Report to Monterey County Board of Supervisors

SUBJECT APPROVE RECOMMENDED RESPONSE TO THE 1995 GRAND JURY REPORT	BOARD MEETING DATE 3-26-96 10:00 AM	AGENDA NUMBER
DEPARTMENT County Administrative Office		

RECOMMENDATION

It is recommended that the Board of Supervisors approve the attached response to the 1995 Grand Jury Final Report to be filed with the Presiding Judge of the Superior Court.

SUMMARY

By law, the Board Of Supervisors must file a response to the Grand Jury Final Report with the Presiding Judge of the Superior Court within 90 days from the report's release.

Elected county officers are required to submit a response directly to the Presiding Judge of the Superior Court within 60 days from the report's release and to send an informational copy to your Board. Comments made by the elected officials (the County Sheriff and Treasurer-Tax Collector) have been included in the Board's proposed response. Comments on recommendations directed to the Monterey County Water Resources Board of Directors and the Natividad Medical Center Board of Trustees have also been included in the Board's proposed response.

DISCUSSION

The proposed response addresses each specific recommendation directed to the Board of Supervisors. When appropriate, responses to findings and recommendations submitted by elected officials or by appointed administrative Boards, who share responsibilities with the Board of Supervisors, have also been included in the text of the response.

As in past years, much of the proposed response results from comments received from departments mentioned in the Grand Jury Final Report.

OTHER AGENCY INVOLVEMENT

Members of the 1995 Grand Jury and appropriate department heads have been provided copies of the proposed Board of Supervisors' response and have been requested to be present at the Board's discussion of this matter. Members of the 1995 Grand Jury were also provided copies and invited to attend.

ERNEST K. MORISHITA
County Administrative Officer
March 20, 1996

EKM:FV:3/20/96
Attachments

COUNTY COUNSEL RECOMMENDATIONS

1. County Counsel and future Grand Juries establish regularly scheduled meetings at the outset of each year.

BOARD OF SUPERVISORS' RESPONSE:

The Board of Supervisors concurs with County Counsel who agrees with this recommendation and has offered to meet with the foreperson of the 1996 Grand Jury at regularly scheduled meetings during 1996.

2. County Counsel devise a priority system, if one does not already exist, whereby departments clearly indicate those requests which require immediate response, and those which are not urgent.

BOARD OF SUPERVISORS' RESPONSE:

The Board of Supervisors concurs with County Counsel who indicates that a priority system is currently a part of the assignment tracking data base program in use in the Office of the County Counsel.

3. County Counsel consider establishing at least weekly consultation meetings for all heavy user departments.

BOARD OF SUPERVISORS' RESPONSE:

The Board of Supervisors concurs with County Counsel who has considered and indeed encourages the use of regular and periodic consultation meetings or "office hours" with those departments and agencies that make heavy use of the Office's services.

4. A management audit of the Office, focusing on managerial efficiency, be undertaken to determine the adequacy of its resources and structure.

BOARD OF SUPERVISORS' RESPONSE:

A managerial study at this time is premature. During the last half of calendar year 1994 and during the first several months of calendar year 1995, the Office had three attorney vacancies. During the recruitment process, the Office concentrated its resources in handling litigation and continued its efforts to reduce the County's use of outside attorneys. In committing existing staff to handle the litigation workload, the Office by necessity reduced attorney staff available to perform more traditional departmental services and concentrated on the more urgent requests for services. In addition, once the vacancies were filled in April of 1995, changes in assignments were made involving several attorneys in the Office generating a short term adjustment period. The filling of the three attorney vacancies and the changes in assignments have resulted in improved service performance during the last half of last year. The County

Counsel will continue to monitor service performance and provide the Board of Supervisors with appropriate reports and recommendations.

FLEET MANAGEMENT RECOMMENDATION

The Board of Supervisors should require regular reports from the Fleet Manager on:

1. The financial condition of the Unit Replacement Fund,

2. The status of the vehicle pooling program, and

3. The reduction of the fleet inventory.

BOARD OF SUPERVISORS' RESPONSE:

On June 20, 1995, the Board of Supervisors, having approved the implementation plan for centralized fleet management, directed the Fleet Manager to present an annual status report, including the above listed items, beginning in June, 1996. The status of the above listed items is as follows:

The replacement fund was established in June 1995. Thirteen vehicles were in the replacement program during FY 1995-96. Based on the overall financial condition of the County, during the FY 1996-97 budget process the Board will consider increased funding for new vehicles allowing for older vehicles to be declared as surplus and sold at auction.

New vehicles have been designated for the fleet pool and departments' vehicles identified as under-utilized have been transferred to the fleet pool. This review of vehicles is a continual process.

Twenty nine vehicles have been determined as not requiring replacement. They have been designated surplus and sold, or turned in to fleet management for use by the fleet pool.

MONTEREY COUNTY TREASURER'S INVESTMENT POLICY RECOMMENDATION

The Treasurer of Monterey County should not leverage any investment by borrowing, pledging, or otherwise encumbering any public funds within his possession or under his control.

TREASURER-TAX COLLECTOR'S RESPONSE:

Recently enacted Senate Bill (SB) 866 contains safeguards to ensure that borrowed funds could not be lost via a limited use of reverse repurchase agreements. Those safeguards limit utilization of reverses to 20 percent of the investment portfolio, and restricts the term to 92 days or less. The Board

of Supervisors adopted the Treasurer's Investment Policy that contains the safeguards found in SB866. The County Treasury Oversight Committee also supported the Board-adopted investment policy.

Additional provisions of SB866 impose protective limits on the reinvestment of proceeds from short-term note issuances. Monterey County has routinely and effectively issued short-term notes in anticipation of future grants or other revenues. Provisions contained in SB866 ensure the safety of invested note proceeds by requiring their maturity match the maturity of the underlying note issue.

Collectively, the statutory provisions of SB866 ensure the limited use of borrowing and short-term note issuances will not compromise the safety of public funds managed by the Treasurer.

MONTEREY COUNTY'S ROLE IN THE PROVISION OF AFFORDABLE HOUSING RECOMMENDATIONS

1. Proceed with an Environmental Impact Report for the Planned Affordable Communities Policy amendment to the General Plan but re-name it the Planned Villages Policy.

BOARD OF SUPERVISORS' RESPONSE:

Although draft language for the Planned Affordable Communities (Planned Villages) Policy has been prepared by staff within the last two years, the Monterey County Board of Supervisors has not formally considered or adopted this Policy. The Board has, instead, directed further exploration of the "City Centered Growth" housing development strategy. This strategy entails directing new development within Cities. Discussions on city-centered growth are now occurring between Monterey County and the Salinas Valley cities. If discussions on city-centered growth are successful and each City agrees to accept a share of the County's future housing needs, then a Planned Affordable Communities development strategy may not need to be considered.

2. Seek new local sources of funding, including government taxes and fees, for very low income housing development. The housing industry is now the sole funder of very low income housing through the payment of in-lieu fees. Other industries whose employees need such housing should take responsibility for a fair share of the cost (e.g., through a tax or fee on cartons of produce, to help fund farm worker housing, or by a portion of the hotel tax to fund development of housing for low-wage hospitality industry workers).

BOARD OF SUPERVISORS' RESPONSE:

This issue has not been formally addressed by Monterey County. However, several concerns arise. First, is the issue of fairness related to isolating only the agricultural and tourist industries for the tax or fee and not other commercial and industrial enterprises which also have low income employees who need affordable housing. Second, even if Monterey County could assess all commercial and industrial development, it would be difficult to establish a basis on which to assess a tax. Third, in order to be valid, there has to be a "nexus" or reasonable relationship between the commercial and industrial activity and the fee assessed. In other words, it has to be shown that a commercial or industrial development would create a need for affordable housing. Finally, the variety of employment situations may make the collection and redistribution of the tax or impact fee more costly than the revenue collected. Although taxing employers for housing impact is possible, the methods of raising and then distributing revenue would be difficult to apply fairly and efficiently.

3. Explore the use of Certificates of Participation by the County as a way of acquiring land to lease or sell to developers for construction of affordable housing.

BOARD OF SUPERVISORS' RESPONSE:

The Board of Supervisors does not concur with this recommendation because it would place County funds at undue risk due to the speculative environment of housing development.

4. Issue a request for Proposal for the purpose of seeking and identifying developable land in the unincorporated area.

BOARD OF SUPERVISORS' RESPONSE:

In 1990, the Monterey County Office of Intergovernmental Affairs contracted with CHISPA to conduct a "Housing Feasibility and Planning Study." One purpose of the study was to identify "potential sites for development of low income housing." The study looked at all the sites in County communities with infrastructure -- a necessary pre-requisite for affordable housing development. One of the conclusions presented in that study was "there is little available land for the construction of new housing."

5. Consider taking the Inclusionary Housing Ordinance to its extreme by requiring developers to provide "equitable" housing (i.e., 25% very low, 25% low, 25% moderate, 25% above moderate).

BOARD OF SUPERVISORS' RESPONSE:

The Inclusionary Housing Ordinance is already sufficiently flexible to encourage the production of housing for all income groups. For example, if a developer chooses to place the 15% affordable units off-site, then the Ordinance requires either twice the number of required on-site units or the same number of units as required on-site if the units are affordable to a lower income category. Additionally, if a developer chooses to place the units off-site in a redevelopment area, then half of the for-sale units must be affordable to lower income households and half of the units must be affordable to very-low income households. Alternatives offered under the Ordinance contribute to the success of the Ordinance by ensuring economic feasibility for the developer.

In addition to the affordable housing units produced by the Inclusionary Housing Ordinance, County staff is currently preparing a proposal which would alter the Special Handling Program so that there would be a greater emphasis on the production of lower income units.

6. Revise the Ordinance to allow for flexible pricing of inclusionary units on re-sale, at formula or market value, whichever is less.

BOARD OF SUPERVISORS' RESPONSE:

County staff is currently preparing a proposal which would establish different levels of affordability for sub-areas of Monterey County, as opposed to the current set of uniform County-wide standards. This change would lower the initial price at which Special Handling and Inclusionary Units could be sold in areas where market housing prices are already affordable.

7. Hire or contract with a qualified real estate agent to market inclusionary units.

BOARD OF SUPERVISORS' RESPONSE:

The Inclusionary Housing Ordinance deed restriction allows Monterey County to purchase an Inclusionary Unit if the owner cannot sell it within 60 days. The County has lifted the deed restrictions on those Inclusionary Units in which the formula resale price is the same as surrounding market rate units. County staff has drafted a risk analysis procedure in which Monterey County or the Monterey County Housing Authority may purchase an Inclusionary Unit (and require the services of a Realtor) only if a unit is located in an area where the private market price of housing units is substantially higher than the formula resale price of Inclusionary Units. This proposal will be considered by the Board of Supervisors later in 1996.

8. Update the General Plan to take account of new land use techniques, population changes, and the need for an integrated housing policy that incorporates the functions of Health, Public Works, Water Resources and other departments with those of Planning.

BOARD OF SUPERVISORS' RESPONSE:

Monterey County staff is currently in the beginning stages of a needs assessment for a General Plan update process. If the needs assessment warrants, the General Plan update process will include housing development strategies that will require evaluations by the Planning and Building Inspection, Health and Public Works Departments, the Water Resources Agency and other departments and agencies. Monterey County has also initiated a centralized permit processing center which incorporates the functions of all County departments and agencies involved in the permit process.

9. Examine the Fort Ord land use plan with a view to bringing jobs and housing creation into balance.

BOARD OF SUPERVISORS' RESPONSE:

The Fort Ord Reuse Authority (FORA) is currently supervising preparation of a Reuse Plan which is intended to provide a basis for general plan amendments by the cities of Marina and Seaside as well as Monterey County. The Reuse Plan and the attendant environmental review is expected to address the balance of jobs with housing as that balance is affected by proposed Fort Ord redevelopment. It will be appropriate for the Monterey County Board of Supervisors to review the draft Plan and environmental impact report when they are available later in 1996.

10. Take a lead in educating the public about affordable housing: what is it, who needs it, why, and where; the County's role in its provision; the permit and design processes; the jargon of the "industry"; and the services available in the County.

BOARD OF SUPERVISORS' RESPONSE:

Monterey County has taken a number of actions to assist in educating the public about housing. For example, Monterey County distributed a flyer to all County employees informing them about the County's Inclusionary Housing Program and the First Time Home Buyer Down Payment Assistance Program.

Monterey County staff also prepared a "Fact Sheet on the Monterey County Inclusionary Housing Program." The Fact Sheet explains the Inclusionary Housing Program; describes the difference between an Inclusionary Home and a market rate home; identifies who is eligible to purchase an Inclusionary Home; explains how to qualify for an Inclusionary Home that is for sale; and, lists the resources available from the private sector and public sector to

help a buyer obtain a mortgage. The Fact Sheet is given to developers of Inclusionary Housing and the general public and thus provides a linkage between developers of Inclusionary Housing and potential qualified buyers.

Monterey County's Inclusionary Housing Fund has provided a grant to the Housing Advocacy Council to finance, in part, an education program for affordable housing. The Council has produced a "Housing Resource Directory" which lists all the major resources for affordable housing available in Monterey County.

Finally, Monterey County's Housing Element adequately addresses all of the subjects listed in the grand Jury recommendation. The Housing Element is available to the public at the offices of the Planning and Building Inspection Department. The Housing Element is used by many agencies and individuals to describe housing issues and potential solutions.

SERVICES FOR AGRICULTURAL WORKERS RECOMMENDATIONS

Review licensing requirements and consider more stringent regulations and enforcement policies for labor contractors.

BOARD OF SUPERVISORS' RESPONSE:

Licensing of Farm Labor Contractors is not the responsibility of County Government. Farm worker contractors are regulated by the State Department of Industrial Relations, through the Labor Commissioner. Farm worker contractors are only required to register with each county.

MENTAL HEALTH SERVICES IN MONTEREY COUNTY RECOMMENDATIONS

1. More training should be given to law enforcement personnel in the handling of mental patients with emphasis given to recognizing violent behavior resulting from the patient's mental illness, rather than from other factors.

SHERIFF'S RESPONSE:

At the present time, California State Peace Officers Standards and Training requires six hours of training during our Basic Academy. In checking with the various academies, this is the maximum amount of hours that any academy provides, but there are other areas of training that also deal with handicapped or mentally ill persons. Some of these areas are, but not limited to, types of force, restraining systems, resources available, etc. I agree with the Grand Jury's recommendation that more training for law enforcement personnel should be given in dealing specifically with mentally ill persons. The Administration Office has seen fit, however, to cut our training budget continually during the last few years. With these cuts, many of

the programmed training modules have been deleted. If adequate funding is restored to the Sheriff's Department budget for training, we would be able to put more emphasis on this issue.

2. The Director of the Mental Health Division of the County Department of Mental Health should take the lead in fostering cooperation between public and private entities in the treatment of the mentally ill.

BOARD OF SUPERVISORS' RESPONSE:

Currently the Behavioral Health Division (mental health and substance abuse services) has twenty-seven contracts with both private non-profit and private for-profit agencies/companies for the provision of public sector behavioral health services. Approximately fifty-one percent of the mental health budget and eighty percent of the substance abuse operational budgets are contracted to private entities.

In addition, beginning in FY 1993-94, the Behavioral Health Director was given the responsibility, by the County Administrative Office, to develop a privatized "carve out" behavioral health program for all County employees and their covered dependents as part of the County's healthcare benefit. The program is known as Behavioral Health Services (BHS). BHS contracts with a private managed care organization, Behavioral Healthcare Options, Inc. to perform prior authorization, utilization review and claims management services. BHS also contracts with another private company, Provider Profiles, Inc., which specializes in provider credentialing, to certify all its providers.

BHS currently has contracts with eighteen hospitals, twenty-six chemical dependency programs and ninety-nine individual psychiatrists, psychologists, licensed clinical social workers or marriage and family counselors. All hospitals in the area, including Natividad Medical Center, Dominican, Watsonville, Charter Hospital-San Jose, and Community Psychiatric Centers-Fremont, are contract providers. Community Hospital of the Monterey Peninsula (CHOMP) does contract for chemical dependency services but has declined on numerous occasions to contract for either inpatient or outpatient mental health services.

Given the high level of private providers in the public sector program, given that Monterey County was the first county in the country to develop a publicly managed/privately delivered behavioral health program for county employees/dependents and given the fact that the BHS program has received national recognition for its unique blend of public/private cooperation, the Board of Supervisors believes that the Mental Health Director has already taken the lead in fostering cooperation between the public and private sectors.

3. Justify the County's use of a for-profit agency outside Monterey County for the treatment of mentally ill adolescents.

BOARD OF SUPERVISORS' RESPONSE:

The Monterey County Behavioral Health Division utilizes both Charter Hospital-San Jose and Langley Porter/UC Medical Center for inpatient psychiatric services for youth. CHOMP admits adolescents to their all-purpose psychiatric unit where it treats adolescents, adults and geriatric patients together on the same ward. Charter Hospital-San Jose treats children (under age 12) as well as adolescents. Charter Hospital also has a locked unit for patients who require that level of care. Langley Porter/UC Medical Center provides highly specialized care for youth which also does not exist at CHOMP.

In the past, the County has suggested that CHOMP develop a separate locked inpatient unit that could treat both children and adolescents. CHOMP, however, elected not to develop a separate inpatient facility for youth. The County, therefore, has no alternative but to send youth out of the County for reasons of their age, need for a locked inpatient unit or need for specialty care.

The Grand Jury findings were reviewed with the Mental Health Commission which is the body established by statute to review the local mental health programs. The Mental Health Commission has requested that, in the future, if the Grand Jury has questions regarding the mental health program that they be contacted for information and comment.

FLOODS OF 1995 RECOMMENDATIONS

1. Consider the construction of a diversion tunnel between Lake Nacimiento and San Antonio.

BOARD OF SUPERVISORS' RESPONSE:

The option of constructing a tunnel between lakes Nacimiento and San Antonio will be evaluated as one of the components in the development of the Salinas River Basin Management Plan. The draft Plan and EIR are currently scheduled to be completed and circulated in late 1996.

2. Maintain regular removal of vegetation from all river banks.

BOARD OF SUPERVISORS' RESPONSE:

Generally, the Water Resources Agency encourages the removal of much of the vegetation from the channel of all rivers and streams, but they usually encourage vegetation to grow on the banks. The optimum situation allows flood flows to pass through the river or stream with little restriction, yet provides enough

vegetation on the banks to stop erosion.

The Agency has a vegetation removal program for the Salinas River. The program was temporarily halted during the drought of the late 1980's and early 1990's, but was begun again in 1995. This is the only river for which we have adequate funding for such a program.

On the Pajaro River, vegetation was removed from both the channel and the banks in 1995. Removing vegetation from the banks does create an erosion potential, but the fact that the existing levee system can only carry about a 25-year storm flow requires a choice between bank protection and flood-carrying capacity. The Agency decided that flood capacity needed to be increased on the Pajaro River. We will repair erosion damage if it occurs.

On the Carmel River, the Monterey Peninsula Water Management District has a river management program that includes the maintenance of stream bank vegetation. Removal of vegetation in the stream channel is done in coordination with the MCWRA in order to maintain flow capacity.

3. Consider relocating the Emergency Operations Center to Fort Ord.

BOARD OF SUPERVISORS' RESPONSE:

The Board of Supervisors concurs in the basic recommendation. Efforts are currently underway to consolidate the two County Communications Centers and the Emergency Operations Center. While several sites and options are under consideration, the primary option involves acquisition of the former CID Building on the former Fort Ord. The process of acquisition of the building has proven time consuming. No specific date for accomplishment has been set at this time, as each option would entail a different time line due to various acquisition, construction, and installation parameters. Priority efforts will continue to select the most viable option, and then to proceed expeditiously toward consolidation.

4. Consider consolidating the functions of the water districts under the Monterey County Water Resources Agency.

BOARD OF SUPERVISORS' RESPONSE:

In 1992, the governing boards of the Monterey County Water Resources Agency, the Monterey Peninsula Water Management District, and the Pajaro Valley Water Management Agency signed a Memorandum of Understanding to facilitate and enhance inter-agency coordination and cooperation.

In 1994, the general managers of the Monterey County Water Resources Agency, the Monterey Peninsula Water management District, the Pajaro Valley Water management Agency, and the

Monterey Regional Water Pollution Control Agency met to develop a methodology to assess the status of inter-agency coordination, cooperation, and support. The LAFCO Executive Director facilitated these meetings. Consolidation of agency functions or missions would not be discussed until initial assessment conclusions and recommendations were developed by the agencies and LAFCO.

In 1995, the four agencies and LAFCO completed the initial round of assessment. LAFCO received the report in mid-1995 and the Commission determined to delay any further discussions regarding possible changes to the special (water resources management and pollution control) districts until after the electoral decision on the New Los Padres Dam project. Immediately following the vote, Senator Mello indicated that he would introduce legislation to dissolve the MPWMD. LAFCO and the four special districts have, thus far, elected to wait until the outcome of Senator Mello's initiative is known before continuing inter-agency discussions.

5. Provide more extensive training for participants involved in emergency reporting and control.

BOARD OF SUPERVISORS' RESPONSE:

The Board of Supervisors concurs with this recommendation. An internal training effort to enhance the proficiency of the Emergency Operations Center (EOC) staff is presently ongoing. A three phased program is employed, consisting of local staff training, tabletop and functional exercises, and the use of external instruction, primarily California Specialized Training Institute (CSTI) courses of instruction, either locally or at CSTI's facilities near San Luis Obispo.

The local staff training has focused on the Standardized Emergency Management System (SEMS), section training, and the operation of communications equipment located in the EOC.

Two tabletop training exercises (TTX) have been conducted, one in November that simulated a multi-casualty train derailment, a hazardous material (HAZMAT) situation, and a small town evacuation. The other in January simulated a strong winter storm that caused widespread damage in various area of the county, and flooding in Carmel Valley and King City. These exercises are valuable tools in enhancing and maintaining the requisite level of proficiency of the EOC staff, and are scheduled to continue on a quarterly basis.

The utilization of CSTI classes has not been possible this year due to fiscal limitations, but will be addressed by the Office of Emergency Services in the submission of the FY96-97 budget.

CITY AND COUNTY RELATIONS AND COOPERATION RECOMMENDATIONS

1. The Board of Supervisors, City Managers, and Mayors should make every effort to effect better communications between jurisdictions.

BOARD OF SUPERVISORS' RESPONSE:

The County acknowledges that every effort should be made to improve communications between jurisdictions. The County agrees that much of the communication happens informally. The Chair of the Board will discuss the means to improve communication with the Monterey County Mayors Association. This discussion will be enhanced through deliberation between the County Administrative Officer and the City Managers Association.

Communication should be focused on issues of interest to both the County and the cities; an appropriate medium or mix of media should be considered such as joint meetings for communication. Additionally, there should be a way to determine if all parties heard what was communicated and that purposeful listening was accomplished.

2. The above officials or their representatives should establish quarterly meetings to exchange views and seek solutions to mutual problems.

BOARD OF SUPERVISORS' RESPONSE:

Currently, Board members meet with individual mayors and council members as issues arise. Individual members of the Board attend City Council meetings on an ad hoc basis. Additionally, the Chair of the Board attends the Mayors Select Committee meetings upon request.

The recommendation of quarterly meetings is excellent. Annually, the Mayors, city councils and members of the Board of Supervisors could meet to review issues that are possible joint study or policy topics impacting the County. In advance of the workshop, ideas for issues would be solicited from council and Board members and the County Administrative Officer and City Managers in the form of one page issue papers that provide background on the issue.

The group would rank the priority of the issues and develop a work program that would be followed throughout the year. Suggested topics could include possible contracting for services, the transfer and assumption of service responsibilities, and interjurisdictional and regional service provision. The quarterly meetings would serve as a forum for discussion and mutual problem solving on the issues of highest priority within the County.

3. The Board of Supervisors and City Council members should endeavor to find ways which will foster attitudes of respect and trust.

BOARD OF SUPERVISORS' RESPONSE:

The Board acknowledges that it has been difficult to find ways to foster mutual respect and trust given the adversarial relationships the State of California has defined for cities and counties. The State has required cities and counties in a time of diminishing resources, to compete with one another for revenues, whether it is property taxes, sales taxes or transient occupancy taxes. This situation has been further exacerbated by the State's theft of the property taxes via the Educational Revenue Augmentation Fund transfer that took both county and city local property tax monies and gave it to the schools.

The County and cities have worked cooperatively on several projects which should be acknowledged as successes. The County-wide revolving loan fund for small businesses involves 5 cities, the county and a lending pool of $1.5 million. The joint efforts in emergency services during the January and March 1995 Floods and in the development of a single emergency services center are examples where cities and the County have worked together. The County-wide library system is an example where services are being provided in both municipalities and the unincorporated areas for the benefit of all county residents. The City Centered Task Force has provided an opportunity for the Mayors of the Salinas Valley cities and a subcommittee of the Board to meet and discuss issues of concern for both the cities and the County.

CONSOLIDATION OF LIBRARY SERVICES RECOMMENDATIONS

The Monterey County Grand Jury recommends that the Monterey County Free Libraries and the libraries in Pacific Grove, Carmel, Monterey and Salinas:

1. Pursue full consolidation of computer systems.

BOARD OF SUPERVISORS' RESPONSE:

In several areas of the state multiple libraries share the same computer system; for example all the libraries in Fresno, Kern, and Kings County share the same computer system. This provides major cost savings and operational efficiencies, which translate into improved public service. It is easiest to share a system if all libraries are able to invest in computerization at the same time. This was not the case here in Monterey County.

In 1991 when Monterey County selected Dynix as its software vendor, we explored the possibility of contracting with the City of Salinas which has the same computer vendor. At that time, the

City Information System had other priorities. Consolidation of these computer systems should be evaluated again to see if significant cost savings and/or service improvements could be realized, especially as we move forward to the next level of service, adding full texts of magazines and newspapers to the database.

Through the Monterey Bay Cooperative Library Network (MOBAC), the libraries in the three county region are identifying ways to make our library catalogs accessible to each other and the library patrons via the Internet.

2. Work together to create a "Unicard" which can be used by all County residents in all County and city libraries and bookmobiles.

BOARD OF SUPERVISORS' RESPONSE:

A single card can work only for libraries that share a database of registered borrowers. However, residents are eligible to obtain cards from all public libraries in the County, with the exception of Monterey City, no matter where they live. In other words, all public libraries are available to all residents, with the exception of actually borrowing materials from the Monterey City Library if you do not live in the city or pay a fee.

3. Form a computer network with County school districts, particularly at high school and junior college levels.

BOARD OF SUPERVISORS' RESPONSE:

The intent of this recommendation, to make resources available throughout the educational community comprised of schools and public libraries, is excellent. Because of the problems of funding and timing for computerization mentioned in response to question 1, the most promising approach appears to be small scale projects rather than one massive project.

The Spreckels Union School District and the County Library will be sharing a joint facility and utilizing the library's computer system, thereby providing the students access to all the materials throughout the County library system.

The County Library is also working with the Soledad Unified School District and the City of Soledad to find funding for a joint school/public library which would utilize the County's computer system.

Discussions have begun with Hartnell College to explore how we might work together in Monterey County communities we both serve.

As more schools and libraries become connected to the Internet, the opportunities for sharing resources will grow. For example,

the Internet public access project in Greenfield is being developed in partnership with the Greenfield Union School District. Monterey County Free Libraries is committed to working as closely as possible with other members of the educational community.

4. Continue to expand the use of community volunteers and outreach staff.

BOARD OF SUPERVISORS' RESPONSE:

The Monterey County Free Library has always used volunteers extensively. Last year over 20,000 hours were donated by 350 volunteers doing literacy tutoring, Internet access planning and tutoring, conducting storytimes, working in homework centers, and helping in many other ways. This is the equivalent of 10 full time employees or a 17% increase in our staff. As we add Internet public access projects to 4-6 more branches this year, the number of volunteers will increase.

We do community outreach in as many ways as our limited staffing allows. For example, the adult literacy program works throughout the county to reach adults in need of help in improving their reading and writing skills. We have approximately 120 learners matched with volunteer tutors. We are also currently working with the Homeless Coalition on Fort Ord to provide homework assistance and adult literacy tutoring at the Day Care Center and literacy tutoring at the County Jail.

Our two bookmobiles reach library users who do not live near a library in 32 locations throughout the county, including those who live in farm labor camps and Books By Mail also reached library users throughout the county who are physically or geographically isolated.

The County Library also compiles and publishes the Directory of Community and Human Resources for Monterey County annually and has entered into a partnership with Shelter Plus to help support a 24 hour bilingual telephone information and referral service.

Our outreach activities are supported in large measure by private funds raised by the Foundation for Monterey County Free Libraries, to whom we are extremely grateful.

EMERGENCY PLANS FOR THE CITIES AND COUNTY OF MONTEREY RECOMMENDATIONS

1. The Director of OES monitors local implementation of SEMS.

BOARD OF SUPERVISORS' RESPONSE:

The Board of Supervisors concurs in this recommendation, although the Emergency Services Manager does not presently have the

resources necessary to monitor the local implementation of SEMS. However the State plan for allocation of Emergency Management Assistance program funds for FY96-97 provides an additional $14,980 to Monterey County as the Operational Area Coordinating Agency. The purpose of this additional funding is to "assure that there is a minimum level of preparedness in all Operational Areas in the State of California in accordance with the Standardized Emergency Management System (SEMS)".

The Office of Emergency Services will propose in its FY96-97 budget request that this funding be used to partially offset the costs of an Emergency Services Planner, a portion of whose duties will be to implement, monitor, and enhance the SEMS program within Monterey County.

2. Relocate the OES to a more central, adequate, and safe facility.

BOARD OF SUPERVISORS' RESPONSE:

The implementation of this recommendation is regarded by the Board as essential to the continuance of professional public safety communications service in Monterey County.

As noted in the "Floods Of 1995" section, priority efforts are presently underway that would satisfy this recommendation. The location of the present primary option, the former Fort Ord CID Building, is central to the majority of user agencies. All user agencies with the exception of those located in southern Monterey County are within a ten mile radius of this facility. The CID Building offers adequate space, and meets the seismic engineering requirements specified by the Field Act for public safety facilities. In addition, it is a modern, well designed facility that offers the aesthetic features necessary for employee well being and the enhancement of job satisfaction.

As previously noted, no time line for building reconfiguration and occupancy is currently available due to various acquisition hurdles that must be overcome in the conveyance process.

PRIVATIZING SALINAS VALLEY MEMORIAL HOSPITAL RECOMMENDATION

1. The Board of Supervisors should pass a resolution recommending the dissolution of the Hospital District. This resolution would be subject to confirmation by the voters.

BOARD OF SUPERVISORS' RESPONSE:

It is the Board of Trustees of the Salinas Valley Memorial Hospital that is accountable to the electorate and that most completely understands the reasons for the District's continued existence and collection of the property taxes. Any resolution initiating dissolution would be subject to the review and

approval of the Local Agency Formation Commission. If approved by LAFCO, the question of dissolution would be presented to the voters of the district.

It is clear from the information presented by the Grand Jury that the Salinas Valley Memorial Hospital does not need property taxes for its current continued operations. The Board of Supervisors has a legislative position calling for all tax funded hospitals to provide their fair share of indigent health services and/or forfeit receipt of taxes. Hospital districts are authorized to provide various public services. If the Hospital District does not wish to dissolve, then the monies collected by the District should be used for the provision of public health services that benefit the residents of the District.

2. If either the Board of Supervisors or the elected Hospital Board does not act, eligible District voters should circulate a petition to determine if an election should be held on the question of continuing the Hospital taxation district. If the resulting election favors termination of the tax District, the District should be dissolved, the tax should be removed and the Salinas Valley Memorial Hospital District should be privatized as a non-profit hospital.

BOARD OF SUPERVISORS' RESPONSE:

The California Government Code outlines the process for dissolution of special districts and provides for a detailed process to be followed in order for the dissolution to be final. The action for dissolution must be sent to the LAFCO. Section 56758 states that petitions for dissolution of a district to LAFCO should be signed by not less than 5 percent of the registered voters within the district or not less than 5 percent of the number of landowners within the district who also own not less than 5 percent of the assessed value of land within the district.

Upon receipt of sufficient petitions, LAFCO would identify potential governmental agencies to receive transfer of the assets and liabilities of the district and consider the effect of the proposal on the district's ability to provide existing services. In addition, LAFCO would evaluate the need for additional services in the future, to determine if the potential loss of revenues would adversely impact the provision of those services.

If approved by LAFCO and confirmed by a majority of voters in the district, LAFCO would oversee the dissolution of the district and transfer of the district's assets and liabilities to another public agency.

DEPUTY SHERIFF RECRUITMENT AND HIRING PROCESS RECOMMENDATIONS

1. The review process for the proposed County Affirmative Action Plan should be accelerated so that the Plan can go to the Board of Supervisors for formal consideration without further undue delay.

BOARD OF SUPERVISORS' RESPONSE:

1. The Affirmative Action Plan is scheduled to be considered by the Board of Supervisors in October, 1996. Prior to the Board of Supervisors' consideration, the Affirmative Action Commission will hold public hearings throughout Monterey County.

2. The Sheriff should explain publicly the rationale for all newly-hired deputies being assigned to the County Jail for at least a year.

SHERIFF'S RESPONSE:

I have explained publicly on numerous occasions, the rationale for all newly-hired deputies being assigned to the County Jail for at least one year. It has been carried by the local news media both in the television arena as well as print. I have brought this information to the Board of Supervisors, both individually and as a group, and have demonstrated that there would be no cost savings in changing the present system. In fact, we would lose a lot of our capabilities by going to a bifurcated system of strictly Correctional Officers and Deputy Sheriffs.

3. The Sheriff should consider whether the hiring process for deputies could be shortened, perhaps by administering the written and physical agility tests on the same day, or by condensing the field investigation.

SHERIFF'S RESPONSE:

Due to the high volume of applicants (from 400 to 1400 per testing) it is not possible to conduct the written and physical agility tests on the same day. Efforts have been made with smaller groups (200 or less) to conduct both tests over a two-day period (weekend). The field investigation is the most critical element in the background process as this time is used to verify information and ascertain the true character of the applicant. Efforts are made, however, to consolidate out of town trips which are divided into geographic areas.

VOTER FRAUD IN MONTEREY COUNTY RECOMMENDATIONS

1. The Board of Supervisors support legislation that restricts entitlement of permanent absentee ballots to the disabled or handicapped.

BOARD OF SUPERVISORS' RESPONSE:

The Board of Supervisors disagrees with this recommendation. The Board supports maximum citizen participation in the electoral process. Current law adequately restricts permanent absentee ballots.

2. The Board of Supervisors support legislation that would eliminate the use of paid voter registration solicitors by political parties or candidates for public office.

BOARD OF SUPERVISORS' RESPONSE:

The 1995 Advisory Voter Task Force, established by the Secretary of State's Office, included in their final report a recommendation to "eliminate payment to voter registration solicitors on a per item or quota basis". The California Legislature didn't eliminate "paid solicitors" but amended current laws to prevent abuses in voter registration by adding stiff penalties for violators.

Current law requires that the person assisting in the registration sign the affidavit of registration in his or her handwriting and also include his or her full name, phone number, and address. In addition, it requires that the person, company, or organization who agrees to pay others to register to vote, provide to each person receiving that consideration a written statement of that person's personal responsibilities and liabilities. Receipt of the written statement shall be acknowledged, in writing, by the person receiving the consideration, and the acknowledgement shall be kept by the person, company, or organization that agrees to compensate that person. All records required shall be maintained for a minimum of three years, and shall be made available to the elections official, the Secretary of State, or an appropriate prosecuting agency, upon demand. As an alternative to maintaining the records as required by law, the records may be filed with the county elections official who shall retain those records for a minimum of three years.

DETENTION FACILITY INSPECTIONS RECOMMENDATIONS

WELLINGTON M. SMITH JR. JUVENILE HALL

1. Ventilation and heating systems need replacement.

BOARD OF SUPERVISORS' RESPONSE:

Ventilation of individual rooms (cells) is accomplished only by opening of a window to the room. The heating system is in the concrete floor and works sporadically, with poor temperature control. A ventilation/heating cost analysis will be requested of Facilities and Construction.

2. Metal cell doors that can be opened or closed electronically, should be installed.

BOARD OF SUPERVISORS' RESPONSE:

The Board of Supervisors concurs that the wooden cell doors need to be replaced with electronically operable metal doors. This project has been identified as an unmet need since 1989 on the "Facilities Project Request." Fiscal constraints and higher priority initiatives have prevented completion of the project. The Board will continue to consider this project's priority through the annual budget process.

3. New hand-held radios should be purchased for all guards for the protection of inmates and personnel.

BOARD OF SUPERVISORS' RESPONSE:

Thirteen (13) hand-held radios were purchased in 1995 and are in use at this time. An additional six (6) radios will be purchased in 1996.

MONTEREY COUNTY JAIL

The Sheriff, County Administrative Officer and the Board of Supervisors should give high priority to the funding for new staff for the vacant wing area.

SHERIFF'S RESPONSE:

As Sheriff, I have requested additional personnel over the last five years to adequately and safely staff the Sheriff's Correctional Facility. In my 1996-97 Budget, I will again ask for adequate staff to open all areas of the Sheriff's Correctional Facility and provide enough personnel to meet officer safety needs as well as keeping control of the ever increasing gang problems within the Correctional setting. I also will request for upgrades throughout the facility to address the findings of cloudy windows so that officers are able view the inmates at all times and maintain a secure facility.

BOARD OF SUPERVISORS' RESPONSE:

Opening the new jail addition has been a high priority of the Board of Supervisor. The Board of Supervisors has added nine new Deputy Sheriff-Corrections positions for this purpose. In addition during the 1995-96 Budget Hearings the Sheriff was authorized one Data Processing Coordinator with the understanding that this would free up one Deputy position for use in opening the new jail addition. Due to fiscal constraints, the remaining positions requested by the Sheriff to open the entire new jail facility have not been authorized. The Board of Supervisor will consider the Sheriff budget request for additional resources to

open the remaining portion of the new jail addition during the 1996-97 budget process.

HOSPITAL VISITS RECOMMENDATION

In the best interests of the citizens and taxpayers of Monterey County, the Directors and Trusteed of Salinas Valley Memorial Hospital and Natividad Medical Center should examine their expansion plans with a view to containing costs by avoiding unnecessary duplication of services and excessively competitive marketing.

BOARD OF SUPERVISORS' RESPONSE:

The Board of Supervisors concurs with the Board of Trustees of Natividad Medical Center that Salinas Valley Memorial Hospital and Natividad Medical Center do compete for a limited number of insured and government-sponsored patients for basic services. Reasonable competition offers the users of services appropriate choices. However, Natividad Medical Center has as its mission the care of all those not otherwise provided for - a group of patients that encompass some 10% of the county's residents. To maintain this mission, it is necessary to educate these patients regarding the services of Natividad and maintaining health vs. episodic care in the emergency room. This educational marketing sometimes attracts a small number of insured patients to balance Natividad's patient mix and help it provide services to the community's under and un-insured.

The two hospitals are not intending to duplicate high cost services and discussions have taken place regarding areas of collaboration.

Natividad Medical Center spends less than 1% of its budget educating and marketing its services to the community and also makes use of free or inexpensive public service announcements when appropriate.

Sheriff-Marshal-Coroner

MEMORANDUM

Public Administrator's Department

County of Monterey

COPY

DATE: February 27, 1996

TO: Jim McKnew - County Administrative Office

FROM: Sheriff Norman G. Hicks

SUBJECT: RESPONSE TO 1995 GRAND JURY FINAL REPORT

MENTAL HEALTH SERVICES IN MONTEREY COUNTY

FINDINGS (Page 31):

The 1995 Grand Jury Finds that:

4. Law enforcement is hindered in dealing with the mentally ill by a lack of resources, especially when an individual needs help but cannot legally be detained, has been admitted and then discharged after 72 hours, repeats the offense, or experiences a return to his or her problem.

5. On average 6.2 hours of training are given to law enforcement personnel in handling of unpredictable behavior and violence due to mental illness. A personality disorder does not mean the patient is "crazy" but is in need of behavioral changes.

RECOMMENDATIONS (Page 32)

1. More training should be given to law enforcement personnel in the handling of mental patients with emphasis given to recognizing violent behavior resulting from the patient's mental illness, rather than from other factors.

MONTEREY COUNTY SHERIFF/CORONER RESPONSE:

1. At the present time, California State Peace Officers Standards and Training requires six hours of training during our Basic Academy. In checking with the various academies, this is the maximum amount of hours that any academy provides, but there are other areas of training that also deal with handicapped or mentally ill persons. Some of these areas are, but not limited to, types of force, restraining systems, resources available, etc. I agree with the Grand Jury's recommendation that more training for law enforcement personnel should be given in dealing specifically with mentally ill persons. The Administration Office has seen fit, however, to cut our training budget continually during the last few years. With these cuts, many of the programmed training modules have been deleted. If adequate funding is restored to the Sheriff's Department budget for training, we would be able to put more emphasis on this issue.

DEPUTY SHERIFF RECRUITMENT AND HIRING PROCESS

FINDINGS (Pages 75-76):

1. An affirmative action plan for Monterey County has been under development for several years and is currently being reviewed in draft form.

2. An analyst from the County Personnel Office has been stationed at the Sheriff's Department since September 1994 and has had a beneficial effect on the department's recruitment and hiring process.

MONTEREY COUNTY

TREASURER–TAX COLLECTOR
LOUIS G. SOLTON, TREASURER - TAX COLLECTOR

Treasury Division
P.O. Box 1992
Salinas, CA 93902
(408) 755-5015
Fax # (408) 424-6536

Tax Collector Division
P.O. Box 891
Salinas, CA 93902
(408) 755-5057
Fax # (408) 759-6623
647-7857 Monterey
385-8357 King City

February 1, 1996

The Honorable Robert O'Farrell
Presiding Judge of the Superior Court
240 Church Street
Salinas, Ca. 93901

Dear Judge O'Farrell:

In accordance with Penal Code Section 933 (c) please find my attached response to the 1995 Grand Jury Final Report. I have delivered a copy of my response to the Clerk to the Board of Supervisors and to the Assessor-County Clerk/Recorder.

