

January 12, 1970

Mr. Hamilton Marston  
1650 Kearsarge Rd.  
La Jolla, Calif.

Dear Mr. Marston:

In the near future, elections will be held for important offices in state and local government. I have been asked by several individuals and organizations to consider the possibility of becoming a candidate for public office. I have taken the suggestion of my candidacy very seriously inasmuch as the Mexican American Community has historically lacked adequate representation at all levels of government. I firmly and sincerely believe that the Mexican American community must be in a position to influence the development of public policy that governs our society, and this position can only be reached through active and responsible participation in politics.

I would not, however, consider announcing candidacy for any office without first seeking the counsel and support of persons who are active and interested in our community. I would like very much to meet with you and other respected community leaders at a small gathering at the U.S. Grant Hotel (Crest Room) on Friday, January 16th at 2:30. The purpose of this meeting will be to seek your advice, and hopefully gain your support in the event that I should choose to run.

Very cordially,

Pete Chacon

January 12, 1970

Mr. Dan McKinnon  
KSON Radio  
College Grove Center  
San Diego, Calif. 92115

Dear Mr. McKinnon:

In the near future, elections will be held for important offices in state and local government. I have been asked by several individuals and organizations to consider the possibility of becoming a candidate for public office. I have taken the suggestion of my candidacy very seriously inasmuch as the Mexican American community has historically lacked adequate representation at all levels of government. I firmly and sincerely believe that the Mexican American community must be in a position to influence the development of public policy that governs our society, and this position can only be reached through active and responsible participation in politics.

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Very cordially,

Pete Chacon

1-12-60

Harvey Furgatch  
2575 Ardath Rd.  
La Jolla, Calif.

John Wood  
University Extension  
P.O. Box 109  
La Jolla, Calif. 92037

Ben Cruz  
1952 Sunset  
San Diego, Calif.

Jess ~~Jarro~~ HARO  
527 University Ave.  
San Diego, Calif. 92103

Sherwood Gorden  
Radio Station KSDO  
5th Avenue Financial Center  
San Diego, Calif.

Fred Martinez  
1710 Chaffee St.  
National City, Calif. 92050

Clinton McKinnon  
Bank of America Bldg.  
Suite 514  
San Diego, Calif. 92101  
274-3210

CALL

George A. Scott  
Bank of America Bldg.  
Suite 514  
San Diego 92101

Richard Richardson  
Central Labor Council  
339 W. Broadway  
San Diego, Calif.

Dan McKinnon  
KSON Radio  
College Grove Center  
San Diego, 92115  
286-1240

Hamilton Marston  
1650 Kearsarge Rd.  
La Jolla, Calif.  
454-5408

Henry Ramirez  
1640 Camino del Rio  
San Diego, 92110  
297-2511

12-70  
1-200

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297-2511

John Wood  
University Extension  
P.O. Box 109  
La Jolla, Calif. 92037

July 12, 1970

To MAPA:

First of all, allow me to thank each and everyone one of you for accepting me into your chapter. I am very grateful. I want to know before I get released in which way I can be of help to your organization so that I may prepare myself in here in whatever you might want me to do. Please feel free to write me I would like to know how MAPA in National City is doing. I do hear about you through my cousin Gloria Jean Valderrama and the National City Star-News. Also just recently our good amigo Roger Casares wrote me. Bueno mis Carnales y Carnales de MAPA again thank you and I am looking forward to the day of my release so that I may join you on the outside, in the struggle of our Raza also to go out and demand what we seek, freedom, justice, equality and most of all peace and liberty for all mankind.

"Viva la Causa!!"  
"Por mi Raza todo!"  
Frank Delfino Portillo

DISTRICT OFFICE  
8100 FEDERAL BLVD., SUITE 107  
SAN DIEGO, CALIFORNIA 92105  
(714) 263-2148

SACRAMENTO  
STATE CAPITOL 95814  
445-7610

JOSÉ DÍAZ  
ADMINISTRATIVE ASSISTANT  
(DISTRICT OFFICE)



# Assembly California Legislature

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT  
CHAIRMAN  
URBAN DEVELOPMENT AND HOUSING COMMITTEE

COMMITTEES  
URBAN DEVELOPMENT AND  
HOUSING, CHAIRMAN  
FINANCE AND INSURANCE  
GOVERNMENT ADMINISTRATION  
SELECT COMMITTEE ON  
MANPOWER DEVELOPMENT  
JOINT COMMITTEE ON  
EDUCATIONAL GOALS  
AND EVALUATION  
JOINT COMMITTEE ON THE  
STATE'S ECONOMY  
JOINT SUBCOMMITTEE ON  
ECONOMIC CONVERSION  
CALIFORNIA COMMISSION  
ON AGING  
COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

November 8, 1974

The Honorable Pete Wilson  
Mayor, City of San Diego  
202 "C" Street  
San Diego, CA 92101

Dear Pete:

The vacancy created in the 8th Councilmanic District with the election of Jim Bates now provides you and the members of the Council with a unique opportunity to obtain representation for the Mexican/American community in San Diego.

