hear, and students also need it, every day I walk
13 down the halls I hear people making what we could term as,
14 or someone could assume to be a racist statement without --
15 but it wasn't intended to be. I hear statements being
16 made all the time by staff, students and including myself
17 in classrooms, I will come up many times, I do it on
18 purpose, but other, in sociology class I do it on purpose,
19 many times in sociology class I'll make a definite racist
20 statement without even realizing it until some student
21 who's, you know, once we get into it they're supposed to
22 all be on all my racist statements too, and I make it,
23 you know, I'm a product of my environment.

24 And I think all of us have a long ways to go in this
25 area of stereotyping and in the area of clarification of our

1 own values to other people's values, and I would per-
2 sonally say I need it and I would say everyone else needs
3 it too, as far as I'm concerned.

4 Q Are there classes for the students, then, to take to
5 help in this problem, problem area?

6 A Yes. Sociology, psychology, my feeling is that all --

7 Q But no specific classes, excuse me, dealing with
8 this issue?

9 A No, there is not any. I would, at one time I was
10 thinking about writing a course or developing a course in
11 minority problems, then we would go from the Irish to
12 Chicano, that type thing, and at different periods of
13 history different types of happenings, how other people
14 solved their problems, what has been the pattern of
15 solving problems. But I was never able to get it off the
16 ground. Right now I'm trying to develop a course in
17 sociology through literature, which would definitely deal
18 with this, Baldwin makesthese people, but I'm
19 having a hard time getting it past some of the staff be-
20 cause of the type of books that would be used.

21 THE CHAIR: Dr. Share.

22 Q (By Dr. Share): Kind of a question, observation, if
23 you wish. One of the things that at least I'm impressed
24 by is the -- one of the things that strike me, at least as
25 one of the members of the committee here, date, back to one

1 of the questions. In fact, I think the theme throughout
2 the questions we've had today has been the ethnic im-
3 balance in terms of the staff as related to the students.

4 We have, I think, a 40.5 percentage of Mexican-
5 American students at the high school level we're referring
6 to, Alisal, 45? And we have a teaching staff that is no-
7 where near that. In fact, dramatically away from that.
8 We're talking about a number of innuendos, hypotheses,
9 suggestions, how to better communicate, whether it's through
10 a language or what you say, as we all know what some people
11 might consider a racial statement, where other person
12 saying the same thing knows. I'm wondering how

13 I'm wondering out loud with you here again, as a
14 teacher, expert in the area of sociology, the class you
15 teach as the school, the language alone, if that makes
16 that -- well, how much of an impact does the language have
17 as related to having other staff also represent that pro-
18 portion of the student population?

19 Would it be significantly different in terms of your
20 situation or should you have a greater percentage of
21 Mexican-American teachers within the high school that
22 already have a large percentage of students that are
23 Mexican-American?

24 A I'm going to try to categorize your questions. One,
25 let's start with the one. Yes, I do think there should be

1 more Mexican-American or bilingual teachers there. I do
2 not mean to say that -- I really don't think that all, just
3 because a person is Mexican-American or Chicano, neces-
4 sarily means that they're going to be a good teacher for
5 the Chicano kids. I just can't, I feel that I and many
6 other people relate very well with the Chicano students at
7 school and I'm not bilingual. But I think it would be a
8 better chance that the relationships would develop if
9 they were away, and if we, again, getting back to, should
10 I mention Dr. Griffin's name, since you mentioned it?

11 Dr. Griffin's statement of, are they conscious of
12 kids' problems, are they conscious of the problems of these
13 people, I think is much more important sometimes than
14 strictly the concept of affirmative action that they have
15 to be a Chicano or bilingual. But it would be better
16 if they were, I think.

17 Q I think some of us up here have also been impressed
18 with just the definition of Chicano by some staff as well
19 as students.

20 A There's many, many students out there that do not
21 like to be called Chicano. I know a lot of them that have
22 challenged me, as you know I'm not a Chicano, don't call me
23 a Chicano, they feel very, very threatened by this statement.