Sincerely,

Louis G. Solton
Monterey County Treasurer-Tax Collector

Attachment

cc: Clerk to the Board of Supervisors
Assessor-County Clerk/Recorder

MONTEREY COUNTY TREASURER'S INVESTMENT POLICY

The Grand Jury report contained a single recommendation pertaining to the Treasurer's Investment Policy: "The Treasurer should not leverage any investment by borrowing, pledging, or otherwise encumbering any public funds within his possession or under his control."

TREASURER'S RESPONSE:

Recently enacted SB866 contains safeguards to ensure that borrowed funds could not be lost via a limited use of reverse repurchase agreements. Those safeguards limit utilization of reverses to 20 percent of the investment portfolio, and restricts the term to 92 days or less. The Board of Supervisors adopted the Treasurer's recommended Investment Policy that contains the safeguards found in SB866. The County Treasury Oversight Committee also supported the Board-adopted investment policy.

Additional provisions of SB866 impose protective limits on the reinvestment of proceeds from short-term note issuances. Monterey County has routinely and effectively issued short-term notes in anticipation of future grants or other revenues. Provisions contained in SB866 ensure the safety of invested note proceeds by requiring their maturity match the maturity of the underlying note issue.

Collectively, the statutory provisions of SB866 ensure the limited use of borrowing and short-term note issuances will not compromise the safety of public funds managed by the Treasurer.

CITY OF DEL REY OAKS

650 CANYON DEL REY ROAD • DEL REY OAKS, CALIFORNIA 93940

OFFICE OF the Chief of Police

TELEPHONE (408) 394-8511

Charles H. Page, Foreman
1996 Monterey County Civil Grand Jury
P.O. Box 414
Salinas, CA 93902

re: Response to 1995 Grand Jury Final Report Page 32.

Dear Mr. Page,

I am in receipt of your letter requesting me to respond to the recommendation for Mental Health Training for Police Officers.

The California Department of Justice Commission on Peace Officer Standards and Training mandated in 1992 that Police Departments train officers in recognizing and dealing with Developmentally Disabled and Mentally Ill subjects. The requirements are outlined in Section 13519.2 of the California Penal Code. This agency completed that training and meets or exceeds all P.O.S.T. standards.

Sincerely,

Ronald T. Langford
Chief of Police
8/13/96

City of Gonzales

PHONE (408) 675-5000 P.O. BOX 647 109 FOURTH ST. GONZALES, CALIFORNIA 93926

TO : MONTEREY COUNTY GRAND JURY
FROM : CHIEF OF POLICE RAY GREEN, GONZALES POLICE DEPARTMENT
DATE : AUGUST 15, 1996

RE: RESPONSE TO MENTAL HEALTH SURVEY RECOMMENDATION NUMBER 1 OF THE GRAND JURY REPORT

Recommendation 1. More training should be given to law enforcement personnel in the handling of mental patients with emphasis given to recognizing violent behavior resulting from the patients mental illness, rather than from other factors.

Response: The recommendation is accurate in stating that the current training level most Police Officers receive in the handling of mental patients is inadequate. However, in my opinion, most Police Officers have learned through experience to recognize and effectly deal with mental patients known to them in their communities. Additional Mental illness training by qualified personnel could result in a better equiped and knowlegable Police Officer. I, and the City of Gonzales, would encourage qualified courses in mental illness, along with the other areas of training be provided and offered to our Police Officers through P.O.S.T. Other affected service providers, such as school teachers and care providers, who also have contacts with mental patients, would also benefit from such training.

R. Green
Chief of Police
City of Gonzales

Greenfield Police Department

August 13, 1996

Foreman Charles H. Page
1996 Monterey County Civil Grand Jury
P.O. Box 414
Salinas, CA 93902

RE. Response to 1995 Grand Jury Final Report

Dear Sir:

In reference to recommendation # 1, Mental Health Services. In response to the Grand Jury's recommendations, as well as our own desire for continued improved professionalism, Greenfield Police officers have received additional training on handling and recognizing the mentally ill. We have viewed a six part law enforcement roll call training video supplied by the California Alliance for the Mentally Ill. Please accept my apology to the Grand Jury. I thought that I had already provided a response to this recommendation. Please let me know if I can be of any further assistance.

Sincerely Yours,

J.M. Romo, Chief of Police

215 El Camino Real • P.O. Box 306 • Greenfield, CA 93927 • (408) 674-5118

CITY OF MONTEREY
MONTEREY POLICE DEPARTMENT
351 MADISON ST., MONTEREY, CA 93940

August 15, 1996

Monterey County Grand Jury
P.O. Box 414
Salinas, CA 93902

RE: RESPONSE TO 1995 GRAND JURY FINAL REPORT, MENTAL HEALTH SERVICES

Dear Sir:

I regret that I did not see the 1995 Grand Jury Final Report that required a response from me regarding Mental Health Services. What follows is my delayed response.

GRAND JURY RECOMMENDATION REQUIRING RESPONSE:

More training should be given to law enforcement personnel in the handling of of mental patients with emphasis given to recognizing violent behavior resulting from the patient's mental illness, rather than from other factors.

RESPONSE:

It would seem totally inappropriate to deny that additional training for police officers in any number of critical areas would be beneficial. However, current training does expose officers to the kind of behaviors that can exist with persons suffering from mental illness. What officers must decide is whether or not the behavior is such to cause the officer to conclude the person is "gravely disabled, or danger to self or others due to mental disorder." Violent behavior may well establish, without too much difficulty, that the person may indeed be "....a danger to self or others."

While I would not be opposed to more training, I really see no pressing need at this point.

Respectfully submitted,

F.D. Sanderson
Police Chief

FDS/gr
cc: Fred Meurer, City Manager

OFFICE OF CHIEF OF POLICE
ON M. REITHER

(408) 648-3143
FAX (408) 373-4060

PACIFIC GROVE POLICE DEPARTMENT

580 PINE AVENUE
PACIFIC GROVE, CALIFORNIA 93950

August 13, 1996

Charles H. Page, Foreman
1996 Monterey County Civil Grand Jury
P.O. Box 414
Salinas CA 93902

RE: Response to 1995 Grand Jury Final Report

Dear Sir:

First, let me apologize for my slow response to Recommendation #1, set forth on page 32 of the 1995 report. While I did review the report for issues dealing with law enforcement, and with the City of Pacific Grove, somehow I missed the **"Response Required"** notice on page 33.

To respond to your recommendation #1, let me break it into parts;

"More training should be given to law enforcement personnel...". Yes. Training protects the community, the officer, and the individual who requires law enforcement assistance.

"...in the handling of mental patients...". If you mean mentally ill persons, then Yes. The term "patient" implies someone in a hospital or care facility. Our training thrust deals with mentally ill subjects at large in the community.

"...with emphasis given to recognizing violent behavior resulting from the patient's mental illness, rather than from other factors." I have some concern with this part of your recommendation. It has been my experience that violent behavior is violent behavior, whether committed by a mentally ill individual or a sane person. It usually is caused by a failure to successfully communicate between individuals. Training should always be geared toward minimizing violent reactions to inappropriate communications, whether the receptor is sane or mentally ill. Pacific Grove Police Department was one of the first in Monterey County to give an eight hour training block on **Tactical Communication** to all of our officers.

Once violence occurs, police are trained in how to deal with it, and they will, using the least force necessary to obtain compliance and get the subject into custody.

Over the last two years our officers have received the following in-service video training dealing with issues of mental illness and control of violent subjects:

"Hear Our Stories" People with mental illness discuss their symptoms and contacts with law enforcement.

"Nightmare in the Daytime" Parents of persons with mental illness discuss the family's dilemma.

"Four Incidents" Law enforcement responses to four persons with mental illness in crisis.

"Community Encounters" Seven more incidents that call for law enforcement emergency response.

"In Custody" Persons with mental illness exhibit their symptoms as they are interviewed by jailers.

"Calling 911" Families are advised on how to make the most effective use of 911 emergency calls.

(The above six tape training series was obtained from the California Alliance for the Mentally Ill, and represented 2 1/2 hours of training)

"Controlling Violent Subjects - Part I" A two hour video training presentation from the California Commission on Peace Officer Standards and Training (POST), which deals extensively with methods of minimizing violent reactions by use of proper body language, communication skills, etc.
(It should be noted POST will have Part II to local law enforcement by November 1996 - Another two hour training block)

This concludes my response to your recommendation.

Sincerely,

Jon M. Reither
Chief of Police

cc: City Manager

City of Salinas
POLICE DEPARTMENT • 222 Lincoln Avenue • Salinas, California 93901 • (408) 758-7236

August 16, 1996

Charles H. Page, Foreman
1996 Monterey County Civil Grand Jury
P.O. Box 414
Salinas, CA 93901

Re: Response to 1995 Grand Jury Final Report, Recommendation 1, Page 32.

Dear Mr. Page,

Please accept this response to your request dated August 8, 1996 concerning the issue of mental health services in Monterey County. We trust you will provide this response to the presiding judge of the superior court.

In the 1995 Final Report, the Grand Jury recommends: "More training should be given to law enforcement personnel in the handling of mental patients with emphasis given to recognizing violent behavior resulting from the patient's mental illness, rather than from other factors."

The State of California mandated that beginning July 1, 1990, all basic police academies provide training on the subject of mental illness and developmental disabilities. All of our officers hired after that date have received this training in the academy program. Additionally, all Salinas P.D. officers who graduated from the police academy prior to that date received training during 1991 and 1992 as follows: two hours of training re: developmental disabilities and an hour and a half of training re: mental illness cases, for a total of three and a half hours of training. This met the requirements of Penal Code section 13519.2, and was completed prior to the mandated date of 7-1-92.

In recent years we have provided substantial training to our officers in dealing effectively with violent individuals and conflict situations. One element of this training has been our overriding desire to minimize injury to both officers and individuals involved in the conflict whenever possible. We pride ourselves on our ability to deal with difficult situations in the most professional manner possible, including those cases involving mentally ill individuals. Our primary mission remains preservation of life and prevention of injury. Once violent individuals are safely restrained, determinations regarding their proper disposition (i.e., NMC, etc., for evaluation) are conducted, if evidence indicates such action is appropriate.

Finally, there never seems to be enough time available for all the training we would like to give our officers. We have developed an outstanding in-house advanced officer training program consisting of at least forty hours per officer per year. Most of this training block is taken up by

the numerous state mandated training requirements which are legislated each year. On top of that are our own required training blocks for such things as firearms and driving proficiency, policy changes, sexual harassment, cultural diversity, AIDS awareness, disease control, computer training, domestic violence, defensive tactics, CPR, first aid, etc. As you can see, our training plate is relatively full at the present time.

We do encourage your constructive recommendations as to available training on the topic of mental illness. Feel free to contact me with any assistance you might be able to offer.

Sincerely,

Dan Nelson, Chief
Salinas Police Department

STATE OF CALIFORNIA--YOUTH AND ADULT CORRECTIONAL AGENCY

PETE WILSON, *Governor*

DEPARTMENT OF CORRECTIONS
P.O. Box 686
Soledad, CA 93960
(408) 675-2411

August 12, 1996

Monterey County Grand Jury
Charles H. Page, Foreman
P. O. Box 414
Salinas, CA 93902

Dear Mr. Page:

This letter is in regards to your correspondence dated August 8, 1996, advising us that you did not have any record of receiving a response from the Correctional Training Facility concerning the recommendations of the 1995 Monterey County Grand Jury Final Report.

Attached, is a copy of our response dated April 1, 1996, regarding Family Visits at the Correctional Training Facility.

If you have any further questions or concerns, please feel free to contact me.

Sincerely,

L. J. Clarke
Warden
Correctional Training Facility

Attachment

Grand Jury

P.O. Box 414
Salinas, CA 93902
(408) 755-5020

August 8, 1996

Warden Linda Clarke
Department of Corrections
Correctional Training Facility
P. O. Box 686
Soledad, CA 93960-0686

RE: Response to 1995 Grand Jury Final Report

Dear Warden Clarke:

We wish to bring to your attention that we have no record of receiving a response from your office concerning the recommendation set forth on page 99 of the 1995 Final Report as follows:

Family Visits at Soledad Correctional Training Facility

It is respectfully requested that you forward a copy of your response no later than September 15, 1996.

Thank you.

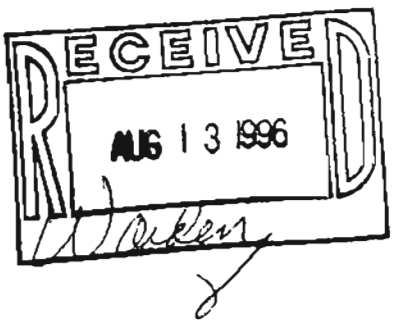
Sincerely,

Charles H. Page (ELW)

Charles H. Page, Foreman
1996 Monterey County Civil Grand Jury

CHP:elw

Encl: Excerpt from Penal Code Section 933



RESPONSE REQUIREMENT

The Penal Code regulates who must respond to Grand Jury findings and recommendations, when the response must be made, and what must be done with the responses. The following is an excerpt from the Penal Code:

PENAL CODE SECTION 933(c)

"(c) No later than 90 days after the grand jury submits a final report on the operations of any public agency subject to its reviewing authority, the governing body of the public agency shall comment to the presiding judge of the superior court on the findings and recommendations pertaining to matters under the control of the governing body, and every elective county officer or agency head for which the grand jury has responsibility pursuant to Section 914.1 shall comment within 60 days to the presiding judge of the superior court, with an information copy sent to the board of supervisors, on the findings and recommendations pertaining to matters under the control of that county officer or agency head and any agency or agencies which that officer or agency head supervises or controls. In any city and county, the mayor shall also comment on the findings and recommendations. All such comments and reports shall forthwith be submitted to the presiding judge of the superior court who impaneled the grand jury. A copy of all responses to grand jury reports shall be placed on file with the clerk of the public agency and the office of the county clerk, or the mayor when applicable, and shall remain on file in those offices. One copy shall be placed on file with the applicable grand jury final report by, and in the control of the currently impaneled grand jury, where it shall be maintained for a minimum of five years."

DEPARTMENT OF CORRECTIONS

April 1, 1996

Charles H. Page
Foreman
P.O. Box 414
Salinas, CA. 93902

Dear Mr. Page:

Thank you for your positive reaction to the hard work and dedication that the staff at the Correctional Training Facility take in ensuring that this operation is effective in meeting our goals.

We will continue our effort to ensure that Education is one of our primary program areas when resources are provided to us.

Condoms in the possession of inmates are contraband. It is against the law, Penal Code section 286(e) and the California Code of Regulation (Director's rules) section 3007, which states in part: " Inmates may not participate in illegal sexual acts. Inmates are specifically excluded in laws which remove legal restraints from acts between consenting adults". It would be contrary to these regulations to issue condoms to inmates as it would encourage them to break these regulations.

During family visits, inmate visitors may bring in condoms for use during their family visits.

If you have further questions or concerns, please contact my office at (408) 678-3951, Ext. 2111 or 2112.

Sincerely,

L. J. Clarke
Warden
Correctional Training Facility

cc: L. Jones
Regional Administrator-Central

To Judge
Jury Office from
Judge O'Farrell

RECEIVED

MAR 27 1996

SHERRI L. PEDERSEN
CLERK OF THE SUPERIOR COURT
DEPUTY

March 22, 1996

Honorable Robert O'Farrell
Presiding Judge of the Superior Court
Monterey County
240 Church Street
Salinas, CA 93901

Re: Response to 1995 Monterey County Civil Grand Jury Report

Dear Judge O'Farrell:

Enclosed please find the response from Salinas Valley Memorial Hospital Health Care District to the 1995 Monterey County Civil Grand Jury Report.

Please free to contact the undersigned at 755-0741, if you have any questions regarding the response.

Thank you.

Sincerely,

Samuel W. Downing, MBA, MPH
Chief Executive Officer

SWD/gl

Enclosure.

Copies of Response have also been delivered to:
A) Monterey County Board of Supervisors
B) Clerk of the Superior Court

A District Hospital
450 East Romie Lane
Salinas, California 93901
(408) 757-4333

March 18, 1996

RECEIVED

MAR 27 1996

SHERRI L. PEDERSEN
CLERK OF THE SUPERIOR COURT
_____ DEPUTY

To: Honorable Robert O'Farrell
Presiding Judge of the Superior Court
Monterey County
240 Church Street
Salinas, California, 93901

Re: Response to 1995 Monterey County Civil Grand Jury Report

Dear Judge O'Farrell:

You have requested a response from Salinas Valley Memorial Hospital District regarding key issues raised in the 1995 Final Report of the Monterey County Grand Jury. Salinas Valley Memorial Hospital District ("SVMHD") appreciates the opportunity to respond to these issues.

1. "Privatizing" Salinas Valley Memorial Hospital District

As a result of the recommendation of the Grand Jury, the Board of Directors of the SVMHD has examined the issue of "privatizing" the Hospital. The issue is a very complex one as a legal and as a policy matter.

The ability of a district hospital to "privatize" is governed by the Russell Bill, Section 32121(p) of the California Health and Safety Code. We are informed that this law, as well as other applicable laws, create significant legal and practical barriers to a district hospital's transferring its assets to a private nonprofit entity. The California legislature created these barriers to protect the public. The district's assets are "public assets," paid for, in part, by the public. Accordingly, the law is designed to discourage the transfer of such assets to a nonprofit corporation.

SVMHD would incur legal and other expenses of several hundred thousand dollars if it were to attempt to transfer its assets to a nonprofit corporation. A new nonprofit entity would have to be created, capitalized and staffed, and all the details of a transfer would have to be negotiated in advance. Then, the transfer agreement would have to be the subject of five (5) public hearings. After the hearings, the Board of Directors of SVMHD would have to vote to submit the proposed transfer to the electorate for a vote. The district would have to pay the costs of the election, but it would not be permitted to expend any public funds attempting to persuade the electorate to vote in a particular way. Thereafter, assuming the electorate voted to approve the transfer,

there would need to be further proceedings before LAFCO and the Board of Supervisors for the district to dissolve and, then, the dissolution itself would have to be put to a vote of the electorate.

Based upon input from the community and the experience of other hospital districts in the state, *such as Sequoia District Hospital in Redwood City, and Camino Healthcare in Mountain View, (See attached articles),* it is SVMHD's belief that many members of the electorate would view with disfavor a transfer of the hospital's assets from a public entity to a private nonprofit corporation. Such transfers have been highly controversial where attempted or considered. The public perceives that such a transfer might make the hospital less responsive to the needs of the community and less subject to community input and control.

Many voters will consider the hospital's public status a public benefit, not a burden. Because of the hospital district's public status, the public has the right to elect board members, and board meetings are open to the public. This would not be the case if the hospital converted to a nonprofit corporation. Also, the hospital, as a district, enjoys certain procedural protection from liability which would be lost if the hospital became a private entity.

The district's public status also assures local governance and public accountability. Nonprofit entities are privately controlled organizations. Further, nonprofit entities, as well as for-profit entities, have tended to become "takeover" candidate, absorbed into larger systems which dilute local control and compromise local accountability.

The development of SVMHD as a public hospital district is an important part of the history of health care in the Salinas Valley. That history is eloquently chronicled in a book by Dr. Englehorn, an excerpt from which I am enclosing. (See Attached Historical Background). This history shows the commitment and support that the hospital district has enjoyed since its founding, a commitment and support that is due, in part, to the fact that the public feels an ownership interest in SVMHD. This feeling could be sacrificed if SVMHD tried to become private. Because of the public investment in and support for SVMHD as a district hospital, we would expect significant public opposition to any effort to transfer these public assets to a private corporation.

In light of the points discussed in the preceding paragraphs, it is, in our view, doubtful whether the electorate would vote to approve a transfer of the district's assets to a private, nonprofit entity. We would expect that an election on that issue would be controversial, expensive, and divisive. Consequently, incurring the high cost of preparing for and going through the required privatization process is, we think, a questionable expenditure of district funds, where the alternative is to use the funds to invest in meeting the health car needs of the district's residents.

The tax support which the hospital district receives is approximately 1% of the hospital's annual budget. The level of tax support is fixed and the district does not have the intent or the ability to increase the amount of the tax. It is true that the hospital has been well managed as recognized in the body of the Grand Jury Report. As a result of good management, funds have been reinvested in the physical plant on a yearly basis to help keep the facility in its current modern state. With an annual revenue goal of 3% above expenses, the yearly 1% tax of just over one million dollars is a major factor in having the availability of funds to purchase new equipment, and facilities. However, there is no guarantee that this situation will continue. Most people predict an era of continuing and significant financial pressure on hospitals. SVMHD is not immune to these pressures. It faces increasing costs and decreasing revenues. Consequently, the tax support SVMHD receives is extremely important in helping to keep the hospital at the forefront of patient care and technology.

In return for tax support, the hospital district believes that taxpayers should and do get their "money's worth." The tax money is used solely for capital expenditures, thereby assuring the community the most modern facilities and state-of-the-art equipment. Residents of the district receive a discount for health care services.

The hospital provides substantial uncompensated care and participates in the Medicare and the Medi-Cal programs. SVMHD provides many free services in screening clinics and through wellness programs. Over the years, SVMHD has provided financial grants to non-profit health oriented organizations in the community. Finally, and perhaps most importantly, the district's publicly elected board is accountable to the community to deliver high quality patient care, maintain reasonable rates, and operate the hospital in an efficient and compassionate manner.

In sum, the hospital district believes that, at this particular time, it would be very difficult and very expensive to attempt to "privatize," and that it is highly questionable whether the electorate would support such a change under the circumstances. However, SVMHD will continue to examine this issue from time to time. Circumstances change and it is possible that a transfer to a private entity may become feasible and appropriate at some point in the future.

2. Avoiding Unnecessary Duplication of Services

The Grand Jury recommends that Salinas Valley Memorial Hospital and Natividad Medical Center "should examine their expansion plans with a view to containing costs by avoiding unnecessary duplication of services and excessively competitive marketing." In principle, we agree with the substance and the spirit of this recommendation. Salinas Valley Memorial Hospital District intends to avoid unnecessary duplication of services and excessively competitive marketing, with respect to the services of Natividad Medical Center. Salinas Valley Memorial Hospital's goal of being "Neighbors Who Care" is exemplified by William J. Kennedy, President of the Hospital Board in his Annual Report to the Community. This Report is contained in the document titled "Helping to Build a Healthier Community," which is attached for your reference.

Salinas Valley Memorial Hospital District thanks the Grand Jury for its thoughtful report and it appreciates this opportunity to respond.

Yours truly,

Samuel W.Downing, MBA, MPH
Chief Executive Officer
Salinas Valley Memorial Health Care District
On behalf of the Five-Member Board of Directors:

William J. Kennedy, M.D.,President
Deborah Nelson, R.N., Vice-President
Thomas Mill, Secretary
Leonard Breschini, Treasurer
Nathan Olivas, Assistant Treasurer

Hospital To Decide On Merger

Sequoia to choose between nonprofit, for-profit firms

By Benjamin Pimentel
Chronicle Peninsula Bureau

Sequoia Hospital in Redwood City will choose between two suitors this week, ending a merger courtship that sparked debates over workers' rights, abortion and the ethics of for-profit hospitals.

Sequoia's board of directors will vote Wednesday on whether to affiliate with Catholic Healthcare West, a nonprofit corporation that operates hospitals in California and Arizona, or with Columbia /HCA, a for-profit corporation and one of the nation's largest health ces providers.

"The good news is both of our suitors are very wealthy and have very good reputations," said Arthur Faro, Sequoia's chief executive, who spoke at a public hearing in San Carlos, one of several held last week. But many hospital employees and patrons disagreed with Faro's assessment.

The 438-bed community hospital is looking for a new partner after years of severe cost-cutting. The hospital lost $1.9 million in 1994 and $7.8 million last year, said board member Jeff Krakower, a Sequoia physician.

At a recent public hearing, most of the speakers leaned toward Catholic Healthcare West, saying they worried that as a for-profit company, Columbia would be mostly concerned with making money.

"For-profit means for the shareholders, not for the community," said Tim Downey of San Car-

HOSPITAL: Page A12 Col. 3

HOSPITAL: Merger Decision

From Page A11

los, who spoke at the hearing attended by more than 120 employees and hospital users. "I think they are in it purely for the money."

Thomas May, president of the Good Samaritan Health System in San Jose, which Columbia took over in January, defended the 340-hospital chain, which he said provides quality care at much lower cost.

"I think the hospital will be ahead of the game if it joins Columbia," he said in an interview.

But union representatives and hospital employees fear that if Columbia takes over, they will be among the losers. The American Federation of State, County and Municipal Employees represents some of Sequoia's 1,800 employees.

Sharon McAleavey, business agent for the union, said Columbia has tried to derail organizing at its hospitals in Kentucky and Tennessee. Employees at a Columbia-run San Leandro hospital, she said, were given manuals discouraging them from joining unions.

May denied that Columbia is anti-union, saying it has been "actively" negotiating with Good Samaritan's unions, although no contracts have been signed with any of them.

The other suitor, Catholic Healthcare West, has come under fire for its policy on performing abortions. If Sequoia becomes a Catholic-affiliated hospital, abortions will be curtailed.

"I could see our moving backward as the options are closed," Sue Wallace, a longtime Sequoia patron from San Carlos, said at the hearing in San Carlos.

Carol Bayley, Catholic Healthcare West's director of ethics and justice education, acknowledged that the group allows only abortions meant to save the life of a mother.

But she stressed that women seeking abortions for other reasons could go to other Peninsula hospitals. She noted that Sequoia performed only 14 abortions last year, most of them to save the life of a mother.

"So there will actually be little change in the practice," she said tions per year that we would disallow would be easily accommodated in another hospital."

If Sequoia merges with Catholic Healthcare West, the hospital board will be required by state law to hold a referendum of the district's voters. There is no such requirement in a merger with a for-profit corporation.

Union organizer McAleavey said she suspects that the hospital board is leaning toward Columbia to avoid an election and speed up the merger process.

But board member Krakower said the final decision will be based not on the vote requirement but on which group can best solve the hospital's financial problems. The elected district board will continue to exist even after the merger and will still play a key role in running the hospital, Krakower said.

"By and large this merger is being undertaken for financial reasons and the decision will be based on financial reasons," he said.

The Sequoia Hospital District Board of Directors will vote on the merger at a special meeting on Wednesday at 4:30 p.m. in the Sequoia Room of Sequoia Hospital, 170 Alameda de las Pulgas, Redwood City.

DALE PARNELL VISITS!

As part of the on-going plan to provide Tech Prep workshops for educators and business representatives, the Monterey County Tech Prep Grant Consortium sponsored a presentation entitled "Preparing a World Class Workforce" by Dale Parnell on October 10, 1994. Dr. Parnell is the "father" of Tech Prep and his 1985 book, "The Neglected Majority," served as a foundation for the Tech Prep/Associate Degree national education initiative. This event was held at Hartnell College and had over 500 people from Monterey County attend. There were a few people from Santa Cruz County and San Benito County who attended as well. Dale spent time after his presentation talking with the Salinas Union High School District Applied Academics Strand Day participants and at the Hartnell College Business Education Articulation meeting. He then spoke to over 200 Monterey County Middle School Teachers at their luncheon. He was the featured speaker at the Monterey Peninsula College Forum and the honored guest at a Monterey Peninsula reception. Needless to say, he was a very busy person on October 10th! He is still being quoted by people who heard him speak! It was a great way to begin the 1994–95 Tech Prep year.

"Integrating Academics and Career Studies in High Schools and the Community Colleges"

A workshop on "Integrating Academics and Career Studies In High Schools and the Community Colleges was presented by Ken Clark (Executive Director of the California School Leadership Academy) and Pat Stanley (Administrative Dean of Career Education at Orange Coast College) through the Sonoma State School Restructuring Grant. This workshop was sponsored by the Monterey County Tech Prep Grant Consortium and was open to Monterey County high school and community college teams of faculty, administrators, and staff. Eighty people participated in the day-long workshop.

BUSINESS/EDUCATION FORUM

On February 24, 1995, Dr. Carver Gayton from the Boeing Company in Seattle, Washington, spoke to over 165 students, educators and business leaders at the first ever Salinas Valley Business Education Forum. The Boeing Company has contributed over $2 million dollars to make Tech Prep happen in the state of Washington. Participants of the Business/Education Forum included business and industry representatives, secondary and postsecondary instructors, educational administrators, and students. Participants were divided into groups and given topics to discuss. Those topics included: Mentoring, Internships, School-to-Career, Future Job Trends, Computer Literacy, Occupational Skills, and Student Issues. Responses from the workshop were excellent ! A follow-up workshop is being planned for May. In the afternoon, Dr. Gayton was the featured speaker at a reception for Monterey Peninsula educators and business leaders.

FUTURE TECH PREP PLANS

The Monterey County Tech Prep Grant Consortium is in the process of organizing a follow-up workshop from the February 24th workshop for educators and business leaders. Plans are tentative for a May workshop.

Next year's applications for Tech Prep Mini-Grants will be out in April. Tech Prep Team leaders, Principals, and College Presidents will be receiving the applications.

TECH PREP CONFERENCE MINNEAPOLIS, MINNESOTA

Twenty-five instructors, counselors, and administrators from Monterey County high schools and community colleges attended the National Tech Prep Conference in Minneapolis, Minnesota, on October 28–31, 1994. All who attended were very pleased with the information they gained and went back to their school sites with a clearer vision of Tech Prep.

TECH PREP NEWSLETTER

is published periodically for the information of participants, businesses, educators, and the community by Monterey County Tech Prep, 867 East Laurel Drive, Salinas, CA 93905, (408) 753-4241

KATRINA KNARR-BASSE
Editor
Tech Prep Coordinator

NCRVE

National Center for Research in
Vocational Education

University of California, Berkeley

NATIONAL EXEMPLARY PROGRAM

Mission Trails ROP Assessment Program
Mission Trails Regional Occupational Program
867 East Laurel Drive
Salinas, CA 93905
(408) 753-4203
Patrick Keating, Assistant Vocational Director
Roxanne Panduro, Vocational Counselor

The Assessment Program of the Mission Trails Regional Occupational Program (ROP) provides career assessment and guidance to youth and adults so that they can develop a realistic career plan and obtain the assistance needed to carry it out. The program serves youth and adults from the Salinas Union High School District, a majority of which are members of special populations. The program offers a variety of formal and informal assessment activities designed to generate information for staff and students' use in vocational program planning and career guidance. The program ensures that students who are members of special populations have equal access to the vocational programs offered in the district by offering career exploration, assessment, guidance, and follow-up support services. Today, the whole program includes several components: the Exploratorium--introduces middle school students to vocational opportunities using hands-on career exploration activities; WorkAbility--assists youth and adults with disabilities in transitioning to the world of work through referrals to related agencies, job readiness training, and job placement.

In 1983, this program was selected as a model site for vocational assessment by the California State Department of Education and has been a leader in the development of the California Career/Vocational Assessment Model. From 1987 through 1990, the Assessment Program was selected as one of five demonstration sites in California for the Comprehensive Adult Student Assessment program in the area of vocational assessment.

The National Exemplary Program Award is given annually by the Office of Special Populations--formerly the Technical Assistance for Special Populations Program (TASPP)--to outstanding vocational education programs that serve members of special populations. For more information about this annual search or to receive an application, contact the Office of Special Populations (see address below).

NATIONAL CENTER NAMES SIX EXEMPLARY PROGRAMS

Six vocational programs were recognized as exemplary by the Office of Special Populations, a dissemination and training program of the National Center for Research in Vocational Education. The programs are exemplary because of their outstanding service to individuals who are members of special populations. According to Dr. Carolyn Maddy-Bernstein, director of the Office of Special Populations, this recognition has been significant as schools across the nation strive to meet the educational needs of increasingly diverse groups of students. These programs can serve as models for others seeking to develop or improve their own programs.

Of 20 applications received this year, only six emerged with exemplary status. The six exemplary programs possess a majority of the components research has shown to be most effective in meeting the needs of individuals who are members of special populations. The components include administration, instruction and curriculum, financial support, program evaluation, articulation with community and family, support services, transition planning, and follow-up.

Responding to a national call for applications in Spring 1994, applicants submitted comprehensive information and supporting documents on program components. The staff of the Office of Special Populations made site visits to eight programs recommended by a panel of nationally recognized experts in the field. Evaluations were based solely on the criteria without regard to geographic location, setting, or a predetermined number of awards.

The 1994 National Exemplary Programs are:

Great Oaks Special Needs Occupational Development Program
Margaret A. Hess, Manager of Disability Education
Great Oaks Institute of Technology and Career Development
3254 East Kemper Road
Cincinnati, OH 45241

Mission Trails ROP Assessment Program
Roxanne Panduro, Vocational Counselor
Mission Trails Regional Occupational Program
867 East Laurel Drive
Salinas, CA 93905

Network of Services and Transformations
Clide Cassity, Administrator
Pinellas Technical Education Center
6100 154th Ave.
Clearwater, FL 34620

Nontraditional Options Project
Barbara J. Bendlin, Nontraditional Project Coordinator
Blackhawk Technical College
6004 Prairie Road
Janesville, WI 53547

(over)

Parrot Creek Ranch, Inc. Partnership for Professional Technical Education Services
Douglas W. Poppen, Executive Director
Parrot Creek Ranch, Inc.
22518 S. Parrot Creek Road
Oregon City, OR 97045

Supermarket Careers Community-Based Transition
Teri Carty, Program Coordinator/Instructor
Rolla Technical Institute
1304 East Tenth Street
Rolla, MO 65401

The exemplary programs will be recognized during a conference prior to the American Vocational Association (AVA) Convention that the Office of Special Populations will co-host with the National Alliance for Partnerships in Equity and AVA on December 8, 1993, in Dallas, Texas. The Office of Special Populations will pay for travel expenses of a program representative to receive an award, attend the Pre-AVA conference, and make a presentation about the program. In addition, the programs will be featured in upcoming Office of Special Populations' publications and presentations at national conferences.

The National Center for Research in Vocational Education's Office of Special Populations works nationally to increase the accessibility, quality, and availability of vocational programs for youth and adults from special populations. It is located at the Center's University of Illinois site. To request additional information about previous exemplary programs and related publications, CONTACT: Dr. Zipura Burac Matias at the University of Illinois, 345 Education Building, 1310 South Sixth Street, Champaign, IL 61820, telephone (217) 333-0807, FAX (217) 244-5632.

Three-Stage Model Assessment Process

ASSESSMENT	DESCRIPTION	EVALUATOR(S)	PLANNED OUTCOMES
Stage I: Preliminary Screening			
Holland SDS, Career Game, or COPS	Vocational interest assessment	MAP Staff, Career Center Staff & School Counselors	Identify career interests
COIN/VIEW	Computerized interest screening	MAP Staff & Career Center Staff	
TABE-PC or TABE Survey, Form 7 & 8	Basic academic skill assessment	MAP Staff, School Counselors & Instructors	Determine academic skill levels
Vocational Implications of Personality (VIP)	Computerized self-assessment of worker style preferences and type	MAP Staff & Career Center Staff	Assess individual worker styles and preferences Suggest careers for exploaration
Interactive Video, A.C.T.V. or Workplace Success Skills (WSS)	Interactive assessment of job-related, pre-employment skills	MAP Staff, Career Center Staff, & Instructors	Assess and develop work-related attitudes and skills
Stage II: Initial Agency Screening			
Structured vocational interview	Standardized Vocational Interview Questions	MAP Staff	Determine individual interests, experiences and awareness level. Identify strengths and supportive services needed
Work Behavior Evaluation	Standardized Behavioral Checklist	MAP Staff & Vocational Instructors	Measure individual worker attitudes/behavior Determine curriculum modifications
COIN/VIEW	Computerized career and education information network	MAP Staff, Career Center Staff, School Counselors & Instructors	Identify specific job requirements
TABE-Work-Related Foundation Skills	Computerized foundation skills assessment	MAP Staff & Vocational Instructors	Evaluate and measure work-related foundation skills Prescribe individual instruction
Apticom, Centec ABCD or Valpar MESA	Performance-based vocational aptitude assessment	MAP Staff	Determine general areas of strength and needed support
DATAMASTER IIIp or CAP	Computerized training/job match and transferable skills assessment	MAP Staff	Determine individual career options Provide specific training/job information
Stage III: Vocational Exploration and Work Sampling			
Valpar Work Samples or CHOICE	Performance-based vocational aptitude and work task evaluation	MAP Staff	Determine vocational skills and attitudes Evaluate performance in specific work area Determine appropriate program placement
Basic Skills Lab	Networked integrated basic skills system	Basic Skills Lab (BSL) & Adult School Instructors	Provide academic skill assistance to prepare for specific career area and/or to complete high school education
ROP Try-out	3 week try-out session of a ROP program	MAP Staff, Career Center Staff & ROP Instructors	Explore specific training requirements
ROP Community Classroom	Community-based job training	ROP Instructors - Business/Industry employers	Develop competitive vocational skills determined by local labor market
Follow-up Contact Procedure	Formal and informal student monitoring process	MAP Staff & Career Center Staff	Monitor vocational student progress Recommended intervention strategies as needed

SALINAS UNION HIGH SCHOOL DISTRICT
OFFICE OF BILINGUAL AND MIGRANT EDUCATION

March 20, 1996

To: Aurora Martinez Quevedo, Superintendent

From: Candy McCarthy, Director of Bilingual and Migrant Education

Re: Monterey County Civil Grand Jury Final Report

Enclosed is the version of the report with Roger's input.

Please let me know if you have further revisions or if I should be taking other steps. Thanks.

CMC/ym
eialep/memo grand jury aq

SALINAS UNION HIGH SCHOOL DISTRICT
OFFICE OF BILINGUAL AND MIGRANT EDUCATION

March 8, 1996

MONTEREY COUNTY CIVIL GRAND JURY FINAL REPORT 1995

SHOULD BILINGUAL EDUCATION BE TAUGHT?

FINDINGS

Finding One:

In a Grand Jury survey of bilingual programs in Monterey County schools, it became evident that few of the districts can provide verifiable data as to the degree of success they have had in transferring students to English.

All districts, including the Salinas Union High School District, complete the Annual Language Census - R 30. In addition to providing information regarding the home languages of all English learners and the type of instruction in which they are enrolled, the Language Census documents the number of students who have been redesignated to fluent English proficient during the past year. Meeting redesignation criteria demonstrates that students have achieved a level of English proficiency equal to that of the average native English speaker in their school. For the 1995-96 school year, the Salinas Union High School District redesignated 216 students as fluent English proficient.

Finding Two:

Districts vary in their policies for advancing Limited English Proficient (LEP) students to English from one level to another.

The Salinas Union High School District policy for advancing limited English Proficient students from one level to another is mandated in the 1986 Revised Consent Decree, a federal court order. It also meets the California Department of Education LEP Program requirements and guidelines delineated in the Coordinated Compliance Review Handbook for 1995-96.

Finding Three:

Expectations for advancement vary from three to seven years for students who know no English when they enter the County's public schools.

Finding three continued

These expectations are based on the current research on language acquisition. The status of the students' primary language in the United States, his/her personality, and the level of his/her education in the primary language are examples of the factors which contribute to the range of time it may take for students to develop native-like proficiency in English.

Recommendations

1. *School districts in Monterey County need to establish a computerized tracking system to monitor the phases of transition and redesignation of LEP students.*

   The Salinas Union High School District has had a district wide computerized Student Information System with data on the language proficiency of all students for approximately ten years . Students are identified as Limited English Proficient, Fluent English Proficient or English Only. Furthermore, all the test data which led to this identification was stored in this system.

   This year the system is being upgraded in order to facilitate the monitoring of individual student progress and program evaluation. It should be fully functioning by September, 1996.

2. *School districts need to determine the most expedient and efficient manner for moving students into English-only classes. This entails experimenting with different methodologies and keeping accurate records of success rates.*

   The Salinas Union High School District uses current research to determine the methods to be used. Two curriculum areas which are key to the success of the Limited English Proficient students, Spanish Literacy and English as a Second Language, are currently revising their curriculum based on training they have received from the California Literature Projects in Spanish and English. A stronger, more curriculum embedded assessment system is the cornerstone of this work because it will promote accountability. The new Student Information System will enable us to document the efficacy of these changes.

3. *School administrators should be held accountable to parents and taxpayers in their jurisdiction for the success of bilingual programs and the prudent expenditure of public funds.*

Accountability factors are already in place through individual state formulas, the Coordinated Compliance Review process, and audits.

4. *School officials should make it clear to parents who may prefer to retain their native culture that their children's economic success in their adult future depends a great deal on their skill in speaking, reading, and understanding the English language.*

The Salinas Union High School District believes that students in a global society are well served by retaining their native language and culture while becoming successful in English. Employers actively seek these individuals to fill positions. Parents are encouraged to participate in Bilingual Advisory Committees where such topics are discussed and disseminated.

5. *Schools should encourage families to assume responsibility for the teaching and retention of their cultural heritage.*

Schools should assist parents in developing the skills and knowledge which will lead to increased academic achievement for their children. Students' self esteem which is linked to a strong sense of identify needs to be developed at home and in the schools. School must show respect for all cultures.

Soledad Union School District

Gene Martin, District Superintendent

March 15, 1996

Grand Jury
P.O. Box 414
Salinas, CA 93902

CERTIFIED RETURN RECEIPT
P 008 976 719

Enclosed is our district's response to the 1995 Grand Jury report regarding Bilingual Education. This response was prepared by the Superintendent, Principals and Director, with review by the District's Bilingual Committee. Additionally, the Board of Trustees ratified the response by approving it at their Board Meeting of March 13, 1996.

Please feel free to contact me if you have any questions.