The Council has a Black representative, and that is as it should be. But it should be remembered that the largest minority, ie., the Spanish-surname population, has yet to achieve this.

Just as the opportunity was siezed a few years ago to appoint a Black to the Council, so should this opportunity be taken now to finally get a Chicano on the Council. Mr. Williams represents a district which has a large Black community. The 8th Councilmanic district includes Otay and San Ysidro, both of which include large numbers of Mexican/American families. Simple justice and equity demands that the appointee now be of Mexican descent.

I truly hope that we do not hear the old refrain again, ie., that "a qualified Mexican/American could not be found." Everyone knows what the qualifications are, U.S. citizenship, age 18, a resident of the district-- nothing else.

Mayor Wilson

-2-

November 8, 1974

The Mexican/American citizens of this city are looking to you to open the doors of local government to them. I urge you not to let us down.

Sincerely,

PETE CHACON

PC:jn



DISTRICT OFFICE  
5106 FEDERAL BLVD., SUITE 107  
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CHAIRMAN  
URBAN DEVELOPMENT AND HOUSING COMMITTEE

## COMMITTEES

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HOUSING, CHAIRMAN  
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SELECT COMMITTEE ON  
MANPOWER DEVELOPMENT  
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COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

November 12, 1974

Mr. Herman Baca  
105 Harbison  
National City, Ca. 92050

Dear Herman:

Attached is a copy of a letter I've written to Mayor Pete Wilson and the members of the City Council. The letter speaks for itself.

I ask you to join me now in writing a similar letter of your own, in your own words.

It is vitally important that we flood the Mayor and Councilmen with mail (telegrams and phone calls are also useful). The members must see that this is an issue of high importance to us; that we will judge them on the basis of their action on this issue.

Never before have we had this opportunity to achieve representation on the City Council - NOW IS OUR CHANCE!

Get your letter or telegram off at once and make it tough. The members must be convinced that THIS IS OUR ISSUE!

Let's everyone do our part, for the sake of our Chicano brothers and sisters.

Best personal regards,

PETE CHACON

PC/bgt  
Enclosure

Herman -

This is the copy of the letter I said I'd give you. Notice that it was written Aug 10th - no answer was ever rec'd by me to this letter. Despite Chavez' ignoring of my request, AB1329 was signed by the Governor two days ago.

Pete

PETER CHACON  
79th Assembly District

August 10, 1976

Mr. Cesar Chavez  
United Farm Workers Organizing  
Committee  
P.O. Box 62  
Keene, California 93531

Dear Cesar:

Your concern for the problems of the Chicano and migrant worker have always been shared by myself and members of the Chicano Legislative Caucus. There is no question but that through your efforts, farmworkers have gained unemployment insurance benefits and will, I am sure, eventually enjoy the rights of other workers in organized unions in our country. At the same time, I know that you are aware that an immense number of Chicanos reside in our cities and face problems perhaps as severe as those of the farmworker.

I have, as you know, for sometime been making efforts to assist Chicanos with their problems in education, i.e., the high dropout rate, the alleviation from an "English only" learning environment, and the lack of Chicano teachers and administrators to serve as role models. I have concentrated my work in the field of bilingual education because this approach, in my view, comes closest to providing a means by which our non- and limited-English-speaking Chicanos can find success in school.

In 1972 I authored AB 2284 which established the first state-funded program of bilingual education. In 1974 legislation which I authored established the first bilingual teacher training program. Last year, members of the Chicano Caucus and I persuaded the Governor to add four million dollars to the state-funded bilingual programs. In this year, the Governor has allocated an additional \$3.6 million to expand the program somewhat. This, unfortunately, is not nearly enough. There are at a minimum 250 thousand NES and LES children in California, and with this total amount, that is including the \$3.6 million, my best estimate is that not even half of these children will be served. Consequently, additional monies are needed. In addition, many children in bilingual classes are being taught by teachers who speak English only. This is not true bilingual education. The burden has fallen mainly on the teacher aide who is bilingual. The Department of Education has in the past not

August 10, 1976

considered this program as a high priority item and because of that, the program has been poorly coordinated, poorly monitored, and has been made to look bad to the Legislature.