24 I was at a meeting last year among, where there was
25 trying to get a, some kind of understanding between the

1 Chicanos and those people that didn't want to be called
2 Chicanos, and the -- there was no solution, really, to
3 them working together to try to solve, they were trying to
4 get, okay, we have common problems, let's work on the
5 common problems, let's not worry about Chicano or whatever
6 it is, let's try to work on our common problems.

7 And there was a hard, very hard time getting through
8 this resistance in this particular area, and so I would say
9 that there's, within the Mexican community, there's great
10 deal of variance that we have to deal with also.

11 THE CHAIR: We are products of our environment.

12 Thank you very much.

13 We have various people that have asked to appear
14 before the committee, and letting this go as long
15 as I have with the intention that the next group of
16 people would be the last to be heard today, and I'm going
17 to arbitrarily stick to that, even though other people
18 would like to speak to us.

19 But, rather than not hearing what people have to
20 say, I would request of staff to get together with those
21 people who have indicated their desire to speak to us,
22 and make the appropriate -- to make sure that we get their
23 testimony in written form so that we can make it part of
24 the record.

25 So, if you'll do that, then the next four people who

1 are coming up as a panel, will be the last we'll hear from
2 this afternoon.

3 While the committee members are moving up, for
4 the sake of the witnesses who are about to testify, I
5 want to tell you a couple of things. One, if you haven't
6 been here from this morning, -- was everybody here this
7 morning? You weren't here this morning? Oh, some were.
8 Okay, we want to stay away from any names or anything that's
9 very personal so that no one, you don't have to worry
10 about anything being slandered or anything like that.

11 I think the easiest way would be for us to, let's
12 see, you're teacher corps interns from Cycle VII --

13 MS. PADRON: Phase II.

14 THE CHAIR: -- Phase II. Okay. What I think the
15 way I'd like to proceed on this is to have, we'll start
16 with a couple of questions maybe from everybody here with
17 what we would like to know out of the interns. We've had
18 questions all day on interns from Phase II as it may be,
19 and then if you feel that there's something which was left
20 out that is very pertinent, at that time you can probably
21 summarize by telling us that, then we will move on.

22 Since we didn't have an opportunity to interview
23 you. So we'll start, being the male chauvinist that I am,
24 with the vice chairperson. And Helen Bernstein, would you
25 like to start the questioning?

1 Q (By Ms. Bernstein) Are any of you presently employed?

2

3

REINA PADRON

4

5 A (By Ms. Padron) Yes, I am.

6

THE CHAIR: And identify yourselves and who you
7 are, what you are and --

8

A Okay, my name is Reina Padron, I'm a former intern
9 at Alisal High. I'm ~~now~~ employed with the compensatory
10 education program.

11

MR. ISHIKAWA: Mr. Chairman, could you identify,
12 could you have them identify what their major was.

13

A I majored in psychology, no minor. Psychology,
14 my major was in psychology, no minor.

15

THE CHAIR: Psychology, no minor, next? *My*

16

17

18

VICTORIA CASTRO

19

A (By Ms. Castro) My name is Victoria Castro, I'm
20 presently employed by ^{L.A.} ~~Al~~-City Schools as a math teacher.
21 I'm credentialed in social studies and math, and I worked
22 at Alisal High School last year as an intern.

23

24

25

1 RENE MORENO

2
3 A (By Ms. Moreno) My name is Rene Moreno, I'm
4 presently employed at Bassett Union High School District
5 in El Fuente, Arizona, I worked at Alisal High School
6 last year as an intern. My major is Spanish, my minor is
7 social studies.
8

9
10 PEDRO OLIVARES

11 A (By Mr. Olivares) My name is Pedro Olivares, I'm
12 presently unemployed, I'm a substitute teacher in ^{the} Salinas
13 School District. I'm a part time adult education teacher
14 and I'm a part time student at San Francisco State Uni-
15 versity working on a master's degree in Chicano studies.
16

17 My major is Chicano studies and a minor in English.

18 THE CHAIR: Okay, Helen, if you want to start the
19 questions?
20

21 Q (By Ms. Bernstein) The three of you who are not
22 employed in the Salinas School District, how many of you
23 were interviewed for positions?