Sincerely,

Gene Martin

Gene Martin
District Superintendent

GM:if
C: Board of Trustees
Bill Barr, County Superintendent

P 008 976 719

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PS Form 3800, June 1991

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335 Market Street · P O Box 186 · Soledad, CA 93960 · (408) 678-3987 · FAX (408) 678-2866

SOLEDAD UNION SCHOOL DISTRICT
1995 GRAND JURY RESPONSE
BILINGUAL EDUCATION

1. Speed up the transition process

The Soledad Union School District is planning to review and revise the district's Bilingual Program in 1996-97. Based on research, the time it takes to transition a student from one language to another is between three and four years. One of our goals will be to establish a three to four-year period of transition from Spanish to English, from the time a student enters the district. Individual needs will be addressed as some advanced students may transition sooner, while some remedial students may require more time.

2. Encourage staff members to become bilingually certified, with financial incentives given to aid them in their studies.

In 1994-95, the Soledad Union School District spent over $30,000 for bilingual classes, tests, and credentials for teachers. We also pay a $1,000 stipend over a four-year period to fully authorized bilingual teachers. In 1994-95, we did increase the number of teachers with Language Development Specialist (LDS) Credential from five to twenty-five. Additionally, the number of Bilingual Cross-Cultural (BCC) certified teachers doubled to ten.

We plan to continue the above practices.

3). Encourage parental and community involvement to facilitate the transition of children to the English Language.

Currently, as a K-8 district, we have limited resources for extensive parent training; however, by August of 1998, when our high school is built, we will be able to offer adult education English classes to assist in the language transition of their children in the home.

In the meantime, we will utilize our current parent education programs implemented through our various organizations such as P.T.A., Migrant Parent group, District Wide Parent meetings, etc., to gain more parent support.

4). Impress upon parents the need for students to stay in the same district to receive consistent and cohesive instruction.

Our district has 54% of identified migrant students; however, only 10% actually move during the winter season. We have made a concerted effort to advise parents as to the importance of consistent and cohesive instruction; however, we cannot control the economic needs of the family.

A-1 School districts in Monterey County need to establish a computerized tracking system to monitor the phases of transition and redesignation of LEP students.

On September 26, 1995, prior to the report of the Grand Jury, we had contracted with McDermott Enterprises, to develop a computerized tracking system to monitor the phases of transition and redesignation of LEP students. We expect to have the system operating by May 1996. By August of 1996, we plan on inputting all data related to K-3 bilingual students.

A-2 School districts need to determine the most expedient and efficient manner of moving students into English only classes. This entails experimenting with different methodologies and keeping accurate records of success rates.

We currently move children into English only classes based on their "phases" as determined the district approved criteria.

During 1996-97 when we review our Bilingual Program, we will study proven programs and research data to determine the "best" program to meet the ethnic and economic needs of our population. Some examples that we plan to study are: Project M.O.R.E. - Eastman; L.A. Unified, etc.

A-3 School administrators should be held accountable to parents and taxpayers in their jurisdiction for the success of bilingual programs and the prudent expenditures of public funds.

We believe that all teachers, administrators and board members are accountable for the success of all students and programs. With the recent legislation AB 729 that was enacted on January 1, 1996, we will be able to hold teachers accountable based on the test results of student achievement. Up to now, Education Code 44662-44644, prohibits the evaluation and assessment of certified employee competence from using publishers' norms established by standardized tests.

The new legislation requires each district to develop standards for student achievement prior to assessing teachers. Our district is in the process of developing such standards.

A-4 School officials should make it clear to parents who may prefer to retain their native culture, that their children's economic success in their adult future, depends a great deal on their skill in speaking, reading and understanding the English Language.

We do not experience parents who want to retain their children in bilingual or Spanish only programs. Quite the opposite is true. Our parents welcome their student's move into English classes.

A-5 Schools should encourage families to assume responsibility for the teaching and retention of their cultural heritage.

State Education Codes 52160-52186 established law outlining the guidelines schools must follow as it relates to bilingual education. Schools are charged with the responsibility of teaching cultural heritage.

Research shows that teaching culture heritage and diversity in the schools, promotes tolerance and acceptance.

Board Approved: March 13, 1996

STATE OF CALIFORNIA--YOUTH AND ADULT CORRECTIONAL AGENCY

PETE WILSON, *Governor*

DEPARTMENT OF CORRECTIONS
P.O. Box 686
Soledad, CA 93960
(408) 675-2411

August 12, 1996

Monterey County Grand Jury
Charles H. Page, Foreman
P. O. Box 414
Salinas, CA 93902

Dear Mr. Page:

This letter is in regards to your correspondence dated August 8, 1996, advising us that you did not have any record of receiving a response from the Correctional Training Facility concerning the recommendations of the 1995 Monterey County Grand Jury Final Report.

Attached, is a copy of our response dated April 1, 1996, regarding Family Visits at the Correctional Training Facility.

If you have any further questions or concerns, please feel free to contact me.

Sincerely,

L. J. Clarke
Warden
Correctional Training Facility

Attachment

ALISAL UNION SCHOOL DISTRICT

ADMINISTRATIVE OFFICES 1205 East Market Street • Salinas, CA 93905

(408) 753-5700 • FAX (408) 753-5709

Dr. Oscar Loya
Superintendent of Schools

August 16, 1996

Mr. Charles H. Page
Foreman, 1996 Monterey County
Civil Grand Jury
P. O. Box 414
Salinas, CA 93902

Dear Mr. Page:

Pursuant to your letter dated August 8, 1996, please be advised that the responses required on the 1995 Grand Jury Final Report were mailed on a timely basis.

Below you will find the categories listed and a reiteration of the responses to both the Grand Jury Findings and the Grand Jury Recommendations.

RESPONSE TO GRAND JURY FINDINGS

Category 1: Academic Data Regarding Transfer to English

- The District assesses all Limited English Proficient (LEP) students on a yearly basis to assess their development of English oral language and literacy.
- All third grade LEP students are assessed on a yearly basis for their readiness to add English reading. The District's third grade rate of transference to English is 50%.

Category 2: District Policy Regarding Advancement in English

- The District policy establishes specific criteria for advancing children to the status of initial English literacy (transitional reading) and specific criteria for advancing children to the status of fluent English proficient (re-designation).

Category 3: Time Expectations for English Advancement

- The District's bilingual program is designed with the intent of students adding English reading at the beginning of fourth grade. Primary language literacy is developed in Kindergarten through third grade.
- The goal of the District's bilingual program is the attainment of fluent English proficient status (re-designation) by sixth grade. Currently, the District's re-designation rates parallel the State's average of 25%.

RESPONSE TO GRAND JURY RECOMMENDATIONS

Category 1: Computerized Data System

- The District is currently implementing School Administrative Student Information (SASI) Software which will allow the District to computerize its student information data. The District will be able to easily monitor bilingual students' progression through the bilingual program. Yearly data will be centrally aggregating for oral English development and English literacy for LEP students.

  Currently, data is manually collected; by the end of the 1996-97 school year, it will be computerized.

Category 2: Accelerating LEP Students Transition to English

- For the last three years, the District has invested General Fund monies for teacher training in accelerated literacy strategies so that our students achieve grade level literacy by first grade and maintain that success throughout each grade level. District grade level literacy rates have changed from an average of 25% of first grade students being at grade level in their literacy skills to over 60% of first grade students achieving grade level literacy in 1995-96. We expect a continued increase this upcoming school year based on current teacher training our goal is to achieve 100% of our students at grade level in the primary grades by the 1997-98 school year. During the 1996-97 school year, the District will begin training intermediate grade level teachers to ensure high levels of literacy in fourth to sixth grades. Upper grade teachers are also being trained in sheltered strategies to help accelerate LEP students' ability to comprehend complex narrative in the subject areas of science and social science.

Category 3: Public Accountability

- Academic test data for students participating in the bilingual program is presented to parents and the School Board on a yearly basis in the areas of literacy and math .

Category 4: Parent Education and the Importance of English

- With changing demographics in the East Salinas community, English has become a less visible language. As a response to these changing demographics, each of the school sites in the 1996-97 school year will develop a plan to increase the use of English as a language of communication, including both classroom use as well as school-wide use for public events. The purpose of this approach is to emphasize the importance of English in terms of their future success in the United States.

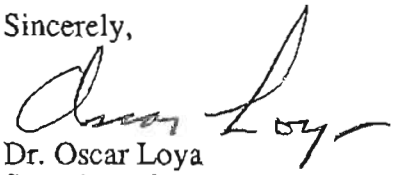
Category 5: Family Support for Maintenance of Cultural Heritage

- The school district agrees with the perspective that parents are the first teachers of their children's cultural heritage and that this is a primary parental role in the development of children. The purpose of the incorporation of cultural heritage into the content of social

sciences is that of developing cross-cultural understanding and positive inter-cultural relations within the diverse student population of the school community.

If there is any additional information needed, please feel free to let me know and it will be provided.

Sincerely,



Dr. Oscar Loya
Superintendent

OL:fw

cc: AUSD Board of Trustees

ALISAL UNION SCHOOL DISTRICT

ADMINISTRATIVE OFFICES 1205 East Market Street • Salinas, CA 93905

(408) 753-5700 • FAX (408) 753-5709

Dr. Oscar Loya
Superintendent

February 2, 1996

The Honorable Robert O'Farrell
Presiding Judge of the Superior Court
Monterey County
240 Church Street
Salinas, CA 93901

Dear Judge O'Farrell:

Please be informed that we have received a copy of the Monterey County Civil Grand Jury Final Report for 1995.

The findings will be very carefully reviewed to determine how they apply to our school district and to take the necessary actions to address the recommendations.

All the hard work the members of the Monterey County Civil Grand Jury have invested is greatly appreciated. Thank you.

Respectfully,

Oscar Loya
Dr. Oscar Loya
Superintendent

Marta N. Granados
Marta N. Granados
President

OL:fw

cc: AUSD Board of Trustees
Bill Barr, Supt. of Schools, MCOE

August 18, 1996

Monterey County Grand Jury
P.O. Box 414
Salinas, Ca. 93902

Sand City Police Department
#1 Sylvan - Park
Sand City, Ca. 93955

Members of the Grand Jury,

The City of Sand City Police Department is now, and always has been, very much concerned with the welfare of those who are afflicted with mental illness. Because we are a small City and because of our location, we are often called upon to attend to the needs of these individuals. This is especially true since we seem to have a rather large transient or homeless population that either resides within our boundaries or is simply traveling through our community on the railroad tracks which run along our eastern boarder.

In any event, our concern for these individuals and our wish to treat all citizens with the respect that they, as human beings deserve, has resulted in some positive training steps which have been in effect within our organization for quite a while.

Firstly, contact with mentally ill persons is covered extensively in our Field Training Program. The FTO Manual stresses that the mentally ill person is to be treated with even greater care and sensitivity than any other contacts. Also stressed, is the fact that careful evaluation of the individual is necessary and the primary concern in these cases is to provide whatever assistance is available, not the initiation of arrests.

Further, in the Sand City Police Department Manual, Section 2.705., which is entitled "Individual Dignity" it states, in part:

City Hall
1 Sylvan Park,
Sand City, CA
93955

Administration
(408) 394-3054

Planning
(408) 394-6700

FAX
(408) 394-2472

Police
(408) 394-1451

FAX
(408) 394-1038

Incorporated
May 31, 1960

> "Recognition of an individuals human dignity is vital in any free society. All persons are subject to the law and everyone has the right to be treated in a dignified manner under that law.
>
> Officers will treat ALL persons with as much respect as the individual will allow while being mindful of the fact that he is dealing with a person who has human needs and emotions. Respectful treatment is not just a superficial duty. It is inherent in the work..."

Of course, we realize that mental illness has many facets and many degrees. Some aspects of the disease are not readily recognizable, even by those trained in the psychological arts. Still, we at Sand City Police Department believe, since we are often the first to be involved with helping the afflicted, it is best to be armed, not with weapons but with knowledge and training.

Toward this end, we have purchased and maintain in our training library a three part video series entitled, "Mental Illness, A Co-Training Effort, Families & Law Enforcement."

The series familiarizes the officers with a variety of terms, presents a number of case histories and describes how best to deal with each scenario. Obviously, police officers will not become experts in the field of psychology by watching this video. But, ultimately, what may be even more valuable in the earthy context of our streets than expertise in the subject of mental health, is the constant and firm understanding that all life, especially human life, is deserving of our undiminished respect.

In your letter you ask for recommendations to better the mental health services in our county. In our view, the system falters, not at the point of contact, that is, not on the streets. Most officers are perfectly capable of recognizing a mental disorder and placing the person under protective custody. The problems occur afterwards. The problems occur when a police officer has to deliver a patient who may be violent all the way to Natividad because there is nothing available on the Peninsula. Or, when an officer, because he is conscientious, must be away from his beat, sometimes for hours, simply because there is no local intake point in the immediate area for those who are in the throws of their particular disorder.

My recommendation to the Grand Jury is to explore ways and means of opening a secure facility at Community Hospital of the Monterey Peninsula which will act as an induction

center, locally, for the mentally ill, even when they may be violent. This single action would alleviate much, if not most, of local law enforcements difficulty in dealing with the mentally ill.

While it is true that one must be educated or properly trained in order to deal with many aspects of the human condition, once a problem has been identified, it is also necessary to provide the individual with the physical materials or facilities needed to alleviate the difficulty. For instance, to concentrate on the training aspect of simply recognizing mental illness, without providing a facile and physical means of handling those who are identified as in need of treatment, is ludicrous.

Often, it is easy to recommend additional training. It is a safe bet that more knowledge is always needed, and, it is a relatively cheap response. If not cheap, at least, the cost of training comes out of the individual training budgets of the various departments and it is, therefore, spread over a wide variety of jurisdictions.

Ultimately, however, the answer to better care for the mentally ill resides, not so much in better training for the officer on the street, because this is already being done in many departments, but, it does lie in providing the physical institutions and infrastructure necessary to care for them once they are inserted into the system.

This will cost.

Respectfully,

J. Michael Klein
Chief of Police

City of Marina
DEPARTMENT OF PUBLIC SAFETY
211 HILLCREST AVENUE
MARINA, CA 93933
TELEPHONE (408) 384-5225

Marina 1975

August 19, 1996

Mr. Charles M. Page, Foreman
Monterey County Grand Jury
Monterey County Courthouse
P.O. Box 414
Salinas, Ca. 93902

Dear Mr. Page:

I regret that I did not respond to Recommendation #1 in the 1995 Grand Jury's report in a more timely manner. I did not read the report and was unaware of the recommendation.

The recommendation suggests that more training should be given to law enforcement personnel in the handling of mental patients. It is hard to disagree with such a recommendation. Officers receive a minimal amount of training in the basic police academy and may receive additional training during their careers depending on what police agency they work for. We try to keep officers and other personnel up to date in a variety of subjects, some mandated by the State and others mandated by the needs or demands of our local communities. It boils down to a matter of priorities and those priorities are frequently set by others.

In Marina we have brought in mental health personnel from the county to discuss problems of the mentally ill and we review training videos dealing with mental illness during briefing periods. I'm sure we could do better, however, and as time and resources allow, we will.

Please let me know if there is any further information you require on this subject.

Sincerely,

Roger Williams
Director of Public Safety

cc: City Manager
Mayor/City Council

ISSUE: **HOW IS BILINGUAL EDUCATION TAUGHT IN MONTEREY COUNTY SCHOOLS?**

Response to Recommendations (Pg. 56)

1) King City Joint Union High School District is working with staff to implement techniques and curriculum that will speed up the transition process.

2) King City Joint Union High School District is offering financial incentives to staff members who sign up for and complete bilingual training.

3) King City High School staff members and administrators are working with parent advisory committees to facilitate the transition of their children to the English language.

4) King City Joint Union High School District actively encourages all students and families to remain in the district for as long as is feasibly possible for them.

VOCATIONAL AND CAREER EDUCATION IN MONTEREY COUNTY

ISSUE: Are students being served appropriately by school-to-career and vocational education programs in Monterey County?

Response to Recommendations (pg. 56)

1) King City Joint Union High School District places a great deal of importance upon vocational education. All students are encouraged to access our programs.

2) King City Joint Union High School District agrees with this recommendation.

3) King City Joint Union High School District will continue to explore this recommendation in terms of increasing graduation requirements somewhere in the near future.

4) King City Joint Union High School District agrees that job skill acquisitions is important for all high school students.

5) King City Joint Union High School District is under staffed in its counseling department. The District is actively pursuing a way in which to increase the number of counselors available to our students.

6) King City Joint Union High School District has an active vocational education advisory group, and a newly started Business Education Roundtable.

7) King City High School teachers are actively looking into ways to better show their students the relevant connection between the world of academics and the world of work.

8) King City Joint Union High School District would gladly work with the Monterey County Office of Education to make this recommendation a reality.

cc: Board Members
Wayne Brown, Principal

KING CITY UNION SCHOOL DISTRICT RESPONCE

BILINGUAL EDUCATION IN MONTEREY COUNTY SCHOOLS

Response to Findings:

#1 We agree with this finding.

#2 The finding appears to be based on inaccurate information. King City students who enter kindergarten and first grade are taught subject matter in both English and Spanish. The amount of time students spend being taught in English increases as their facility in English increases. 63% of these students have transitioned to English instruction by the end of the third grade, and the District finds that almost all students who entered as kindergarten or first grade have transitioned to English by fifth or sixth grade.

Recommendations:

#1 Speeding up the transition process is contrary to all research on language acquisition and State guidelines which are based on this research.

#2 The King City Union School District does this.

#3. The King City Union School District does this.

#4 The King City Union School District does this.

SHOULD BILINGUAL EDUCATION BE TAUGHT?

Findings:

#1 King City Union School District shows individual student progress on the State R30 report. [redacted]. Tracking folders are developed for each student.

#2 The King City Union School District and most other districts use state redesignation policies.

#3 Expectations are based on research on language acquisition.

Recommendations:

#1 King City Union School District has computerized a tracking system for managing the progress of bilingual students.

#2. King City Union School District use current research to determine the methods to be used. As new methods are proven to be successful.

#3 Accountability factors are already in place through individual state formulas, CCR, and audits.

#4 We believe that students in a global society are well served by retaining their native language and culture while becoming successful in English. Employees actively seek these individuals to fill positions.

#5 Schools should show respect for all cultures.

Stephen Hoong
Superintendent

Aurora Gomez
Board President

8-21-96
Date

Monterey Peninsula Unified School District
700 Pacific Street P.O. Box 1031 Monterey, CA 93942-1031 (408) 649-1562

April 12, 1996

1995 Monterey County Civil Grand Jury
P.O. Box 414
Salinas, CA 93902

On January 19, 1996, the Monterey Peninsula Unified School District received a request from the 1995 Monterey County Civil Grand Jury to respond to findings and recommendations related to Bilingual Education and Regional Occupational Program/Vocational Education in the district by April 16, 1996.

The documents enclosed are MPUSD's responses to your request and include:

1. Responses to the Grand Jury Report, dated March 18, 1996, "Bilingual Education in Monterey County Schools";

2. A Response to The Grand Jury Report on Vocational and Career Education in Monterey County; and

3. Monterey Peninsula Unified School District's *Master Plan for Services to English Learners.*

Please call Martin Puentes at (408) 649-1565 if more information is necessary or required and we would be happy to comply at the earliest possible time.

Thank you.

Billy F. DeBerry
Superintendent

BFD/MP:mg
8:034

Enclosures

Received 4/16/96.

Monterey Peninsula Unified School District

Responses to the Grand Jury Report
March 18, 1996

Bilingual Education in Monterey County Schools

In response to the findings reported by the Monterey County Grand Jury regarding services to Limited English Proficient (LEP) students in Monterey County, the following addresses the findings and recommendations beginning on page 53 of the report.

<u>Response to Findings</u>:

Item 1: Development, implementation and evaluation of the program for LEP students.
The State of California's "LEP Program Guide," "Bilingual Education Handbook," and other State Frameworks were referenced in developing the complete program of services to LEP students. Attached is the "Master Plan for Services to English Learners" which has been developed during the 1995-96 school year at MPUSD.

Items 2-8: N/A

Item 7: LEP population, bilingual staff and relevancy of program.
The Monterey Peninsula Unified School District (MPUSD) provides a variety of services to LEP students, as needed, according to the student's primary language and level of English language proficiency. The LEP population has doubled over the past six years; it now approaches 20% of the total district enrollment, including 34 different languages.

Two bilingual principals were hired for the 1995-96 school year, one at Highland Elementary and one at Del Rey Woods Elementary School; a third bilingual principal will be hired for the 1996-97 school year. Three bilingual counselors and a bilingual psychologist have been hired over the past few years. In addition, bilingual clerical staff have been added at various sites. A provision for hiring bilingual clerical staff at impacted schools as positions become available is being negotiated with the classified employees union.

In the Fall of '95, MPUSD bilingual teachers participated in five days of training on essential, effective strategies for bilingual classrooms. The strategies reflect holistic, literature-based and culturally sensitive methodology.

Item 9: Need for bilingual education and effectiveness of programs. The high number of English Learners who speak Spanish in Monterey County defines the need for bilingual education in the County and in MPUSD. In addition, the variety of languages creates a need for classes for English Learners which provide ELD and SDAIE instruction where there is limited or no primary language support. Through bilingual classes and ELD/SDAIE classes, students are provided access to the core curriculum and ELD instruction. Other services such as after-school tutoring, AVID, cross-age tutoring, and Reading Recovery are also available on a supplemental basis.

MPUSD continues to rise to the challenge posed by a rapidly increasing population, and its support for services to English Learners is to be recognized and commended. (See Items 1 and 2 under "Findings" above and Item 2 under "Recommendations" below.)

<u>Response to Recommendations</u>:

1. Speed up the transition process.
The criteria for transitioning students into English instruction is described on page II-23 of the Master Plan for Services to English Learners. Redesignation procedures are described on pages II-40 through II-44. Students are transitioned and redesignated as soon as they meet the criteria.

The attached chart indicates the number of students redesignated since 1988.

2. Encourage staff members to become bilingually certified, with financial incentives given to aid them in their studies.
MPUSD has provided extensive inservice for staff in the area of ELD and SDAIE; and, through its Plan to Remedy has facilitated for teachers the acquisition of the CLAD and BCLAD Certificates. Over the past three years, 43 teachers have acquired their CLAD Certificates and 11 have acquired their BCLAD Certificates. An additional 70 or more teachers are expected to complete a CLAD, BCLAD or SB 1969 Certificate of Completion within a year.

MPUSD further provides $294,000 from the general fund to support teachers on the bilingual Plan to Remedy with bilingual instructional assistants and reimbursement of funds spent by teachers on Spanish language acquisition and CLAD/BCLAD test fees.

3. Encourage parental and community involvement to facilitate the transition of children to the English language.
Parent participation is valued and promoted through the District Bilingual Advisory Committee (approximately 60 parents of LEP currently involved), District Advisory Committee for Compensatory Education (newly formed,

approximately 20 parents involved), individual site Bilingual Advisory Committees, ELD classes for parents, Spanish literacy classes for parents, parenting classes, parent centers at individual school sites, Healthy Start collaborative, and others.

4. Impress upon parents the need for students to stay in the same district to receive consistent and cohesive instruction.
Parents are encouraged to remain in the same district; however, financial situations often pose harsh realities for the families of LEP students, and moving is frequently unavoidable.

Bilingual Education: A Help or a Hindrance?

Response to Findings:

Item 1: Redesignation data.
See attached chart showing numbers of redesignated LEP students in MPUSD since 1988.

Item 2: Policy for advancing LEP students through the levels.
The procedure for assessment and placement of LEP students used in MPUSD is described on pages II-1 through II-23 of the Master Plan for Services to English Learners.

Item 3: Expectation for advancement.
Student advancement through the stages of language acquisition and reading in their second language is frequently directly correlated to the amount of primary language development they bring with them at the time of enrollment in U.S. schools. Students who are "submersed" in English before their primary language is developed, take much longer to develop a cognitive academic language proficiency in English--or never do. Consequently, they drop out in middle school or high school. Given a clear understanding of how second language students best succeed in an academic English environment, MPUSD promotes the redesignation and transitioning of students into English as quickly as possible for each individual student.

Response to Recommendations:

1. School districts in Monterey County need to establish a computerized tracking system to monitor the phases of transition and redesignation of LEP students.
See attached LEP and FEP lists for MPUSD schools.

2. **School districts need to determine the most expedient and efficient manner for moving students into English-only classes. This entails experimenting with different methodologies and keeping accurate records of success rates.**

A new Biliteracy Immersion Program is being developed at one of the elementary schools, which promotes biliteracy in English and Spanish for all students--English-only as well as LEP students. This program has proven to be highly effective in developing the primary and second language of all students, as both English Learner and Spanish Learners learn together in the same classroom, and all students act as language experts for their peers who speak the other language.

3. **School administrators should be held accountable to parents and taxpayers in their jurisdiction for the success of bilingual programs and the prudent expenditure of public funds.**

School administrators are held accountable through objective setting with the District Superintendents. Further, school budgets are reviewed by program directors and coordinators, auditors, coordinated compliance reviewers, parents at Bilingual Advisory Committees, the District Bilingual Advisory Committee, School Site Councils, and Board of Education.

4. **School officials should make it clear to parents who may prefer to retain their native culture that their children's economic success in their adult future depends a great deal on their skill in speaking reading, and understanding the English language.**

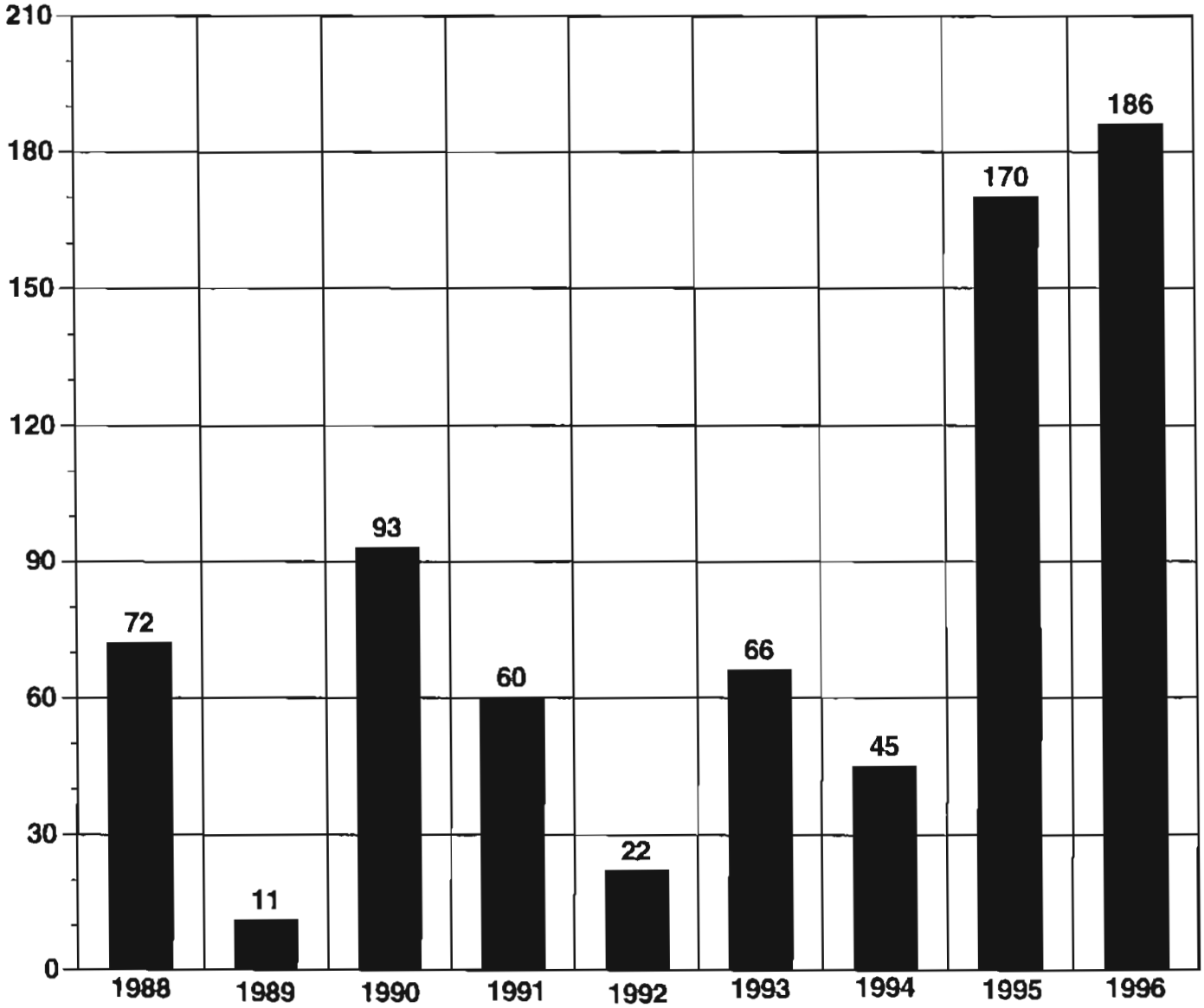
All parents of LEP students understand and promote the need for their child to learn English. Learning English, however, does not negate their need and desire to retain their native culture. MPUSD values bilingualism and understands that students will contribute more to society and gain more financial success if they can learn to appreciate another person's culture and perform any specific task in two languages.

5. **Schools should encourage families to assume responsibility for the teaching and retention of their cultural heritage.**

The state mandates under the Consolidated Compliance Review Item II-CON15 that "Each LEP student receives, as part of the district's program, instruction that reinforces a positive self-image and promotes cross-cultural understanding."

MPUSD adheres to this mandate and promotes the development of cross-cultural understanding among all students.

Monterey Peninsula Unified School District
Number of Students Redesignated
1988-1996



A Response to The Grand Jury Report on

Vocational and Career Education in Monterey County

The following paragraphs will highlight the current efforts of the Monterey Peninsula Unified School District to address the recommendations of the Monterey County Grand Jury report on Vocational and Career Education in Monterey County.

1. **School districts should upgrade the status of vocational education and provide programs to meet the needs of their diverse student bodies.**

Vocational awareness and vocational exploration begin in the middle school where students are offered opportunities to explore career areas in Business Education, Consumer Homemaking Education and Industrial Technology Education.

At the secondary level, MPUSD is working to upgrade the status and importance of vocational and career programs by developing academies and career pathways that integrate academic and vocational preparation centered around a career theme. Programs currently in operation include: The Academy of Travel and Tourism, Health Professional Pathway and the Monterey Academy of Oceanographic Studies. All three of these programs prepare students for continuing education or employment in the local job market. Additional programs and curriculum areas are being explored for future academy and pathway development.

The target student population for most academies and pathways are the students in the middle two quartiles although all programs are open to <u>all</u> students. These programs emphasize the acquisition of academic and vocational skills through the integration of curriculum. The programs also help students develop an awareness of the connection between the skills learned in the classroom and the application of those skills in the work place.

Academies and Pathways are used to introduce students to all levels of employment within a career field so that students with either high level or low level skills can find successful employment within the same career field.

2. **Provide job training and vocational education programs at middle school level for students who are at great risk of dropping out.**

Middle school students are required to participate in an exploratory vocational skills development program during the 6th grade and all 7th and 8th grade students have the opportunity to explore career areas and develop beginning level vocational skills in the field of Business, Consumer Homemaking and Industrial Arts. In one middle school, no homemaking classes are available do to the size of the school.

The beginning level competencies learned in the middle school are expanded through an articulation program at the high school and are further expanded through the ROP and community college programs. High school counselors visit the middle schools to explain career and vocational training to all students.

3. **A school district should include vocational and/or areas of interest training as part of graduation requirements.**

MPUSD students are currently required to earn 220 credits before graduating from high school. MPUSD is currently reviewing the high school graduation requirements and one of the considerations is Technical / Vocational Arts. Certificates of Completion are awarded to students completing a career academy or pathway. Certificates are issued to students who participate in and complete a course in the ROP. The ROP certificate indicates the skill level that a student has achieved in each of the required competencies of a course.

4. **High school curriculum should emphasize the acquisition of job skills.**

The Academy and Career Pathway programs have stimulated more teachers to focus their curriculum on acquiring job skills. As more of these programs are developed, a larger number of students will become involved with a career focused curriculum that integrates academic and vocational classes. The Tech-Prep movement, and its supporting moneys, has brought teams of teachers together to plan future academy and pathway type programs. With the assistance of business advisory committees, academy and pathway programs are providing shadowing, mentoring and paid and unpaid internships for students.

High school students participate in a career interest assessment through their career centers. The results of this assessment are used by counselors to assist students in selecting appropriate courses that prepare students for college admissions and for preparing students with job skills and pre-employment preparation skills.

The expanded activities of the high school career centers has increased the number of students that participate in career focused activities such as career speakers, job shadowing and job site visitations. More teachers are using the career centers as a place for students to gather data for job and career centered research papers in English and Social Studies classes. More teachers are utilizing speakers from local businesses to talk about job skills and employment opportunities.

Many students participate in community classroom and cooperative work experience programs where a major part of the student's instruction is presented at a job site.

5. **Student counseling should be utilized as a diagnostic tool for the placement of students in programs which best serve their talents and interests.**

High school counselors meet with all ninth grade students to develop a four or five year plan of classes. This plan is a combination of courses that meet both high school graduation requirements and courses that will prepare a student for a good paying, part time job for college or will prepare the student for full time employment after high school. The career interest assessment completed in the ninth grade provides input for the five year plan. The Regional Occupational Program (ROP) provides career assessment and counseling to high school and adult students so these students are better prepared to select courses that teach the skills required in today's job market.

Special needs students are given vocational assessment, career counseling, job placement assistance and follow-up support services to assist them in transitioning from school to work. The Workability Program, administered by the counselor for the disadvantaged and handicapped students provides job readiness training, counseling and job placement for students with disabilities.

6. **Districts should develop stronger links with the business community in planning career and vocational education curriculum.**

Educational leaders from MPUSD and the other Peninsula school districts have joined together with local business leaders to form the Business Education Alliance Monterey Bay (BEAM). This organization was established to create a seamless partnership between the business and educational communities of the Monterey Bay in order to facilitate an effective school-to-work transition. BEAM will provide real-world experiences for students relative to their career interests and future working/professional goals. BEAM has also committed to validating curriculum, skills and certification standards. Creating and maintaining an automated "clearing house" to match community resources with student program needs is also a goal of this organization. The Alliance will also allocate and manage optimum distribution of public and private sector resources to develop the greatest number of students to their greatest potential. BEAM is also committed to working cooperatively to assist students in overcoming barriers to entering the workforce.

All of the academy and pathway programs have a business advisory committee to help develop and focus curriculum to meet the requirements of the local job market. These advisory committees also help with equipment acquisition, donated services and scholarship funding.

All ROP courses have a business advisory committee that meets two or more times each year to review and validate curriculum and course outlines. The business people on these committees also assist with classroom presentations, job readiness workshops and equipment donations.

7. **Expand teacher training to better integrate academic instruction with practical applications to increase relevancy to students.**

The MPUSD provides six days for staff development (School Based Coordination Days - SBCD). On two of these days, all ROP teachers visited a business that would employ graduates from their program. These business visitations were designed to upgrade the knowledge of teachers about current industry standards, practices and expectations for employees.

Many teachers from vocational and academic disciplines have formed interdisciplinary teams and have attended workshops involving team building techniques and strategies for integrating curriculum. Tech Prep funds have been used to send interdisciplinary teams to visit schools with exemplary programs involving integrated instruction, modified schedules and school-to-work programs.

8. **With leadership from the Monterey County Office of Education, a reliable survey should be developed, to provide uniform data about high school graduates who enter the work force with or without training and those who enroll in either a two or four-year college.**

The Regional Occupational Program does a follow-up survey of all students who complete or leave a program. All high school graduates are surveyed at the end of the senior year to determine their plans for the year after they leave high school. The district has not had adequate resources or sufficient staff to design and implement a survey of all high school graduates to determine what these students are doing one, two, or five years after graduation. Such a survey, conducted by MCOE, would provide valuable data to be used in validating graduation requirements, course content and the success of graduates that enter college and/or the world of work.

SCHOOL: KING M.S. L. E. P. DATA BASE LIST FI

LAST NAME ST-NO	FIRST NAME BIRTH DATE	GR-ADE	LANG CODE	ENTER DATE	INITIAL L-O	LAS DATE	ENGLISH L/R-W	SCORE DATE	REDES DATE	LATES L-O
		06	01	9/89		5/90	1	6/93		5
		06	01	5/90		5/90	2	5/95		4 1
		06	01	1/94		1/94				1
		06	01	9/89		9/89	2	6/93		5
		06	01	1/92		1/92	2	1/96		4
		06	01	9/88		9/88	2	5/95		5
		06	01	9/89		1/90	3	5/95		4
		06	01	9/93		9/93	2	11/95		3
		06	01	10/89		11/89	3	11/95		5
		06	01	9/89		9/89	2	5/94		4
		06	01	4/94	1	6/94				1
		06	01	10/92		10/92	2	6/95		5
		06	01	9/89		9/89	1	6/95		5
		06	01	2/96	4	2/96	2	2/96		4
		06	01	12/95						
		06	01	9/89		9/89	2	5/95		5
		06	01	4/92		4/92	2	11/95		5
		06	01	9/89		9/89	2	5/95		3
		06	01	9/89	1	9/89	1	5/93		5
		06	01	9/89	1	9/89	2	4/94		4
		06	01	4/91		4/91	3	6/95		2
		06	04	9/89	3	9/89	3	5/95		5
		06	02	9/89		9/89	2	1/96		4
		06	02	9/88		9/88	3	5/95		5

(Once students are given a redesignation date, their names no longer appear on this print-out. They appear on the FEP (Fluent English Proficient) print-out.)

E LIST FIVE - XX 3/15/96

SCORE TE	REDES DATE	LATEST LAS L-O	DATE	ENGLISH SCORE L/R-W	DATE	PRIMARY LANG SCORE ORAL	DATE	R-W	DATE
93		5	2/95	1	6/93	2	1/91	1	11/95
95		4	10/93	2	5/95	2	5/91	1	11/95
		1	3/96			5	2/95	1	11/95
93		5	2/94	2	6/93	2	2/90		
96		4	5/93	2	1/96	5	2/92	2	1/96
95		5	8/95	2	5/95	4	11/88	2	11/95
95		4	6/93	3	5/95	4	2/90	2	6/95
95		3	3/96	2	11/95	4	9/93	3	11/95
95		5	6/93	3	11/95	5	2/90	2	11/95
94		4	5/94	2	5/94	5	3/92	2	11/95
		1	5/95			2	11/95	2	11/95
95		5	6/93	2	6/95	4	3/93	2	11/95
95		5	6/93	1	6/95	5	2/90	2	11/95
96		4	2/96	2	2/96	5	2/96	3	2/96
95		5	9/92	2	5/95	5	2/90	2	6/95
95		5	5/94	2	11/95	5	6/93	3	11/95
25		3	6/93	2	5/95	4	2/90	3	11/95
93		5	4/94	1	5/93	4	5/91	2	11/95
94		4	8/93	2	6/95	4	8/93	2	11/95
25		2	3/96	3	6/95	5	11/93	3	11/95
25		5	6/91	3	5/95				
96		4	5/94	2	1/96	5	10/91		
95		5	6/93	3	5/95	3	2/91		

(Once students are given a redesignation date, their names no longer appear on this print-out. They appear on the FEP (Fluent English Proficient) print-out.)

CREATING TOMORROW
THROUGH THE YOUTH OF TODAY

NORTH MONTEREY COUNTY UNIFIED SCHOOL DISTRICT

DISTRICT OFFICE • MOSS LANDING ROAD • P.O. BOX 49 • MOSS LANDING, CALIFORNIA 95039-0049

September 3, 1996

Mr. Charles H. Page, Foreman
Monterey County Grand Jury
P.O. Box 414
Salinas, CA 93902

Dear Mr. Page:

The following is our response to the 1995 Grand Jury Report:

1. The District concurs with the recommendations contained on Page 56 relative to bilingual education. Recommendations 1 through 3 have already been implemented in the District.

2. The District concurs with the recommendations contained on Page 60 relative to bilingual education. The District already tracks and monitors the phases of transition and redesignation.

3. The District does not concur fully with the recommendations contained on pages 65 and 66. Vocational education is undergoing a period of transition in our District and in the State.

   Funding for "hands-on" vocational programs is not available for middle schools. We are implementing a career planning program for middle school students, however.

   We do not believe that the prime focus of high school should be on the acquisition of job skills, as suggested in recommendation #4. We consider all education to be vocational education, but we are focusing first on academics: our goal is to qualify every graduate for admission to the CSU system.

   At the same time, we are also implementing "tech prep" programs. We are training teachers to integrate academic instruction with practical applications and to provide students with both vocational and academic skills they will need to be successful in the emerging economy. Our students will develop a career plan that will be updated annually. All freshmen will take algebra and all sophomores will take geometry. Two courses in laboratory science will be

required. All students will also do 45 hours of community service and 15 hours of "job shadowing" activities as a graduation requirement. We are also in the process of pursuing stronger links with the business community.

We would be pleased to participate in the development of a survey to provide uniform data about high school graduates. We have questions, however, about the expense of such an effort.

We appreciate the Grand Jury's efforts and always find "food for thought" in the recommendations we receive.

Sincerely yours,

Leo St. John
Superintendent

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

555 Sinex Avenue Pacific Grove, California 93950

Superintendent
(408) 646-6520
Fax (408) 646-6500

Assistant Superintendent
Business Services
(408) 646-6509

April 8, 1996

The Honorable Robert O'Farrell
Presiding Judge of the Superior Court
Monterey County
240 Church Street
Salinas CA 93901

Dear Judge O'Farrell:

Per Penal Code Section 933, the following written response is forwarded to you as required related to the findings and recommendations of the 1995 Civil Grand Jury.

Sincerely,

Howard J. Cobb
Interim Superintendent

Enc.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

555 Sinex Avenue Pacific Grove, California 93950

Superintendent
(408) 646-6520
Fax (408) 646-6500

Assistant Superintendent
Business Services
(408) 646-6509

RESPONSES TO THE GRAND JURY REPORT
APRIL 8, 1996

The following responses address the findings and recommendations from the 1995 Monterey County Civil Grand Jury Report.