The Advisory Committee of the U.S. Office of Civil Rights recently published a report pointing out the serious shortcomings on the part of school districts and the Department of Education in the administration of this program. The Assembly Special Subcommittee on Bilingual/Bicultural Education, which I chair, has also released a report just two weeks ago with similar findings. Both reports call for major changes in the program, including a requirement that the Department monitor more carefully district programs, that it provide stronger leadership, and that a strong unit on bilingual/bicultural education be established within the Department. In addition, both reports call for the mandating of full bilingual/bicultural teachers in the program. All of these provisions are contained in AB 1329, attached, which will be heard before Senate Finance Committee on Thursday, August 19. This bill, drafted by Peter Schilla and Joel Gomberg of CRIA, and supported by Tony Sierra and Lorenza Schmidt of the State Board of Education, needs your support. I would sincerely request your assistance with this measure. Governor Brown, unfortunately, does not understand bilingual education and does not wish to spend additional monies on the program. The program, however, is critical to NES and LES pupils, most of whom are Chicanos.

I would like to ask you to request from the Governor his support of the bill as drafted with the funding contained therein, i.e., the \$19,116,000 provided for in the measure. A breakdown of this money can be found on Page 4 of the Senate Education Committee's analysis of the measure (copy attached).

I am sending you under separate cover copies of the reports cited earlier.

Thanking you ahead for your assistance, I remain

Sincerely,

PETER R. CHACON

PRC:lj  
Attachments

cc: Honorable Art Torres  
bcc: Peter Schilla  
Joel Gomberg

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(714) 263-2148

JOSE DIAZ, JR.  
ADMINISTRATIVE ASSISTANT

STATE CAPITOL  
SACRAMENTO 95814  
445-7610



# Assembly California Legislature

**PETER R. CHACON**

ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

CHAIRMAN

HOUSING AND COMMUNITY DEVELOPMENT

CHAIRMAN

SPECIAL SUBCOMMITTEE ON BILINGUAL/BICULTURAL EDUCATION

## COMMITTEES

HOUSING AND COMMUNITY  
DEVELOPMENT, CHAIRMAN

PUBLIC EMPLOYEES AND  
RETIREMENT

WAYS AND MEANS

SUBCOMMITTEE ON HEALTH  
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SPECIAL SUBCOMMITTEE ON  
COMMUNITY DEVELOPMENT

JOINT COMMITTEE ON  
THE STATE'S ECONOMY

COMMISSION OF THE CALIFORNIAS

EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

March 10, 1977

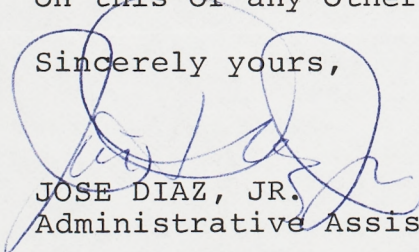
Mr. Herman Baca  
President  
C.A.S.A. Justicia  
1839 Highland Avenue  
National City, California 92050

Dear Herman:

As per our earlier conversation several days ago, this is to remind you of the details of Mr. Chacon's message regarding the Ad Hoc's presentation before the Chicano Caucus.

You and members of the Ad Hoc Committee have been scheduled on the agenda for Wednesday, March 30th at 12:00 noon in Sacramento. Please give me a call several days prior to the 30th of March in order to review any last minute details or if Mr. Chacon's office can be of additional service on this or any other matter.

Sincerely yours,

  
JOSE DIAZ, JR.  
Administrative Assistant

JDJ/js



*For Your Information*

Compliments of  
ASSEMBLYMAN PETER R. CHACON  
79th District  
California Legislature

APR 29 1977

NINETY-FIFTH CONGRESS

PETER W. RODINO, JR. (N.J.), CHAIRMAN

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ROBERT W. KASTENMEIER, WIS.  
DON EDWARDS, CALIF.  
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JAMES R. MANN, S.C.  
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THOMAS N. KINDNESS, OHIO  
HAROLD S. SAWYER, MICH.

Congress of the United States  
Committee on the Judiciary

House of Representatives  
Washington, D.C. 20515

Telephone: 202-225-3951

April 25, 1977

GENERAL COUNSEL:  
ALAN A. PARKER  
STAFF DIRECTOR:  
GARNER J. CLINE  
ASSOCIATE COUNSEL:  
FRANKLIN G. POLK

Honorable Lionel Van Deerlin  
House of Representatives  
Washington, D. C.

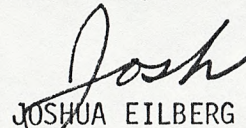
Dear Van:

This is in response to your recent correspondence and enclosed letter from Assemblyman Peter R. Chacon of the California legislature concerning the problem of illegal aliens.

During the last Congress my Subcommittee on Immigration, Citizenship, and International Law held six days of hearings on H.R. 8713, a bill which would impose penalties on employers who knowingly hire illegal aliens. I am enclosing a copy of these hearings, and testimony by the Immigration and Naturalization Service on March 19 concerns the problems encountered by INS relating to personnel and the apprehension of illegal aliens.