24 A (By Ms. Castro) I was not interviewed.

25 A (By Ms. Moreno) I was not interviewed, I don't
believe.

A (By Mr. Olivares) Can you repeat that question again,

1 Q Were you interviewed for a position in this dis-
2 trict?

3 A No, I was not.

4 Q Did you join the teacher corps with the under-
5 standing that 50% of you would be employed?

6 A (By Ms. Castro) When I came into the teacher corps
7 program, I came in with a lot of assumptions that weren't
8 met and one was that it was expected of us to be employed
9 in the district after, as part of our commitment to the
10 program.

11 You know, like they wanted teachers that were going
12 to stay here too, and that was part of your commitment.

13 Q Were you asked if you'd be willing to live in the
14 area?

15 A At the time, personally I was asked, but I had --
16 I knew I had a position in another district, and a position
17 in Salinas wasn't for sure. They said for sure I would
18 probably get a position as a math teacher but they didn't
19 know if they were going to have an opening, so I chose to
20 go to the other district. It was like I wasn't going to
21 wait around till they made a decision whether there was
22 going to be a position or not.

23 Q When you came here originally, was it with the
24 understanding that you probably would --

25 A Yes, that you would probably stay here and teach a

1 few years.

2 Q And you'd be willing to live here?

3 A Yes.

4 A (By Ms. Moreno) Can you repeat that question again,
5 please?

6 THE CHAIR: The question is when you entered the
7 program, did you enter it with the intention that you
8 would be -- the question was were you willing to live here
9 after you entered the program and one of the things you
10 were asked or whatever, based on the fact that 50% would
11 be hired?

12 A I can answer to that question the former way. When
13 I came, I had no intentions of staying in Salinas. As the
14 year went on and I got to work with the students and I be-
15 came very close with most of the students, I had intentions
16 of staying in Salinas, yes.

17 Q (By Ms. Bernstein) At any time, did anyone approach
18 you and explain that there would not be a position in your
19 teaching major or minor and that it would be a good idea
20 to either apply to the state for a provisional departure
21 fulfillment and/or take courses that would allow you to
22 teach, be able to teach in the major or minor field that
23 would have a position available?

24 A (By Ms. Castro) I think there's more than one
25 question. Okay. I was never -- as far as I was concerned,

1 and was notified that I had everything I needed to teach
2 either math or social studies and I was never advised to,
3 you know, to take any other courses. Also, I think I
4 was maybe -- the interns understood that at the most there'd
5 be maybe five or six of us selected to work in the dis-
6 trict after our year was up, so the majority of us went
7 looking for jobs right away. And so it was put to us
8 like, I was under the understanding that never would 50%
9 be hired, so I wasn't going to wait around for them to
10 decide whether we were going to be hired or not.

11 Q Were you aware of that right from the beginning?

12 A Somewhere in January. You know, it started coming
13 out that that's when we started questioning whether
14 we were going to have positions next year, and possibly
15 not even -- the number five wasn't even thrown out yet,
16 it was a possibility none of us would be hired by the
17 district.

18 Q And at that time, did they explain to you that you
19 wouldn't be hired because the positions that would be
20 available would not be in something you could teach in?

21 A No. It was because the district had an overload
22 of teachers. That would be the reason we wouldn't be
23 hired. Not because of -- personally not because of my
24 subject areas.

25 Q Did you submit an application to the district?

1 A No, I didn't. I saw no need because there was --
2 in fact, at the time I was working within the math
3 department and there was an overload, that's what they
4 told me so I said I'll go look somewhere else. I know math
5 teachers can be picked up in any other district.