Bilingual Education: A Help or Hindrance

1. School districts in Monterey County need to establish a computerized tracking system to monitor the phases of transition and redesignation of LEP students.

   Response: PGUSD is in the process of establishing a computerized list that will be monitored by the program coordinator of the district. Currently the LEP and FEP are kept by the ESL instructor and are used for the state mandated R-30 tracking report.

2. School districts need to determine the most expedient and efficient manner for moving students into English-only classes. This entails experimenting with different methodologies and keeping accurate records of success rates.

   Response: LEP in the PGUSD are mainstreamed in the regular classroom and pulled out to a magnet program, one hour per day. This is an English only (total emersion) program which we feel is highly successful. Success rates are determined by pre and post tests using the state adopted Language Assessment Skills Instrument. We are considered a "small and scattered" school district where we are not required to teach the primary language.

3. School administrators should be held accountable to parents and taxpayers in their jurisdiction for the success of bilingual programs and the prudent expenditure of public funds.

   Response: School administrators are held accountable through objective setting with the district superintendents. Further, school budgets are reviewed by program directors and coordinators, auditors, coordinated compliance reviewers, and parents. Since we are a "small and scattered" district, our bilingual advisory needs are met through the School Site Council and PTA.

4. School officials should make it clear to parents who may prefer to retain their native culture that their children's economic success in their adult future depends a great deal on their skill in speaking, reading, and understanding the English language.

   Response: All parents of LEP students understand and promote the need for their child to learn English. Learning English, however, does not negate their need and desire to retain their native culture. PGUSD values bilingualism and understands that students will contribute more to society and gain more financial success if they can learn to appreciate another person's culture and perform any specific task in two languages.

5. Schools should encourage families to assume responsibility for the teaching and retention of their cultural heritage.

   Response: The state mandates under the Consolidated Compliance Review Item II-CON15 that "each LEP student receives, as part of the district's program, instruction that reinforces a positive self-image and promotes cross-cultural understanding". PGUSD adheres to this mandate and promotes the development of cross-cultural understanding among all students.

Vocational and Career Education in Monterey County

1. School districts should upgrade the status of vocational education and provide programs to meet the needs of their diverse student bodies.

   Response: PGUSD currently has 9 vocational areas that include business, auto, media, drafting, woodworking, consumer homemaking, hospitality, stage craft, and work experience education. These programs all have sequence of courses that lead to competency for successful job placement on continued higher education. We are in the process of upgrading all vocational education for all students by creating career pathways which would enable students to take courses with an emphasis in a career that they are interested in. These pathways now include business media and hospitality.

These pathways will be integrated with math, science, English and social science in order for teachers to use contextual learning as a way of delivery. This requires utilizing reading, writing, mathematics, science and social studies. Integrating academic and vocational education (Tech Prep) gives students transferrable skills, such as planning and management. These pathways have work based, or community based, learning experiences that are directly related to students' instructional programs and their career pathways, along with connections to business and industry.

2. Provide job training and vocational education programs at middle school level for students who are at great risk of dropping out.

   Response: Career exploration activities should begin in the 6th grade with students through the infusion of career themes into existing courses.

   Students at the 6th-8th grade are beginning to have a full range of opportunities for career exploration. They are learning more about careers and their requirements. By the 8th grade, students are selecting a possible career pathway of interest in which to participate at the high school level. Competencies that students would be expected to achieve include knowledge of the skills necessary to seek and obtain jobs, of the interrelationship of life roles, of different occupations and changing male/female roles, of the influence of a positive self-concept, of the benefits of educational achievements to career opportunities; an understanding of how work relates to the needs and functions of the economy and society, the career planning process, and the relationship between work and learning; and skills to interact with others, to locate, understand, and use career information, and to make decisions.

3. A school district should include vocational and/or areas of interest training as part of graduation requirements.

   Response: We currently have a graduation requirement of 5 credits in vocational education. We are strengthening this to include a career path certificate and seal on graduation diplomas which signifies that all students have achieved entry level skills in a particular pathway which complete the necessary academic foundation necessary to continue their education at a 2 or 4 year school, technical school, or seek employment.

4. High school curriculum should emphasize the acquisition of job skills.

   Response: Students at the 9th-12th grade level are investigating career clusters, making choices about career majors, and becoming involved in integrated school-based and work-based learning opportunities. Students are increasing their awareness of the interrelationship of life roles and have the opportunity to improve their skills interacting with others. Students at this level are expected to achieve the following competencies: skills to interact positively with others, to locate, evaluate, and interpret career information, to prepare to seek, obtain, maintain, and change jobs, to make decisions, and in career planning; an understanding of the influence of a positive self-concept, the impact of growth and development, the relationship between educational achievement and career planning, the need for positive attitude toward work, and the interrelationship and continuous change of life roles.

   The following strategies are being used to assist students in achieving these competencies: career preference, interest, and aptitude assessment; enrollment in career pathways; job shadowing and mentoring opportunities; community classroom and cooperative work experience internships (paid and unpaid); career counseling and planning services; classroom presentations by business and labor organizations; and computerized career information delivery system.

5. Student counseling should be utilized as a diagnostic tool for the placement of students in programs which best serve their talents and interests.

   Response: The counseling program at Pacific Grove High School includes a computerized diagnostic evaluation for all sophomore students, including interest inventories and career education and employment opportunities.

6. Districts should develop stronger links with the business community in planning career and vocational education curriculum.

   Response: PGUSD is a member of BEAM (Business and Education Alliance of the Monterey Peninsula). BEAM mission statement: "BEAM is a community wide business and education alliance formed to promote connections and facilitate opportunities to enable youth to succeed in the world of work and to achieve competencies leading to a full and productive life.

How will youth benefits from membership in BEAM? Each student will develop relevancy to their education; increase their motivation for learning; realize that success starts in the classroom; increase career opportunity awareness; achieve competitive entry-level work skills; and experience successful role models at work.

7. Expand teacher training to better integrate academic instruction with practical applications to increase relevancy to students.

   Response: As a district, we have allocated 5 days of staff development. We also send our staff to conferences and workshops. These have proven valuable for training in the area of integration and high school ROP and vocational education. Teachers from all areas have been given opportunities to design activities/projects which would provide to be industry specific and bring relevance to the classroom for their students.

   District VEA funds have been tied directly to curricular integrations. All vocational education programs must have academic teachers in English, math, science, and social science involved in their projects and activities in order to mirror the Tech Prep model. Our high school has also been involved in Tech Pep activities and training.

8. With leadership from the Monterey County Office of Education, a reliable survey should be developed to provide uniform data about high school graduates who enter the work force with or without training and those who enroll in either a two or four-year college.

   Response: We are currently following up on all high school and adult graduates of PGUSD. The categories in the follow-up include status unknown, military service, pursuing additional education, employed non-related field, employment, or other reasons.

SALINAS CITY SCHOOL DISTRICT

431 West Alisal Street, Salinas, CA 93901 Phone: (408) 753-5600 Fax: (408) 753-5610

March 19, 1996

The Honorable Robert O'Farrell
Presiding Judge of the Superior Court
Monterey County
240 Church Street
Salinas, California 93901

Dear Judge O'Farrell:

Enclosed is the response from the Salinas City School District to, "Bilingual Education: A Help or Hindrance?"

Please feel free to contact me if you have questions or concerns regarding my response.

Sincerely,

Jack Marchi, Ph.D.
Superintendent

JM:ms

Enc.

BILINGUAL EDUCATION: A HELP OR HINDRANCE

Response by Dr. Jack U. Marchi, Superintendent
Salinas City School District

Bilingual Education is an emotional as well as an educational issue. To many, Bilingual Education provides the vehicle for transition into the mainstream of American life and culture. It provides the window of opportunity to live the American dream and to gain the success that many who come to the United States as immigrants have always dreamed. Yet, for some, education has failed them for two reasons: a) inconsistency or lack of continuity in bilingual programs offered because of the parents' moving, or because the school has not placed them in an appropriate classroom; b) there are too few teachers qualified to provide the necessary instruction in the student's home language, and in English Language Development. We also have a group of students though, who have proven that Bilingual Education works and those students are now fully fluent in both languages and able to compete with the best of students and, also, have the added advantage of knowing two languages.

I do not know a parent who does not want their son or daughter to be successful in school. I do not know of any parents who have a child in a bilingual classroom who don't assume that their son or daughter is going to leave our school district fully able to compete with any other student in an English curriculum. Those parents know, and will tell you, that their children must learn English in order to be competitive in our society.

Why hasn't Bilingual Education worked? It has worked. It may not work as well as we would like, but for many students it has been a successful program.

In my opinion, the lack of success for some students is attributed to the fact that we have conflicting theories of Bilingual Education and a lack of qualified teachers as noted above. Those conflicting theories have led to confusion in the field and different interpretations of theories by various administrators and teachers. What is needed is an identifiable program that is closely monitored and sufficient time, money and energy is devoted to be certain that the program is working. Within the Bilingual Program must also be a strong parent component which allows monolingual parents the opportunity to learn English as their children learn. I worry when a parent or child can no longer communicate because they speak a different language. Along with the learning of English, must also be the acknowledgment that knowledge of a second language is important and, also, that all languages are to be honored. From a very personal experience, my brother and I were raised in a quasi-bilingual home. Our parents spoke English but our grandparents spoke only Italian. My brother and I, of the thirteen grandchildren, were the only two who knew enough Italian to speak to our grandparents. Our cousins did not speak any Italian and lost the opportunity to really know their grandparents. It was their loss--but our gain! I think this is a worry to many of our parents, that they will lose the ability to know and communicate with their children and grandchildren.

As to the specific recommendations made by the Grand Jury, I feel recommendations 1, 2 and 3 are valid and our District has addressed them.

RECOMMENDATIONS

1. School districts in Monterey County need to establish a computerized tracking system to monitor the phases of transition and redesignation of LEP students.
   The Salinas City School District has a computerized Student Information System which contains data on identification and redesignation for all students with a language other than English in the home. Transition data is not kept centrally. School sites manage that process.

2. School districts need to determine the most expedient and efficient manner for moving students into English-only classes. This entails experimenting with different methodologies and keeping accurate records of success rates.
   As it is, perforce, we have three types of programs: a) "sink or swim," or no extra assistance which may happen once in a while, although contrary to district policy and state legislation; b) ELD, or English as a Second Language Development, only, which happens for students of "other than English or Spanish" home languages, and in some cases where there is no bilingual classroom available, or for some pedagogic reason such as less fluency in the home language than English; and c) the "bilingual education" program as described in our District Master Plan in which students increase and decrease respectively, the use of English and Spanish in his/her instructional day.

3. School administrators should be held accountable to parents and taxpayers in their jurisdiction for the success of bilingual programs and the prudent expenditure of public funds.
   We do consider ourselves accountable, and our last report to the public's representatives, the Board of Education, was in November, 1995. There is also an annual evaluation done of the school programs, site by site, addressing all of the objectives in their school plan. These are shared with the Board and the individual School Site Councils who have fifty percent elected parent membership, at a minimum.

I do not agree with recommendations 4 and 5.

4. School officials should make it clear to parents who may prefer to retain their native culture that their children's economic success in their adult future depends a great deal on their skills in speaking, reading and understanding of the English language.

5. Schools should encourage families to assume responsibilities for the teaching and retention of their cultural heritage.

As stated, those two recommendations are making value judgments with which I do not agree.

As I mentioned earlier, it is the assumption of all parents who have their children enrolled in Bilingual Education that the end result will be that their children will be competitive in English. We do not need to make it clear to them. Many of those parents have sacrificed a great deal to move to the United States in order to provide their children with the opportunities that only the United States can provide. I do believe that parents can and should maintain their own culture but they also know that it is not a rejection of their culture for their children to learn English. In fact, it only enhances all of our cultures. Perhaps we all need to be bilingual and multicultural? We sometimes forget that we are a nation of immigrants and it is through that heritage that we have become a great nation.

Salinas Union High School District

ADMINISTRATION OFFICES — 431 WEST ALISAL STREET, SALINAS, CA 93901-1699 • FAX: (408) 754-8798

AURORA MARTINEZ QUEVEDO
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(408) 753-4115

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Assistant Superintendent
Personnel Services
(408) 753-4137

April 1, 1996

TO: Monterey County Civil Grant Jury

FROM: Aurora Martinez Quevedo
Superintendent of Schools

RE: Written Response as Required by P. C. Section 933

On January 18, 1996, I received a copy of the 1995 Monterey County Civil Grand Jury Final Report. As required, a written response has been prepared for the following two issues:

1. *Is bilingual education effective in educating non-English speaking students?*

   pages 58-61

2. *Are students being served appropriately by school-to-career and vocational education programs in Monterey County?*

   pages 62-68

Please let me know if I or a member of the staff can be of further assistance in this regard.

cc: Board of Trustees
Bill Barr, Monterey County Superintendent
Roger Anton
Gordon Ray
Candy McCarthy
Tim Vanoli

Mission Trails Regional Occupational Programs
867 East Laurel Drive
Salinas, CA 93905

RECEIVED
MAR 01 1996
Salinas Union High School District
Superintendent's Office

TO: Aurora Quevedo

FROM: Tim Vanoli

DATE: March 1, 1996

SUBJECT: Grand Jury Report on Vocational Education

Attached you will find a response to the recommendations made by the Monterey County Grand Jury regarding Vocational Education. Also, enclosed you will find samples of information discussed in the recommendations.

Please contact me if I can be of any further assistance.

Attachment

TV/cg

Mission Trails Regional Occupational Programs
867 East Laurel Drive
Salinas, CA 93905

In response to the findings reported by the Monterey County Grand Jury regarding vocational education programs in Monterey County, the following addresses the recommendations beginning on page 65 of the report.

1. School districts should upgrade the status of vocational education and provide programs to meet the needs of their diverse student bodies.

The SUHSD currently has 4 main vocational areas. These include business, industrial technology, agriculture, and consumer homemaking education. These 4 programs all have a sequence of courses that lead to a capstone program in an ROP class and a potential enrollment in a community college program for advanced course work.

We envision upgrading the status of vocational education for <u>all</u> students by creating career pathways which would enable students to take courses with an emphasis in a career that they would be interested in. These pathways would include agriculture and natural resources; art and communications; business and marketing information systems; engineering and industrial technology; home, health and recreation; and social, human governments.

These pathways would be integrated with math, science, English and social science in order for teachers to use contextual learning as a way of delivery. This requires utilizing reading, writing, mathematics, science and social studies. Integrating academic and vocational education (Tech Prep) gives students transferable skills, such as planning and management. These pathways must have work based, or community based, learning experiences that are directly related to students' instructional programs and their career pathways, along with connections to business and industry.

2. Provide job training and vocational education programs at middle school level for students who are at great risk of dropping out.

Career exploration activities should begin in the seventh grade with students through the infusion of career themes into existing courses.

Students at the 6th-8th grade level should have a full range of opportunities for career exploration. They would learn more about careers and their requirements. During the eighth grade, students could select possible career pathway of interest in which to participate at the high school level. Competencies that students would be expected to achieve include knowledge of the skills necessary to seek and obtain jobs, of the interrelationship of life roles, of different occupations and changing male/female roles, of the influence of a positive self-concept, of the benefits of educational achievements to career opportunities; an understanding of how work relates to the needs and functions of the economy and society, the career planning process, and the relationship between work and learning; and skills to interact with others, to locate, understand, and use career information, and to make decisions.

3. A school district should include vocational and/or areas of interest training as part of graduation requirements.

We currently have a graduation requirement of 10 credits in vocational education. We should strengthen this to include a career path certificate and seal on graduation diplomas which signifies that all students have achieved entry level skills in a particular pathway which complete the necessary academic foundation necessary to continue their education at a 2 or 4 year school, technical school, or seek employment. Also, each high school has career pathway academies that are in place or are in the planning stages for implementation. Enclosed you will find our course sequences in the above mentioned areas.

4. High school curriculum should emphasize the acquisition of job skills.

Students at the 9th-12th grade level should investigate career clusters, make choices about career majors, and become involved in integrated school-based and work-based learning opportunities. Students will increase their awareness of the interrelationship of life roles and have the opportunity to improve their skills interacting with others. Students at this level would be expected to achieve the following competencies: skills to interact positively with others, to locate, evaluate, and interpret career information, to prepare to seek, obtain, maintain, and change jobs, to make decisions, and in career planning; an understanding of the influence of a positive self-concept, the impact of growth and development, the relationship between educational achievement and career planning, the need for positive attitude toward work, and the interrelationship and continuous change of life roles.

The following strategies would be used to assist students in achieving these competencies: career preference, interest, and aptitude assessment; enrollment in career pathways; job shadowing and mentoring opportunities; community classroom and cooperative work experience internships (paid and unpaid); career counseling and planning services; classroom presentations by business and labor organizations; and computerized career information delivery system.

5. Student counseling should be utilized as a diagnostic tool for the placement of students in programs which best serve their talents and interests.

The Assessment Program of the Mission Trails Regional Occupational Program (ROP) provides career assessment and guidance to youth and adults so that they can develop a realistic career plan and obtain the assistance needed to carry it out. The program serves youth and adults from the Salinas Union High School District, a majority of which are members of special populations have equal access to the vocational programs offered in the district by offering career exploration, assessment, guidance, and follow-up support services. Today, the whole program includes several components: the Exploratorium—introduces middle school students to vocational opportunities using hands-on career exploration activities; WorkAbility--assists youth and adults with disabilities in transitioning to the world of work through referrals to related agencies, job readiness training, and job placement.

6. Districts should develop stronger links with the business community in planning career and vocational education curriculum.

Linkages with the business community are critical to the efforts of school to career preparation in the Salinas area. Business Education Student Transitions (B.E.S.T.) is a formal group of business and education leaders committed to providing linkages to students in our community. A significant survey is being planned by Hartnell College, of which Mission Trails ROP will be a prime sponsor. This project will allow us to develop an electronic catalog of all known business in Monterey County and assess their workforce and training requirements, business retention, expansion plans, and their interest in connecting activities with schools as they relate to guest speakers, job shadowing, mentorships and community classroom training experiences. Also, through the various Tech Prep academies and the 4 high schools, business and industry have been connected to their efforts in providing relevant, meaningful instruction to students. Salinas High School has a state funded Telecommunications Academy. North Salinas High School has a Health Academy and is planning a Tech Quest Academy and a Business/Agriculture Merchandising Academy. Alisal High School has a Health Academy and just began an Agriculture Leadership Academy this spring. Everett Alvarez High School has a state funded Business/Agriculture Academy and has plans to implement a Communications/Performing Arts Academy in the fall.

Through the ROP, every program has an advisory committee that meets a minimum of twice per year to give recommendations on curricular issues, as well as new industry skills/techniques used in the specific fields.

7. Expand teacher training to better integrate academic instruction with practical applications to increase relevancy to students.

As a district, we have allocated 8 days of staff development. Teachers have 4 days for a particular strand and 2 days in their curricular area. These have proven valuable for training in the area of integration and high school

and ROP teachers from all areas have been given opportunities to design activities/projects which would prove to be industry specific and bring relevance to the classroom for their students.

District VEA funds have been tied directly to curricular integrations. All vocational education programs must have academic teachers in English, math, science, and social science involved in their projects and activities in order to mirror the Tech Prep model. Each high school has also been involved in Tech Prep activities and training.

8. With leadership from the Monterey County Office of Education, a reliable survey should be developed, to provide uniform data about high school graduates who enter the work force with or without training and those who enroll in either a two or four-year college.

Through the ROP Center, we are required to following on all high school and adult students who have completed or left a particular program. The categories in the follow-up include status unknown, military service, pursuing additional education, employed-non related field, employment, or other reasons.

It would be beneficial to survey all students to determine who has entered post high school training/education programs or who has entered the workforce and if they had any training.

PATHWAYS

Academies have been developed at each of the District's high schools. In a partnership with students, parents, the school and the business community, academies are designed to integrate academic studies with a specific work career. The focus of the academy is incorporated throughout all classes, including math, science, English, and social studies, as well as career preparation. Students enrolled in an academy will be prepared to enroll in a college or university, a trade or technical school, or enter directly into the world of work in the identified career focus.

Below are brief descriptions of the specific academies available or planned for each high school. Additional information can be obtained by contacting the school.

ALISAL HIGH SCHOOL

Health Academy

The Alisal High School Health Academy offers a variety of hands-on experiences which enhance and expand students' knowledge of the different careers available in the health industry such as X-ray and lab technicians, nursing, physicians and medical administration.

Agriculture Leadership Academy

The Agriculture Leadership Academy will provide knowledge, academic skills, technical skills and leadership skills to enable students to assume future leadership roles in the Monterey County agriculture industry. Students will be motivated to pursue careers in ag science, ag technology and agribusiness.

Academies are designed to integrate academic studies with a specific work career

EVERETT ALVAREZ HIGH SCHOOL

Business/Agriculture Academy

Because of Monterey County's strong agricultural economic base, students will be afforded the opportunity to meet graduation requirements and college entrance requirements with an orientation toward possible careers in agriculture and/or business. Technology and ongoing contact and exposure with the real world of agriculture and businesses in Salinas will be major tenets of the program.

Communications/Performing Arts

Students will be afforded the opportunity to meet high school graduation requirements and college entrance requirements through studies which emphasize oral, written and technological communications. Performing Arts instruction will take place through offerings of Chorus, Dance, Music Appreciation and Instrumental Music. The incorporation of multimedia, computer technology and internet communication and research will be significant components of this career pathway.

NJROTC

The Naval Junior Reserve Officers Training Corps provides an alternative for students. The program is designed to teach students self discipline and self reliance, enhance students' abilities to work cooperatively, and to foster students' abilities to plan for their future. Students will undertake a course in Naval Science each year.

NORTH SALINAS HIGH SCHOOL

Health and Human Services Academy

The Health Academy's curriculum focuses on cooperative learning and emphasizes skills that are needed in the health fields. The Health Academy integrates academic curriculum with health careers. Students will participate in field trips and will have the opportunity to shadow a health professional.

TechQuest Academy

TechQuest is an interdisciplinary cooperative academy which will integrate academic and vocational education programs through a hands-on approach to education for students with an interest in construction technology, engineering, and design. Quarterly projects or activities will be undertaken which link the students' studies to real world situations.

BAM - Business/Agriculture-Biotechnology/Merchandising Academy

In the "BAM" Academy students will focus in the areas of business marketing, agri-science/ biotechnology, or merchandising. The academy will allow students to select one focus area and take appropriate course work to reach the end of a competency certificate, employment skills, and potential job placement. The academy will also allow for university preparation for students seeking a two- or four-year degree.

SALINAS HIGH SCHOOL

Telecommunications Academy

The Telecommunications Academy is designed to expose students to the world of technology as it relates to communications, including news media (newspapers, radio, television), public relations, advertising and many others. Students will use various computer programs and information systems, including writing, desktop publishing and graphics.

Note: For more information about other available academies, please see your school counselor.

AGRISCIENCE AND TECHNOLOGY PROGRAM FLOW CHART

(Alisal, North Salinas, Salinas High Schools, and Mission Trails ROP)

The following is a recommended course flow chart for students entering AgriScience and Technology studies. All freshmen and first-year students to the program are highly recommended to begin their studies with introductory classes or as stated in the course description. Junior and senior students, see exception below.

	Agriscience Studies (Plant/Animal Science)	Horticulture Science Studies	Agricultural Welding Studies	Agricultural Mechanics
Freshman Year	+Agriculture Science 1-2	+Agriculture Science 1-2	Ag Welding 1-2	Ag Mechanics 1-2
Sophomore Year	*Animal and Plant Science	Horticulture 1-2	Ag Welding 3-4	Ag Mechanics 3-4
Junior Year	Livestock and Crops Production OR ROP Animal Care	Growing Ornamental Plants OR ROP Floristry/ Floriculture	Ag Mechanics 1-2 OR ROP Industrial Welding & Metal Fabrication	Ag Welding 1-2 OR ROP Industrial Welding & Metal Fab
Senior Year	Agricultural Business Management OR Animal Care/ Livestock Mgmnt OR ROP Agric Co-ops	ROP Floristry/ Floriculture OR Agric Business Management OR ROP Ag Co-ops	ROP Industrial Welding & Metal Fabrication OR ROP Tractor/ Maint Operation OR ROP Agric Co-op OR Agri Business Management	ROP Industrial Weld/Metal Fabrication OR ROP Tractor Maint Operation OR ROP Agric Co-ops OR Agri Bus Mng

All Classes Meet the Vocational Education Requirements Needed for Graduation
+meets life science requirement toward graduation
*meets five units of life science requirement toward graduation

Class Prerequisite: All freshmen and beginning students to enter 1-2 level classes in selected study area
EXCEPTION - students with junior or senior standing may enter junior or senior level agriculture classes

BUSINESS EDUCATION FLOW CHART

	GENERAL OFFICE &/OR OFFICE CAREERS	ACCOUNTING	WORD PROCESSING	COLLEGE BOUND	MARKETING CAREERS
9th	Computerized Keyboarding 1-2 *Recordkeeping *Business Math	Computerized Keyboarding 1-2 *Business Math	Computerized Keyboarding 1-2 *Business Math		*Business Math
10th	Computerized Keyboarding 1-2 OR Applied Computer Skills Recordkeeping OR *Business Math	Computerized Keyboarding 1-2 OR Applied Computer Skills *Recordkeeping	Computerized Keyboarding 1-2 OR Applied Computer Skills *Recordkeeping *Business Math	Computerized Keyboarding 1-2 OR Applied Computer Skills	Computerized Keyboarding 1-2 OR Applied Computer Skills *Recordkeeping
11th	+ROP Word Processing Applied Computer Skills *Recordkeeping *Business Math	+ROP Word Processing Applied Computer Skills *Accounting 1-2	ROP Word Processing *Accounting 1-2	ROP Word Processing *Accounting 1-2	ROP Word Processing *Accounting 1-2
12th	ROP Office Careers Microcomputers *Banking Checker/Cashier *Retail Sales *Accounting 1-2 **Economics of Business (1 semester)	ROP Office Careers Microcomputers *Banking Checker/Cashier *Retail Sales **Economics of Business (1 semester)	ROP Office Careers Microcomputers *Banking Checker/Cashier *Retail Sales **Economics of Business (1 semester)	ROP Office Careers Microcomputers *Banking Checker/Cashier *Retail Sales **Economics of Business (1 semester)	**Economics of Business (1 semester) *Banking Retail Sales Fashion Merchandising

*This course meets Math graduation requirements. (Banking and Retail qualify for 5 Math credits)

**This course meets Economics graduation requirements.

BUSINESS DEPARTMENT

Ten units of Vocational Education required for graduation

(All Business courses meet the Vocational Education graduation requirement unless otherwise specified.)

ACCOUNTING 1-2 10 Credits

Open to juniors and seniors who have had business math or the equivalent; sophomores permitted with special permission of instructor. It offers a thorough study of the fundamentals of the double entry system of accounting, financial statements, and books of account. This is an excellent survey class for those wishing to pursue business administration in college. Microcomputer applications are used where applicable. (Meets math or Vocational Education requirement)

BUSINESS MATH 10 C

Open to students who have been recommend Survey Math or above, or who have s permission. This subject deals with pr arithmetic in which the fundamentals are rev with application to the ordinary problems of bus and personal affairs. It includes shortcuts in fig mental computation, and checking results. required of students majoring in business electronic calculator is used where appli (Meets math or Vocational Education require

CONSUMER HOME ECONOMICS FLOW CHART

CLOTHING	FOODS	CHILD CARE	PARENTING	LIFE SKILLS
CLOTHING 1-2	CREATIVE FOODS 1-2	DEVELOPING CHILD 1-2	PARENTING 1-2	CONSUMER LIVING
CLOTHING 3-4	CREATIVE FOODS 3-4	DEVELOPING CHILD 3-4	PARENTING 3-4	
CLOTHING 5-6	ROP RESTAURANT SALES & MANAGEMENT	ROP CHILD CARE	PARENTING 5-6	
CLOTHING 7-8	ROP RESTAURANT CO-OP	ROP CHILD CARE CO-OP	PARENTING 7-8	
ROP FASHION MERCHANDISING			*INFANT CARE LAB 1-8	
			PRENATAL EDUCATION 1-2	

*Does not meet Vocational Education requirement

CONSUMER HOME ECONOMICS DEPARTMENT

Ten (10) units of Vocational Education required for graduation

(All classes meet Vocational Education requirement unless otherwise specified)

CLOTHING 1-8 5/40 Credits

This competency based program encourages students to develop themselves through color analysis, wardrobe planning, accessorizing, personal image and how to relate to the work world. Students will study fabric and clothing construction with an emphasis on comparison shopping. The study of construction methods will provide students with a basis for various projects.

CONSUMER LIVING 5/10 Credits

Open to grades eleven and twelve. Students will study how to live on their own using economic and math principles. It will give insight, awareness and experience in independent living.

CREATIVE FOODS 1-2 5/10 Credit

Open to all. Students will learn how their eatin habits can influence their physical and mental wel being. The class will stress food preparation convenience food, comparison shopping and time cost efficiency. Working in small groups, student will apply problem solving techniques that ar transferrable to jobs.

CREATIVE FOODS 3-4 5/10 Credit (variable credit available

Open to all students with at least 5 credits c Creative Foods. Learn about the world of foreig foods, meal planning, time management, foo presentation, diet planning, and the latest in foo technology. Students will be exposed to th restaurant world through guest presenters and lea about the career opportunities available through th exciting class.

INDUSTRIAL EDUCATION DEPARTMENT

Ten (10) units of Vocational Education are required for graduation
(All classes meet Vocational Education requirement unless otherwise specified.
Classes will involve shop card fees for project materials)

INDUSTRIAL TECHNOLOGY EDUCATION FLOW CHART

(Alisal, Everett Alvarez, North Salinas, Salinas High Schools and Mission Trails ROP)

The following is a recommended flow chart for students entering Industrial Education studies. All freshmen and first-year students to the Industrial Education Programs are to begin their studies with freshmen year classes or as stated in the course description. (see prerequisite notes below)

TECHNOLOGY COURSES	CONSTRUCTION TECHNOLOGY	DRAFTING TECHNOLOGY	ELECTRONICS TECHNOLOGY	MANUFACTURING TECHNOLOGY	AUTOMOTIVE TECHNOLOGY
FIRST YEAR	Construction Technology 1-2	Drafting Technology 1-2	Electronics Technology 1-2	Manufacturing Technology 1-2	Power Mechanics-Small Engines 1-2
SECOND YEAR	Construction Technology 1-2 or Construction Technology 3-4	Drafting Technology 1-2 or Drafting Technology 3-4	Electronics Technology 1-2 or Electronics Technology 3-4	Manufacturing Technology 1-2 or Manufacturing Technology 3-4	ROP Auto Service or ROP Auto Body Fender or ROP Tractor Operation/Maint.
THIRD AND FOURTH YEAR	Construction Technology 5-6 (Mill & Cabinet) ROP Construction Technology 7-8 (Carpentry) ROP	Drafting Technology at Hartnell College		ROP Auto Service OR ROP Auto Body & Fender	ROP Auto Service or ROP Auto Body & Fender or ROP Tractor Oper/Maint

1. Students may enroll in any 1-2 class during any semester.
2. All classes must be taken in sequence or with instructor's approval.

CONSTRUCTION TECHNOLOGY 1-2 5/10 Credits
(Formerly Creative Woods 1-2)

(Prerequisite for the following ROP courses:, Const. Tech., Const. Tech/Mill Cabinet)

This is a one-year course open to all students, but recommended for all beginning students in Industrial Education. Instruction is given in care and safe operation of machine and hand woodworking tools. Emphasis is placed on design, construction techniques, material uses, and their application to today's society. (Costs $5 to $50) (Currently offered at AHS, NSHS, SHS)

MISSION TRAILS REGIONAL OCCUPATIONAL CENTER

GENERAL INFORMATION

The Mission Trails Regional Occupational Program (ROP) serves the county of Monterey and operates under the Salinas Union High School District. ROP provides training opportunities in vocational and technical studies for youth and adults. Courses are held year round, both part-time and full-time courses during the day, in the evenings, and on Saturdays. Courses are free of charge.

ROP training develops marketable skills, abilities, attitudes and work habits so students may secure jobs, work part time, prepare for advance training, or upgrading and enhance vocational skills.

ADMISSION

Courses are open to high school students age 16 years or older, out-of-school youth over 18 years of age, and adults. All ROP students must be residents of Monterey County, and high school students have first priority. High school students under 16 years of age may be admitted with the approval of the principal.

CREDITS

Credits applicable toward high school graduation will be awarded by the ROP each semester. Normally 10 credits per semester are awarded for each two-hour daily class. ROP courses meet the Salinas Union High School District graduation requirement for Vocational Education.

REGISTRATION

Counselors and the Career Centers have registration forms available, and will assist in course selection. The signature of parent/guardian and the school ROP coordinator are required. For further information contact ROP Coordinator Marc Rosen, Alisal High, 753-4158; Murry Schekman, Everett Alvarez High, 753-4931; Gertraud Keaton, North Salinas High, 753-4238; Bob Poulsen, Salinas High, 753-4288; Hila Verdin, Mount Toro, 753-4228. Sign up as soon as possible to reserve a space.

COURSE OFFERINGS

AGRICULTURE

***ANIMAL CARE/LIVESTOCK MANAGEMENT**
(SHS) M-F 12:50-2:50

Provides student with training in skills for jobs related to livestock production and marketing. This includes the care of small and large animals in both ranch and medical care facilities.

***FLORISTRY/FLORICULTURE** M-F 8:00 - 10:00
(NSHS) 10:15 - 12:15
12:43 - 2:43

Students learn to make corsages and floral arrangements, including bridal bouquets and other specialty items. Growth and maintenance of ornamental crops under greenhouse conditions will also be introduced.

***INDUSTRIAL WELDING AND METAL FABRICATION**
(Salinas ROC/P)

M-F 10:20- 12:20 ROP Center

Learn to read blueprints and to use welding and metal cutting processes such as mig welding, stick welding, oxygen/acetylene welding, spot welding, plasma arc cutting, carbon air arc cutting and oxygen/acetylene flame cutting. Advanced metals and fabrication skills. At NSHS and AHS plasma arc and carbon arc welding instruction is not available. Project fabrication skills have an agricultural application emphasis.

ORNAMENTAL HORTICULTURE
(Alisal Special Ed) M-F 12:50 - 2:50

Designed to give hands on experience in use of tools and equipment used in greenhouse maintenance and repair. Also develops gardening and lawn maintenance skills. Prerequisite - IEP Placement.

*TRACTOR MAINTENANCE AND OPERATION
(Salinas ROP/C)
M-F 7:35-9:35

Students will learn maintenance skills in minor repairs, engine performance, trouble shooting, electrical repairs, steering repairs and general lubrication service. Students will be able to safely operate and maintain tractors.

BUSINESS

*BANKING AND FINANCIAL CAREERS (SHS)
M-F 10:00 - 12:00
12:50 - 2:50

Classroom and on-the-job training a bank teller, credit checker, insurance clerk, proof machine operator, and other finance-related positions (five credits may be applied toward math graduation requirements)

*CHECKER/CASHIER (AHS) M-F 10:00-12:00
1:00- 3:00
3:00- 5:00

Entry level skills for cashier, grocery checker, courtesy clerk, stocking and produce handling. Electrical and computer machines are used in the training.

*FASHION MERCHANDISING (NSHS)
M-F 3:00 - 5:00

Teaches entry level job skills required in distribution and marketing occupations that relate to clothing and accessories. Instruction includes major units on design/manufacturing and advertising of apparel, sales and human relations as it relates to finding and maintaining a job. Students may be located in stores for 36 hours of non-paid learning under the direction of the instructor.

DESKTOP PUBLISHING (AHS)
M-F 3:00 - 5:00

Students learn computerized special effects, make wild posters, publish a newsletter, create exciting computerized presentations, make own advertising video. Students will also learn computer graphic design, animation, and make home page in the World Wide Web on internet.

*MICROCOMPUTER/BUSINESS APPLICATION
(Salinas ROP/C)
M-F 8:00 - 10:00
10:20 - 12:20
1:00 - 3:00
3:00 - 5:00
M,T 5:30 - 8:30

Emphasis will be a practical application of data entry progressing to industry standard software utilization of word processing, spreadsheets, database and telecommunication. An introduction to computer literacy and programming is offered when needed.

*OFFICE CAREERS (Salinas ROP/C)

M-F	#8:00 - 10:00	ROP
	10:20 - 12:20	
	1:00 - 3:00	
	3:00 - 5:00	AHS

#beginning level

Provide skill development in filing, typing, transcribing, and receptionist procedures with technical assistance and training for general and specialized secretarial occupations. The specialized secretarial occupations cluster teaches skills necessary for word processing, legal, medical, insurance, technical, and executive secretary training.

*RETAIL SALES (SHS)
M-F 10:00 - 12:00
12:50 - 2:50

Develop sales and stock skills in a store setting. Sharpen skills through on-the-job training in local retail stores (five credits may be applied toward math graduation requirements).

WORD PROCESSING (AHS EAHS, NSHS, SHS)
to be scheduled by school
(Prerequisite: Computerized Keyboarding 1-2)

This course is designed to develop beginning level word processing skills in various software programs used in industry.

HEALTH

CERTIFIED NURSES AIDE/HOME HEALTH AIDE
TBA 4-8 hours daily

This 190-hour program is designed to meet the criteria for state certification as a Certified Nursing Assistant/Home Health Aide. Students learn basic nursing skills and practice them both in class and in the long term nursing care setting.

***DENTAL CAREERS** (Salinas ROP/C)
M-F 7:35 - 9:35
10:20 - 12:20

Teaches skills for dental assisting; introduces skills related to hygienist, registered and certified assistants. Chairside assisting and on-the-job training in local dental offices. This is a year course, which begins in September.

DENTAL X-RAY (Salinas ROP/C) M-T 6:00 - 8:30
(some Saturdays)

Student will learn radiation physics and biology; radiation health, safety and protection; film exposure; processing factors; intraoral techniques; film mounting and viewing; evaluation standards and procedures and labeling, filing and storage. (Prerequisite: concurrently enrolled in Dental Careers or employed by dentist)

HEALTH CAREERS (Salinas ROP/C)
M-F 7:35 - 9:35
10:20 - 12:20
1:00 - 3:00

Classroom and on-the-job training at convalescent homes and doctors' offices for assisting the doctor or other medical personnel.

MEDICAL RECEPTIONIST (See Office Careers)

HOME ECONOMICS

***PROFESSIONAL CAREERS IN CHILD CARE** (ROP)
M-F 1:00 - 3:00 ROP

Students will learn guidance, nutrition, safety, development and other skills necessary for working with children professionally. Advanced students will learn curriculum and how to set up and run a day care. All students will participate in the actual running of the ROP child care center

***RESTAURANT SALES** (Salinas ROP/C)
M-F 10:20 - 12:20

Food service course designed to provide training and experiences in basic job entry level and employable skill training through the on-site classroom restaurant. The community classroom work site provides additional experiences, on-the-job training skills and unlimited job opportunities.

COMMUNICATION

TV PRODUCTION M-F 10:00 - 12:00
(Monterey County Office of Education 1:00 - 3:00
Students must provide own transportation) 3:00 - 5:00

Hands-on training in television, including production, editing and filming of programs for public and commercial communication systems, including advertising and sales.

CONSTRUCTION

MILL CABINET/CONSTRUCTION TECH
(SHS, Monterey, Gonzales)
+M-F 7:00 - 9:00 SHS
10:00-12:00
+T, W, Th 6:00 -9:00
+ students must provide their own transportation

This course is open to all student who have completed Construction Technology 1-2. Instruction is given in blueprint reading and the care and safe operation of precision woodworking tools and hand woodworking tools. Emphasis is placed upon construction of furniture, office furniture, i.e. desks and bookshelves, cabinets of all types and mass production of some small items.

PERSONAL SERVICES

COSMETOLOGY
T-Sat 1:05-3:05 Salinas Beauty College
T-Sat 1:00-3:00 Wayne's Beauty College

Up to 15 credits per semester for 2 years, Salinas Beauty College and Wayne's College of Beauty: Preparation for the State Cosmetologist Examination by shampooing, cutting and styling hair, as well as by giving facials, manicures and other cosmetic treatments. (Daily attendance required/minimum of 40 hours per month).

TRANSPORTATION

AUTO BODY AND FENDER
M-F 1:00 - 3:00 Hartnell College
(Hartnell/North Monterey County)
Students must provide own transportation.

Teaches skills necessary to repair all types of automobile and truck bodies, including parts and service.

*AUTO SERVICE (Salinas ROP/C)M-F 7:35 - 9:35
10:20 - 12:20
1:00 - 3:00
3:00 - 5:00

Teaches minor repair, major and minor tune-ups, trouble-shooting, brake repair and front-end alignment and general service work in auto mechanics.

*COOPERATIVE VOCATIONAL EDUCATION

For any student 16 years or older who is employed in one of the following areas and would like to earn up to 10 credits per semester: Agriculture, Child Care, Dental RDA, Office Careers, Restaurant Sales, and Retail Sales. All students must attend one class per week along with their work hours, times, and days to be arranged.

CO-OP CLASSES:
Child Care
Agriculture
Auto Service
Dental RDA
Office Careers
Restaurant Sales
Retail Sales
(Contact high school career centers for class schedules)

*CO-OP Available

PATHWAYS TECH PREP CALIFORNIA

TECH PREP NEWSLETTER

MONTEREY COUNTY TECH PREP APRIL 1995

Welcome

to the first Monterey County Tech Prep Newsletter! This newsletter is filled with all kinds of information on what's happening with Tech Prep in Monterey County. We hope enjoy it. Please feel free to pass it on. If you have any questions about Tech Prep, please feel free to call the Tech Prep office.