I have recently introduced H.R. 1663 which is similar to legislation in the Ninety-fourth Congress. I am pleased to advise you that the Subcommittee held two days of oversight hearings to review the activities of the Immigration Service; and it is my expectation that legislation dealing with illegal aliens will be considered in the near future. At that time the members of the Subcommittee will consider the possibility of receiving testimony from San Diego area residents.

Sincerely,

  
JOSHUA EILBERG

Chairman  
Subcommittee on Immigration,  
Citizenship, and International Law

JE:seb

DISTRICT OFFICE  
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SAN DIEGO, CALIFORNIA 92105  
(714) 263-2148

JÓSE DÍAZ  
ADMINISTRATIVE ASSISTANT

SACRAMENTO  
STATE CAPITOL 95814  
445-7610



# Assembly California Legislature

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

CHAIRMAN  
HOUSING AND COMMUNITY DEVELOPMENT

COMMITTEES  
HOUSING AND COMMUNITY  
DEVELOPMENT, CHAIRMAN  
HUMAN RESOURCES  
PUBLIC EMPLOYEES AND  
RETIREMENT  
SPECIAL SUBCOMMITTEE ON  
BILINGUAL/BICULTURAL  
EDUCATION, CHAIRMAN  
SPECIAL SUBCOMMITTEE ON  
COMMUNITY DEVELOPMENT  
JOINT COMMITTEE ON  
THE STATE'S ECONOMY  
COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

May 19, 1977

Herman Baca, Chairman  
Ad Hoc Committee on Chicano Rights  
1837 Highland Avenue  
National City, California 92050

Dear Herman:

As you know by now, a decision was reached by me recently to support Senator Deukmejian's capital punishment bill. It was difficult for me to decide in favor of that legislation. My concerns were with the possibility that someone who is not truly guilty would be executed and that minority persons would be executed out of proportion to their number in the population. These concerns were outweighed, however, by the fact that during the period that no executions have taken place, there has been a tremendous increase in homicides, compared to a comparable period during which the death penalty was on the books. In addition, we are aware of the intense fear that people in every community have with high incidents of violent crime.

The recent, horrible murder of a child in the Golden Hill area of my district and the senseless killing of two officers in El Centro are but two examples of the violence that permeates our environment. Nor is this violence restricted to killing, but includes also other trends of violence in our society. Surely a signal must come from state government that we are going to draw the line. Reinstatement of the death penalty may not be the best nor the surest place to draw that line, but it is an important step.

As you know, I surveyed my district thoroughly with a question in my newsletter and separate correspondence with religious leaders. Both surveys showed an overwhelming desire - 66 percent in the newsletter and 58 percent in our responses from the religious community - in favor of reinstatement. Finally, my office made every effort to publicize a seminar on the death penalty which was held in Coronado a few weeks ago. Five persons, including attorneys and a law enforcement officer, spoke against the death penalty.



May 19, 1977

Page Two

Three individuals, including a minister, spoke in favor. The overwhelming sentiment at this seminar was in support of reinstatement. For these reasons, I felt compelled to support the Deukmejian bill.

I wrote to you, especially, explaining my decision because I value your judgment very much. If we are at odds on this issue, I beg your understanding and ask you to understand that this decision was reached only after the utmost consideration.

Sincerely,

PETER R. CHACON

PRC:lj  
Enclosures

# California Legislature



PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

CHAIRMAN  
HOUSING AND COMMUNITY DEVELOPMENT

## COMMITTEES

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WAYS AND MEANS

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EDUCATIONAL GOALS  
AND EVALUATION

JOINT COMMITTEE ON  
THE STATE'S ECONOMY

COMMISSION OF THE CALIFORNIAS

EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

March 14, 1978

Herman Baca, Chairman  
Committee on Chicano Rights, Inc.  
1837 Highland Avenue  
National City, California 92050

Dear Herman:

Unfortunately, my campaign committee account is quite low at this time, and I will be unable to make a contribution to the COMMITTEE ON CHICANO RIGHTS.

I expect a tough campaign this year and will need every cent I have to meet the challenge of Virginia Bridge who is expected to have adequate monies for her campaign.

Best wishes to you always,

A handwritten signature in blue ink that reads "Pete".

PETER R. CHACON

PRC:lj

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PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

CHAIRMAN  
HOUSING AND COMMUNITY DEVELOPMENT

March 20, 1978

Mrs. Karen Prosser, Junior Statesmen  
480 California Avenue, Suite 102  
Palo Alto, California 94306

Dear Mrs. Prosser:

It is my understanding that you recently contacted my office in San Diego in order to request my assistance in providing you the names of several individuals who would be knowledgeable in speaking on the subject of illegal aliens, during your Junior Statesmen's Conference in May.