6 THE CHAIR: We're going to move on to Jack now,
7 do you want to ask any questions? Okay, Nadine?

8 Q (By Ms. Hata) Did the school hire anyone who was
9 not willing to stay in Salinas? Were you asked this question?

10 A (By Ms. Padron) The only way I can answer that
11 question is that one intern that was hired had not put in
12 an application to the Salinas District but she was
13 offered a contract. Whether she was willing to stay in
14 Salinas or not, I don't know, but she was offered a con-
15 tract without submitting an application.

16 Q Some of you have come from quite a distance to come
17 up to Salinas. Would you like to make a short statement
18 to the committee? Any of you? A short statement to the
19 committee?

20 THE CHAIR: We're going to do that after the ques-
21 tions are over.

22 Noelie?

23 Q (By Dr. Rodriguez) What I was going to say is,
24 were there any testimonies today that you have in your mind
25 were contradictory to your own experience? Does anything

1 stand out that you would like to say that was contra-
2 dictory to your own experience?

3 A (By Ms. Castro) I think one of the basic premises
4 that this whole commission's going on is that Cycle VII,
5 Phase II, was a bilingual/bicultural program. As far as
6 I was concerned, it was an extension of an ESL program,
7 we were never involved with another culture other than
8 Mexicans, we never had Anglos involved with our program,
9 so we saw no bicultural components in it. The only
10 possibility where the district can come out and say, is
11 that we did offer a class in Spanish.

12 That's my personal feeling.

13 A (By Ms. Padron) And as far as bilingual education,
14 I would like to state also, that the students that we had,
15 it was very difficult to teach a class bilingually, we
16 either had an extended ESL program as Vicky has mentioned,
17 or we taught the English-speaking kids in English, we had
18 students that ranged from fourth grade level up to a
19 tenth grade level and so it was very difficult because of
20 that to hold a bilingual class. -

21 THE CHAIR: Just to follow up on that, did you
22 feel that the teachers were dumping problem children into
23 your classes?

24 A (By Ms. Castro) Definitely so. In fact, we were
25 given 60 students, I think, 30 were the ones that the ESL

1 program could no longer facilitate, they could master
2 the language somewhat but the school had nowhere, really,
3 to put them, other than in further art classes. We found
4 out that was -- everybody was being placed in art classes.

5 The other 30 had been at one time or another
6 identified as the potential dropout and you know, like
7 the -- no other teacher wanted to deal with them.

8 THE CHAIR: Do you two gentlemen have -- is that
9 your feeling on that subject?

10 A. (By Mr. Moreno) I think, I taught at the same
11 school they did and I feel pretty much the same way. I
12 agree with them.

13 A. (By Mr. Olivares) I taught at Salinas High
14 School, and my area was ESL, I saw a lot of students
15 being held, especially in English and other areas, but
16 there were conflicts between the students and the Chicanos,
17 you know, the ones who come from Mexico and the Chicano
18 from here, and the other groups. Actually, there were
19 three conflicts, the Anglo-American and the Chicano from
20 here and the residential one and the Mexicano from Mexico,
21 so what we did in Salinas, we thought ESL would be cul-
22 tural import classes, like cultural involvement such as
23 English, such as that.

24 I thought it very successful and I thought if it had
25 been continued, but some outside force that was not us,

1 got, you know, stopped this program.

2 THE CHAIR: Noellie, do you --

3 Q (By Dr. Rodriguez) Well, I'm just struck by the
4 implications of your testimony that you were helping the
5 Chicano students in your program and you were dropped,
6 am I right?

7 A (By Ms. Padron) Can you say that a little louder
8 so that everyone can hear that?

9 Q The implications of what I'm hearing was that you
10 were helping the Chicanos that were the problem, and you
11 and the program were just dropped?