INSIDE

AN INTRODUCTION TO THE MONTEREY COUNTY TECH PREP GRANT CONSORTIUM

The Monterey County Tech Prep Grant Consortium consists of the seven high school districts and two community colleges in Monterey County. It is one of 85 Tech Prep Grant Consortiums in the state of California. Funds for Tech Prep come from Carl D. Perkins Funds from the federal government. Here in California, the funds are administrated though the California Community College Chancellor's Office in Sacramento. The three Directors of the Monterey County Tech Prep Grant Consortium are Vince Bradley (Dean of Occupational Education at Monterey Peninsula College), Leslie Buckalew (Dean of Occupational Education at Hartnell College) and Gordon Ray (Director of Mission Trails ROP). The Coordinator for the consortium is Trina Knarr-Basse.

The grant is in its third year of existence. Funds are expected to continue into the 1995–96 school year. During the 1994–95 school year, the Monterey County Tech Prep Grant has awarded $120,000 in Tech Prep Mini-Grants to the 10 comprehensive high schools, two of the continuation high schools, and the two community colleges in Monterey County. These grants are to be used to develop and implement Tech Prep programs at the school sites.

In the past two years, three high schools in Monterey County have used the Tech Prep funds to develop Tech Prep based academies at their high school sites. At Monterey High School, the Academy of Travel and Tourism is in its second year of implementation. N. Salinas High School and Alisal High School in Salinas implemented Health Academies in the Fall of 1994.

Eighteen high school and community college instructors have been trained in Contextual Learning using the Monterey County Tech Prep funds.

The Consortium has been working with educators and businesses to provide workshops on Tech Prep and business and education collaboration.

The following areas are being developed throughout the county with Tech Prep funds: Hospitality, Health, Business Technology, Computer Information Systems, Principles of Technology, Telecommunications, Agri-Business, and International Trade.

For more information about the Monterey County Tech Prep Grant Consortium, contact Trina Knarr-Basse at (408) 753-4241.

WHAT'S HAPPENING WITH TECH PREP AT THE LOCAL SCHOOL SITES

Each of the 10 comprehensive high schools, two of the continuation high schools and the two community colleges in Monterey County have an integrated Tech Prep team. A integrated Tech Prep Team consists of academic and vocational instructors, counselors, and an administrator. Each team applied for and was awarded Tech Prep funds ranging from $2,500 to $10,000. The team's mission is to meet on a regular basis, determine was Tech Prep program their school site is pursuing, develop a sequence of Tech Prep courses from the high school level to the two year community college degree, and make decisions about the use of their Tech Prep funds. The following is a synopsis of what each school site is doing in regards to Tech Prep, their Tech Prep Team Leader and phone number:

ALISAL HIGH SCHOOL

- Tech Prep based Health Academy started in the Fall of 1994
- Three new Tech Prep academies in the developmental stages (Agri-business, electronics and business)
- Contextual Learning materials used in freshmen Integrated Science, Health Academy Biology, and Health Academy Math

Tech Prep Team Leader is
***Jeff Fischer** (753-4150)*

CARMEL HIGH SCHOOL

- Contextual Learning materials being used by a Math and English instructor
- The Tech Prep team made a presentation to the School Board

Tech Prep Team Leader is
***Dwight Johnson** (624-1821)*

CENTRAL BAY CONTINUATION HIGH SCHOOL

- Developing and implementing a Health Tech Prep Career Pathway
- Contextual learning being taught in Math
- Developing a Business Career Pathway

Tech Prep Team Leader is
***Jerri Taylor** (633-4790)*

GONZALES HIGH SCHOOL

- Faculty are reviewing Contextual Learning materials
- Faculty are determining what Tech Prep Career Pathway to develop

Tech Prep Team Leader is
***Porter Johnson** (675-2495)*

HARTNELL COLLEGE

- Tech Prep team members are working with the local high schools to develop articulated sequence of courses in Health, Business, Construction, Engineering, Automotive Technology, and Telecommunications

Tech Prep Team Leader is
***Liz Alpert** (755-6918)*

KING CITY HIGH SCHOOL

- Implemented a Tech Prep based Health Careers Pathway in the Fall of 1994
- Contextual Learning being taught in Physiology by Mary Williams
- Contextual Learning being taught in Algebra by John Postivit
- Speech class offered for next year (Hartnell College credit) emphasizes Contextual Communication
- Students are programmed into specific English and Math classes that are Contextually taught
- Health Careers Advisory Committee formed in King City

Tech Prep Team Leader is
***Mary Williams** (385-3461)*

MONTEREY HIGH SCHOOL

- Faculty are reviewing Contextual Learning materials
- A Tech Prep based Academy of Travel and Tourism has been in existence since Fall of 1993

Tech Prep Team Co-Leaders are
***Rachel Whitfield and Alicia LaSalle** (649-1068 or 649-1019)*

MONTEREY PENINSULA COLLEGE

- Tech Prep Team members are working with local high schools to develop articulated sequence of courses in Hospitality, Business, Health, and International Trade

Tech Prep Team Leader is
***Wanda Lockwood** (646-4177)*

NORTH MONTEREY COUNTY HIGH SCHOOL

- Contextual Learning taught in Algebra 1 by Judy Jordan and Tom Forgette
- Contextual Learning taught in Senior English by Truly Wilson
- The Business Department is developing articulation agreements and a sequence of courses with the Hartnell College business department and Jobs Block team

Tech Prep Team Co-Leaders are
***Trudy Wilson** and **Judy Jordan** (633-5221)*

NORTH SALINAS HIGH SCHOOL

- Implemented a Tech Prep based Health Academy in the Fall of 1994
- Tech Quest (Industrial Arts Department) is starting at the 9th grade
- Contextual Learning taught in Science, Math, English, and Industrial Arts

Tech Prep Team Leader is
***Linda Mayr** (753-4230)*

PACIFIC GROVE HIGH SCHOOL

- Developing a Business Management Tech Prep Pathway to be implemented in Fall of 1995
- Contextual Learning being taught in Math courses

Tech Prep Team Leader is
***Cheryl Wightman** (646-6598)*

PINNACLES CONTINUATION HIGH SCHOOL

- Child Development I and II are being taught as a part of developing a Child Care Tech Prep Pathway to Hartnell College

Tech Prep Team Leader is
***Shirley Haines** (675-0105)*

SALINAS HIGH SCHOOL

- Is developing a Telecommunications Pathway for Fall of 1996
- Is developing a Construction Academy/ Pathway for Fall of 1996

Tech Prep Team Leader is
***Bob Burruss** (753-4280)*

SEASIDE HIGH SCHOOL

- Three Tech Prep based pathways are being developed in the areas of International Trade, Education Services, and Health Professions
- Health Professions Pathway is being implemented Fall of 1995
- International Trade and Education Services are being implemented Fall of 1996

Tech Prep Team Leader is
***Pat Wilson** (899-7028 x229)*

Quote

We now know a lot more about learning, and we know that a lot of people with very high intelligence levels learn better in practical settings. And we also know that practical skills now require higher-order thinking. So the old dividing line between vocational and academic (education) is fast becoming blurred and will become more and more meaningless as time goes on.

President Bill Clinton

WHAT IS TECH PREP?

Tech Prep stands for *Technical Preparation*.

1. Tech Prep is education with a career focus.
2. Tech prep is Technical Education with a strong academic foundation.
3. Applied Academics is a key component of Tech Prep. Tech Prep is taught the way most students learn—which is contextual learning.
4. Tech Prep places emphasis on education/training opportunities beyond high school.
5. Tech Prep is a sequence of study beginning in high school and continuing through at least two years of post-secondary occupational education.
6. The Tech Prep programs parallel the college prep course of study and presents an alternative to the "minimum-requirement diploma."
7. Tech Prep prepares students for high-skill technical occupations and allows direct entry into the workplace.
8. Tech Prep programs are joint partnerships between local business/ industry, the local high schools, and the local community college.

Tech Prep is NOT . . .

1. Traditional textbook and lecture method of instruction.
2. Education unconnected to real-life and real-life situations.
3. Short-term, narrowly delineated job training.
4. A new label for vocational education.
5. A practical arts track with watered-down curriculum.

Chualar *Union Elementary School District*

24285 Lincoln St.
Post Office Box 188 • Chualar, California 93925
District Office (408) 679-2504 • School (408) 679-2313
Fax (408) 679-2071

Marco A. Sigala • Superintendent/Principal

January 30, 1996

Honorable Robert O'Farrell
Presiding Judge of the Superior Court
240 Church St.
Salinas, Ca. 93901

Subject: Chualar School District's Written Response to the Findings and Recommendations of the 1995 Civil Grand Jury

Dear Judge O'Farrell:

First and foremost, thank you for this opportunity to respond to the findings and recommendations as cited in the 1995 Civil Grand Jury Report. On behalf of the Trustees and the District administration, we find that your report regarding bilingual education in Monterey County Schools is accurate, clear, and supportive of our own eagerness to have every single student in the District graduate from the 8th-grade with an academic standing and English proficiency that is equal to the English-only speakers and allows that particular student to continue his education with capabilities equal to his peers.

Before providing the School District's intent to address and meet each finding and recommendation cited, I refer to a "Statement of Principals" espoused by the Freedom Forum First Amendment Center, Vanderbilt University which succinctly explains America's greatest strength. Our hope is to live up to this challenge:

> ***"This Statement of Principles is not an attempt to ignore or minimize differences that are important and abiding, but rather a reaffirmation of what we share as American citizens across our differences. Democratic citizenship does not require a compromise of our deepest convictions.***
>
> ***We invite all men and women of good will to join us in affirming these principles and putting them into action. The time has come for us to work together for academic excellence, fairness, and shared civic values in our nation's schools. "***

Therefore, the following responds to both the recommendations and findings as cited in the report. First, understand that Chualar School District does NOT celebrate human differences, we promote our American UNITY: we want to fill in the void with one voice in finding a common ground.

RECOMMENDATIONS (Page 56)

1) The School District is actively training instructional staff and parents to encourage a speedy transition from the native language to a command of the English language. The District has devoted inservice training eight school days during the current school year to train all staff in techniques and methodology which will allow the speedy transition from the native language to English. We are doing this by choice, not by chance. Our motto: "If we fail to plan, we plan to fail."

2) The School District has developed a mutual partnership with California State University, Monterey Bay to attract and train prospective graduates who will be certified with the requisite certificate, Bilingual Crosscultural Language Acquisition and Development (BCLAD), to teach English. Intentions are to hire a minimum of six of these graduates who will be fully bilingual and properly certified for the 1996-97 school year.

Additionally, the District continues to search for supplemental funding sources to allow this School District to pay substantial stipends to teachers with BCLAD certification to retain their services and to establish a stability of teaching staff which is necessary to make the transition from the native language to English.

The District has restructured its staffing; i.e., laid off all teacher assistants to lessen the expenses on staff who are not bilingually certified. The District wants teachers to reinforce the notion that America is an international community which demands a swift response to link and engage Chualar students to learn about world cultures through a network of humanity with civil standards.

3) The District continues to encourage parents through parent/teacher conferences, weekly newsletters, memoranda, mail distributed to parents and any other communication which allows instructional staff to encourage parents and community to become involved in assisting their own children to become proficient in the English language skills. To this end, the District continues to promote parental involvement on committees; e.g., District Bilingual Advisory Committee, Migrant Parent Advisory Committee, Comprehensive Planning Committee, Healthy Start Planning Committee, etc.

Teachers make a monthly contact with every family to discuss such issues as the necessity for students to attend school regularly, to complete all homework

assignments, and to become actively involved in learning English as a necessary life skill.

The District wants parents to recognize their very important role in this partnership of educating students. One method used was to explicitly, through a newsletter (see enclosure), communicate the urgency of parent involvement. The District went as far as to graphically demonstrate that students, for the most part, are in the care of parents for 86% of the time, cementing the need for a partnership.

The District knows that to sustain the energy of public education which is in search of reaching higher, common ground of "learning" demands a home-to-school partnership and a leadership role from the citizenry. Public education requires a team approach.

4) Since the two labor camps within school district boundaries closed about six years ago, student enrollment had been declining steadily. However, there is an apparent stability now that the students who attend are from established housing availability in Chualar.

Furthermore, there is a new housing development which has already generated 41 new students to the District with a proposed building of an additional 976 homes which will definitely have a growth impact on the District. The District senses the need for the community to become actively involved in planning for the future. Interagency and community meetings have begun (see enclosure).

Bilingual Education: A Help or Hindrance?

RECOMMENDATIONS (Page 60)

1) Students have already been placed in a data base tracking system which provides individual student information regarding all academic programs and other necessary information (see enclosure).

Additionally, the District has already established several Board Policies regarding the transition and redesignation of these students. The procedures outlined in the policies are regularly monitored and implemented to ensure that all students are properly transitioned and/or redesignated as quickly as possible.

2) The District is aggressively seeking supplemental funding sources to allow the staff to experiment with proven and tested expedient and efficient manners

for moving students into English-only classes. The Board Policies concerning this issue clearly encourages the, "implementation, evaluation, and revision of experimental studies..." (see enclosure).

The newly-acquired additional resources; e.g., personnel, funding, etc., will supplement current efforts to experiment with these different methodologies and to keep accurate records of success rates.

3) With the restructuring of staffing and reallocation of funds to support instructional programs for the benefit of students learning English in bilingual programs, there is a clear sense of accountability in responding to parents and tax payers who seek prudent expenditure of public funds from the school administration.

The District can boast of making necessary cutbacks (some $333,000.00) in staffing and other expenditures while, at the same time, actively seeking supplemental funding ($303,000.00) to promote all instructional programs, including bilingual education.

4) In view of the fact that the District is heavily populated by families who are limited English-proficient, the District has actively sought and sponsored classes for adults in teaching them English as a Second Language and American Citizenship classes to reinforce the need that the economic success in this culture requires the learning of speaking, reading, and understanding the English language. More than anyone else, school officials are keenly aware of this desperate need to have the complete family, starting with parents and on down to preschool children, taught in learning the English language skills.

School officials communicate on a regular basis through a weekly newsletter informing parents of new programs and training opportunities to have parents and the entire community aware of the necessity of becoming proficient in English language. Most recently, the District has begun yet another class aimed at parents on computer instruction. There is a direct relationship with the educational level and interest of the parents to the success that the students will experience in our classrooms.

5) Through educational units and school programs; e.g., Back-to-School Night, Winter Program, Cinco de Mayo, Open House, etc., the school is consistently encouraging parents and the community to assume the responsibility for the teaching and retention of their cultural heritage. The school continually celebrates the cultures of all mankind and does not in any fashion concentrate nor solely participate in activities for the Hispanic culture. The Trustees, school officials, and instructional staff are very cognizant of the requirement that all Americans be able to participate in a global community which is now connected by the Internet and, thereby, makes it possible to communicate across geographical cultural barriers once thought impassable.

Parents are reminded that education begins at home (see enclosure) and continues at home, though formal instruction in the school system is a supplement to that education. We have developed partnerships with some of the community who are, as well, desiring an education which graduates students with the capability to compete in our society with English language skills at this time.

Sincerely,

Jacinto Roy Mendoza
Board President

Sincerely,

Marco A. Sigala
Superintendent/Principal

CC: Board of Supervisors,
Monterey County

Marjorie H. Troutman, Foreperson
Grand Jury, Monterey County
P.O. Box 414
Salinas, Ca. 93902

County Clerk,
Monterey County

Copy with Applicable
Grand Jury Final Report

CHUALAR UNION ELEMENTARY SCHOOL DISTRICT
24285 Lincoln St., P.O. Box 188, Chualar, Ca. 93925
District Office (408) 679-2504 - School (408) 679-2313 - Fax (408) 679-2071

Marco A. Sigala . Superintendent/Principal
Jeannie Lopez . Administrative Assistant
Floyd Bolton . Head Teacher

"Every PERSON counts."

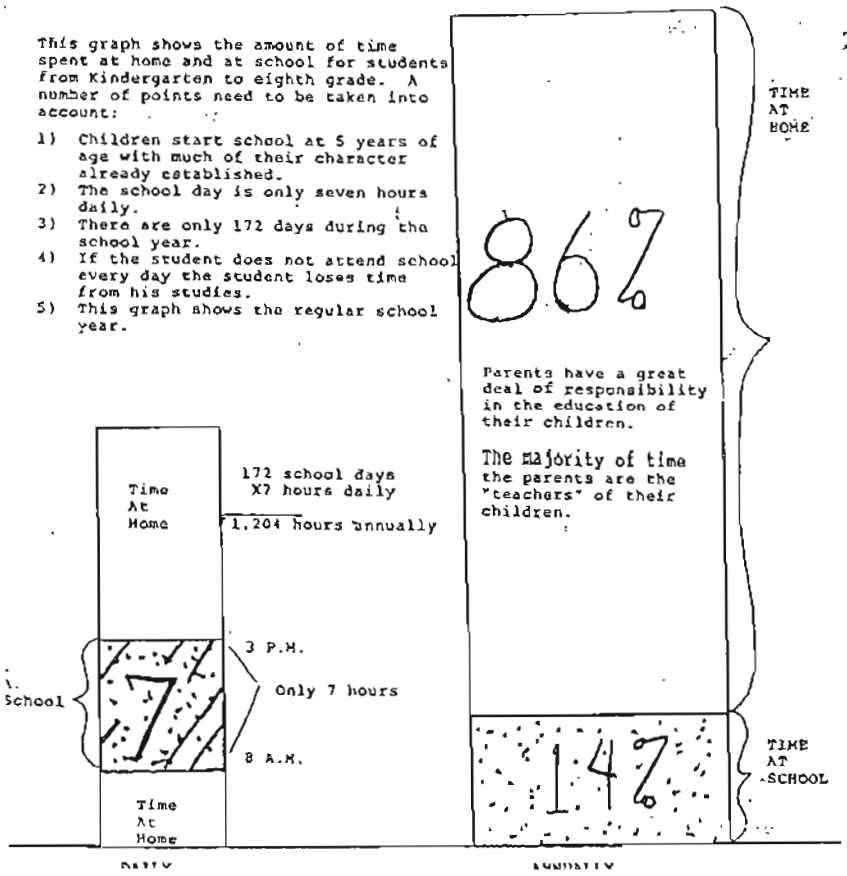
March 3, 1994

Dear Parents:

Subject: Current and future plans

I am very happy to report that I find both the teachers and support staff to be an excellent group with whom to work. These professionals are all certificated and carry out their duties with a precision, dedication, and professionalism equal to or better than normal standards. I find employees to be dedicated and truly concerned with serving the needs of every child, especially linguistic and academic needs. What's even more impressive, every regular/permanent teacher has the usual teaching credential, and additionally, some degree of certification to serve in bilingual education programs: either the full or partial Bilingual Certificate of Competence or the Language Development Specialist credential. It is quite unique that 100% of the permanent/regular teachers be so credentialed - you should be proud of these teachers!

I wish to reiterate one very important comment which I shared with you through my initial letter back in January 25, 1994. That is you, as parents, are the <u>first</u> and <u>most important teachers</u> which your child(ren) will have for their education. You, as parents, have the keen responsibility for your child's upbringing and education, especially when you do some quick mathematics on the number of hours spent by a child in your care as compared to the number of hours spent in school:



TEACHER	YEARS AT CHUALAR SCHOOL	CERTIFICATION
Susana Inadomi	-1	Bilingual Certificate Competence
Wendi Lamoure	-1	Passed 2 of 7 sections for completion of BBC
John Escalona	+1	Clear Multiple Subject Bilingual/Cross Cultur
John Towle	+4	Bilingual Certificate Competence
Lynn Taylor	+6	Passed 6 of 7 sections for completion of BBC
Kim Jorgensen	+7	Passed 6 of 7 sections for completion of BBC
Mary Gaspar	+8	Language Development Specialist Credential
MaryAnn Rawlings	+10	Passed 2 of 7 sections for completion BBC
Norma Mondragon	+10	Passed 1 of 7 secti for completion of
Beatrice Young	+10	Language Development Specialist Credential
Floyd Bolton	+24	Passed 1 of 7 sections for completion of BBC

CHUALAR UNION ELEMENTARY SCHOOL DISTRICT
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Marco A. Sigala . Superintendent/Principal
Jeannie Lopez . Administrative Assistant
Floyd Bolton . Head Teacher

"Every PERSON counts."

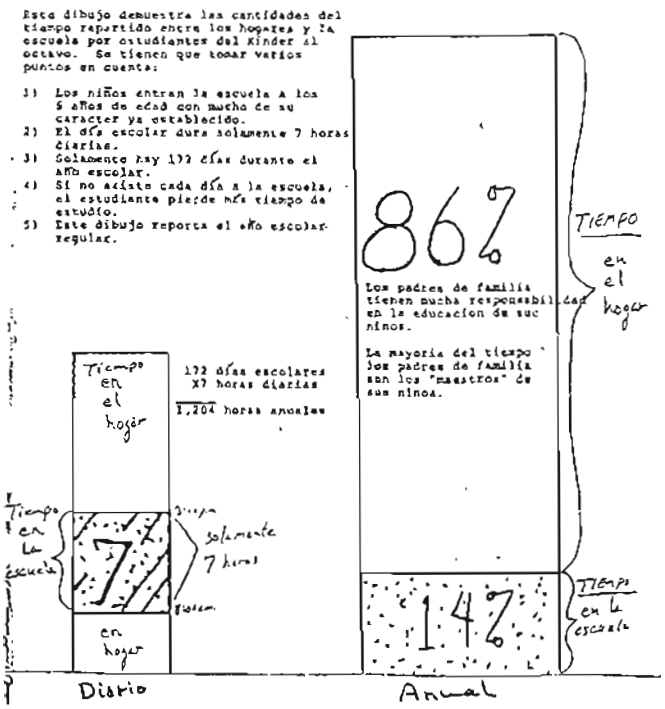
3 de marzo 1994

Estimados Padres:

Tema: Planes por lo pronto y del futuro

Me da gusto el reportar que nuestros maestros y personal son un grupo excelente con quien trabajar. Estos profesionales todos están certificados y llevan acabo sus deberes con precisión, dedicación, y profesionalismo al igual o mejor de las normas. Veó que los empleados son dedicados y en realidad tienen interés de servir las necesidades de todo niño/a, especialmente en asuntos linguísticos y académicos. Lo es mucho mas impresivo es que todo maestro(a) regular/permanente tiene la credencial de maestro(a) normal y además algún grado de certificación para servir en programa de educación bilíngüe: seá por parte o completo el Certificado de Competencia Bilingue o la credencial de Especialista de Desarrollo de Lenguage. Es algo raro que el 100% de los maestros permanentes/regulares tengan dichas credenciales - ustedes deben de estar orgullosos de estos maestros!! La lista de abajo demuestra esta competencia.

Deseo de nuevo repetir un importante comentario cual compartí con ustedes por medio de mi primera carta el 25 de enero 1994. Que ustedes, como padres, son los primeros y más importantes maestros que sus hijo(as) tendrán para su educación. Ustedes, como padres, tienen la aguda responsabilidad de la crianza y educación, especialmente cuando hace una cuenta de matemáticas acerca las horas que un niño(a) está en su cuidado comparado al número de horas que un niño/a está en la escuela:



MAESTRO	AÑO DE MAESTRO EN CHUALAR	CERTIFICADO(S)
Susana Inadomi	-1	Certificado de Competencia Bilingue
Wendi Lamoure	-1	Paso 2 de 7 secciones
John Escalona	+1	Materia Multiple Segura Bilingue/Ambas Culturas
John Towle	+4	Certificado de Competencia Bilingue
Lynn Taylor	+6	Paso 6 de 7 secciones para completar el BBC
Kim Jorgensen	+7	Paso 3 de 7 secciones para completar el BBC para completar el BBC
Mary Gaspar	+8	Credencial Especial de Desarrollo de Lenguage
MaryAnn Rawlings	+10	Paso 2 de 7 secciones para completar el BBC
Norma Mondragon	+10	Paso 1 de 7 secciones para completar el BBC
Beatrice Young	+10	Credencial Especial de Desarrollo de Lenguage
Floyd Bolton	+24	Paso 1 de 7 secciones para completar el BBC

CHUALAR UNION SCHOOL DISTRICT
BOARD POLICY

Instruction

Curriculum

The curricula of our schools shall be in harmony with the governing board's adopted goals and legal requirements.

Curriculum development by the certificated staff shall be guided by such factors as the following:

1. Actual studies and information concerning the needs of students in this school district

2. The range of abilities, aptitudes and interests of our students

3. Aspirations of residents of the school district for our students

4. The mobility of our population, making it necessary to provide education for our students useful anywhere in the world

5. Avoidance of discrimination (Ed. Code 40)

The governing board desires that unnecessary duplication of work among the various school levels be eliminated, and that courses of study and syllabi be coordinated effectively.

The governing board favors providing opportunities for faculty to consult and help in curriculum development through such devices as workshops, study groups, assistance from outside consultants, and an extended school year to allow teachers to devote summertime to the effort.

The governing board reserves the responsibility for establishing curricula for the school district. Teachers shall teach within the approved curricula.

Legal Reference: Education Code
35160 Authority of governing boards commencing January 1, 1976
51050-51057 Enforcement of Courses of Study
51200-51269 Required Courses of Study
51500-51551 Prohibited Instruction
51700-51876 Authorized Classes and Courses of Instruction

(continued next page)

CHUALAR UNION SCHOOL DISTRICT
BOARD POLICY

Curriculum (continued)

Legal Reference: (continued)
52000-52039 Improvement of Elementary and Secondary Education
52040-52043 Evaluation (school improvement programs)
52045-52047 Funding (improvement of education)
52060-52065 Native American Indian Education Program
52100-52114 Bilingual Education Act of 1972
52150-52151 Bilingual Teacher Corps Program
52160-52178 Bilingual-Bicultural Act of 1976
52200-52208 Mentally Gifted Minor Program
52300-52414 Vocational Education
54000-54669 Programs for Disadvantaged Pupils
56000-56865 Special Education Programs

Government Code
3543.2 (re scope of negotiation)

Calif. Administrative Code, Title 5
4000 et seq. School Improvement Programs
4300 et seq. Bilingual Education Programs
4310 et seq. Bilingual-Bicultural Education Programs
4400 et seq. Improvement of Elementary and Secondary Education

Policy adopted: 12/16/80

Instruction

Experimental/Innovative Programs

Implementation, evaluation, and revision of experimental studies should receive the necessary sympathetic attention of the supervisory and instructional staff.

There should be provision for review of staff-proposed changes or studies by higher administrative levels including budgetary considerations.

The results of district research and experimentation should be appropriately disseminated and coordinated with the existing curriculum.

Provision is to be made for staff members, especially classroom teachers, to acquaint themselves with innovative programs and current research being carried on in adjoining districts, at the state and/or national levels.

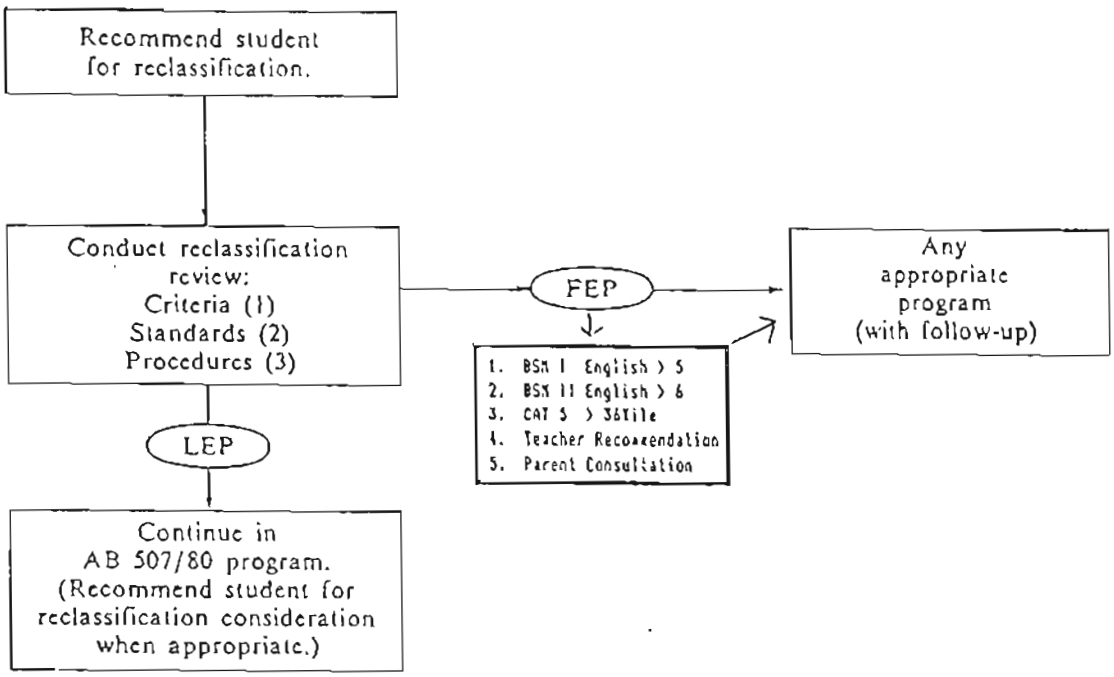
Legal Reference: Education Code
35160 Authority of governing boards commencing January 1, 1976
51201 Additional courses or activities which may be included

Government Code
3543.2 (re scope of representation)

Policy adopted: 12/16/80

Language Reclassification

(Complete at any time that evidence is presented that the student may be able to meet the district's reclassification criteria.)



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(1) District-specified criteria must include teacher evaluation of English language proficiency, including mastery of English language curriculum; assessment of English oral proficiency; parental opinion and consultation; English writing skills; and objective assessment of reading, language arts, and mathematics.

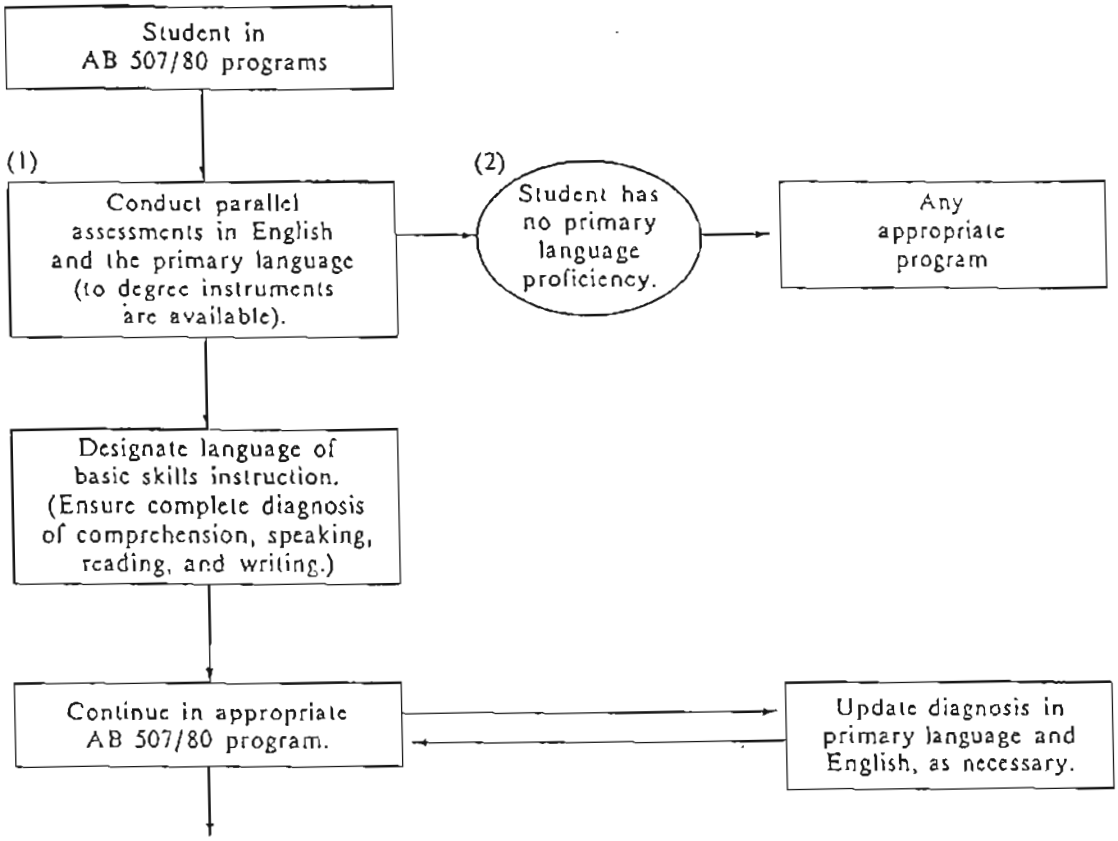
(2) District must establish standards for determining when the student is no longer LEP and base standards on an empirically established range of performance in basic skills of nonminority English-proficient students of the same grade and age.

(3) District-specified procedures must include a responsible administrative mechanism, such as a language assessment team; provision for assessment, documentation, and record-keeping provision for student follow-up; provision for notification of parents in advance of the reclassification review and of results; and reasonable efforts to ensure parent participation in the process.

Revised
Date: 4-21-95

Diagnostic Assessment

(Complete within 90 calendar days of enrollment.)

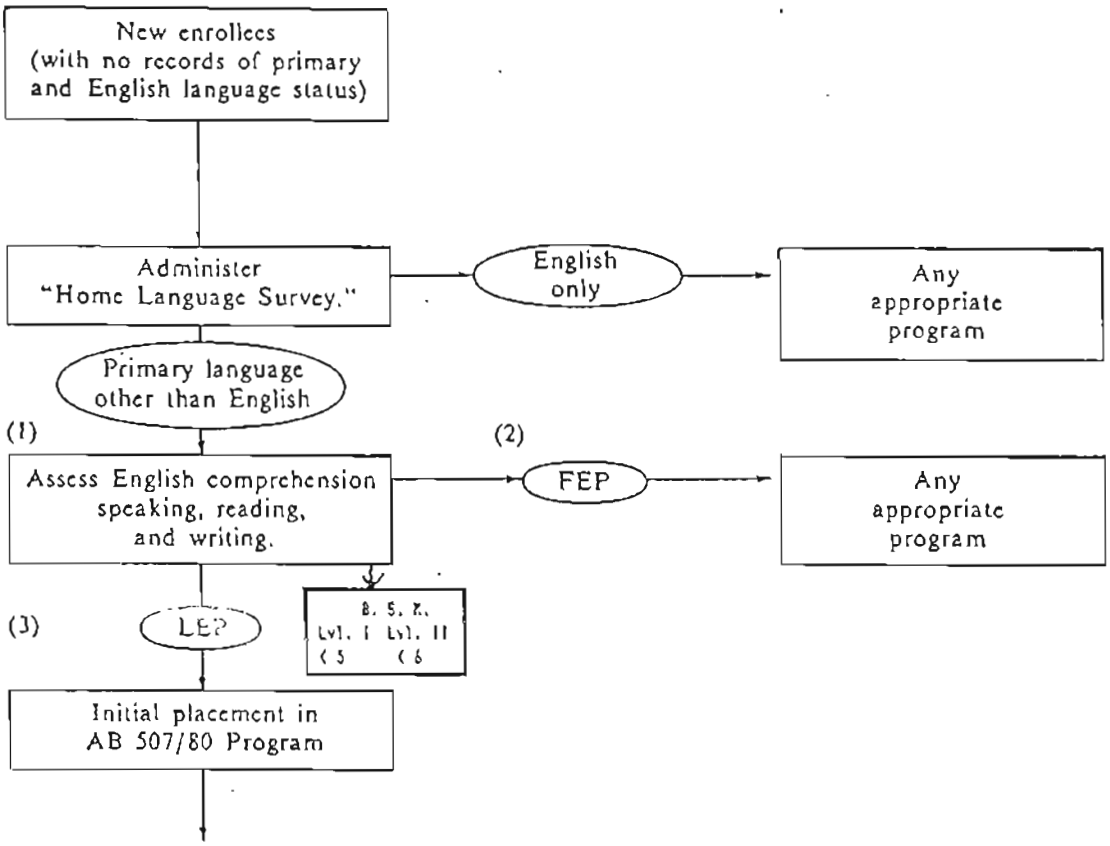


(1) The results of the English assessments conducted for purposes of initial identification may be used here. In the absence of formal instruments for assessing proficiency in languages other than English, an informal assessment of the student's primary language proficiency must be made.

(2) A student who scores at the lowest level of a designated oral language proficiency assessment instrument based on his or her primary language skills shall be further assessed by means of consultation with the student's parents or guardians, the classroom teacher, the student, or others who are familiar with the student's language ability in various environments. If this assessment shows no primary language proficiency and the parent concurs in writing, the student need not be considered LEP. (*Education Code* Section 52164.1 and *California Administrative Code, Title 5, Education,* Section 4305)

Initial Identification

(Complete within 30 school days of enrollment.)



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(1) Oral English proficiency must be assessed with the use of a state-designated instrument. For purposes of initial identification, English reading and writing assessments are optional for all students in kindergarten through grade two and for students in grades three through twelve who are LEP on the basis of oral skills alone. The reading and writing skills of other students must be assessed. Each district shall establish a process by which reading and writing assessments are to be made, including specification of criteria, instruments, procedures, and standards appropriate to each grade level, to be used for identification of students as LEP.

(2) Students in kindergarten through grade two scoring fluent on an oral proficiency test in English are designated FEP unless the optional reading and writing assessments are given and they score below district-established standards. Students in grades three through twelve scoring fluent on an oral proficiency test in English are classified as FEP if they score at or above the district-established standards in both reading and writing.

(3) Students in kindergarten through grade two scoring not fluent on an oral proficiency test in English are classified as LEP. Students in grades three through twelve scoring not fluent, and those scoring fluent who also score below district-established standards for reading and/or writing, are classified as LEP.

CHUALAR UNION SCHOOL DISTRICT
BOARD POLICY

INSTRUCTION

ENGLISH AS A SECOND LANGUAGE

I. Introduction

The Board of Trustees has adopted a policy for Bilingual Education which broadly stated attempts to promote self-worth and valuing of the heritage for the Limited English Proficient Student while at the same time preparing that student for success in the educational system and our society at large. The Board of Trustees believes that proficiency in the English Language and a true bilingual ability is a significante factor in that success.

II. The Superintendent is directed to adopt procedures that:

1. Provide at least 1½ hours per day of instruction at all grade levels be conducted in the English Language.

2. Provide at least ½ hour of the 1½ hours instruction in English be directed teaching of English as a Second Language for Limited English Proficient students.

Policy Adopted
Date: 8/8/84

CHUALAR UNION SCHOOL DISTRICT
BOARD POLICY

Instruction

Curriculum Guides

Curriculum guides, courses of study and monographs shall be prepared in harmony with the legal requirements of the state and the purposes of the program of instruction adopted by the governing board.

The superintendent or delegate shall have general coordinating authority and oversight over the formation of all courses of study, curriculum guides, and monographs.

Curriculum development is based on the assumption that such effort is most productive when conducted as a cooperative enterprise in which teachers, administrators, students and parents participate appropriately.

(cf. 6141 - Curriculum Design)

Legal References: Education Code
51202 Instruction in personal and public health and safety
51204 Course of study designed for pupil's needs
51210-51213 Course of Study for Grades 1 through 6
51220-51227 Course of Study for Grades 7 through 12
51880 et seq. Comprehensive Health Education

Government Code
3543.2 (re scope of negotiations)

Policy
adopted: 12/16/80

Chualar Union Elementary School District

24285 Lincoln St.
Post Office Box 188 • Chualar, California 93925
District Office (408) 679-2504 • School (408) 679-2313
Fax (408) 679-2071

Marco A. Sigala • Superintendent/Principal

January 19, 1996

Sample

Sample

At a meeting on January 16th (you may have been present), the School District initiated its intent to submit an application for the Healthy Start Program funds available through the California Department of Education. A major component of the application requires community involvement and commitment, in addition to social services agencies.

In light of this, the School District will continue conducting community forums where residents of the community and area social services agencies, such as yours, can meet to discuss possible solutions. There also is an anticipated need for social services brought about by the impact of the anticipated community growth which might be addressed through the Healthy Start Program. More uniquely, the District hopes to use these meetings as a driving force to unite the community.

You are cordially invited to attend and/or send your representatives to our next meeting scheduled in two sessions to accommodate your busy schedules:

DATE: January 30, 1996 (Tuesday)

TIME: 3:30 P.M. - 4:30 P.M.
*5:00 P.M. - Dinner served (sandwiches/pizza) Please RSVP
6:30 P.M. - Conclusion

PLACE: Chualar School Family Resource Center
(see map)

The latter meeting will be tailored to community residents with law enforcement agents while the earlier meeting is prearranged for representatives of the social services agencies. Specialists from the Monterey County Crime Prevention Unit from the Sheriff's Department will be present at both meetings to actively engage the community against vandalism, crime, gang activity/membership, etc. Other social service agents will also be invited.

As requested previously, the School District requests a letter of support/commitment from your agency to supplement Chualar's efforts in receiving State funding. Some letters have already arrived - THANKS!!

The enclosed "Planning Grant Outcomes" (see enclosure) lists several tasks to be accomplished. This, coupled with community goals, should provide the impetus for a healthy community.

With your help, this community can become a model for many others throughout the region and California. Your leadership is greatly appreciated. Hope to see you at either or both meetings.