As per your request, I have listed the names to two individuals below that represent two organizations which work with the subject of illegal aliens on a daily basis. The first, Mr. Jesse Ramirez, is the Executive Director of the Chicano Federation of the County of San Diego. He is a respected and very knowledgeable individual on this and many other subjects. You may wish to contact him at 1960 National Avenue, San Diego, California 92113, telephone number 714/236-1228. The second is Mr. Herman Baca. For many years, Mr. Baca has dedicated his resources and time in heading a most productive and energetic committee which has examined the total issue of illegal aliens. He is a most knowledgeable and articulate speaker and I trust, barring his busy schedule, that he will have the opportunity to address the members of your conference. Mr. Baca can be contacted at C.A.S.A. Justica, 1839 Highland Avenue, National City, California 92050, telephone number 714/477-3800. I believe that you will find that both of these gentlemen will be able to provide your conference participants with a most informative and moving presentation on this sensitive and extraordinary issue of our times.

If my office can be of additional assistance on this or any other matter, please do not hesitate to call on me.

Sincerely yours,

PETER R. CHACON

PRC:mam

1238-1617

# California Legislature



**PETER R. CHACON**  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

CHAIRMAN  
HOUSING AND COMMUNITY DEVELOPMENT

## COMMITTEES

HOUSING AND COMMUNITY  
DEVELOPMENT, CHAIRMAN

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STATE CAPITOL 95814  
445-7610

JOSÉ DÍAZ  
ADMINISTRATIVE ASSISTANT

November 7, 1978

Dear Friend:

Knowing of your deep interest in the affairs of our community, we would like to take this opportunity to invite you to a most important no-host cocktail meeting which will take place on Tuesday, November 14, 1978, at 5:30 p.m. at Tom Ham's Lighthouse on Harbor Island.

The purpose of the meeting will be to discuss a most important and timely matter. The benefit of your advice and recommendations at that time will certainly be deeply appreciated and welcomed. We hope that your busy schedule will enable you to attend this one hour meeting.

We believe you will be pleased with the good news we hope to share with you at that time.

We remain most sincerely yours,

Assemblyman Pete Chacon  
Dr. Ralph Ocampo  
Sherwood Roberts  
Dolores Arias  
Gil Contreras  
Gus Chavez  
Gabe Flores  
Norma Freeman

Roger Challberg  
Peope Balista  
Sal Contreras  
Delroy Richardson  
Diego and Betty  
Aguilera  
Tom Carlos

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JOSÉ DIAZ  
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COMMITTEES

HUMAN RESOURCES  
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RETIREMENT  
SPECIAL SUBCOMMITTEE ON  
COMMUNITY DEVELOPMENT  
JOINT COMMITTEE ON  
THE STATE'S ECONOMY  
COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

# Assembly California Legislature

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

January 3, 1979

Mr. Tim Cohelan, Chairman  
San Diego Coast Regional Commission  
6154 Mission Gorge Road, Suite 220  
San Diego, California 92120

Dear Chairman Cohelan:

It is my understanding that on Friday, January 5, 1979, the San Diego Coast Regional Commission will be holding a public hearing in order to consider the issuance of two permits, File F6876, located at the Northwest corner of Crosby Street and Crosby Road, San Diego, on State tidelands, and a second site, File F7681, located from Crosby Road, West and including San Diego bay waters, approximately 100 feet North of Crosby Street, San Diego, on State tidelands.

I would like to take this opportunity to join the numerous individuals and community organizations in requesting that the San Diego Coast Regional Commission not approve the issuance of these permits at this time. As you may know, there are several key factors currently related to this area and, more specifically, directly affecting the outcome of a complete community plan which has been submitted by the residents to the City of San Diego. Furthermore, at the present time, a key legislative measure, AB 47, which will be authored jointly by Senator Mills and myself, will transfer in trust a specific portion of such lands to the City of San Diego for use as parks, recreational facilities, and open space areas. Additionally, the area in question is part of an overall, multifaceted development program which includes a cultural educational center, economic development, and residential rehabilitation.

Mr. Tim Cohelan, Chairman  
San Diego Coast Regional Commission  
January 3, 1979

Page 2

For these reasons, I concur with the feelings expressed on several occasions by community groups and individuals which feel that granting of these permits for these sites at this time, in view of overall community plans would be premature. For this reason, your assistance in insuring that these permits not be issued for these sites at this time would certainly be deeply appreciated.