12 A I think that's the general feeling, yes. In fact,
13 when we were told that Cycle IX -- Cycle VII would not be
14 continued that it would be in the form of a Cycle IX, the
15 way the proposal would be submitted we gave strong opposi-
16 tion when the CEC members presented this -- well, we were
17 voted down first of all there was an overwhelming vote
18 the first time. We gave a strong opposition, then we
19 further went on to make presentations with the teacher
20 corps students and the students made presentations to
21 the CEC committee and with the intention of possibly
22 swaying, changing their minds to accept the Cycle IX pro-
23 gram as it was with three teachers and three interns since
24 we were willing to go by that. Not that we had any bar-
25 gaining power but we felt that three interns being trained

1 was better than nothing at all.

2 And we did make a presentation before CEC, but we
3 -- the vote showed later that it didn't make that much of
4 a difference.

5 DR. RODRIGUEZ: Thank you.

6 THE CHAIR: Mr. Lau, do you have any questions?

7 A (By Mr. Lau) Thank you, Mr. Chairman.

8 The lady in blue mentioned some expectations that
9 were unfulfilled. Could you outline some of these ex-
10 pectations that were unfulfilled?

11 A (By Ms. Castro) First of all that I was coming into
12 a bilingual/bicultural program. Second, that I would be
13 certificated with specialties on my credential indicating
14 that I was trained in ESL and SSL, that I would be certi-
15 ficated as a bilingual/bicultural teacher.

16 I received a standard secondary credential that I
17 could have picked up with 20 more units anywhere at any
18 college as to when I came into the program. I received
19 the standard secondary with no specialty.

20 Q Thank you.

21 Do any of the other panelists have any complaints
22 other than those that you've outlined regarding unfulfilled
23 expectations?

24 A (By Mr. Olivares) I do. I've been here unemployed
25 since September and I'm trying to get into a school district

1 for a very long time. I've been interviewed four times at
2 Alisal High School, once at Alisal, once at Salinas and
3 one at North. So far I've been told that I haven't been
4 rejected but I haven't received a statement as why I have
5 been refused, you know, a position, or what I said wrong
6 that could have disqualified me from, you know, certain
7 positions as a teacher. But I'm still hanging on right now.

8 A. (By Mr. Moreno) Sometime during the summer two
9 principals from this district expressed, approached me and
10 expressed interest in me staying in their respective
11 school, one of them was El Sausal School, one of them was
12 Alisal High School. There was a half-time position on each
13 one of these schools, there was apparently interest from
14 the principals, and I expressed some interest in working
15 in these schools.

16 I went and talked to the director of personnel,
17 he said he wasn't aware of these positions being open, I
18 -- I went and talked to different other people and finally
19 it became clear that the positions were open. When I
20 called the director of personnel, he said he was going to
21 investigate if these positions were open. I waited for about
22 a month, from three to five weeks, and I received no
23 response from him.

24 At this time I went to other interviews, and I re-
25 ceived a couple of -- two or three offerings from two other

1 districts that I can recall, one of which I -- one of which
2 I signed.

3 I -- the last time I called the office of personnel,
4 the director of personnel was on vacation, there was no
5 word whether these positions was open or not, and the
6 person that I talked to refused to discuss it with me.
7 This is when I signed the contract at Bassett Union High
8 School District.

9 When he came back from vacation, this was sometime
10 close to September, I was getting ready to prepare to
11 teach in La Fuente, he called me and he said that he had
12 a position open for me.

13 At that time, I said that he had waited too long,
14 and that other districts had already showed more interest.
15 I complained to him about this incident.

16 THE CHAIR: Do -- yes, you have a comment?

17 A (By Ms. Castro) I think there was one more expect-
18 tation that we came into. During our interviews we were
19 told that we would be part of a task force that would help
20 implement institutional change here in the Salinas School
21 District, we thought we were going to come in and be, you
22 know, be able to change some policies or at least let's
23 test them. And I think our first month as Salinas teachers
24 we were told you're not changing anything, you're going to
25 follow the same procedures other teachers do.

1 We had one incident on a first field trip with a drug
2 problem with one of the students, and we met as a team with
3 the student and as a team and the student we decided how
4 to handle the problem and we were overridden by our team
5 leader and it was taken to the dean of boys, just like
6 any other problem. So there was really no, no room for
7 change.