Sincerely,

Marco

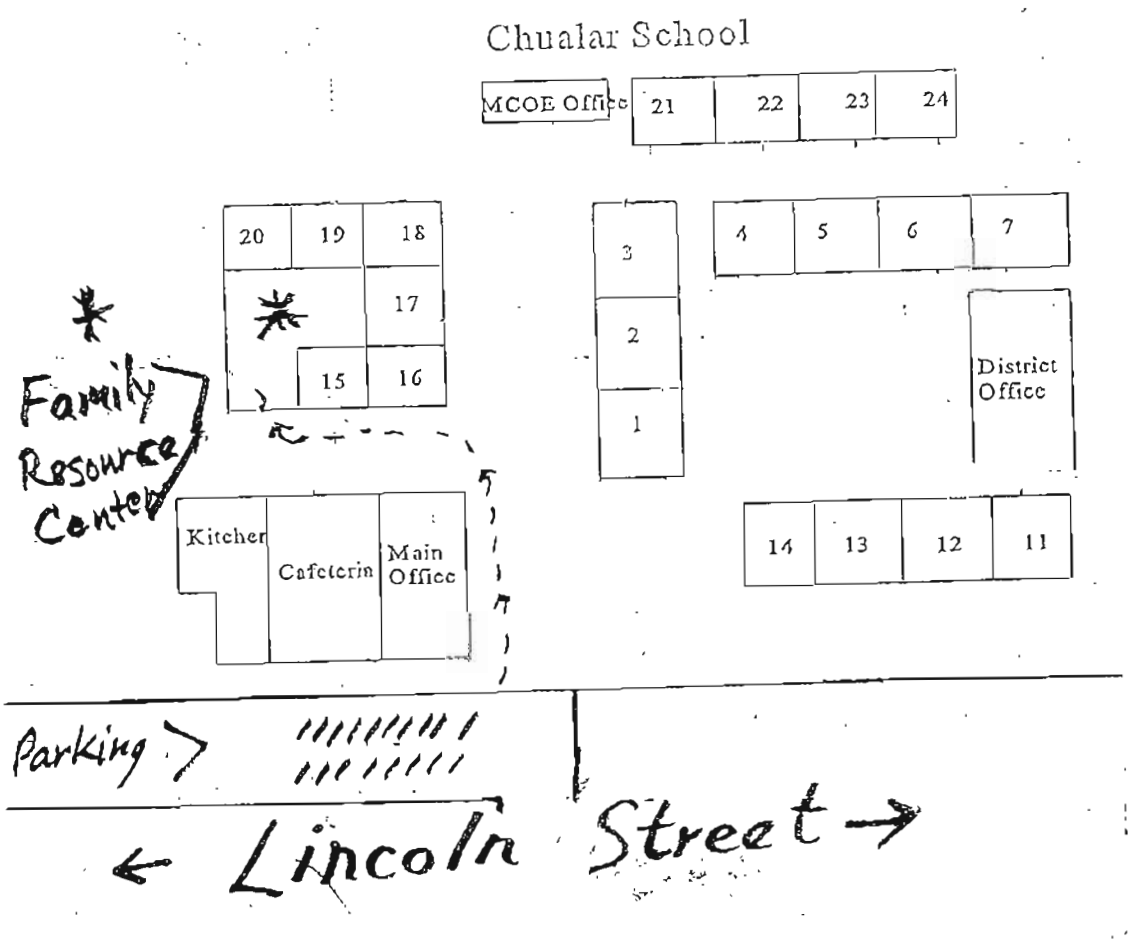
Marco A. Sigala
Superintendent/Principal

Enclosure
MAS/mca

****

_____ Yes, I intend to dine with your group. _____
Name Date

RSVP by telephone or FAX. Your reservation is REQUIRED to accomodate the demand and prepare accordingly. (no RSVP, no dine.)



CHUALAR UNION ELEMENTARY SCHOOL DISTRICT

Planning Grant Outcomes:

Overall Goal:

The goal of the Healthy Start planning grant is to prepare the Chualar community for implementation of an operational grant.

- To complete a detailed needs assessment of children and their families within the Chualar attendance area and to identify four to six top priority needs which will be addressed through the Healthy Start program.

- To identify the existing services and resources of the district and of cooperating agencies that can address the identified needs.

- To determine ways in which the services of collaborating agencies, as well as related programs within the Chualar school district can be reorganized, restructured, and aligned into a comprehensive health program.

- To include healthy related services as a component within the district's comprehensive restructuring and reform effort and the development of a system-wide and comprehensive program serving all children and families within the Chualar community.

- To develop an interagency management system which provides for data management, confidentiality, efficient and effective delivery of services of collaborating agencies according to individual family needs.

- To develop a data management system which provides for common access among cooperating agencies.

- To identify voids within the existing range of services in order to plan for the development of a comprehensive health program which makes available a full range of education, health, and social services.

- To incorporate the Healthy Start operational program design into the family center which is being developed on the school campus and to articulate that design with other related services, such as those provided by Migrant Even Start, adult literacy, and Bilingual Education.

- To develop strong agreements and commitments (MOU) among the collaborating agencies relevant to the implementation of the Healthy Start operational program.

Maria

Chualar Union School District
1995-96 Matrix

1/24/96

Student Name	Mig St	Gr	Birthdate	Teacher	Ch 1	LC	Gate	BSM Sp Lev	BSM Sp Date	BSM Eng Lev	BSM Eng Date	Imm	CAT/ Sabe Test Date	CAT Rdg NP	CAT Math NP	CAT Lang NP	Sabe Rdg NP
Amador, Alberto	new	0K	09/25/90	Rawlings													
Angulo, Felipe *	3	0K	12/16/89	Rawlings	Y	LEP		5	10/95	3	11/95						
Arreola, Maria M.		0K	05/10/90	Rawlings	Y	LEP		1	9-95	1	8-95						
Cisneros, Jaqueline *	1	0K	12/15/89	Rawlings	Y	LEP		4	9-95	2	11-95						
Contreras, Ivette R. *		0K	04/30/90	Rawlings	Y	LEP		5	9-95	2	11-95						
Contreras, Steven *	3	0K	05/21/90	Rawlings	Y	LEP		5	9-95	1	8-95						
Cortez, Ricardo	new	0K	09/27/90	Rawlings													
Covarrubias-Hndz,Andr	1	0K	11/28/90	Rawlings	Y	LEP		5	9-95	2	11-95						
Echavarria, Gabriela *		0K	05/01/90	Rawlings	Y	LEP		5	9-95	2	8-95						
Garcia, Christian L.	new	0K	07/30/90	Rawlings													
Garcia, Ma. Guadalupe	3	0K	07/01/90	Rawlings	Y	LEP		5	9-95	1	8-95						
Garcia, Monica	3	0K	07/01/90	Rawlings	Y	LEP		5	9-95	1	8-95						
Gonzalez, Jeanette *		0K	12-31-89	Rawlings	Y	LEP		1	9-95	1	8-95						
Gonzalez, Jessica *	3	0K	02/07/90	Rawlings	Y	LEP		5	9-95	2	11-95						
Juarez, Gerardo *		0K	08/18/90	Rawlings	Y	LEP		5	9-95	2	8-95						
Lanuza, Guadalupe *		0K	12-31-89	Rawlings	Y	LEP		1	9-95	1	8-95						
Navarrete, Jairo	3	0K	09/25/90	Rawlings	Y	LEP		3	9-95	1	8-95						
Ochoa, Angela *	3	0K	03/13/90	Rawlings	Y	LEP		4	9-95	1	8-95						
Ochoa, Giovana	new	0K	07/29/90	Rawlings													
Perez, Alejandro *		0K	06/08/90	Rawlings	Y	LEP		3	9-95	2	11-95						
Perez, Erika	3	0K	10/13/90	Rawlings	Y	LEP		1	9-95	1	8-95						
Renteria, Rosa		0K	06/22/90	Rawlings	Y	LEP		4	9-95	1	8-95						
Rico, Juan Pablo	new	0K	07/10/90	Rawlings													
Rodriguez, Erika *	3	0K	03/19/90	Rawlings	Y	LEP		5	10-95	1	8-95						
Roque, Crystal	1	0K	02/06/90	Rawlings	Y	LEP		5	9-95	1	11-95						
Sanchez, Ivette		0K	05/16/90	Rawlings	Y	LEP		5	9-95	1	8-95						
Soria, Pedro		0K	08/12/90	Rawlings	Y	LEP		5	9-95	2	8-95						
Trujillo, Jose J.	3	0K	07/29/90	Rawlings	Y	LEP		1	9-95	1	8-95						
Valdez, Brenda	new	0K	04/02/90	Rawlings													
Valdez, Gerardo	3	0K	11/27/90	Rawlings	Y	LEP		5	9-95	3	8-95						
Vargas, Adan *	3	0K	12/15/89	Rawlings	Y	LEP		5	10-95	1	8-95						
Vega, Melissa	3	0K	01/13/90	Rawlings	Y	LEP		1	10/95	3	8-95						
Ybarra, Vanessa G.	new	0K	01/26/90	Rawlings													
Zepeda, Lidia	3	0K	06/29/90	Rawlings	Y	LEP		4	10/95	2	11/95						
Zuniga, Noemi		0K	03/13/90	Rawlings	Y	LEP		5	10/95	4	11/95						

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Avila, Brian		1	12/04/88	Reyes	Y	LEP		4	9-94	4	9-94						
Brusa, Brianna		1	07/02/89	Reyes	Y	LEP		4	9-94	5	9-94						
Butz, Cristian Michael *		0K	12/17/89	Reyes		EO											
Cavazos, Joseph		0K	07/24/90	Reyes	Y	EO				4	12/95						
Ceja, Alvaro		1	12/20/88	Reyes	Y	LEP		4	9-94	1	9-94						
Diaz, Guadalupe *		1	11/23/89	Reyes	Y	LEP		4	9-94	1	9-94						
Dominguez, Hilda	3	1	10/24/89	Reyes	Y	LEP		3	9-94	1	9-94						
Duarte, Jacobo *	1	1	06/26/89	Reyes	Y	LEP		4	9-94	1	10-94						
Gutierrez, Ma. de la L *	3	1	02/24/89	Reyes	Y	LEP		3	9-94	1	9-94	X					
Hernandez, Anabel	3	1	04/28/89	Reyes	Y	LEP		4	9-94	1	9-94						
Hernandez, Jose T.	1	1	08/01/89	Reyes	Y	LEP		4	3-95	1	3-95						
Jimenez, Felicia		0K	02/05/90	Reyes													
Jimenez, Gloria	3	0K	06/04/90	Reyes	Y	LEP		3	10/95	3	8-95						
Macias, Maria	1	1	08/11/89	Reyes	Y	LEP		4	3-95	1	3-95	X					
Maldonado, Brenda	2	1	11/04/89	Reyes	Y	LEP		2	1-95	1	01-95						
Martinez, Rigoberto	1	1	07/20/88	Reyes	Y	LEP		4	11-94	1	3-95	X					
Mora, Cesar	new	1	09/07/89	Reyes	Y	LEP		4	4-94	1	4-94						
Ochoa, Martin		1	03/07/89	Reyes	Y	LEP		4	9-94	1	9-94						
Ponce, Erika	1	1	05/12/89	Reyes	Y	LEP		3	9-94	1	9-94						
Rico, Luz Evelia	new	1	02/08/89	Reyes													
Roque, Bryan		1	10/20/89	Reyes	Y	LEP		4	9-94	1	10-94						
Ruiz, Frances *		1	02/27/89	Reyes	Y	LEP		3	9-94	2	9-94						
Ruiz, Xavier *		1	02/27/89	Reyes	Y	LEP		4	9-94	3	9-94						
Santos, Bernice		1	11/02/89	Reyes	Y	LEP		5	12/95	1	12/95						
Soria, Elizabeth		1	01/18/89	Reyes	Y	LEP		4	9-94	2	9-94						
Soriano, Andres		1	06/15/89	Reyes	Y	LEP		5	12/95	1	12/95						
Soto, Mayra A.		1	11/03/89	Reyes	Y	LEP		5	12/95	2	12/95						
Torrey, Stefana		1	05/03/89	Reyes	Y	LEP		4	9-94	4	9-94						
Vidalez, Michael	1	0K	04/29/90	Reyes		EO											
Zepeda, Catherine Lynn		0K	05/23/90	Reyes		EO											

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Brusa, John Carlos		2	12/02/87	Hampson	Y	LEP		4	9-93	5	3-94						
Camacho, Hugo *	1	2	01/13/88	Hampson	Y	LEP		4	3-94	3	3-94						
Contreras, Jasmine *		2	09/22/88	Hampson	Y	LEP		4	9-93	3	3-94		5/95				32
Cortez, Cesar	new	2	02/19/88	Hampson													
Diaz, Euseblo *		2	06/26/88	Hampson	Y	LEP		4	9-93	3	3-94	X	5/95				45
Felix, Elizabeth	new	2	03/17/88	Hampson													
Garcia, Elizabeth	1	2	11/12/88	Hampson	Y	LEP		4	9-93	1	3-94		5/95				34
Garcia, Martin L.	new	2	08/07/88	Hampson													
Gonzalez, Guadalupe		2	12/24/87	Hampson	Y	LEP		4	10-93	1	3-94		5/95				46
Gonzalez, Martha *	3	2	10/10/88	Hampson	Y	LEP		5	10-93	1	3-94						
Guido, Leslie		2	05/22/88	Hampson	Y	LEP		4	12-95	3	12-95						
Gutierrez, Jesus	3	2	09/06/88	Hampson	Y	LEP		5	6-94	4	6-94		5/95				41
Hernandez, Jennifer *	new	2	08/13/88	Hampson													
Magana, Juan Carlos		2	07/15/87	Hampson	Y	LEP		4	12-95	4	12-95						
Martin, Juan O.	1	2	08/24/88	Hampson	Y	LEP		5	6-94	1	6-94		5/95				40
Moreno, Mauricio		2	06/03/88	Hampson	Y	LEP		4	10-93	2	3-94	X	5/95				40
Nava, Cecilia	new	2	02/15/88	Hampson													
Rodriguez, Cindy *	3	2	08/07/88	Hampson	Y	LEP		4	10-93	1	3-94						
Romero, Jessica *		2	05/25/88	Hampson	Y	LEP		4	10-93	1	3-94		5/95				17
Roque, Aidee	1	2	08/13/88	Hampson	Y	LEP		4	10-93	1	3-94		5/95				6
Soto, Lizzett		2	11/06/88	Hampson	Y	LEP		5	12-95	3	12-95						
Tinajero, Maribel		2	05/24/88	Hampson													
Valdez, Alejandro *		2	12/04/87	Hampson	Y	LEP		4	10-93	2	3-94		5/95				4
Vidalez, John A.	1	2	11/12/87	Hampson	Y	EO		4	3-95	5	3-95						
Villicana, Norma *	3	2	11/30/88	Hampson	Y	LEP		4	10-93	2	3-94		5/95				6
Zepeda, Claudia	3	2	10/30/88	Hampson	Y	LEP		4	10-93	2	3-94		5/95				29

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Alonzo, Miguel *	3	3	10/24/87	Espinoza	Y	LEP		3	11-92	3	8-95		5/95				42
Carranco, Casandra		3	05/23/86	Espinoza													
Contreras, Gerardo *	1	3	05/25/87	Espinoza	Y	LEP		3	11-92	3	8-95		5/95				19
Diaz, Oscar *		3	02/02/87	Espinoza	Y	LEP		3	11-92	3	8-95	X	5/95				36
Dominguez, Diana	3	3	10/11/87	Espinoza	Y	LEP		3	11-92	3	8-95		5/95				10
Elizalde, Marcial		3	10/25/87	Espinoza	Y	LEP		1	12-95	4	12-95						
Gallo-Ruiz, Miguel *		3	06/20/86	Espinoza	Y	LEP		3	11-92	2	8-95		5/95				13
Garcia, Lizbeth	1	3	10/05/87	Espinoza	Y	LEP		3	11-92	3	8-95		5/95				16
Gutierrez, Laura *		3	06/29/87	Espinoza	Y	LEP		4	9-94	4	9-94		5/95				22
Guzman, Juan J. *		3	07/06/87	Espinoza		EO				5	12-95						
Hernandez, Alma	3	3	02/15/87	Espinoza	Y	LEP		3	11-92	3	8-95		5/95				40
Hurtado, Lucia *	1	3	02/16/87	Espinoza	Y	LEP		4	11-92	3	8-95		5/95				94
Jimenez, Rene	new	3	04/09/87	Espinoza													
Mora, Jeannette	new	3	10/01/87	Espinoza													
Morales, Magali	1	3	09/13/87	Espinoza	Y	LEP		5	9-93	4	2-92	X	5/95				61
Navarrete, Jesus	3	3	11/12/87	Espinoza	Y	LEP		3	11-92	3	8-95		5/95				23
Ochoa, Crystal	new	3	01/09/86	Espinoza													
Ortiz, Agustina *		3	09/10/87	Espinoza	Y	LEP		3	11-92	2	8-95		5/95				14
Rangel, Jose L.	1	3	08/30/87	Espinoza	Y	LEP		4	9-93	4	9-93		5/95				32
Rodriguez, Miguel A.		3	11/11/87	Espinoza	Y	LEP		4	11-92	4	8-95	X	5/95				21
Romo, Omar *	1	3	08/01/87	Espinoza	Y	LEP		5	5-95	1	5-95						
Rosales, Daniel *	2	3	02/24/87	Espinoza	Y	LEP		2	2-95	5	2-95						
Sanchez, Jacob		3	04/10/86	Espinoza	Y	LEP		4	12-95	5	12-95						
Silim, Rochelle		3	06/20/87	Espinoza	Y	EO		Phil		3	11-92		4/94	01	01	18	
Soria, Patricia		3	09/29/87	Espinoza	Y	LEP		3	11-92	4	8-95		5/95				45
Soria, Rosaura		3	01/23/88	Espinoza	Y	LEP		5	9-93	4	8-95		5/95				62
Trujillo, Miriam	3	3	10/28/87	Espinoza	Y	LEP		3	11-92	3	8-95		5/95				53
Valdez, Carlos	3	3	01/09/87	Espinoza	Y	LEP		3	11-92	4	8-95		5/95				15
Valdez, Cristal C.	3	3	07/30/87	Espinoza	Y	LEP		3	11-92	3	8-95		5/95				4
Valdez, Leonel	new	3	01/28/87	Espinoza													
Zarate, David		3	11/02/87	Espinoza													

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Amador, Alejandro *	1	4	02/03/86	Mayers	Y	LEP		3	11-92	5	5-95		5/95				18
Arreola, Vany		4	09/11/86	Mayers	Y	LEP		3	11-92	4	5-95		5/95				1
Carrillo, Guadalupe	1	4	04/11/86	Mayers	Y	LEP		3	11-92	5	5-95		5/95				3
Cisneros, Jorge *	1	4	06/15/86	Mayers	Y	LEP		3	11-92	4	5-95		5/95				11
Contreras, Carlos *		4	03/09/86	Mayers	Y	LEP		3	11-92	5	5-95		5/95				4
Contreras, Javier *		4	09/30/87	Mayers	Y	LEP		3	11-92	4	5-95		4/94				27
Flores, Mayra I.		4	05/19/86	Mayers	Y	LEP		4	9-93	5	6-95	X	5/95				92
Flores, Roberto *	1	4	06/22/86	Mayers	Y	LEP		3	11-92	3	5-95		5/95				39
Garcia, Mirtha A.	1	4	07/30/86	Mayers	Y	LEP		4	9-92	3	6-95		5/95				34
Gil, Brisa A *	1	4	08/31/86	Mayers	Y	LEP		3	11-92	3	5-95		5/95				1
Hernandez, Jose J.	1	4	10/20/86	Mayers	Y	LEP		4	11-92	4	8-95		5/95				6
Juarez, Maria G. *		4	07/14/86	Mayers	Y	LEP		6S	4-95	5	4-95		5/95				3
Martinez, Ruben	1	4	10/21/86	Mayers	Y	LEP		4	11-94	1	12-94	X	5/95				21
Mendez, Mayra A. *	3	4	07/15/86	Mayers	Y	LEP		3	11-92	3	5-95		5/95				85
Meza, Alejandro		4	01/14/86	Mayers	Y	LEP		3	11-92	3	5-95		5/95				4
Navarrete, Marisol	3	4	09/02/86	Mayers	Y	LEP		3	11-92	4	5-95		5/95				30
Perez, Jennie Ann		4	07/29/86	Mayers	Y	LEP		3	11-92	5	5-95						
Rangel, Esperanza *		4	08/01/86	Mayers	Y	LEP		3	11-92	4	6-95		5/95				56
Rangel, Gustavo	1	4	09/02/86	Mayers	Y	LEP		4	9-93	3	6-95		5/95				24
Regalado, Jeanette *	3	4	03/12/86	Mayers	Y	LEP		4	9-93	3	6-95		5/95				1
Rodriguez, Elizeth *	3	4	11/08/86	Mayers	Y	LEP		3	11-92	3	6-95		5/95				30
Sanchez, Jesus *	3	4	08/06/86	Mayers	Y	LEP		3	11-92	5	6-95		5/95				42
Sanchez, Sonia J.	1	4	01/05/86	Mayers	Y	LEP		3	11-92	4	8-95		4/94	01	02	01	5
Trujillo, Ma. Guadalupe		4	06/03/86	Mayers	Y	LEP		5	12-95	5	12-95		4/95	06	16	13	
Valdez, Laura		4	05/06/86	Mayers	Y	LEP		3	11-92	3	8-95		5/95				7

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Aceves, Raul		5	07/01/85	Gonzalez	Y	LEP				3	12-95						
Apodaca, Miguel A.		5	04/01/85	Gonzalez	Y	LEP				4	12-95						
Avila, Josue		5	03/23/85	Gonzalez	Y	LEP		5	9-93	4	9-93		5/95				10
Avilez, Sandra	1	5	01/01/85	Gonzalez	Y	LEP		6S	9-93	5	8-95		5/95				76
Carrillo, Daizy	1	5	02/21/85	Gonzalez	Y	LEP		5	5-92	6S	6-94		5/95				67
Contreras, Eric *		5	05/20/85	Gonzalez	Y	LEP		5	9-93	6S	8-95		5/95				48
Cortez, Mario	new	5	12/23/84	Gonzalez													
Delgado, Miguel A.		5	03/12/85	Gonzalez	Y	LEP		3	11-92	1	5-92		5/95				3
Delgado, Reynaldo	3	5	04/11/85	Gonzalez	Y	LEP		3	11-92	5	6-94		5/95				7
Duarte, Ariana*	1	5	07/04/85	Gonzalez	Y	LEP		6N	9-94	3	9-94		5/95				67
Duarte, Mima *	1	5	07/04/85	Gonzalez	Y	LEP		6S	9-94	4	9-94		5/95				38
Garcia, Gonzalo Jr.	3	5	02/12/85	Gonzalez	Y	LEP		6N	9-93	5	8-95		5/95				48
Gonzalez, Diana *		5	02/20/85	Gonzalez	Y	LEP		5	3-92	5	6-94		5/95				28
Guido, Uriel		5	09/10/85	Gonzalez	Y	LEP				3	12-95						
Gutierrez, Juan Carlos *		5	09/08/84	Gonzalez	Y	LEP		5	10-94	5	10-94		5/95				49
Hernandez, Adriana	3	5	09/06/85	Gonzalez	Y	LEP		3	11-92	5	9-93		5/95				22
Hernandez, Christina *	new	5	02/23/85	Gonzalez													
Lopez, Filiberta	1	5	11/13/85	Gonzalez	Y	LEP		3	11-92	5	6-94		5/95				11
Mancera, Ernesto	3	5	04/16/85	Gonzalez	Y	LEP		4	5-92	5	5-94		5/95				50
Manriquez, Juan	1	5	03/26/85	Gonzalez	Y	LEP		3	11-92	5	5-94		5/95	20	10	15	
Martinez, Jeycy	1	5	06/08/85	Gonzalez	Y	LEP		6S	11-94	1	3-95	Y	5/95				17
Maturino, David *		5	07/06/85	Gonzalez	Y	FEP		3	11-92	5	8-95		5/95	56	76	56	
Mendez, Elvia *	1	5	03/14/85	Gonzalez	Y	LEP		3	11-92	5	5-94		5/95				14
Meza, Ricardo *	1	5	12/02/85	Gonzalez	Y	FEP		3	11-92	5	6-94		5/95	59		69	73
Ochoa, Leonela		5	11/30/85	Gonzalez	Y	LEP		6S	9-93	5	8-95		5/95				56
Ortiz, Alejandro		5	07/06/85	Gonzalez	Y	LEP		5	5-93	5	6-94		5/95				70
Palacios, Tanya		5	06/14/84	Gonzalez	Y	LEP		1	9-94	6S	9-94		5/95	31	28	37	
Prieto, Cyrse	3	5	10/01/85	Gonzalez	Y	LEP		5	5-92	5	6-94		5/95				81
Rodriguez, Everardo *	3	5	08/10/85	Gonzalez	Y	LEP		5	5-92	5	5-94		5/95				26
Romero, Edith *		5	07/11/85	Gonzalez	Y	LEP		3	11-92	4	6-94		5/95	34		25	59
Roque, Herman	1	5	07/10/85	Gonzalez	Y	LEP		3	11-92	4	5-94		5/95				27
Sanchez, Michelle *		5	04/10/85	Gonzalez		FEP		5	12-95	6S	12-95		5/95	99		94	
Trejo, Heather *		5	08/14/85	Gonzalez		EO				5	8-95						
Trujillo, Elizabeth	3	5	06/04/85	Gonzalez	Y	LEP		5	3-92	5	6-94		5/95				23
Valdez, Viviana *	3	5	12/01/85	Gonzalez	Y	LEP		3	11-92	5	6-94		5/95				65
Vidalez, Vanessa	1	5	10/11/85	Gonzalez	Y	EO		EO		EO			5/95	16	14	49	
Zavala, Felipe *		5	05/14/85	Gonzalez	Y	EO		EO	---	EO	---		5/95	30	6	15	
Zepeda, Jaime	3	5	01/24/85	Gonzalez	Y	LEP		6N	9-93	5	8-95		5/95				41

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Aceves, Mariela		6	02/27/83	Thelander				6N	12-95	5	12-95						
Alegre, Serina		6	09/10/84	Thelander	Y	EO		Phil	—	EO	—		5/95	15	8	1	
Amador, Michael *	1	6	07/15/84	Thelander	Y	LEP		6S	4-95	1	4-95		5/95				9
Arreola, Yasmin		6	11/15/83	Thelander	Y	LEP		6N	5-93	3	5-93		5/95	1	4	1	
Carrillo, Fermin	3	6	09/03/84	Thelander	Y	LEP		5	3-95	4	8-95		5/95				6
Carrillo, Osvaldo *	3	6	07/18/84	Thelander	Y	LEP		6N	5-93	5	5-93		5/95	3	1	10	45
Carrillo, Reyna	1	6	09/07/84	Thelander	Y	LEP		6S	3-94	5	8-95		5/95	1	13	6	
Casanova, Victor	new	6	11/04/83	Thelander													
Castro, Veronica *	3	6	04/13/84	Thelander	Y	LEP		6S	9-93	5	8-95		5/95	8	12	29	83
Contreras, Hugo *	1	6	04/26/84	Thelander	Y	LEP		6N	12-92	5	5-93		5/95	4	1	3	57
Duarte, Daisy *	1	6	07/08/84	Thelander	Y	LEP		6S	9-94	5	9-94		5/95	31	61	70	
Gonzalez, Vanessa		6	06/17/83	Thelander	Y	LEP		6S	9-93	5	8-95		5/95	1	3	6	17
Gutierrez, Agustin	3	6	05/07/84	Thelander	Y	LEP		6N	9-93	5	8-93		5/95	10	10	1	67
Gutierrez, Roberto *		6	09/08/84	Thelander	Y	LEP		6S	10-94	6N	10-94		5/95	1	1	1	
Hernandez, Jesus *		6	02/25/84	Thelander	Y	LEP		6N	3-94	5	9-93		5/95	1	1	1	
Hernandez, Martin	new	6	10/01/83	Thelander													
Jimenez, Daniel	new	6	05/18/84	Thelander													
Juarez, Luz M. *		6	04/06/84	Thelander	Y	LEP		6N	4-95	5	4-95		5/95	9	30	17	
Lopez, Abigail	1	6	02/25/84	Thelander	Y	LEP	Y	6S	3-94	5	8-95		5/95	5	27	19	53
Mendez, Guadalupe *		6	08/30/84	Thelander	Y	LEP		6N	3-94	4	9-93		5/95	1	6	1	15
Meza, Alfonso	3	6	09/15/84	Thelander	Y	LEP		6N	9-93	5	9-93						
Meza, Margarita		6	04/18/84	Thelander	Y	LEP	Y	6N	3-94	5	8-95		5/95	1	19	16	38
Morales, Adriana	1	6	09/08/84	Thelander	Y	LEP		3	11-92	5	8-95		5/95	2	3	7	
Moreno, Jose de Jesus *		6	04/11/84	Thelander	Y	LEP		6N	9-93	5	8-93		5/95	4	14	8	
Ortega, Manuel *	3	6	04/18/84	Thelander	Y	LEP		6N	12-92	5	5-93		5/95	32	24	42	
Perez, Jaime *		6	11/29/83	Thelander	Y	LEP		6N	5-93	5	5-93		5/95	26	2	21	
Ponce, Lisette	1	6	04/05/84	Thelander	Y	LEP		6N	3-94	5	8-93		5/95	10	18	1	18
Renteria, Juan		6	07/09/84	Thelander	Y	LEP		5	9-93	3	9-93		5/95				8
Rico, Rosa	new	6	09/27/84	Thelander													
Roque, Miriam	1	6	01/07/84	Thelander	Y	LEP	Y	5	9-93	5	2-94		5/95	17	24	31	74
Sanchez, Adan		6	09/11/83	Thelander	Y	LEP		6N	8-93	5	8-93		5/95	1	14	5	
Santos, Luis R.	3	6	06/15/83	Thelander	Y	LEP		4	9-93	4	9-93		5/95	4	9	1	57
Trejo, Crystal *		6	01/19/84	Thelander		EO											
Zavala, Antonio *		6	10/21/83	Thelander	Y	EO		EO	—	EO	—		5/95	40	25	41	
Zepeda, Eduardo R. *		6	09/17/84	Thelander	Y	LEP		5	5-92	5	8-93						

Chualar Union School District
1995-96 Matrix

1/25/96

Student Name	Mig St	Gr	Birthdate	Teacher	Ch 1	LC	Gate	BSM Sp Lev	BSM Sp Date	BSM Eng Lev	BSM Eng Date	Imm	CAT/ Sabe Test Date	CAT Rdg NP	CAT Math NP	CAT Lang NP	Sabe Rdg NP
Amador, Brenda	new	7	10/24/83	Young													
Apodaca, Guadalupe		7	12/13/82	Young				5	12-95	5	12-95						
Carrillo, Liliana *	3	7	06/01/83	Young	Y	LEP		6N	3-94	6N	9-93		5/95	19	16	44	
Contreras, Arturo *	3	7	01/24/84	Young	Y	FEP		5	5-93	6S	5-93		5/95	72	61	28	86
Contreras, Ezequiel *	1	7	05/20/83	Young	Y	FEP		6N	3-94	5	3-94		5/95	44	61	46	
Cota, Cesar	new	7	04/26/83	Young													
Esquivel, Hilda		7	07/05/83	Young													
Felix, Gaudy		7	11/29/82	Young													
Hernandez, Ariana *	3	7	07/27/83	Young	N	FEP		6S	3-94	6S	8-95		5/95	71	78	71	
Hernandez, Elizabeth	new	7	03/14/82	Young													
Hernandez, Jonathan		7	09/13/82	Young	Y	LEP		6N	10-94	5	10-94						
Lopez, Yary	new	7	04/25/82	Young													
Margarito, Beatriz *		7	09/09/83	Young	Y	LEP		6N	6-94	5	8-95		4/94	01	04	06	
Martinez, Gilbert		7	02/6/830	Young	Y	LEP		3	3-94	6N	4-94		4/94	05	10	03	
Maturino, Michael *		7	08/18/83	Young	Y	LEP		6N	3-94	5	8-95		4/94	04	20	13	
Meza, Eliborio		7	08/06/82	Young	Y	LEP		6N	3-94	6N	9-93		4/94	30	70	38	
Meza, Ruben Jr. *	1	7	07/25/83	Young	Y	LEP		6S	3-94	6N	9-93		4/94	25	39	26	
Ortiz, Mayra *		7	01/14/83	Young	Y	LEP		6N	3-94	5	5-93		5/95	7	5	18	83
Perez, Arydai	1	6	03/25/83	Young	Y	LEP		5	5-93	5	8-95		5/95	12	48	22	53
Perez, Miguel *		7	07/15/82	Young	Y	LEP		4	5-92	6N	8-95		5/95	17	11	14	
Rico, Gerardo		7	06/22/82	Young				1	12-95	4	12-95						
Rodriguez Rene	1	7	01/09/83	Young	Y	LEP		6N	9-93	6S	8-93		5/95	30	62	22	
Romero, Erika *		7	07/26/83	Young	Y	LEP		6S	3-94	5	8-95		5/95	2	11	8	77
Rosales, Manuel *	1	7	05/02/83	Young	Y	LEP		4	2-95	5	2-95						
Solorio, Sonia *		7	02/09/83	Young	Y	LEP		6N	3-94	6N	8-95		5/95	16	22	20	
Valdez, Veronica	3	7	01/12/83	Young	N	FEP		6N	3-94	6N	9-93		5/95	77	94	93	
Zepeda, Eduardo I.	3	7	07/01/82	Young	Y	LEP		5	5-92	5	8-95						

Chualar Union School District
1995-96 Matrix

1/25/96

Student Name	Mig St	Gr	Birthdate	Teacher	Ch 1	LC	Gate	BSM Sp Lev	BSM Sp Date	BSM Eng Lev	BSM Eng Date	Imm	CAT/ Sabe Test Date	CAT Rdg NP	CAT Math NP	CAT Lang NP	Sabe Rdg NP
Arias, Araceli		8	04/08/82	Bolton	Y	FEP		6N	9-94	5	9-94		5/95	41	75	58	
Carrillo, Marisela	1	8	10/09/82	Bolton	Y	LEP		6N	3-92	6S	8-95		5/95	13	66	55	92
Contreras, Jaime *		8	04/17/82	Bolton	N	FEP		6S	3-94	6S	3-94		5/95	76	80	68	
Contreras, Janeth		8	08/28/82	Bolton	Y	LEP		6N	8-93	5	3-94		5/95	8	59	21	84
Contreras, Ricardo *	1	8	06/04/82	Bolton	Y	FEP		6S	3-94	6S	3-94		5/95	45	78	54	
Diaz, Rodolfo *		8	09/28/82	Bolton	Y	LEP		6N	3-92	5	8-95		5/95	30	68	62	95
Flores, Miguel *	1	8	08/18/82	Bolton	Y	LEP		6S	3-94	5	3-94		5/95	32	78	63	
Flores, Ricardo		8	01/19/82	Bolton	Y	LEP		6S	3-94	6N	3-94		5/95	10	58	34	
Hernandez, Gabriela	3	8	03/24/82	Bolton	Y	LEP		6S	8-93	6S	8-93		5/95	4	37	25	54
Jimenez, Pedro	3	8	09/05/83	Bolton	Y	LEP		6N	6-94	5	6-94		5/95	11	28	6	
Mancera, Andres	3	8	06/12/83	Bolton	Y	LEP		6S	5-93	6N	8-95		5/95	27	41	28	
Martinez, Jose M	1	8	05/05/82	Bolton	Y	LEP		6S	11-94	1	8-95	Y	5/95				4
Martinez, Ma. Delia *		8	01/12/82	Bolton	Y	LEP		6N	8-93	5	8-95		5/95	4	7	14	18
Mendez, Julio C. *	3	8	03/10/82	Bolton	Y	LEP		6S	3-94	4	3-94						
Ochoa, Claudia	1	8	11/09/82	Bolton	Y	FEP		6S	3-94	6S	3-94		5/95	37	51	66	
Ochoa, Mauricio	new	8	11/15/81	Bolton													
Perez, Vanessa	3	8	03/11/81	Bolton	Y	LEP		6N	3-94	5	3-94		5/95	32	62	52	
Prieto, Berenice	3	8	10/12/82	Bolton	Y	LEP		6S	8-93	4	3-95		5/95				10
Ramirez, Miriam A.	New	8	07/22/82	Bolton													
Regalado, Juan J. *	3	8	12/04/82	Bolton	Y	LEP		6N	3-94	4	8-95		5/95				10
Rico, Octavio	new	8	10/03/81	Bolton													
Robles, Isela *		8	11/06/82	Bolton	Y	FEP		6S	3-94	6N	3-94		5/95	41	33	47	
Roche, Tiffani *		8	04/28/83	Bolton	Y	EO	Y	EO	—	EO	—		5/95	28	51	19	
Rodriguez, Virginia		8	01/23/82	Bolton	Y	LEP		6S	9-93	5	8-95		5/95	1	39	3	51
Roque Sandy		8	06/12/82	Bolton	Y	LEP		5	3-94	5	3-94		5/95	14	49	29	
Sanchez, Carina	3	8	09/20/82	Bolton	Y	LEP		6N	8-93	6N	8-95		5/95	7	43	52	84

Chualar Union School District
1995-96 Matrix

1/25/96

Student Name	Mig St	Gr	Birthdate	Teacher	Ch 1	LC	Gate	BSM Sp Lev	BSM Sp Date	BSM Eng Lev	BSM Eng Date	Imm	CAT/ Sabe Test Date	CAT Rdg NP	CAT Math NP	CAT Lang NP	Sabe Rdg NP
Amador, Maria S.		4		Gaspar													
Dimas, Roberto		7	01/20/83	Gaspar	Y	LEP		6N	5-93	6N	8-95		4/94	03	10	03	
Gonzalez, Alberto *		6	03/14/83	Gaspar	Y	LEP		6N	3-94	5	8-95						
Gonzalez, Fernando		8	06/07/82	Gaspar	Y	LEP		6N	3-94	5	3-94						
Madera, Samuel		7	07/30/83	Gaspar	Y	LEP		6N	3-94	5	8-95		4/94	01	04	03	
Robles, Elizabeth	1	8	07/24/81	Gaspar	Y	LEP		6N	3-94	4	3-94						
Rodriguez, Pablo	1	7	05/07/83	Gaspar	Y	LEP		5	3-94	5	8-95		4/94	01	07	02	
Zepeda, Jose Juan *		8	03/01/82	Gaspar	Y	LEP		6N	3-94	5	3-94						

Superintendent
Jeffrey J. Breslow, Ed.D.

Building Our Future Together
Creando Nuestro Futuro Juntos

Greenfield Union School District

493 El Camino Real
Greenfield, Ca 93927
Telephone (408)674-2840 FAX (408)674-3712

TO: Charles H. Page, Foreman
1996 Monterey County Civil Grand Jury

FROM: Paul Griffin, Director Special Projects/Personnel
Greenfield Union School District

DATE: September 6, 1996

RE: Response to 1995 Grand Jury Report

I am writing on behalf of the Greenfield Union School District in response to the Bilingual Education portion of the 1995 Monterey County Civil Grand Jury Final Report. I apologize for our lateness, but feel confident that what I can offer in reply to the points raised in the report will fairly represent the thinking of at least a majority of our staff and Board of Trustees. This confidence derives from our involvement during the 1995-96 school year in a major process (part of strategic planning) of reevaluating and revising, as appropriate, our bilingual policies and practices. This effort, involving teachers, parents, paraprofessionals, and administrators, began with the review of the latest and best research on the subject of bilingual education, included visiting other schools with model programs, and concluded with a report presented to, and ultimately endorsed by, the Board of Trustees. We have talked about bilingual issues a lot during the past year here in Greenfield, and we have reached a clear district consensus which I can hopefully express as I respond to the opinions and findings offered in the Grand Jury Report. The order of my responses will follow the order in which issues are raised on pages 58–60 of the report.

Response to Discussion Points

- We would agree with the statement of the Grand Jury report that "In theory, bilingual education is hard to fault," that "The critical advantage is the anticipation that students do not fall behind in their other subjects while they become competent in English." We would also agree that this program cannot "promise that students will learn English", any more than we can promise that they will learn geometry. However, it still seems to us that if bilingual education is well–implemented and well–supported, it is the most sensible and promising alternative available for educators of Limited English (or Potential Bilingual, we prefer to think) students.

- We would disagree with the report's statement that "ideally, within three or four years, the students are transferred to classes that are taught exclusively in English" on two counts:
  1) Overwhelming evidence, supportedby our own experience, suggests that it takes more than three or four years – more like seven – to master English well enough to permit success in learning complex academic content (math, science, reading, etc.) as well through English as through the student's first language, and 2) students should be permitted, we feel, on-going opportunities to develop and exercise their first language beyond that time when they gain competence in English, thus preserving and enhancing their bilingual gift.

- In Greenfield, students are placed in bilingual classes because of their English limitation, not because of reading problems or because no room exists in regular classes. We believe it is appropriate for students to remain in these classes until they are individually prepared for success in English classes.

- We agree with the reports' finding that the lack of bilingual teachers is a serious obstacle to implementing a quality program. We believe the proper response is to focus better and work harder to this end rather than to give up.

- We agree that students' transience, cultural differences (not "obstacles'), and varying education backgrounds present challenges to schools in educating Limited English students. If there is a high dropout rate among county Hispanic students, as the report correctly points out, perhaps we should look to these factors, as well as immigrant status and the shortage of commitment to bilingual education, as responsible. Bilingual education, we feel, is among the solutions, not the problems.

- We would disagree that ESL is an "alternative" to native language instruction. It is, instead, a major component, along with first language instruction, of a good bilingual program. The "bi" in bilingual means that students will be able to utilize English as well as their mother-tongue, and in Greenfield we are in the process of beefing up the ESL piece to achieve this end.

- In Greenfield we accept the challenge of looking at what the children learn as a test of what system works best, as the State Superintendent of Public Instruction, noted in the report, suggests. We are impressed with recent large–scale research, (Collier and Thomas, George Mason University) that points to the effectiveness of bilingual education as compared to English immersion or early (premature) transition programs. Kids in quality bilingual programs learn more reading, writing, math, science, social studies, and, eventually, even English.

- Our study of our own bilingual program last year led us to a conclusion similar to an important point of the Grand July report: assessment procedures for Limited English students have been weak. We are presently devising and implementing improvements in this area. We are committed to more regular reporting of students' progress to parents and public, and to being held accountable for our students' achievement. Any measurement of this, however, needs to include more than just one yardstick such as the "timely" transference to classes taught entirely in English, mentioned in the report. We must also give weight to progress in other cognitive and affective areas such as science, math, reading, and the acceptance of differences in other people.