Sincerely yours,  
ORIGINAL SIGNED

PETER R. CHACON

PRC/js

cc: Commissioner Harriet Allen  
Commissioner Jeffrey Frauschy  
Commissioner Tom Gade  
Commissioner Paul Graham  
Commissioner Thomas D. Hamilton, Jr.  
Commissioner Roger Hedgecock  
Commissioner Gordon Williams  
Commissioner Will T. Hyde  
Commissioner Rita Luftig  
Commissioner Herb Sweetwood

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# Assembly California Legislature

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

~~CHACON~~  
~~HOUSING AND COMMUNITY DEVELOPMENT~~

COMMITTEES  
HOUSING AND COMMUNITY  
DEVELOPMENT, CHAIRMAN  
HUMAN RESOURCES  
PUBLIC EMPLOYEES AND  
RETIREMENT  
SPECIAL SUBCOMMITTEE ON  
COMMUNITY DEVELOPMENT  
JOINT COMMITTEE ON  
THE STATE'S ECONOMY  
COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

March 5, 1979

Mr. Herman Baca, Chairman  
Ad Hoc Committee on Chicano Rights  
105 Harbison  
National City, California 92114

Dear Herman:

Attached is a copy of my article on the undocumented workers which appeared in the San Diego Union, February 21. I have enclosed also a copy of the original article that I submitted to the Union.

Probably a controversial section in the San Diego Union article was recommendation number four, to establish a labor exchange program with Mexico. My intention was not to recommend the reinstatement of the bracero program as this program was by all standards a disaster. Unfortunately, the Union did not complete my comments on that recommendation but left out a major sentence. That sentence on page four of the original article said, "This program should be carefully established to avoid displacement of American workers and avoid the abuses of the notorious 'bracero' program."

My intent in writing to you, as someone keenly interested in this issue, is to clarify this point. Any comments you may wish to make regarding any part or all of the article will be more than welcome.

Sincerely,

PETER R. CHACON

PRC:mcm

Attachments

COMMENTARY

# Six Ways To Improve U.S.-Mexico Relations

By PETER R. CHACON

The question of what to do about undocumented aliens in our country still vexes many people. The immigration issue has joined inflation and unemployment on our country's agenda of pressing social concerns.

Conservative estimates place undocumented workers in the United States at between 6 million and 8 million. Last year the highest number of illegals in history, 1,058,000, was stopped at the border.

The Immigration and Naturalization Service had to add 300 border patrolmen and request a record \$300 million in federal appropriations for 1979.

It has been agreed generally that undocumented immigrants come here looking for work, leaving a country where the unemployment rate may be as high as 30 percent, where poverty and malnutrition are the common lot of most. Twenty percent of the adult Mexican work force is now in the United States because they can't find work in their own country.

The population of Mexico, now estimated at 61 million is expected to reach 132 million by the year 2000. About 750,000 new jobs must be created each year to stay even.

A common fallacy is that undocumented workers pay no taxes, that they take from us and leave nothing.

Prof. Wayne A. Cornelius of Massachusetts Institute of Technology, who directed a four-year study of



PETER R. CHACON

Mexican migration to the United States for the National Institute of Health, said:

"Where careful independent studies of the impact of illegal immigration on local labor markets have been made, no evidence has been found of large-scale displacement of local resident workers by illegal aliens."

A Department of Labor study in 1976 showed that 73 percent of all illegals in its sample had income taxes deducted from their salaries, and 77 percent paid Social Security.

In contrast, the study found that only 0.5 percent received welfare; 1.5 percent food stamps; 4 percent

unemployment, and 4.6 percent free health care.

But many are paid only subsistence wages, and in some cases significantly below the minimum wage.

The dynamics of this serious social and economic problem are beginning to change, however.

Mexico's president, Jose Lopez Portillo, an economist, understands the problem better than did his predecessor, and apparently has decided to work seriously toward its solution. He has made it clear that Mexico does not desire to have its people go elsewhere to find work. He made the issue one of importance in his meetings last week with President Carter.

On our side, Sen. Edward M. Kennedy, D-Mass., is expected to use his position as chairman of the Senate Judiciary Committee to initiate legislation that I hope will include the following recommendations:

1 — The state and federal governments should adopt tougher laws punishing those who exploit and abuse undocumented aliens.

2 — The Immigration Service and the Border Patrol should continue to be given all the assistance necessary so they can do an effective job. Improved technology, more equipment and more personnel are needed.

3 — We should grant complete amnesty to all undocumented aliens who are here now and wish to stay. In addition, immediate members of

families ought to be given the opportunity to be reunited.

4 — We should re-establish a federal labor-exchange program with the Mexican government that will allow the temporary entry into this country of Mexican nationals to work in our fields and wherever else they may be needed.

5 — President Carter should sign an agreement to purchase Mexican oil and gas. This is both in our interest and in the interest of Mexico. Mexico's economy needs capital to expand and to provide the work its people need.

6 — This country ought to begin the groundwork for a Common Market among nations in the Western Hemisphere.

Richard Silberman, Gov. Brown's finance chief, recently told the Assembly Ways and Means Committee that Europe already is consolidating its Common Market and is moving toward independence from the American dollar.