8 Our attendance, with our Cycle VII students at the
9 beginning of the year was very, very low, they were not
10 attending, not even, you know, not only Cycle VII courses
11 but their general course of study. We started working on
12 attendance, we were a little more lax and we negotiated
13 with them, we felt our aim was to get them in the classroom.
14 And we found that the attendance was improving, they were
15 attending Cycle VII courses, and there's still a problem
16 with their attendance in other courses.

17 We felt that, you know, we can't handle that right
18 now but many of our students were brought on the carpet
19 because of their attendance at other classes and this
20 tended to work against us.

21 Q. (By Mr. Lau) What other positive things happened
22 in this program?

23 A. (By Ms. Castro) I think, personally, when I entered
24 Alisal and I realized the facilities we were given, the
25 objectives we were given to fulfill, I knew it was -- we

1 weren't going to do it. So I mean it was -- you know,
2 it was pointed out that there would be --

3 Q What other positive things happened?

4 A Okay, I think we taught our -- one of our main
5 goals was to teach the student how to survive in the
6 school, to make it manipulate for his benefit, and I think
7 we produced quite a few students that realize Alisal is
8 their school, and to talk out about it, that was one of
9 the most beneficial things I saw.

10 Q Does the panel think that they received adequate
11 cooperation from the administration of the school dis-
12 trict?

13 A (By Mr. Moreno) At our school we had our vice
14 principal was most cooperating with us. He was very
15 supportive, and we -- we thought we were very lucky to
16 be able to work with a person like him.

17 A (By Ms. Castro) We did not get the support from
18 the principal, though.

19 Q What was the -- what was the general level of
20 cooperation from the administration at all levels? You're
21 talking about the principal, the vice principal, did the
22 superintendent do all that he could have to have helped
23 this program along? The superintendent and the staff?

24 A (By Mr. Olivares) I can answer that. I was
25 appointed by the interns to represent them in the superin-

1 tendent's advisory committee and the interns came up to
2 me with some of the problems, for example, some North
3 Salinas said one of the teachers was pulled out of the
4 class for the administrators to have meetings. In Alisal,
5 where an intern at that time was in a small room was
6 pointed to him.....there was fire hazards and hot
7 inside, and that was, I guess, resolved later on.

8 These are some of the issues that I resolved that
9 were, you know, problems. Later on, as their adviser,
10 more or less representative to the advisory committee, I
11 discussed the hiring of interns during that time from the
12 spring and the fall, this past year. And I saw more or
13 less their purpose from the administration, so it was
14 more like, you know, it wasn't wishy-washy, that's what
15 I saw.

16 Q Is the general feeling of the panel that they were
17 given lip service from the administration?

18 A (By Mr. Moreno) Can you repeat that again, please,
19 sir?

20 Q This gentleman has said that he was given lip
21 service. Is it the opinion of the other three panelists
22 that they were also given lip service in some of the
23 areas that they discussed with the administration? Some of
24 the real issues?

25 A (By Mr. Olivares) What I saw was there were killer

1 phrases that are used in communication, in a strong com-
2 munication between two individuals and a group, that's
3 what I saw. For example, I'm sorry, Pedro, we can not
4 hire so many interns, that's just the way it is. Things
5 like that. Those are killer phrases in communication,
6 that turn people off and these are some of the things I saw.
7 Not only from the administrators but from some of the
8 teachers and I seen it from the students too, come out of
9 their own lips. See, I'm studying the behavior right now
10 of teacher and communication between a student and the
11 teacher, and how the teacher approaches the student and
12 how the student responses back is a very negative, you
13 know, student has the response, and I see an image before
14 that school official approaches the student, especially
15 with a Chicano.

16 And I have already recorded some of them at home
17 that, you know --

18 Q Are you indicating that the -- it's your feeling
19 that the school district did not have a firm commitment to
20 the affirmative hiring of minority interns?

21 A (By Ms. Castro) Personally, I feel yes, I think
22 we were treated, you know, with smiles and we're going to
23 do all we can for you, but they never implemented that.