Response to Findings

1. Data about students transitioning to English has been scattered and unyieldy in Greenfield, as in the other districts mentioned in the report. We have already begun to address this problem and will be continuing in 1996-97. What we could point to in the broadest terms is that when kindergarteners enter our system, only about 40% of them function in English. When they exit as 8th Graders, all but about 8% do--and these are generally new arrivals. This eventual mastery of at least basic English, permitting instruction for almost all 8th Graders to be carried out entirely in English, occurs with virtually no students dropping out.

2. Greenfield is in the process of better coordinating its process of moving students from one level to another of English transition.

3. In Greenfield, the reality of insufficient numbers of bilingual teachers forces us to complete student transition to English instruction after three years in most cases. We know, however, that most students would benefit from more time to make this transition and are working to recruit and train sufficient teachers to make this possible.

Response to Recommendations

1. Greenfield is presently upgrading its computer system to better monitor the progress of LEP students, as recommended in the Grand Jury report.

2. Greenfield is open to, and actively experimenting with, different methodologies, as recommended in the report. As apart of our primary school's Title VII project, for example, we have been looking into two-way bilingual immersion programs. We are committed to discover the most efficient means of students mastering English, as we are the best way for them to keep up in their other subjects and also to maintain the use of their first language.

3. We would agree that school administrators should be held accountable for the success of programs and the expenditure of funds.

4. We would agree that schools should help parents and students realize that English is essential to their future success in this country. We would also encourage parents to support their children's development of multilingual abilities, important to their future, we feel, as well. What we take strong exception to in the Grand Jury's report is the notion implicit in Recommendation #4 that parents give up their family's native culture in an effort to move their children more quickly into English. We see this as narrow minded, anti–family, and counterproductive.

5. We would agree with the Grand Jury's recommendation that families pay a key roll in the teaching of cultural heritage (seemingly at odds with its Recommendation #4). However, if the unstated recommendation is that only families should have this responsibility, that schools should not study and help students to appreciate the rich variety of cultures with which we are blessed here in California and in the nation, then we would again take strong exception.

Hopefully these responses on behalf of the Greenfield educational community will help provide a fuller, more balanced picture of bilingual education in Monterey County than that provided in the 1995 Grand Jury Final Report.

SANTA RITA UNION SCHOOL DISTRICT
57 RUSSELL ROAD
SALINAS, CALIFORNIA 93906-4325

TELEPHONE (408) 443-7200

HAROLD E. BLYTHE
DISTRICT SUPERINTENDENT

JAMES D. FONTANA
ASSISTANT SUPERINTENDENT

December 27, 1996

Charles H. Page, Foreman
1996 Monterey County Civil Grand Jury
P.O. Box 414
Salinas, CA 93902

Dear Foreman Page:

I thought that I had responded in writing to the Grand Jury recommendations concerning bilingual education in our school district. However, I apparently did not, for which I apologize.

First of all, I would like to point out the District is part of a state system of school districts and is subject to a myriad of state and federal laws and regulations as well as various court decisions. The following are a few:

Lau V Nichols (1974)
Castaneda V. Pickard (1981)
Keyes V. School District No. 1 (1983)
Gomez V. Illinois (1987)
Former State Bilingual Education Act, A.B. 507 (1980)
California's Sunset Statutes (effective 1987)

We are also subject to compliance monitoring by the State Department of Education and we are compliant. The District has adopted a Master Plan for Bilingual Education. This defines the program, transitioning and redesignation processes, and procedures which the District follows. There is a District Advisory council, consisting of community and staff members, that reviews the Master Plan, staffing, curriculum, etc. Below are additional responses to the recommendations made by the Grand Jury.

Recommendation Number One
All identified Limited English Speaking students are monitored centrally and tracked by computer.

Recommendation Number Two
A transitional Bilingual Program is in operation which is based on research.

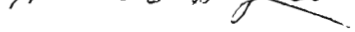
(continued)

Recommendation Number Three
An Annual Bilingual Report is sent to the California State Department after review and approval by the Board of Trustees. This report includes staffing plans and the number of students who meet redesignation criteria. The school, special projects office, and Board of Trustees monitor state bilingual funds and expenditures.

Recommendation Number Four
Students may be in a better position for employment and economic success in the future if they are truly bilingual or tri-lingual rather than monolingual. Through Strategic Planning, the district has initiated a Foreign Language Program which consists of Spanish, French, and Japanese.

Recommendation Number Five
We do not believe it is the responsibility of the school to direct or encourage families to teach or not teach the retention of their cultural heritage. However, we have activities and observances which in and of themselves will encourage children to appreciate the heritage and culture of both themselves and others. These will also motivate parents to teach and reinforce cultural learning in the students.

Sincerely,



Harold E. Blythe
District Superintendent

HEB:d

Monterey County Office of Education

William D. Barr
Monterey County
Superintendent of Schools

901 Blanco Circle | Post Office Box 80851 | Salinas, California 93912-0851
Salinas (408) 755-0300 | Monterey (408) 373-2955 | Facsimile (408) 753-7888

September 10, 1996

Mr. Charles H. Page, Foreman
1996 Monterey County Civil Grand Jury
P.O. Box 414
Salinas, California 93902

Dear Mr. Page:

This letter is the response from the Monterey County Office of Education to the recommendations set forth on page 56 of the 1995 Grand Jury Final Report regarding Bilingual Education in Monterey County schools.

The Monterey County Office of Education maintains a District Bilingual Coordinator Network which meets regularly to address issues of importance to schools and districts in the education of our linguistically and culturally diverse student population. One of the areas of study for the current (1996-97) school year is the Grand Jury recommendations:

1. Speed up the transition process.
2. Encourage staff members to become bilingually certified, with financial incentives given to aid them in their studies.
3. Encourage parental and community involvement to facilitate the transition of children to the English language.
4. Impress upon parents the need for students to stay in the same district to receive consistent and cohesive instruction.

The Network will discuss how the recommendations are being addressed in each district and develop a list of resources and options for addressing the situation. This information will be disseminated to all districts in the county to facilitate their response to the issues raised by the Grand Jury. A copy of the information will also be forwarded to the Grand Jury.

For further information about the Bilingual Coordinator Network, feel free to contact Benita L. Low, Coordinator/Administrator of Curriculum and Staff Development, by telephone at (408) 755-0368, by Fax at (408) 755-0367, or by e-mail: blow@monterey.k12.ca.us.

Cordially,

William Barr

William D. Barr
Monterey County Superintendent of Schools

Police Department
236 Main Street
P.O. Box 606
Soledad, CA 93960

☎ 408-678-1332
FAX 408-678-3575

September 19 1996

Grand Jury Of The Monterey County
P.O. Box 414
Salinas, California 93902

RE: 1995 Grand Jury Final Report

Members Of The Grand Jury:

I am responding as required to the 1995 Final Report of The Monterey County Grand Jury, regarding Mental Health Services in Monterey County.

The issue and question of the Grand Jury was: "Are Monterey County residents adequately served by mental health services?"

Recommendation one, was that "More training should be given to law enforcement personnel in the handling of mental patients with emphasis given to recognizing violent behaviors, resulting from the patients' mental illness, rather than from other factors."

In meeting this recommendation, the Soledad Police Department has obtained the California Alliance For The Mentally Ill (CAMI) Family Video Library Series. We are giving all of our law enforcement personnel training as outlined in this video series.

The Grand Jury listed and included a copy of the 1992 Criminal Justice Advisory Committee Survey, presented by CAMI in their 1995 Final Report (see attached list).

In addition to this, all Soledad Law Enforcement Personnel received training from the Alzheimer Association in handling Alzheimer patients.

The Soledad Police Department will continue to seek training in areas of mental health and how to best care for mentally ill patients.

Sincerely,

JACK GRIGGS
Chief of Police

JG/mel

VIDEO TAPES

CAMI Family Video Library - Series

Part I	-	Hear Our Stories - People with mental illness discuss their symptoms and contacts with law enforcement.
Part II	-	Nightmare in the Daytime - Parents of persons with mental illness discuss the family's dilemma.
Part III	-	Four Incidents - Law wnforcement response to four persons with mental illness, in crisis.
Part IV	-	Community Encounters - Seven more incidents that call for law enforcement emergency response.
Part V	-	In Custody - Persons with mental illness exhibit their symptoms as they are interviewed by jailers.
Part VI	-	Calling 911 - Families are advised on how to make the most effective use of 911 emergency calls.
Medic Alert - training tape		Lost and Found, Memory Loss Victims and Law Enforcement.

Gonzales

Mission Trails Regional Occupational Programs
867 East Laurel Drive
Salinas, CA 93905

In response to the findings reported by the Monterey County Grand Jury regarding vocational education programs in Monterey County, the following addresses the recommendations beginning on page 65 of the report.

1. School districts should upgrade the status of vocational education and provide programs to meet the needs of their diverse student bodies.

The SUHSD currently has 4 main vocational areas. These include business, industrial technology, agriculture, and consumer homemaking education. These 4 programs all have a sequence of courses that lead to a capstone program in an ROP class and a potential enrollment in a community college program for advanced course work.

We envision upgrading the status of vocational education for all students by creating career pathways which would enable students to take courses with an emphasis in a career that they would be interested in. These pathways would include agriculture and natural resources; art and communications; business and marketing information systems; engineering and industrial technology; home, health and recreation; and social, human governments.

These pathways would be integrated with math, science, English and social science in order for teachers to use contextual learning as a way of delivery. This requires utilizing reading, writing, mathematics, science and social studies. Integrating academic and vocational education (Tech Prep) gives students transferable skills, such as planning and management. These pathways must have work based, or community based, learning experiences that are directly related to students' instructional programs and their career pathways, along with connections to business and industry.

2. Provide job training and vocational education programs at middle school level for students who are at great risk of dropping out.

Career exploration activities should begin in the seventh grade with students through the infusion of career themes into existing courses.

Students at the 6th-8th grade level should have a full range of opportunities for career exploration. They would learn more about careers and their requirements. During the eighth grade, students could select possible career pathway of interest in which to participate at the high school level. Competencies that students would be expected to achieve include knowledge of the skills necessary to seek and obtain jobs, of the interrelationship of life roles, of different occupations and changing male/female roles, of the influence of a positive self-concept, of the benefits of educational achievements to career opportunities; an understanding of how work relates to the needs and functions of the economy and society, the career planning process, and the relationship between work and learning; and skills to interact with others, to locate, understand, and use career information, and to make decisions.

3. A school district should include vocational and/or areas of interest training as part of graduation requirements.

We currently have a graduation requirement of 10 credits in vocational education. We should strengthen this to include a career path certificate and seal on graduation diplomas which signifies that all students have achieved entry level skills in a particular pathway which complete the necessary academic foundation necessary to continue their education at a 2 or 4 year school, technical school, or seek employment. Also, each high school has career pathway academies that are in place or are in the planning stages for implementation. Enclosed you will find our course sequences in the above mentioned areas.

4. High school curriculum should emphasize the acquisition of job skills.

Students at the 9th-12th grade level should investigate career clusters, make choices about career majors, and become involved in integrated school-based and work-based learning opportunities. Students will increase their awareness of the interrelationship of life roles and have the opportunity to improve their skills interacting with others. Students at this level would be expected to achieve the following competencies: skills to interact positively with others, to locate, evaluate, and interpret career information, to prepare to seek, obtain, maintain, and change jobs, to make decisions, and in career planning; an understanding of the influence of a positive self-concept, the impact of growth and development, the relationship between educational achievement and career planning, the need for positive attitude toward work, and the interrelationship and continuous change of life roles.

The following strategies would be used to assist students in achieving these competencies: career preference, interest, and aptitude assessment; enrollment in career pathways; job shadowing and mentoring opportunities; community classroom and cooperative work experience internships (paid and unpaid); career counseling and planning services; classroom presentations by business and labor organizations; and computerized career information delivery system.

5. Student counseling should be utilized as a diagnostic tool for the placement of students in programs which best serve their talents and interests.

The Assessment Program of the Mission Trails Regional Occupational Program (ROP) provides career assessment and guidance to youth and adults so that they can develop a realistic career plan and obtain the assistance needed to carry it out. The program serves youth and adults from the Salinas Union High School District, a majority of which are members of special populations have equal access to the vocational programs offered in the district by offering career exploration, assessment, guidance, and follow-up support services. Today, the whole program includes several components: the Exploratorium--introduces middle school students to vocational opportunities using hands-on career exploration activities; WorkAbility--assists youth and adults with disabilities in transitioning to the world of work through referrals to related agencies, job readiness training, and job placement.

6. Districts should develop stronger links with the business community in planning career and vocational education curriculum.

Linkages with the business community are critical to the efforts of school to career preparation in the Salinas area. Business Education Student Transitions (B.E.S.T.) is a formal group of business and education leaders committed to providing linkages to students in our community. A significant survey is being planned by Hartnell College, of which Mission Trails ROP will be a prime sponsor. This project will allow us to develop an electronic catalog of all known business in Monterey County and assess their workforce and training requirements, business retention, expansion plans, and their interest in connecting activities with schools as they relate to guest speakers, job shadowing, mentorships and community classroom training experiences. Also, through the various Tech Prep academies and the 4 high schools, business and industry have been connected to their efforts in providing relevant, meaningful instruction to students. Salinas High School has a state funded Telecommunications Academy. North Salinas High School has a Health Academy and is planning a Tech Quest Academy and a Business/Agriculture Merchandising Academy. Alisal High School has a Health Academy and just began an Agriculture Leadership Academy this spring. Everett Alvarez High School has a state funded Business/Agriculture Academy and has plans to implement a Communications/Performing Arts Academy in the fall.

Through the ROP, every program has an advisory committee that meets a minimum of twice per year to give recommendations on curricular issues, as well as new industry skills/techniques used in the specific fields.

7. Expand teacher training to better integrate academic instruction with practical applications to increase relevancy to students.

As a district, we have allocated 8 days of staff development. Teachers have 4 days for a particular strand and 2 days in their curricular area. These have proven valuable for training in the area of integration and high school

and ROP teachers from all areas have been given opportunities to design activities/projects which would prove to be industry specific and bring relevance to the classroom for their students.

District VEA funds have been tied directly to curricular integrations. All vocational education programs must have academic teachers in English, math, science, and social science involved in their projects and activities in order to mirror the Tech Prep model. Each high school has also been involved in Tech Prep activities and training.

8. With leadership from the Monterey County Office of Education, a reliable survey should be developed, to provide uniform data about high school graduates who enter the work force with or without training and those who enroll in either a two or four-year college.

Through the ROP Center, we are required to following on all high school and adult students who have completed or left a particular program. The categories in the follow-up include status unknown, military service, pursuing additional education, employed-non related field, employment, or other reasons.

It would be beneficial to survey all students to determine who has entered post high school training/education programs or who has entered the workforce and if they had any training.

The following is a response to findings reported by the Monterey County Grand Jury regarding bilingual education programs in Monterey County, the following addresses the recommendations beginning on page 65 of the report.

1. **School districts in Monterey County need to establish a computerized tracking system to monitor the phases of transition and redesignation of LEP students.**

   Gonzales High School currently has a computerized system that tracks student data. Limited English Proficient students are assessed and identified on enrollment. Students are assessed periodically in their classes and through standardized instruments to assess their progress. Teachers and counselors monitor the students to make sure students are properly assigned within the school program. This allows for the student to transition through the school program until graduation. Most of this information is on the computerized system.

   Due to the length of time for language acquisition and the rules for redesignation, it is clear that some students may not be redesignated. The students may transition to English only classes, but they may not receive the academic language in English that will allow them to transition to Fluent English Speaking (FEP) if they are in high school for four or less years. This is based on research by James Cummins.

2. **School districts need to determine the most expedient and efficient manner for moving students into English-only classes. This entails experimenting with different methodologies and keeping accurate records of success rates.**

   Gonzales High School has adopted a Bilingual Master Plan that utilizes the theories of James Cummins and Stephen Krashin. The school has adopted and is improving the primary language instruction model advocated by Cummins. The model is also outlined in state documents. The model includes instruction in the primary language of the student, a transitional program taught in English, English as a Second Language (ESL) to support the learning of English and the core subjects, and mainstreaming into English only classes.

   The school is currently working on standards, curriculum, and assessment that will track the success of all programs. This will include looking at students in bilingual programs.

3. **School administrators should be held accountable to parents and to taxpayers in their jurisdiction for the success of bilingual programs and the prudent expenditure of public funds.**

   Administrators are held accountable for programs and expenditures by the local governing board.

4. **School officials should make it clear to parents who may prefer to retain their native culture that their childrens's economic success in their adult future depends a great deal on their skill in speaking, reading, and understanding the English language.**

   School officials work with all parents in defining skills that will make all students successful economically and otherwise in the future. All students benefit from the skills of speaking, reading, and understanding English language. State frameworks guide the core curriculum of the school. These frameworks emphasize reading, writing, listening, speaking, and critical thinking skills as the cornerstone for student success. Bilingual parents understand this.

   Parents are given training that assist them in understanding the high school program. This training includes information on graduation requirements, course descriptions, strategies for school success, and options for students after graduation. These trainings make parents fully aware of the needs their children will have in the future. Bilingual parents are included in these trainings.

5. **Schools should encourage families to assume responsibility for the teaching and retention of their cultural heritage.**

   Families do assume the responsibility for teaching and retention of their cultural heritage. The school encourages parents to discuss with their student the cultural learning that they grew up with through the home/school partnership training.The school also is able to incorporate the information that students bring to the school to connect them with the curriculum of the school. Integrated into the school curriculum are the outcomes to understand and appreciate varied cultures and people.

I am concerned with the recommendations of the Grand Jury because they seem to indicate a lack of understanding or connectedness to what is happening in the schools. There are implications within the recommendations that cast an unfair shadow on the professional responsibility of the school staff. In addition, it feeds a very negative attitude toward efforts to bridge the gaps between groups in the educational community. The recommendations reflect a narrow understanding of the issues. This is confirmed when one reviews the list of documents used to research the bilingual issues.

The following are in response to the findings reported by Monterey County Grand Jury regarding vocational education programs in Monterey.

1. **School districts should upgrade the status of vocational education and provide programs to meet the needs of their diverse student bodies.**

   Gonzales Union High School District has 4 main vocational areas. These include business, industrial technology, agriculture, and consumer homemaking education. These four programs all have a sequence of courses. The programs develop skills that move some students into Regional Occup[ationa Programs.(ROP), work experience, and community college

   The current effort is to upgrade the status of vocational education for all students by creating career pathways which would enable students to take courses with an emphasis in a career of their interest. The pathways would allow for the integration of academic skills and vocational skills. Currently staff is designing pathways and career clusters.

   The training in the Vanguard project by a team of teachers will be helpful in designing a program that will involve contextual learning and be integrated into the core program. Integrating academic and vocational education gives students transferable skills and connects the student's learning with areas that are of interest to him/her. The pathways will be designed so that there is a connection between the community and the school in order that students will be involved in work and community based learning. This will require strong business and industry connections.

2. **Provide job training and vocational education programs at middle school level for students who are at great risk of dropping out.**

   Currently Gonzales High School District has no responsibility for middle school students or curriculum. It is agreed that job and vocational education is important at early levels of education.

3. **A school district should include vocational and/or areas of interest training as part of graduation requirements.**

   Currently there is a 10 credit requirement in Vocational Education for graduation. This requirement would be strengthened with career pathways. Recognition of competencies and skills could be built in to the graduation process and documentation. The process and documentation would signify that the student had achieved skills in a particular pathway both vocationally and academically. This means the student would be

prepared to enter the work force or continue education in a two or four year institution, or technical school.

4. **High school curriculum should emphasize the acquisition of job skills.**

With the implementation of career paths, students will see a focus on skills which will prepare them for their particular future. Currently there is an Introduction to High School class for all freshmen which focus careers. Career information is integrated into a number of courses throughout the disciplines. The counseling department organizes the Armed Services Vocational Apptitude Batery (ASVAB) skills test for Juniors. The emphasis on career skills will continue to strengthen as changes and reforms come to schools and teachers clearly define the role of education in students lives.

5. **Student counseling should be utilized as a diagnosis tool for the placement of students in programs which best serve their talents and interest.**

The process of how schools best serve the talents and interests of students is a question that is much larger than is vocational education. The question goes deep into every classroom. It will require a major shift in how we think of students in schools. Counseling plans should be designed to identify student talents and interest. These plans should also determine student need so that students can make good choices about their talents and interest. Teachers need to determine how best to connect their classes to the talents and interest of students. Once this in in place, the whole school needs to develop support systems and follow-up to make sure that all students meet their goals.

6. **Districts should develop stronger links with the business community in planning career and vocational education curriculum.**

It is critical that whole communities get involved with the education system. This is more difficult in smaller communities where there are fewer businesses and agencies that can assist schools. Gonzales High School District is involved with the local clubs, the Chamber of Commerce, local merchants, and the City of Gonzales on several projects and activities. The vocational education department is working on a local survey to better determine the needs of business and the community. The new Agribusiness academy is beginning to develop links with the Ag business community around Gonzales.

7. **Expand teacher training to better integrate academic instruction with practical applications to increase relevancy to students.**

The district allocates 8 days to professional development. This year the school has had a focus on curriculum development within departments. The

Vocational education department has begun the evaluation of its curriculum, and looking at the development of career pathways.

Staff has attended training session with the Vanguard Program. This training improved teachers skills in developing integrated curriculum and included practical resources to assist teachers in the design of integrated curriculum. Teachers also have visited schools to investigate block schedule and academies. District VEA funds have been allocated to curriculum development and integration.

8. **With leadership from the Monterey County Office of Education, a reliable survey should be developed, to provide uniform data about high school graduates who enter the work force with or without training and those who enroll in either a two or four-year college.**

Schools receive some of this information from the local community college and other post graduate institutions. It would be beneficial information to assist in the planning, development, and implementation of improved school programs. However, information concerning graduates is very difficult if not impossible to obtain.

KING CITY JOINT UNION HIGH SCHOOL DISTRICT

January 19, 1996

TO: 1995 MONTEREY COUNTY CIVIL GRAND JURY

FROM: FRANK LYNCH, SUPERINTENDENT

ISSUE: **IS BILINGUAL EDUCATION EFFECTIVE IN EDUCATING NON-ENGLISH SPEAKING STUDENTS?**

Response to Recommendations (Pg. 60 - Report)

1) King City High School is developing a computerized tracking system to monitor the transition and redesignation of LEP students.

2) King City High School believes that it is important that LEP students at an early age be instructed in the CORE curriculum in both Spanish and English. However, as a student enters high school, more and more emphasis needs to be placed on English acquisition. This need has been expressed by our LEP students and their parents.

3) King City Joint Union High School District believes in holding everyone associated with learning, accountable for their teaching and their management.

4) King City Joint Union High School District believes that LEP students should acquire English as quickly as possible.

5) King City Joint Union High School District concurs completely with this recommendation.

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800 Broadway
King City, CA 93930
(408) 385-0606
FAX # (408) 385-0695

King City High School
720 Broadway
King City, CA 93930
(408) 385-5461
FAX # (408) 385-0901

Los Padres High School
506 N. Third Street
King City, CA 93930
(408) 385-4661

CAMINO
HEALTHCARE

February 22, 1996

Dear Community Member,

Let me begin this letter by introducing myself. I'm Lynn Briody, chairperson of Camino Healthcare's Community Board of Directors. My fellow board members and I are community members who were appointed by the El Camino Hospital District Board of Directors to oversee the operations of Camino Healthcare, including El Camino Hospital.

I hope you had the opportunity to attend the League of Womens' Voters meeting on the future of El Camino Hospital on February 15, as well as Camino Healthcare's Annual meeting on February 22. If you missed these meetings, I hope this letter will be informative. I would also encourage you to view the tape of the League meeting, which is available through El Camino Hospital Administration. Please call (415) 940-7303 to arrange to borrow a copy.

You have most likely heard about the recent legal dispute between Camino Healthcare and the District Board of Directors. The Camino Healthcare Board believes this litigation is using precious time and money that should be spent on community health care, not lawyers. This is why we immediately accepted the El Camino Hospital Medical Staff's recent offer of professional mediation to resolve these differences. Fortunately, the District Board has now agreed to mediation, and the process is underway.

Our Vision

The Camino Healthcare Board of Directors has a vision of how health care services should be delivered in our community. The District's Board of Directors developed this vision in 1992 after two years of carefully studying our community and its health care needs. The District Board issued a comprehensive report regarding this vision. The report urged development of a hospital-physician alliance. The purpose of this vision is to provide comprehensive, integrated health care services to the community, and to help the hospital survive in a fiercely competitive market.

For three years now, the Camino Healthcare Board of Directors has worked to achieve this vision. In the meantime, we have often found ourselves in the middle of disputes among physicians with different economic interests. We have tried to mediate these disputes, but the task is complex and difficult.

2500 Grant Road • P.O. Box 7025 • Mountain View, CA 94039-7025 • (415) 940-7000

Now, after three years, the vision held by us and the District's 1992 Board has been interrupted because the current directors of El Camino Hospital District have a different vision. The result is the present lawsuit.

Camino Healthcare's Community Board

In contrast to the District Board, the Camino Healthcare Board community members did not create Camino Healthcare. We were not involved in developing the transfer documents that are the basis for the District's lawsuit. We were given the Hospital and the 1992 documents as is by the District, and were charged with creating a hospital-physician alliance. We have done so.

We are not paid for our services, and we have no economic interest in our decisions. Our only concern is that El Camino Hospital survive for the community.

The Dispute

So why is the District suing Camino Healthcare? It is not because the District has suddenly discovered a technicality in the law which it must now prosecute. It is not because a memo was not disclosed to the District Board. These issues can all be negotiated and mediated into workable solutions.

The truth is that the current dispute is a battle over economics and the vision of how El Camino Hospital will deliver care to its community in the future.

The District Board is very clear—it believes El Camino Hospital should be operated as it was operated in the past. We believe that the most important issue facing you, the community, is a decision regarding which vision you should support.

District's Vision

To date, we have not heard the District Board explain how it will implement its vision of returning the hospital to the past. It has not explained how it will operate the hospital, other than to promise to emulate the past glories of Washington District Hospital, which is in a very different marketplace than El Camino Hospital.

Before the community decides who will operate El Camino Hospital, you should fully understand how the hospital will be operated by the District. You have a right to know.

Quality

We cannot talk about Camino Healthcare's vision without addressing quality—the cornerstone of our success. Camino Healthcare is dedicated to providing quality health care to our community.

The members of the Camino Healthcare Board are proud of the management, staff and volunteers at El Camino Hospital and our clinic sites, who continue to provide excellent care to our patients despite recent political turmoil. Thanks to these individuals, the Joint Commission on Accreditation of Healthcare Organizations recently gave Camino Healthcare outstanding scores for quality care. Camino Healthcare patient surveys, conducted on a regular basis, consistently show high rates of patient satisfaction.

Financial Status

Finally, I would like to address the issue of Camino Healthcare's financial status. It is true that we incurred operating losses last year, and that they were greater than expected. But this is only part of the story.

Camino Healthcare is a start-up business, which is much more complex than operating a 1980's district hospital. Camino Healthcare involves a complex merger of outpatient clinics, more than 160 physician practices, hundreds of Camino Healthcare contracting physicians representing the majority of the El Camino Hospital Medical Staff, and the ongoing operations of a major community hospital.

Although we are still operating at a loss, our financial position is improving. Presently, we are approximately $4 million ahead of our operating budget, and we are on track to make a profit, as expected, by next year.

Don't be Distracted

We hope that you, the public, will not be distracted by side-shows. Instead, focus on the real issue: Which vision of health care do you want for our community?

On the one hand, there is our vision of an integrated hospital-physician alliance we believe can successfully withstand fierce marketplace competition. This vision was developed by the former District Board after years of study. On the other hand, there is the position of the current District Board—to return El Camino Hospital to the District with no specifics about the District's new vision for the community.

We encourage you to become involved and ask questions. Please call (415) 988-7766, Camino Healthcare's Community HotLine, or e-mail us at *adcamino@aol.com*. We would like to hear your thoughts.

Sincerely,

Lynn Briody

Lynn Briody
Chairperson
Camino Healthcare Board of Directors

History of Salinas Valley Memorial Hospital

"Neighbors Who Care"

by

Theodore D. Englehorn, Sr., M.D., F.I.C.S.

ATTACHMENT FROM *HISTORY OF SALINAS VALLEY MEMORIAL HOSPITAL*

Dr. Cline told of the advantages and possible disadvantages of the district form of hospital. When the Board of Supervisors initially appoint the Hospital Board of Directors, they tend to master quickly the methods of operation. He said later when directors are elected, the Board may tend to become political. He warned against letting politics enter into the Hospital Governing Board. Here Dr. Cline's opening remarks began with, "You have here a truly beautiful hospital", and closed with, "It is your duty to support it." He expressed regrets that Mr. Church was unable to be in attendance.

Hospital Vice President Wing introduced Board members, William L. Stewart, Secretary, Fred Rianda and Andrew H. Christensen and the ceremony closed with the benediction by the Very Reverend Thomas Early of the Sacred Heart Catholic Church.

At the time of the hospital dedication, it was known that Bruce Church was unable to be there. I was unable to find out the reason why until very recently when Joanne (Church) Taylor came to my house after reviewing some files that were present in her home. The following is a letter that she found that was written by Bruce Church while he was a patient in the St. Luke's Hospital in San Francisco. I do not know the reason for his hospitalization. This was a speech that he wrote to be read at the dedication.

> "Dear Folks:
>
> "I am sorry indeed not to be with you and be able to join in all of the festivities of the day, but it has been willed otherwise. It is indeed a disappointment to me after the many years of time and effort that I have put into the building of your hospital, but the all important fact is that the job is completed and at long last you have the kind of hospital that you so rightly deserve. I am sure that you will be pleased with what you see, and know that your efforts will be a true memorial to the men and women who gave their lives in our wars for the freedom of mankind. Our hospital which is dedicated to such a noble cause gives it the dignity that it so justly deserves. I hope for years to come it will still stand majestically dominating the center of our beautiful valley dispensing the good for which it was built. The joy that will be given to the families whose children shall be born and the successful recovery of those who have had need of this service and the comfort to those families who lose their loved ones at least will know that the most modern facilities possible were at their disposal.
>
> "The Hospital Board has fulfilled its obligation to the people within our district seeing the hospital completed and now it becomes the job of all of you to see that your hospital is successful. Every citizen within our district can look with pride at the hospital and say, I own that beautiful structure. Since you own the hospital, make use of its facilities at all times.

> There are many people whom I would like to mention who have worked for the success, but to do so might pay a tribute to one of our board members who did so much for the success of the hospital and who is not present today -- that is Jimmy King of Castroville. One of the most beloved men it has been my privilege to work with. He loved the Salinas Valley and all the people in it. I will always remember his expression when he voted upon any problem concerning the hospital. His vote was always for the best of equipment and many times he would say to me, 'Bruce, we must build the best because we will only have one chance to do so.' And so folks, in the simple phrase and spirit of Jimmy King, this hospital was designed and built.
>
> "I now want to take this opportunity of thanking you all for the trust and faith that you placed in me for getting the job done. I realize it has taken a long time, but I am sure you will not be disappointed with the results. May God bless you all."

After the dedication, an article appeared in the Salinas Index-Journal which stated that two floors of the new hospital would open on Monday, April 20, 1953. It went on to state that another milestone in modern medical institutions would be marked on April 20th when Salinas Valley Memorial opens to receive patients. Directors of the Hospital designated that date after hearing reports of final adjustments on ventilating and air conditioning systems and electric distributions which were expected to be completed that week. Jesse A. Riser, Hospital Administrator, announced that the Administration has stated that there will be no charge made for the first baby born in the Hospital under normal circumstances., "This free service will include all hospital charges for both baby and mother." Mr. Riser said a San Francisco company will provide a baby food formula for a year as long as the baby uses it, to the first baby according to Miss Myrtle F. Abramson, Pharmacist at the Hospital.

GOOD JOB WELL DONE

"Yesterday's hospital edition of the *Salinas Californian* was especially interesting. We believe it is one of the most outstanding and comprehensive features ever to be published in a Monterey county newspaper. The *Californian*, however, seeks no glory in this community effort. What we want to do at this time, and in the space available today, is to laud the men who made the hospital possible.

"Away back, years ago, the idea was born. From then on, according to the chronological story on page two of the special section, many hurdles were faced. Intrepid men plunged into the 'it cannot be done' pit and scaled the walls of success. Many prominent local people were counted at committee meetings, at board affairs and in the hundred and one sessions after the district was formed.

"Names especially prominent were those of Bruce Church, L.W. Joe Wing, William L. Stewart, Fred Rianda, and Andrew H. Christensen. They are the directors, the big wheels who fought through bond issues, arguments, plans, specifications and a million details. They had help, of course, from many prominent men and women. They needed it, too. There were some rather sad times as the hospital unfolded from plan to reality. Those were trying days when tenacious men had to keep on plugging. Many a die-easy would have quit cold when the going was rough. Bruce Church, we must say, deserves more than a eulogy for the part he played during the 10 or 12 years of negotiations. It must be a mighty pleasing spectacle for him now -- a dream come true. The community owes him a debt of gratitude. It is not wise, however, to single out one or two or a half dozen and praise them for a great job. Many persons were involved. Many minds dwelled on the need and recognized a community growing almost too fast for its own good. The hospital facilities in Salinas had been outgrown years ago. They were, and still are credited with yeomen accomplishments. Nevertheless, doubled and tripled population demands more and more hospital facilities.

"Salinas and the hospital district have scored a significant triumph. The people who voted for the bonds, in final analysis, get the credit. This is a great, glorious community. It deserves the best. The Memorial Hospital is the BEST."

Helping to Build a Healthier Community

With strong community support, the Hospital continues to be debt-free and at the same time is providing new equipment and facilities to stay on the leading edge of today's technology.

A financial turn-around was recognized by the Board of Directors as one of the Hospital's most important accomplishments in 1995. Operating expenses were held to a minimum during the last fiscal year and as a result, no increases in rates were charged to patients and insurers during this time period.

Board President, Dr. William Kennedy, commended Salinas Valley Memorial Hospital CEO, Sam Downing, and the Hospital's Administrative staff for balancing a $115 million dollar budget with no rate increase this year, and no rate increase is projected in 1997.

Kennedy noted that the Hospital has a number of construction projects underway for the purpose of expanding and improving hospital facilities in order to better serve the community. One of these projects is the addition of a new elevator system, anticipated to be completed in 1996. When finished, the new elevator system will greatly improve the ability to quickly move patients and staff to the Hospitals' various specialized care centers.

The new Transitional Care Unit will help meet the changing needs in the delivery of health care, benefiting the patients and the Hospital. Construction on this project is nearly completed and included remodeling the Fourth Floor and converting 34 acute care beds into 21 beds to meet the needs of less acute care patients.

The Hospital expanded the Harden Medical Care Center to accommodate Outpatient Physical, Occupational, and Speech Therapy services this past year.

"I am pleased with the retaining of Coopers and Lybrand, one of the nation's top six accounting firms to perform the Hospital audit," Kennedy emphasized. "And, again - Administration and the Finance Department should be congratulated for successfully completing a demanding audit with very positive results."

The Hospital's $10 million dollar Information System continues to be the focus of many efficiency related and quality improvement projects, he said. The Hospital's hand-held nursing computer system has proven to be effective, the Pharmacy computer system has been upgraded, and an improved drug renewal system is in progress.

Kennedy also praised Hospital physicians, nurses and the technical staff, for helping to decrease the patients' average length of stay by five percent, while at the same time maintaining excellent quality and a high level of care. The quality of care was measured through patient surveys and medical parameters of care, such as C-section rates, cardiac surgery mortality rates, etc.

The medical professional staff also has cooperated in medical equipment selection, such as group selection by Orthopedists for joint replacement implants and the medical staff also assisted with the selection of Cath Lab catheters. Kennedy also thanked the medical staff for their many hours of time donated to the Hospital, particularly the time devoted to serving on committees that monitor and safeguard patient care.

In 1995, the Heart Center continued the success of the Cardiac Care Program, Kennedy said. We perform approximately 3,000 catheterizations and 385 open heart cases this last year with quality results that are comparable to those in a university (medical) center. The Board has approved the construction of two more Cath Labs and a 14 bed holding area for heart catheterization patients. The new Cath Labs and additional Cardiac Surgery room will decompress our heavily used single Cath Lab and allow patients to be cared for during normal day shift hours. Cardiologists will be able to proceed with Angioplasties and Electrophysiology procedures. The expansion will also facilitate routine implanting of stents immediately following diagnostic catheterizations - a procedure often preferred by many patients.

"The Hospital Foundation has had a successful year with the recent 'Cherry's Jubilee,' " Kennedy said. "Also, our thanks to the Service League Volunteers for their continued support. We look forward to the construction of a new front entrance, stimulated by a generous Service League donation of more than $150,000.

"The Health Promotion and Wellness Department has coordinated many well attended and highly appreciated health talks and health screening events for the community and must be commended for its outstanding programs last year." Kennedy continued.

Some of the Health Promotion and Wellness programs included: Nutrition programs for Weight Loss and Diabetes; Stress Reduction; Classes in Tai Chi and Yoga; Smoking Cessation; and, an Endometriosis Support Group.

Other Contributions to the Community

"I am very pleased with our community outreach as we contribute to the Violence Prevention Program in our City," Kennedy noted. The tragedy of homicide is one of the leading causes of death in certain youth categories. We participate in the Violence

Prevention Program and also supported the Peacebuilders Program with a $20,000 grant.

"The Peacebuilders Program is on the frontier in approaching youth violence issues across the nation. As part of this effort, the Hospital has entered into a unique collaboration with the City of Salinas," Kennedy said.

This project called for matched funds to provide Peacebuilder non-violence curriculum materials for the Alisal Elementary School District, Kennedy explained. And, he added, "We also support parenting programs and the local "Shelter Plus" organization with Telethon funds. The Hospital also donates surplus food to "Dorothy's Kitchen" in Salinas and other outreach programs such as "Meals on Wheels," etc."

Since 1989, the Children's Miracle Network, including the Telethon program, has raised more than $1.4 million in an effort to make miracles happen for local children in need of health care.

Underscoring the Hospital's commitment to community outreach, Kennedy cited several collaborative activities in conjunction with the County of Monterey. These include financial support for the AIDS Clinic at Natividad, financial support for the Pediatric Immunization Program, and the Hospital's affiliation with the Tri-Counties Blood Bank.

Hospital Administration and the Board are pleased with the three-year contract accomplished with Local 250, Health Care Workers' Union SEIU, AFL/CIO.

"Last year, we were able to come to an agreement that benefits not only the Hospital, but also our employees who are an integral part of the quality care and services offered at Salinas Valley Memorial Hospital." Kennedy said.

LOOKING AHEAD

"Finally, as we continue our commitment to the fallen soldiers of World War II, to whom this Hospital is dedicated; we will maintain our focus of providing quality and

compassionate health care at a reasonable cost. We will work together to improve the health of our community so that we may show by our actions that we are "Neighbors Who Care."

Sincerely,

William J. Kennedy, M.D.
President of the Board of Directors

MONTEREY PENINSULA
WATER MANAGEMENT DISTRICT
187 ELDORADO STREET • POST OFFICE BOX 85
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April 10, 1996

The Honorable Robert O'Farrell
Presiding Judge of the Superior Court
Monterey County
240 Church Street
Salinas, CA 93901

Subject: Response to 1995 MONTEREY COUNTY GRAND JURY FINAL REPORT

Dear Judge O'Farrell:

We commend the 1995 Grand Jury for the time and effort spent in review of the complex issues confronting the Monterey County area. Further, we understand the Grand Jury's interest in investigating possible reasons for the flooding of the Carmel River in January 1995 and the flooding of the Pajaro, Carmel, and Salinas Rivers in March 1995.

We offer the following comments on the Grand Jury's recommendations and report.

Recommendation

2. *Maintain regular removal of vegetation from all river banks.*

Response: The Grand Jury recommendation calls for the "regular removal of vegetation from all river banks." The Monterey Peninsula Water Management District supports regular removal of vegetation and debris from the center of the active river channel, but does not advocate removal of vegetation from the river channel banks. Material in the bottom of the channel may pose an obstruction to river flow, but abundant riparian vegetation on the channel banks is essential to maintain bank stability, provide fish and wildlife habitat, and prevent excessive water temperatures during summer.

Channel clearing projects along the Carmel River are a significant component of the Monterey Peninsula Water Management District's river management program. Since the fall of 1990, the District has mobilized hand crews and equipment to remove woody vegetation and debris from the active channel bottom of the Carmel River. The primary objective of the District's clearing effort is to keep the center of the channel clear of obstructions to river flow in order to reduce erosion hazards and maintain bank stability, The District carefully preserves riparian vegetation on the channel banks to further promote channel stability.

District counsel has determined that the District has the legal authority to undertake channel clearing tasks within its entire jurisdictional area, from the center of the channel to the limit of the 10-year flood elevation. However, as a courtesy to property owners along the river, access permission is requested prior to vegetation removal. The District has undertaken regular channel clearing activities along the Carmel River between Stonepine Resort and the river mouth at the Lagoon.

The Water Management District has found that along the Carmel River, streambank erosion may occur when woody vegetation or debris in the river channel bottom collects flood debris or creates water diversions that deflect river flows against unstable riverbanks. Streambank erosion can result in property loss, riparian habitat degradation and localized flooding. Besides the bank protection benefits provided by the District's channel clearing program, removal of vegetation from the center of the channel increases channel capacity, reduces safety hazards for river recreationists, and improves the aesthetic qualities of the riparian corridor by disposing of undesirable trash. Cutting debris and downed trees also reduces the potential for the accumulation of large debris-jams on bridge pilings during high flow events.