Canada and Latin America, our immediate neighbors, are rich in raw materials, and probably would join us in what could become the strongest economic bloc in the world.

This can happen only if we stop seeing our neighbors to the south as poor, distant cousins. The days of economic exploitation of Latin America are over.

*Chacon is assemblyman from San Diego County's 79th District.*



## UNDOCUMENTED WORKERS -- SOME RECOMMENDATIONS

The question of what to do about undocumented aliens in our country, their continued entry, return, and re-entry still vexes most people. The immigration issue has joined inflation and unemployment on our country's agenda of pressing social concerns. Conservative estimates place undocumented workers here at between six and eight million. Last year the highest number of illegal immigrants in history were stopped at the border (1,058,000). The Immigration Service was forced to add 300 new border patrolmen and request a record \$300 million in federal appropriations for 1979.

It has already been generally agreed that undocumented immigrants come here looking for work, leaving a country where the unemployment rate may be as high as 30 percent, where grinding poverty and malnutrition are the common lot of most. Twenty percent of the adult Mexican work force is now in the United States because they can't find work in their own country.

The population of Mexico, now estimated at 61 million, is expected to reach 83 million by 1985, and 132 million by the year 2000. Some 750,000 new jobs must be created each year to stay even. Studies made by Mexican researchers show that most Mexican aliens come from the poorest areas of Mexico, usually rural in nature. Other studies have clearly shown that there are a multitude of jobs waiting for them in our country -- in affluent homes as maids, in hotels and restaurants as dishwashers, in laundries, and in fish canneries. Many of them, of course, work in

agriculture. Mostly, the persons are doing heavy and tedious work that is unattractive to most Americans.

A common fallacy is that undocumented workers pay no taxes, that they only "take" from us and leave nothing here. According to MIT Professor Wayne A. Cornelius, Director of a four-year National Institute of Health Study of Mexican migration to the United States: "Where careful independent studies of the impact of illegal immigration on local labor markets have been made, no evidence has been found of large scale displacement of local resident workers by illegal aliens."

Meanwhile in 1976, a Department of Labor study addressing the questions of both taxes and welfare costs showed that 73 percent of all "illegals" in its sample had income tax withholding deducted from their salaries and 77 percent paid Social Security. In contrast, the study found that only 0.5 percent received welfare; 1.5 percent foodstamps; 4 percent unemployment and 4.6 percent free health care.

There is also widespread abuse and exploitation of this part of humanity. First of all, most are paid only subsistence wages, in some cases significantly below the minimum wage. There is abundant proof of collusion between border patrol agents and growers to "allow" Mexican illegals to enter this country to work the fields at harvest time, only to converge on them to deport them when it came time to pay them for their work.

Mexicans wishing to enter this country must often pay every last penny they can gather to hire a smuggler to bring them across.

In the past two years, San Diego Police Chief William Kolender established a special border police team to stop the killing and maiming of Mexican men, women and children who, in attempting to cross the border illegally, were attacked both by Mexicans and Americans wishing to rob them. Women have been raped, and they have all been robbed of what little money they had in their possession.

Those who manage to cross and find employment in the fields live in sub-human conditions we find hard to believe could exist in our country.

The demand for cheap labor remains high in this country. Most Americans resist doing the menial and often heavy labor that will only be done by others. And our businesses will continue to seek cheap labor in order to compete with manufacturers' prices for consumer goods that are produced in Hong Kong and Japan.

The dynamics of this serious social and economic problem are beginning to change, however. Mexico's new President, Lopez Portillo, an economist, understands the problem better than his predecessor and has apparently decided to work seriously toward its solution. He has made it clear that Mexico does not desire to have its people go elsewhere to find work. He has made the issue one of paramount importance in the coming discussions with President Carter.

On our side, Senator Edward M. Kennedy is expected to exercise the formidable powers that he has as Chairman of the Senate Judiciary Committee to initiate legislation that I hope will include the following recommendations:

\* The state and federal governments should adopt tougher laws punishing those who exploit and abuse undocumented aliens, either on the job, in assisting in their entry to this country, in robbing them of their wages, in harming them physically.

\* Our Immigration Service and Border Patrol should continue to be given all the assistance necessary so they can do their job effectively. Improved technology, added equipment and increased personnel are sorely needed.

\* We should grant complete amnesty to all undocumented aliens who are here now and wish to stay. Deportation of millions of foreign workers is both impractical, costly, and inhuman. In addition, immediate members of families ought to be given the opportunity to be reunited. That may mean allowing some members of families who are still in Mexico to cross the border to reunite with parents, brothers, or sisters who are in the U.S. now.