24 Q Was that the feeling of the group of interns that
25 you went through --

1 A (By Mr. Olivares) I believe so, because many of us
2 waited here until August, you know. That was -- we waited
3 for a very long time and lot of us had to be back to
4 Los Angeles and lot of them didn't want to come back. But
5 they waited long enough. But I'm the only one stayed be-
6 hind because my wife works here in North Salinas, or else
7 I would have gone to Fresno or Sacramento or someplace, if
8 I wasn't married.

9 Q Is part of the problem with the hiring that the
10 hiring is not centralized? We've received testimony
11 that the principal has more or less the right of approval or
12 disapproval in hiring in regard to new teachers, is that
13 part of the problem?

14 A I've been interviewed so many times here in Salinas,
15 as I say, the principals, the departments, and the
16 reputation of the teacher corps in the past, that's what
17 has affected me and I notice it from the past interviews.

18 Q What kind of reputation --

19 A Well, teacher corps involved some of the interns in
20 the past in demonstrations, now I don't even know those
21 people. Now, before we came here we were told this kind
22 of things, and said, wow, you know, and the attitude
23 coming down on us from what other people did was hurting
24 us.

25 A (By Ms. Castro) I feel that part of the reason that

1 interns weren't hired in this district was because it
2 was an insincere commitment on the district's part, they
3 did not want the interns to stay here because we had
4 learned to survive in their system and was like quoting
5 an earlier speaker, we were rocking the boat, we were
6 questioning, you know, questioning policies, how are you
7 getting away with calling us a bilingual component or bi-
8 cultural component? We were questioning our use of class-
9 rooms, we were questioning the facilities that we were
10 given, we were questioning the programs of students, we
11 were questioning many things and it was just easier not to
12 hire us.

13 Q (By the Chair) Were any of you involved in the
14 writing of the teacher corps evaluation study that was
15 submitted to CEC?

16 A You mean the presentation given by teacher corps
17 to CEC?

18 Q Right, and that was, I guess according to Mr.
19 Foreman, handed out when the vote was being taken.

20 A (By Ms. Padron) Okay, there was a writing presen-
21 tation, we would get it -- it was an oral presentation with
22 students talking about what the interns were doing in the
23 classrooms and why they liked the classes and so on. It
24 wasn't anything in the form of writing.

25 Q I thought there was a written counter statement which

1 A (By Ms. Castro) I think he might be referring to a
2 document the team leaders wrote up on our behalf.

3 Q Were you aware of that? As to when it took place
4 and what happened, you know, what time and when the vote
5 was taken and --

6 A I was, as I can recall, we heard that we were
7 voted out and we didn't even know we were being voted upon.
8 And then we got together as interns and said, well, wait
9 a minute, let's make some type of presentation as to what
10 we're doing and by the time we made our presentation we
11 had been voted out again by the faculty so we had no power.

12 THE CHAIR: I want to thank you very much --

13 MS. HATA: Mr. Chairman, I've got a few more ques-
14 tions.

15 THE CHAIR: Few more questions?

16 Q (By Ms. Hata) Mr. Olivares talked about waiting
17 around until August for a position. How many interns do
18 you know of that waited around till August?

19 A (By Mr. Olivares) I can't hear you well.

20 Q How many interns do you know of who waited until
21 August to be hired?

22 A Well, I can give you the number, approximately ten,
23 ten, 15 of them.

24 Q Ten?

25 A Ten or 15.

1 Q Ten or 15. Did the school district give you any
2 indication of when they would hire? Because we've got
3 statistics which -- we've seen statistics today that 32
4 teachers were hired after August of 1974, do you have any
5 indication, those of you who are waiting with applications
6 in, did you have any indication of when the school
7 district would once more offer contracts or begin to
8 offer contracts?

9 A Well, only thing I can say is that these people
10 waited so long, hoping to be hired because I know there
11 were openings and later on in the year there were other
12 openings, and they were not called back in to, you know,
13 see if they would take the positions.