Because of its well-documented bank protection and habitat benefits, live riparian vegetation on the streambanks is carefully preserved, and live vegetation and natural debris utilized by wildlife is removed from the center of the channel only if it poses a bank erosion and/or flood threat. Trees that lean over the channel and large woody plants that shade important pools in the river are trimmed if they pose an erosion or flood hazard. Generally, small-stemmed vegetation growing at the toe of the channel banks is left in place if it will bend or be forced to the side of the channel when storm flows raise the river level. Vegetation that is pushed against the streambanks deflects water back into the center of the channel, thus further offering protection to the riverbanks.

Removal of woody debris and vegetation that offers cover to aquatic species conflicts with the protection and enhancement of riparian resources along the Carmel River. The Carmel River and its riparian corridor support a remnant run of anadromous steelhead fish and numerous aquatic and terrestrial species that depend on the streamside corridor of vegetation and woody debris in the river channel. By evaluating each reach of the river and assessing habitat values, potential erosion problem areas, as well as areas where increased channel capacity offer possible erosion and flood relief, the District can prioritize channel clearing needs and attempt to balance the resource needs of wildlife with the removal of material from the center of the channel.

The District's channel clearing activities are coordinated and supervised by the Riparian Projects Coordinator, and day-to-day activities are managed by the River Maintenance Specialist and River Maintenance Worker. The river maintenance staff is assisted by the California Conservation Corps (CCC), the California Department of Forestry (CDF), and other sources of semi-skilled labor that are available to public agencies. The District has an agreement with the CCC for up to a yearly total of 1040 hours of labor provided at an annual cost of $6,500. The regular CCC hourly wage is $11.75 per hour. CDF provides crews of 15 to 18 men at no charge to the District.

After the floods of 1995, in addition to the regular CCC and CDF crews, the District was successful in securing a second crew of CCC laborers and a small crew from the Joblink program at no cost. During its 17-week channel clearing campaign in 1995, the District utilized 11,640 man-hours provided by various labor crews at a cost to the District of only $6,500.

The hand crews supervised by District staff trim vegetation, cut dead material and collect inorganic waste. Independent backhoe operators are contracted to remove more massive debris jams blocking the channel. Cut vegetation is chipped with the District's brush chipper, or burned. Larger material is cut into 2-foot rounds and left in the river bottom to be carried by high flows out to sea. Inorganic debris is hauled out of the river channel and properly disposed of. In 1995, more than 300 vehicular tires were recycled and 250 cubic yards of waste were disposed of.

Where feasible, rootballs of willows that are readily accessible to heavy equipment are removed with a backhoe and generally replanted in an area that will benefit from additional vegetative growth. In 1995, District staff also experimented with the application of "Rodeo", a broadleaf herbicide acceptable for use adjacent to aquatic environments. Aerial spraying was not performed due to the sensitive nature of the aquatic species in the Carmel River. To apply "Rodeo", tree stumps were first cut by hand then immediately painted with a concentrated solution of the herbicide in an effort to control the resprouting of hardy willow growth.

The annual operating budget for the District's channel clearing activities has averaged approximately $12,000, which includes the $6,500 charge for CCC work crews. In the aftermath of the storms of 1995, the channel clearing budget was $21,500, which includes the CCC labor costs.

Recommendation:

4. Consider consolidating the functions of the water districts under the Monterey County Water Resources Agency

Response: The District implements many river management programs including riparian ordinance enforcement, riparian vegetation removal, debris clearing, channel grading, streambank restoration, streamflow monitoring, steelhead fishery restoration, and development review. For the purposes of this response, it is assumed that the Grand Jury is focusing on river management activities concerning flood control.

MPWMD sent a questionnaire to several agencies asking about which river management activities and responsibilities each agency could take over, if MPWMD elected to cease its existing river management programs. The response by the Monterey County Water Resources Agency (MCWRA) was no to assuming any of MPWMD's responsibilities in the Carmel River. In a letter from MCWRA, dated February 23, 1996, Agency staff indicated that it "does not have any resources available to take on additional tasks that the MPWMD is currently responsible for."

Since MPWMD was created in 1977, management of the Carmel River has evolved into a cooperative effort between several agencies including MPWMD, MCWRA, the Monterey County Planning and Building Inspection Department, and the California Department of Fish and Game. The staffs at each of these agencies have expressed satisfaction in the way river management has continued. Flooding in low-lying areas is an ongoing problem. Property loss from streambank erosion, debris build up, habitat loss, degradation of the steelhead run, and vegetation management are other problems. Overall, each agency's solutions to these problems are complementary.

Regarding cooperation between the District and MCWRA, the District's programs in the Carmel River focus on maintaining stable riverbanks, removing debris, preserving existing riparian habitat, enhancing degraded areas of the river, and reestablishing the annual steelhead run. MCWRA is the agency responsible for flood response and this agency focuses on flood control and reviews development within the 100-year flood limits. Thus, the two agencies retain significant local control over the activities within the Carmel River.

Monitoring of flood levels and response to flooding has also evolved into a cooperative effort. MPWMD hydrologists regularly gage streamflow levels and have recently added telemetry equipment to provide real-time flow updates at Highway 1. This station is connected to the County-wide network for monitoring flood levels in rivers (ALERT system). In the wake of the March 1995 flood, MPWMD staff responded to more than 100 property owners and provided technical advice and assistance about property repairs. In a cooperative effort with MCWRA, permits were secured from the U.S. Army Corps of Engineers and the California Regional Water Quality Control Board to allow repairs of public and private property to proceed.

In another cooperative effort between agencies, emergency streambank repairs at two locations totaling approximately $500,000 were completed. Repairs were paid for primarily through federal and state funding. MCWRA provided administrative support for these projects and MPWMD provided design expertise, construction management, and labor and equipment to complete vegetation and irrigation installation. These projects showed a cost-effective way for the two agencies to cooperate and complete much-needed repairs.

MPWMD staff is continuing to investigate the possibility of turning over some or all of the District's river management responsibilities to other agencies. It appears, however, that no single agency has the resources to take on these responsibilities. Based on responses received to date from the California Department of Fish and Game, the California-American Water Company, the Monterey County Planning and Building Inspection Department, and the Monterey County Water Resources Agency, it appears that no one agency has the same authority and responsibilities that MPWMD has in the Carmel River.

To consolidate all of MPWMD's river management functions under the MCWRA would require additional legislation or adoption of new ordinances by the County to grant authority to enforce current MPWMD ordinances that regulate river activities. In addition, new programs would have to be created by the County to clear vegetation from the center of the channel, restore riverbanks, restore riparian habitat, reestablish the steelhead run, and monitor streamflow.

Recommendation:

5. *Provide more extensive training for participants involved in emergency reporting and control.*

Response: The District agrees that additional training for emergency personnel would be beneficial. However, MPWMD's role in emergency reporting and control is relatively limited, compared with that of the Office of Emergency Services, the Monterey County Water Resources Agency, Monterey County Sheriff's Department, and the fire districts in Carmel and Carmel Valley. For instance, although MPWMD has a program for erosion protection along the Carmel River in Carmel Valley, the Monterey County Water Resources Agency is responsible for flood control throughout the county, including the Carmel River watershed. MPWMD employees often patrol Carmel River sites during periods of high river flow to make streamflow measurements and observe dangerous or threatening conditions. Any such conditions are reported to the appropriate responsible agencies. However, since MPWMD does not have emergency responsibilities, these activities are usually limited to daylight hours during normal work days.

MPWMD maintains stream gaging stations at a number of sites in the Carmel River watershed, and MPWMD has computer access to Monterey County's ALERT system for selected rainfall and river level data. MPWMD also maintains the Carmel River Erosion Potential Hotline, a telephone line with a recorded message giving selected streamflow data, an indication of the potential for bank erosion along the Carmel River, and listing telephone numbers to call in case of erosion or flood emergency. This recording is updated no more than twice a day during flood periods, however, so that callers are not able to obtain up-to-the-minute information regarding the potential for bank erosion and flooding. MPWMD does not have automatic back-up power for its offices, and many of the emergency-related systems such as the computer terminal for the ALERT system and the Erosion Potential Hotline are not functional during power outages.

In January 1996, the MPWMD Board of Directors approved the District's participation in the county-wide Standardized Emergency Management System (SEMS). The SEMS was recently adopted by Monterey County to coordinate actions of public agencies and other groups during emergencies. This organization would be a good forum for determining training needs and carrying out additional training for individuals involved in emergency reporting and control.

Thank you for the opportunity to comment on the 1995 Monterey County Grand Jury Report. If you or members of the Grand Jury have any questions about our responses or require additional information, please let me know.

Sincerely,

Darby W. Fuerst
General Manager

cc: MPWMD Board of Directors
MCWRA
PVWMA

/u/darby/wp/snotes/gjrsp.496

MONTEREY PENINSULA
WATER MANAGEMENT DISTRICT
187 ELDORADO STREET • POST OFFICE BOX 85
MONTEREY, CA 93942-0085 • (408) 649-4866
FAX (408) 649-3678

Transmitted by Fax 2/16/96

February 16, 1996

The Honorable Robert O'Farrell
Presiding Judge of the Superior Court
Monterey County
240 Church Street
Salinas, California 93901

Subject: **Response to *1995 Monterey County Civil Grand Jury Final Report***

Dear Judge O'Farrell:

This letter is in response to the *1995 Monterey County Civil Grand Jury Report* that was transmitted to you on November 16, 1995, and filed with the Clerk of the Superior Court on January 16, 1996. Our office received a copy of the report on January 18, 1996. Activities of the Monterey Peninsula Water Management District are discussed in the report under the issue of "Floods of 1995". District staff has reviewed this section, including the recommendations, and is preparing a response. Specifically, this response will address the District's channel clearing program (Recommendation 2) and the potential for consolidating functions of the water districts under the Monterey County Water Resources Agency (Recommendation 4). This response will be presented to the District Board of Directors for their review and approval at their March 18, 1996 meeting. Following approval, the response will be transmitted to your office.

I trust that this schedule for responding to the report is satisfactory. Because the District did not receive a copy of the report until January 18, 1996, it is unclear when the 90 day comment period began and when it will end. The District appreciates the effort that you and members of the Grand Jury have spent in preparing the final report. If you have any additional questions regarding the District or its response to the 1995 report, please let me know.

Sincerely,

Darby W. Fuerst

Darby W. Fuerst
General Manager

cc: David Laredo, District Counsel

/u/darby/wp/county/grand/respn.021696

(Library Services)

March 12, 1996

Judge John M. Phillips
Presiding Judge of the Superior Court
Monterey County Courthouse
240 Church Street
Post Office Box 1819
Salinas, CA 93902

Re: 1995 Civil Grand Jury Recommendations

Dear Judge Phillips:

We appreciate the interest of the 1995 Civil Grand Jury in library service in Monterey County, and for their focus on possible ways of improving this service. The cities of Monterey, Salinas, Pacific Grove and Carmel-by-the-Sea and their library staffs are committed to on-going collaborative efforts to improve the effectiveness and efficiency of library services. In this spirit of cooperation, the Cities are pleased to present a combined response to the 1995 Grand Jury Report and the recommendations therein regarding consolidation of library services.

Recommendation:
Pursue Full Consolidation of Computer Systems.

Response:
Current technology makes it possible for libraries to either share a single computer system or to link existing systems in order to provide access to each library's catalog of holdings.

Outlined below are examples of types of shared access that now exist in Monterey County:

* The Monterey Bay Area Library Cooperative (MOBAC) produces a CD-ROM that lists the holdings of member libraries in Monterey, San Benito and Santa Cruz Counties.

* The Cities of Monterey and Pacific Grove now share the same library computer system.

In addition, MOBAC is embarking on defining a site on the Internet's World Wide Web, at which users could broadcast a

Received 4/18/96.

search of member library catalogs in order to retrieve up-to-date holdings and status information from multiple libraries' collections simultaneously.

Recommendation:

Work together to create a "unicard" which can be used by all County residents in all County and City libraries and bookmobiles.

Response:

Currently, the Monterey and Pacific Grove libraries do accept each other's cards.

Technically, it would be possible for all of the libraries to issue the same card. If the libraries agree on standardized procedures, this could be accomplished. In the meantime, the libraries in Carmel, Pacific Grove, Salinas and Monterey now issue cards to any resident in Monterey County who can verify a current address. However, it should be noted that the Monterey Library charges a fee to residents outside the City limits of Monterey and Pacific Grove.

Recommendation:

Form a computer network with County School Districts particularly at high school and junior college levels.

Response:

The City libraries in Monterey County have established the following computer links with schools:

* Monterey and Pacific Grove libraries offer modem access to their library catalog to schools, school libraries, teachers, and in fact anyone with a PC and a modem.

* Within a year, the Salinas Public Library plans to provide the same service.

* The Harrison Memorial Library in Carmel soon will provide a telecommunications link between Carmel High School and Harrison's CD-ROM databases. Within the next six months, access to the Internet will also be provided via the same link.

* Through MOBAC's CD-ROM combined catalog of member libraries' holdings, all MOBAC members can search the holdings of the Harrison, Pacific Grove and Salinas libraries and interlibrary loan materials from public library collections via e-mail.

Internet-based computer networks between schools, colleges and public libraries in Monterey County already exist. Many schools and libraries are already participating in Pacific Bell's "Education First Initiative", which is a program to provide Internet access to educational institutions.

The Initiative for Information Infrastructure and Linkage Applications (I3LA), based in Monterey County, includes members from college, technical, public and school libraries. This group is focusing on the development of a regional electronic library of environmental information. Through grants from Pacific Bell's California Research Educational Network Trust Fund (CalREN), I3LA is working to establish electronic access to many libraries and schools in Monterey County.

Recommendation:

Continue to expand the use of community volunteers and outreach staff.

Response:

Currently, each City library has an active and vital corps of volunteers. In 1995, these dedicated volunteers contributed the equivalent of $150,087 in paid staff time.

* 3,328 hours valued at $23,296 at the Harrison Memorial Library.

* 1,813 hours valued at $12,691 at the Monterey Public Library.

* 700 hours valued at $4,900 at the Pacific Grove Library.

* 15,600 hours valued at $109,200 at the Salinas Public Library.

Thank you again for the opportunity to share this information with you. The Cities of Monterey, Pacific Grove, Salinas and Carmel-by-the-Sea are committed to improving all library services to all residents of Monterey County. We welcome further suggestions and comments at any time.

Mayor, City of Carmel-by-the-Sea

President, Library Board

Mayor, City of Monterey

Chair, Library Board

Mayor, City of Pacific Grove

Chair, Library Board

Mayor, City of Salinas

Chair, Library Board

MOBAC

Monterey Bay Area Cooperative Library System
MPC Library Building, 980 Fremont Street, Monterey, CA 93940
Phone: (408) 646-4256 • Fax: (408) 646-4111

9 February 1996

The Honorable Robert O'Farrell
Presiding Judge of the Superior Court
Monterey County
240 Church Street
Salinas, CA 93901

Dear Judge O'Farrell:

A copy of the section titled "Consolidation of Library Services" from the 1995 Monterey County Civil Grand Jury/Final Report was given to me by Dallas Shaffer, Monterey County Librarian.

The Grand Jury is to be commended on all the work they devoted to produce this report; however, I must point out an inaccuracy with regard to the Monterey Bay Area Cooperative (MOBAC) Library System and the Monterey City Library. On page 43 of the above section, it states: "All the libraries in Monterey County, with the exception of Monterey City Library, are members of MOBAC. *Monterey Library cannot belong because it charges card fees for non-residents, a practice which MOBAC prohibits.*"

That last sentence is incorrect. The MOBAC Library System - along with fourteen other cooperative systems in California - functions under and is partially funded by the provisions of the California Library Services Act (CLSA). The Monterey City Library is ineligible for State-recognized membership in MOBAC because, by charging a non-resident fee, that Library is not providing equal access to all residents of the area included in the MOBAC Library System. Any public library wishing to be a member of a CLSA System must adhere to the provisions of the CLSA.

Enclosed is a copy of a May 5, 1992 letter to me from the State Librarian which addresses this issue in more detail.

Yours truly,

Ellen G. Pastore
System Coordinator

encl.

c: Dallas Shaffer, Monterey County Librarian
Paula Simpson, Director, Monterey Public Library

CALIFORNIA STATE LIBRARY

LIBRARY—COURTS BUILDING • P.O. BOX 942837 • SACRAMENTO, CA 94237-0001

TELEPHONE: (916) 445-2585

May 5, 1992

Ellen Pastore, System Coordinator
Monterey Bay Area Cooperative Library System
Library Building, Monterey Peninsula College
980 Fremont Blvd.
Monterey, CA 93940

Dear Ellen:

This is in response to your letter of April 29 regarding the Monterey Public Library Board's reported decision to institute a fee for non-resident borrowing privileges.

The primary implications of such an action for the Monterey Public Library are:

1. Ineligibility for State reimbursement for the handling cost of non-resident loans [CCR § 20204(a)].

2. Ineligibility for State-recognized membership in MOBAC [Ed. Code § 18743).

The impact of 1, above, would be dependent on the degree to which cost savings achieved by potential decreases in non-resident usage, revenue received from the new non-resident fee, and any cost savings achieved by no longer paying any System membership fees or dues compared with the lost State reimbursement amount. In 1990/91 Monterey received $74,327.73 in State direct loan handling cost reimbursements.

The impact of 2, above would be felt in the loss of System services and access to cooperative System projects and programs.

For MOBAC the implications of the Monterey action are:

1. State allocations for the CLSA System Advisory Board, System Reference, and System Communication and Delivery Programs would be reduced by amounts that are calculated on the basis of System membership, population, and geographic factors that reflect the current membership of Monterey Public in MOBAC. We have earlier provided you with estimates of the amount of these reductions.

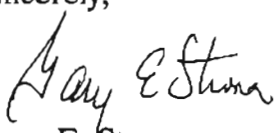
2. If MOBAC has a System membership fee or System projects and/or programs that are funded by member fees for service or on a member share basis, these revenues might also be affected.

Both of these are primarily felt as loss of System revenue offset by potential cost savings that might result from no longer providing the services to Monterey.

The charging of a non-resident fee does not change either Monterey's or MOBAC's legal ability to contract with one another. Depending on the nature of the contract there might be implications under State law of which both parties would want to be aware before concluding the agreement.

I hope this information is helpful. Please feel free to call me or my staff if you have questions and keep me informed.

Sincerely,



Gary E. Strong,
California State Librarian
Chief Executive Officer, California Library Services Board

cc: Dallas Shaffer, Chair, MOBAC Administrative Council
Wayne Mullin, MOBAC Budget & Audit Committee
Paula Simpson, Director, Monterey Public Library

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homework centers.

6. The Monterey County Board of Supervisors hired Ellsworth Associates, a management, planning and marketing firm in Palo Alto, to undertake a study to identify potential cooperative activities so sharing of services and interaction with other libraries could occur. The Ellsworth report, "A Study of Cities and County Library Services," was completed in June 1991. Recommendations included:

a. Development of specialized reference collection,

b. Shared acquisition of expensive reference materials and services,

c. Shared training and staff development,

d. Formation of an outreach staff to review activities, share information and serve as a liaison to city and county social and health care services, and

e. Acquisition and cataloging of specialized material in Spanish and Asian languages.

The Ellsworth Study stated that cooperation in this time of economic uncertainty is a necessity. A commitment to resource sharing and other cooperative activities lowers the costs for all libraries. The study concluded that cooperative ventures may provide libraries with funding opportunities, the power to purchase, lobby and negotiate, and to become fiscally sound.

Consolidation of all libraries within the County could result in savings by reducing the number of head librarians from five to one, providing a larger pool of expertise to draw upon, lowering costs of materials for computerization, and holding cooperative fund-raising activities.

City-County library cooperation used to be in effect through the use of a single library card which could be used at almost all libraries in Monterey County. However, County library cards can now be used only in County branch libraries, because County libraries work with a single computer system not networked with the city libraries. Each city library issues its own card. Persons using Monterey Library who are not city residents must purchase a card if they wish to check out materials.

7. The Monterey Bay Area Cooperative System, or MOBAC, was organized in the late 1960's with a mission to develop and deliver information services to member libraries and

other clients, and to promote resource sharing. An administrative Council, made up of the directors of each member library, governs MOBAC and meets monthly to set policy. Although it receives some state funds, that money does not cover all MOBAC's operating expenses, and membership fees are required. All the libraries in Monterey County, with the exception of Monterey City Library, are members of MOBAC. Monterey Library cannot belong because it charges card fees for non-residents, a practice which MOBAC prohibits.

8. While budget constraints are a constant concern of all libraries, the Grand Jury witnesses did not dwell on that issue. In-depth information was provided; pride in their institutions and accomplishments was obvious. There was a common desire for more computer compatibility among the libraries and for more community involvement.

On the basis of the information provided, the Grand Jury concluded that there are major factors to consider in a discussion about library consolidation. They are: fiscal concerns, distances between communities, the diverse needs of patrons and fear of loss of autonomy. The importance of these factors reduces the potential for consolidation. However, there are some areas of inter-library cooperation, and ways should be found to expand cooperative efforts and provide options to reduce costs.

RECOMMENDATIONS:

The Monterey County Grand Jury recommends that the Monterey County Free Libraries and the libraries in Pacific Grove, Carmel, Monterey, and Salinas:

1. Pursue full consolidation of computer systems,

2. Work together to create a "Unicard" which can be used by all County residents in all County and city libraries and bookmobiles,

3. Form a computer network with County school districts, particularly at high school and junior college levels, and

4. Continue to expand the use of community volunteers and outreach staff.

POLICE DEPARTMENT
440 Harcourt Avenue
Seaside, CA 93955-0810

Telephone (408) 899-6290
FAX (408) 899-6297

September 12, 1996

Grand Jury
P. O. Box 414
Salinas, CA 93902

RE: Response to 1995 Grand Jury Final Report

Dear Members:

This letter is to inform you that the Seaside Police Department has always placed an emphasis on training and being sensitive to people who may have a mental illness. We have done and will continue to have telecourse training in this area.

Also, we have invited mental health professionals and they have asked to give presentations at our briefings. We are especially sensitive in this area as we have at least two mental illness out-patient facilities in our City.

Training will continue as it becomes available.

Sincerely,

David Butler
Chief of Police

DB:jmh

(Youth Center)

CITY OF PACIFIC GROVE

300 FOREST AVENUE
PACIFIC GROVE, CALIFORNIA 93950
TELEPHONE (408) 648-3100
FAX (408) 375-9863

April 2, 1996

The Honorable Robert O'Farrell
Presiding Judge of the Superior Court
Monterey County
240 Church Street
Salinas, California 93901

Dear Judge O'Farrell:

The City of Pacific Grove welcomes the opportunity to respond to an issue included in the 1995 Monterey County Civil Grand Jury Final Report. The issue is titled *"Did Pacific Grove city officials follow proper procedures in matters leading up to the construction of the Youth Center to be located at the corner of 16th Street and Laurel Avenue?"* and begins on page 88 of the Report.

First of all, I wish to acknowledge the dedication and commitment of the 1995 Grand Jury. Having served on one, I have first hand knowledge of the time and hard work invested in this endeavor.

In regard to the issue raised about the City of Pacific Grove, the one word response to the question *Did Pacific Grove city officials follow proper procedures in matters leading up to the construction of the Youth Center*, is **yes.** The Report even provides that answer in Finding No. 8, which reads, in part, "The Grand Jury finds that the decisions and judgments of the involved Pacific Grove officials regarding this building project were within the purview of their authority...." Yet, turning to other findings and recommendations, the impression is left that "officials" operated outside the law. This seeming contradiction is confusing and perplexing.

In terms of specific responses to findings and recommendations, the City offers the following:

FINDINGS

1. To date the construction project, now known as the Youth Center, has cost citizens of Pacific Grove approximately $200,000, this amount to be added to costs now projected for the new rendition of the building of $450,000.

   Response: Improvements funded under the original project were utilized in conjunction with the Youth Center building. The investment was not wasted. In addition, the plans and

specifications provided for the original project served as the basis for the design of the new facility. Again, work that preceded the Youth Center building was utilized in the subsequent effort.

2. The City initially used Community Development Block Grant (CDBG) loan repayments to partially fund this project. The amount borrowed was $220,000. The Grand Jury questioned whether funding construction of a public building was a proper usage, as these moneys were earmarked for affordable housing. Assurance was given by the Community Development Director that use of the grant money was legal.

   Response: It was more than "assurance" by the Community Development Director that rendered "legal" the use of CDBG loan repayments. The state department responsible for overseeing use of such funds (State Department of Housing and Community Development) furnished a written opinion to the City of Pacific Grove that such use was not in violation of any applicable law -- a fact known, but not reported by the Grand Jury.

   In terms of the amount "borrowed", although $220,000 was committed from the Housing Fund, only $90,350 was actually spent. The balance never left the Housing Fund and the amount expended was paid back, with interest, in September, 1995.

3. Pacific Grove's regulations allow the purchasing agent (city manager) to dispense with normal bidding procedures when "in his sole discretion and judgment as the best interest of the city. . . a service, such as that available from an . . . architect or specialized consultant, involves a specialized knowledge or personal skill . . . . Provided that even when procedures are dispensed with hereunder, council approval, by resolution, shall be required for purchases in excess of fifteen thousand dollars."

   Response: The procedures provided for in the City's purchasing regulations were followed without exception. In each instance where it was determined that formal bidding could conceivably be required, the Council found by duly adopted resolution that dispensation was in order, and made findings to that effect.

4. All new city council members are given a personal briefing by the City Attorney regarding conflicts of interest and their responsibilities in these matters. Questionable issues are referred to the California Political Practices Commission for a ruling. All other city officials and board members receive written guidelines on conflicts of interest issues.

   Response: This statement accurately reflects the process employed by the City of Pacific Grove to inform Council Members of responsibilities under conflict of interest regulations within the State of California.

5. Council members have not always withdrawn from voting on city matters which may conflict with their personal or business interests.

Response: This finding leads the reader to conclude that something nefarious has taken place and, in addition, is contrary to the statement in Finding No. 8 that all city "officials" acted within the purview of their authority. The use of words like "conflict," "personal" interests, and "business interests" invoke images of illegal activity. Is the Grand Jury saying that even though participation was within statutory and regulatory bounds, Council Members should not have participated? If so, the Grand Jury should name names, times, and dates. As it is, more than one, maybe all, Council Members stand accused based on some uncertain, unstated, unwritten, standard not amounting to a violation of law.

Council Members in the City of Pacific Grove are consistently given conservative advice with respect to "conflicting out" of matters at issue. Matters the least bit doubtful are referred to the Fair Political Practices Commission for review. Conflict matters not subject to FPPC jurisdiction are also given close scrutiny on a case by case basis.

6. An outside engineering consultant has been retained to review the plans for the Youth Center. The plans will also be submitted to the state and federal authorities to verify compliance with Title 24 and ADA regulations. In a notification from Access Specialists Incorporated, Berkeley, California, dated October 2, 1995, corrections outlined which must be addressed before the necessary letter of compliance with the aforementioned regulations will be issued.

   Response: All plans have been corrected in accordance with recommendations provided by the Office of the State Architect and Access Specialists Incorporated. The letter of compliance referenced in Finding No. 6 has been issued.

7. All significant decisions on this project were submitted to the City Manager and City Council for review and approval. Some issues also required the City Attorney's participation, particularly with respect to the legal requirements in two principal areas: (a) acceptance or rejection of the contractor who was the "lowest responsible bidder"; and (b) negotiation with the original contractor's representatives to release the city from the construction contract for the failure of the builder to perform.

   Response: It is unclear whether this finding relates to the Community Development Department building project, the Youth Center project, or a combination of both. As previously stated, all decisions relative to both projects were made in accordance with applicable rules, regulations, and procedures.

8. The Grand Jury finds that the decisions and judgments of the involved Pacific Grove officials regarding this building project were within the purview of their authority, but cautions persons representing the City to be circumspect about their personal relationships with representatives of commercial entities doing business with the City.

Response: Once again, this is a finding that broadly implies that some number of "persons representing the City" have not been cautious in dealing with business entities with whom they may have a "personal relationship." In view of the fact the finding declares that no one exceeded their authority, one must ask inferentially, why issue the caution? Again, to the reader, this admonition conjures up images of wrong doing; a representation that is contrary to what this very finding states. In addition, the phrase "personal relationship" has its own sinister undertones.

9. The Grand Jury commends the Committee on Affordable Housing for their internal inquiry and their subsequent adoption of new policies and procedures.

   Response: This finding appears not to be related to the issue at hand. It would have been helpful to have explained what the connection was between the Committee and the Youth Center construction project being investigated by the Grand Jury. If the Committee did a good thing, and it appears it did, what is it and what's the relationship?

RECOMMENDATIONS

1. The City Council, all City Boards, Commissions, and Committees should assiduously adhere to their established policies and procedures and apply them with consistency.

   Response: The City Council, City Boards, etc. do adhere to established policy and procedure, and they do apply them with consistency. Here again, we read a broad statement, containing the literal implication that the Council and all boards, etc. do not adhere to any policy and, in any event, apply none of them with consistency. The public is invited to believe that City officials are scofflaws, without underlying explanation.

2. The City Manager should ensure that the City's Purchasing System and Procedures are consistently applied, particularly as related to waiving RFP bidding.

   Response: As previously stated (response to Finding No. 3), the City Council and the City Manager ensure that all purchasing procedures and regulations are consistently applied. With respect to this project, nothing illegal was done. However, if the Grand Jury feels that the dispensation procedures are a bad idea and that in no instance should dispensation be considered, then the Report should reflect that sentiment. Otherwise, what results is an innuendo that regulatory mismanagement occurred.

   In regard to the specific recommendation, the response is the City Manager will **continue** to ensure that **all** rules, regulations, and procedures adopted by the City are consistently applied.

3. The City Attorney should continue to exercise prudent judgment in requesting outside opinion on questionable circumstances involving conflicts of interest. This suggestion holds for instances which are not only uncertain but also which might give the appearance of impropriety.

   Response: The City Attorney does do what is implied in Recommendation No. 3 with respect to requesting outside opinion. But, the recommendation goes on to say that this practice should also be followed where the "appearance of impropriety" rears its head. An appearance of impropriety **not** amounting to a legal conflict of interest is a matter for the decision maker's conscience. When apparent to the City Attorney or other advisors, they will note privately to the decision maker that such an appearance may be felt or discerned and will recommend that it be considered. But beyond that, the decision to participate in such situations is with the member.

4. City council members should exercise vigilance in voting on issues where they may have actual or perceived conflicts of interest.

   Response: The Council **does** exercise vigilance in voting on issues where they have actual or perceived conflicts. On actual conflicts they do not participate. On perceived conflicts they consider the matter as noted in discussion above.

In summary, the use of the word "perceived" in the previous discussion is, in our opinion, telling in terms of the overall tenor of the Grand Jury's report on this issue. The complainant perceived wrong doing, the Grand Jury investigated and found all actions of the City legal, but nonetheless perceived what they identified as a questionable behavior. It is this perception that is left with the public, not the clear statement of exoneration.

Again, the City appreciates this opportunity to respond and stands ready to answer any questions you might have regarding this reply.

Sincerely,

Michael W. Huse

Michael W. Huse
City Manager

CARMEL UNIFIED SCHOOL DISTRICT

DATE: April 1, 1996

TO: Marjorie H. Troutman, Foreman
1995 Monterey Civil Grand Jury

FROM: Dr. Joe Jaconette, Superintendent

SUBJ: Written Response to the Findings and Recommendations of the 1995 Monterey Grand Jury

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Attached please find the written responses to the following findings and recommendations of the 1995 Monterey Civil Grand Jury, per request:

A. Is Bilingual Education Effective In Educating Non-English Speaking Students

B. Vocational And Career Education In Monterey County

JJ/ksw

4380 Carmel Valley Road
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Carmel, CA 93922
(408) 624-1546
FAX: (408) 626-4052

MEMO

DATE: MARCH 28, 1996

TO: JOE JACONETTE

FROM: MARILEE CARESS MC

RE: GRAND JURY RESPONSE

The following is per your request to provide a response to the recommendations that were part of a Grand Jury study on Bilingual Education. Feel free to use this however you wish.

ISSUE: IS BILINGUAL EDUCATION EFFECTIVE IN EDUCATING NON-ENGLISH SPEAKING STUDENTS?

The Carmel Unified School District serves approximately 2300 students, grade K-12. Of these 2300 students, approximately 70 are considered Limited English Proficient (LEP). Most are native Spanish speakers although there is a small number of other languages among the 70 students identified as Limited English Proficient. These 70 students are scattered throughout the school district but there are about 20 students each whose primary language is Spanish at Captain Cooper Elementary School in Big Sur and Tularcitos Elementary in Carmel Valley.

Carmel Unified School District does not have a sufficient number of students to support a bilingual program in Spanish. The district's emphasis is on English Language Development. Students at each of the sites receive specific instruction in developing English language fluency both orally and in written language as well as reading comprehension.

The following statements are in response to each of the five recommendations from the Grand Jury study:

1. School districts in Monterey County need to establish a computerized tracking system to monitor the phases of transition and redesignation of LEP students.

Monitoring progress of students is done by ELD staff at each school site. Thorough records are kept on each student as part of their individual bilingual education plan. Students are assessed annually for progress in English language acquisition. Copies of this information are sent to the central office each Spring. We do not currently employ a computerized tracking system but we have the capacity to do so. It would involve training staff to enter the information into a common data base.

2. School districts need to determine the most expedient and efficient manner for moving students into English-only classes. This entails experimenting with different methodologies and keeping accurate records of success rates.

Limited English Proficient students are placed in regular classes upon enrollment as we do not have sufficient numbers to warrant bilingual classes. Students are placed with teachers who have completed CLAD certification or are currently receiving CLAD training. All

students receive tutoring support as well as specific instruction in English Language development.

3. School administrators should be held accountable to parents and taxpayers in their jurisdiction for the success of bilingual programs and the prudent expenditure of public funds.

Carmel Unified School District supports the acquisition of English through the general fund as well as through EIA/LEP funds ($16,000). The services to students exceed the $16,000 in State EIA/LEP allocations. The district has a history of successfully providing for English Language development and for accommodating the learning needs of these students through our support services.

4. School officials should make it clear to parents who may prefer to retain their native culture that their children's economic success in their adult future depends a great deal on their skill in speaking, reading, and understanding the English language.

Carmel Unified School District believes and advocates for the acquisition of strong literacy skills for all students and for a balanced, academic curriculum that will ensure all students' economic success.

5. Schools should encourage families to assume responsibility for the teaching and retention of their cultural heritage.

Carmel Unified School District recognizes that children in all cultures receive their first instruction within the close relationships of a family, be in nuclear or extended. Culture is functional in that it is shared by a group and transmitted to others in that group. Culture is also dynamic. With time, travel, and exposure, one culture interacts with another cultures. Cultures influence each other and we are all richer for this interaction with people of many cultures. Carmel Unified School District agrees that the primary responsibility for teaching and transmitting values of one's culture is a family responsibility. We also support a strong multicultural environment where all children are valued and appreciated for their unique contributions to the larger "universal" culture.

CARMEL UNIFIED SCHOOL DISTRICT

P.O. Box 222700
Carmel, California 93922

The following is **Carmel Unified School District's** response to the recommendations reported by the **Monterey County Grand Jury** (pages 65 - 66 of the report) regarding Vocational and Career Education in Monterey County.

1. School districts should upgrade the status of vocational education and provide programs to meet the needs of their diverse student bodies.

Carmel Unified School District (CUSD) currently has four main vocational areas of instruction which include business, industrial technology, consumer homemaking education, and agriculture. These four programs have a sequence of courses from beginning through intermediate levels. These programs dovetail with the Carmel Regional Occupational Program (ROP) courses that are specifically designed for high school juniors and seniors. These programs focus on entry level employment training and/or advanced placement. CUSD is a member District of Mission Trails ROP, and as such, Carmel High School students are eligible to attend any of the programs offered in the seven participating school districts in Monterey County. In addition, many of the ROP programs are linked to a post-secondary vocational course of study in one of the four Community Colleges in the area. Students that have taken an ROP program and have completed it successfully may receive advanced placement in a program at one of the colleges. Carmel High School students can select from three articulated programs which include Automotives, Drafting, and Interior Design and receive advanced placement credit.

Carmel High School is currently working on increasing the participation of <u>all</u> students in vocational education by planning and implementing curriculum that directs student into six career pathways. These career pathways include 1) Business/Marketing & Information Systems, 2) English, Arts and Communications, 3) Natural Resources and Agriculture, 4) Social, Human and Governmental, 5) Hospitality, Health and Recreation, and 6) Math, Science and Industrial Technology.

The career pathways integrate academics including math, science, English, and social science into vocational instruction. Students learn contextually and they use reading, writing, listening, speaking, mathematics and computation, science and social science as an integral part of their basic career skills acquisition. CUSD is also currently working to provide students with work based experiences as part of a community based instructional partnership program. Connecting career pathways to local and regional business and industry via student internships, mentorships and job shadowing is the goal.

2. Provide job training and vocational education programs at the middle school level for students who are at great risk of dropping out.

Educational research indicates that effective vocational education programs start at the middle school level. Infusion of career themes into existing curriculum is the most direct way to accomplish this goal and students at the middle school level should have a full range of opportunities for career exploration. However, federal and state funding, as well as emphasis on career and vocational education at this level, has been minimal. Subsequently, programs that meet this need are few. Carmel Middle School is not an exception.

CUSD is beginning to plan ways to change this situation. At this point, the District has focused on modifying existing curriculum. The new approach would include providing learning opportunities based on a set of standard career competencies. These competencies include knowledge of 1)the skills necessary to seek and obtain a job, 2) the interrelationship of life roles and occupations, 3) the influence of a positive self-concept, 4) the benefits of continuing educational achievement to career success, 5) how work relates to the needs and functions of the economy and society, 6) the career planning process, 7) the relationship between work and learning, 8) the skills necessary to interact with others, 9) the skills to locate and understand career information and to use this data to make career decisions successfully. All 6th-8th grade Carmel Middle School students would receive instruction in these competencies in their regular classes.

3. A school district should include vocational and/or areas of interest training as part of graduation requirements.

Carmel High School currently has a graduation requirement of 5 units in career/occupation education. Graduation from CHS requires a student to complete 230 units. This minimal 5 unit requirement is inadequate and needs to be strengthened. Students need to have a four year educational plan in which they complete a sequential set of programs in one or more of the proposed career pathways listed in Item #1 above. Upon completion of their individualized plan and graduation, all students should have obtained entry level job skills in a particular pathway that provides for immediate employment as well as a sound academic foundation necessary to successfully continue their education at a college, university, or technical school.

4. High school curriculum should emphasize the acquisition of job skills.

Changing high school curriculum to emphasize job skills is a complex task. It requires first raising expectations for the majority of students. The one-education-fits-all approach does not recognize the differences in interests and learning styles among students. Instructors need training and support in order to eliminate watered-down courses and to learn to re-orient student learning toward meaningful career and higher education outcomes. Second, it requires development of a smoothly integrated curriculum that focuses on three major secondary school responsibilities: 1) to build or rebuild students' academic foundations, 2) to identify and confirm students' future career path, and 3) to provide sufficient training for completers to enter the work force after graduation and/or to move into advanced academic or technical education without delay. Finally, it requires preparing teachers for a new role. Teachers need to have an overall understanding of contextual learning, they must be able to apply the content they teach, and they need to own the changes they make to their curriculum.

The above changes are not easy. However, CUSD has started to move in this direction. With receipt of Tech Prep grant funding for the last two years, a small group of teachers at CHS are engaged in just such a process (see Item #7). Progress is slow, but enthusiasm is high. Major changes sometimes start from just such small beginnings.

5. Student counseling should be utilized as a diagnostic tool for the placement of students in programs which best serve their talents and interests.

CUSD does not have systematic diagnostic tools to assist counselors with placement of students. Plans for beginning the process of expanding in this area are being formulated. The first step

may be use of a four year student plan at CHS. In addition, we really need a model of what a contemporary counseling program should look like at the elementary, middle and high school levels.

6. Districts should develop stronger links with the business community in planning career and vocational education curriculum.

Links between CUSD and the business community are essential in our efforts to create school to career programs for students at all levels. CUSD is a member District in BEAM (Business and Education Alliance of the Monterey Peninsula) a nonprofit charitable corporation that was formed to promote connections and facilitate opportunities to enable youth to succeed in the world of work. In addition, BEAM's goal is to provide activities that will allow each participating student to: 1) develop relevancy in their education, 2) increase their motivation for learning, 3) realize that success starts in the classroom, 4) increase career opportunity awareness, 5) achieve competitive entry-level work skills, and 6) experience successful role models at work. Carmel Superintendent Dr. Joe Jaconette is the co-leader of this group that has some 30 local business members and 7 key Peninsula educational institutions as members. Currently, CUSD is developing a BEAM internship/mentorship program with member businesses that will allow Carmel students to experience a carefully planned learning experience within a business environment.

7. Expand teacher training to better integrate academic instruction with practical applications to increase relevance to students.

CUSD has been an active member of the Monterey County Tech Prep Consortium. Grant funds have been available for 15 teachers, counselors and administrators to participate in 25 different staff development activities focused on integrating academic instruction with practical applications. The result to date includes integration of vocational education into science, math, social science and English. Final plans are being completed to compete the first career pathway at CHS which will use a core curriculum model that directs students into special educational experiences in three of the six career pathways described in Item #1 above.

8. With leadership from the Monterey County Office of Education (MCOE), a reliable survey should be developed, to provide uniform data about high school graduates who enter the work force with or without training and those who enroll in either a two or four-year college.

The Carmel ROP uses a survey to track both high school and adult students after they have completed an ROP program. Categories in the follow-up survey include both education and employment data. This information is also reported to the State Department of Education.

Carmel High School is in the process of developing a follow-up survey that would track <u>all</u> graduating students. Survey date would be obtained at the one, three, and five year time levels after graduation in order to obtain longitudinal information on the educational and employment success of students, as well as, the overall effect of our educational program.

Data from both these surveys could be used by MCOE in order to develop a County-wide picture that details high school graduates who enter the work force and/or pursue additional education.