14 Q How would all of you, in general, characterize your
15 relationships with the permanent teachers? Did you find
16 them supportive of what you were doing, did you find them
17 hostile of the fact that you were on their campus? Your
18 relationships with the rest of the teachers on the campus.
19 The permanent staff, permanent teachers.

20 A (By Ms. Castro) Generally, we were thought of some-
21 body in the corner over there doing a program, and not
22 given much concern.

23 In September, I know at our school, we invited
24 all the faculty, that our door was always open to -- for
25 them to walk in any time, from the staff -- I don't know the

1 size of the staff at Alisal, I think we had one visitor,
2 and generally the less they saw or heard of us, that was
3 the best.

4 Q What kind of cooperation would you get from the
5 counseling staff?

6 A Okay. I can talk to what I -- when I was --
7 prior to coming to teacher corps, I had been trained as
8 a college adviser. And my first week at Alisal High I
9 approached the counselor that was in charge of this and I
10 told him of some of the things that I had done in my
11 background, that I knew were not available at the school.
12 And that I would like to work with him in that capacity,
13 you know. And I never saw the man again until I ran into
14 Mr. Foreman and then I just sort of felt I was not getting
15 any cooperation there and so I ran a college corner type
16 thing on my own.

17 Q Would the three of you, then, the women, Ms. Castro,
18 and did not get cooperation from the counselors and the
19 teachers, is that an agreement on the part of the three
20 of you?

21 A (By Ms. Padron) What kind of cooperation with the
22 counselors?

23 Q I was just wondering, for example, there was some
24 discussion about students being dumped into your classes,
25 did the counselors also direct these kinds of students take

1 your classes? Did you find that the counselors helped
2 publicize --

3 A Well, I was doing my cooperating in the counseling
4 department, one period of my cooperating teacher was in
5 counseling, we later were able to come to some agreement
6 that no students would be placed in the teacher corps
7 classes without prior consent from the interns or from
8 the team.

9 A (By Ms. Castro) What happened is that we had to
10 put a stop to the enrollment, they couldn't find places
11 for these students anywhere else, and we couldn't
12 facilitate them, so we had to say before you refer someone
13 to Cycle VII could we please have a background on the
14 students and then we can try and give you a nice opinion
15 whether we can work with the students or not, given our
16 facilities.

17 Q Were you working under supervision?

18 A (By Mr. Moreno) Yes, we were.

19 Q Would you like to make any comments about the super-
20 vision that you had?

21 A (By Ms. Castro) All teams had a team leader which
22 was -- which was a regular, employed teacher in the district,
23 at Alisal we found midway to the year that there was no
24 longer a working relationship and we had to ask the dis-
25 trict to allow us to work without her.

1 A (By Mr. Moreno) We did, we made that decision, we
2 asked our vice principal for his leadership, and any kind
3 of help that was necessary and he was most well with it.

4 THE CHAIR: Without any further questions, thank you
5 very much. And thank all of you for coming and taking the
6 time to hear this meeting.

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8 (Hearing adjourned at 7:05 p.m.)

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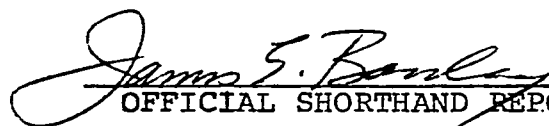
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1 STATE OF ARIZONA)
2) SS
3 COUNTY OF PIMA)
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6 I, JAMES E. BOULEY, do hereby certify that I am an
7 Official Shorthand Reporter; that I was present at the
8 hearing of the foregoing matter; that I took down in short-
9 hand all proceedings had and testimony adduced at said
10 hearing; that the same was thereafter transcribed under my
11 supervision, and the foregoing 373 pages represent a com-
12 plete and accurate transcription of my shorthand notes
13 so taken.

14 . WITNESS my hand this 23rd day of April, 1975.
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20 OFFICIAL SHORTHAND REPORTER
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