\* We should re-establish a federal labor-exchange program with the Mexican government that will allow the temporary entry into this country of Mexican nationals to work in our fields and wherever else they may be needed. This program should be carefully established to avoid displacement of American workers and avoid the abuses of the notorious "bracero" program.

\* President Carter should sign an agreement to purchase Mexican oil and gas. This is both in our interest and in the interest of Mexico. We must reduce our dependence on Arab oil -- lest an embargo someday or prohibitive prices destroy our economy. Mexico has as much oil as Saudi Arabia and can, over time, furnish all that we need. On its side, Mexico's

economy needs capital to expand and to provide the work its people need. After World War II, we helped a destroyed Germany, France and Japan rebuild their economies. They then became solid partners and viable markets for our goods. The same can happen with Mexico. A healthy neighbor is a better neighbor.

Finally, this country ought to begin to lay the groundwork for a Common Market among nations in the Western Hemisphere. Richard Silberman, Governor Brown's Finance Chief, recently stated before the Assembly Ways and Means Committee that Europe already is consolidating its Common Market and is moving toward independence from the American dollar. We could be left out in the cold by our old allies. Canada and Latin America, on the other hand, are our immediate neighbors, are rich in raw materials, and would probably join us in what could become the strongest economic bloc in the world. This could only happen, however, if we stopped seeing our neighbors to the south as poor, distant cousins. The days of economic exploitation of Latin America are over.

The undocumented alien presents us with a threat or a challenge, depending on how we see it. Creative thinking and leadership, with an understanding public, can provide the U.S. with a golden opportunity to extend both hands across the border toward a new partnership.

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EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

September 14, 1979

Dear Friend of Bilingual Education:

The first half of the 1979-80 Session ended today and bilingual education has survived. As I told you in my last letter to you, the attacks on the program were many and vicious.

Starting with Assembly Bill 690, a measure which sought to radically alter the program, and continuing with AB 1254, the attempts continued. In the last two days of the Session after AB 1254 had been sidetracked in the Senate, thanks to the efforts of Senators Joe Montoya, Alex Garcia and Ruben Ayala, Senator Rodda amended AB 1254 into Senate Bill 220. He also amended the contents of AB 812, my own measure, into SB 220. AB 812 extended the waiver for teachers to 1984. It also had language ensuring that teachers on a waiver who did not or wished not to complete requirements for the Certificate of Competence would not be dismissed. In addition, AB 812 changed the economic impact aid formula (EIA) so that the State would not lose \$230 million in Title I monies which would go to bilingual education and the economically disadvantaged youth program.

At the same time, Senator Rodda threatened to block the passage of AB 812 if an attempt was made to pass it. This measure had only to pass the Senate and come to the Assembly for concurrence, and then it would have gone to the Governor for his signature.

Amending the contents of AB 812 into SB 220 was done for a reason. The purpose is to promote SB 220 in January as not only a "reform" bill, but also a measure that, because of the features of AB 812, would appeal to teachers and to those concerned about the loss of federal funds. In other words, AB 812 was put into SB 220 as leverage to ensure the adoption of SB 220 next year.

In the meantime, my real AB 812 was placed on the Inactive File for me by Senator Montoya because we knew that we did not have the votes to get it out.

Thus, we have won the battle, but not necessarily the war. Some of you may remember my saying before conference after conference last year, and early this year, that 1979 was going to be the year of the assault on bilingual education. It has happened as I predicted. I am happy to report to you, however, that despite the intensity of the attack, we won. The battle this year has united the Chicano Caucus like never before. It has also united the Hispanic and Asian communities. Every known statewide Hispanic organization and Hispanic leader in the State fought against this vicious attack, helping defend this program which means so much to Hispanic and other non-English-speaking children. Among them were such notables as Mario Obledo, Secretary of the Health and Welfare Agency; Cruz Reynoso, Third District Appellate Judge; Herman Sillas, Federal District Court Judge; Vilma Martinez, Director of MALDEF; Irene Tovar, Assistant to the Governor; and Lorenza Schmidt, Member of the State Board of Education.

Of great assistance also were the presidents of the leading statewide Hispanic organizations and their officers, many bilingual project directors, the Union of Parents and many, many others. As you know, the battle split the Chicano Caucus early in the game. This rift was closed, however, and I have the solid commitment of every member of the Caucus now to support me in whatever effort I undertake in this field.

The battle ahead of us is clear. Between now and January 1, you and your friends, parents, teachers, administrators, and all supporters of bilingual education must do the following:

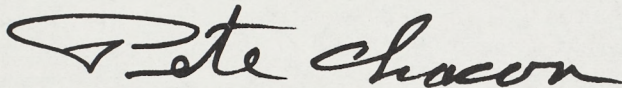
1. Invite your local Assemblymen and/or Senator to visit a bilingual class and to see firsthand the benefits of this program.
2. You must tell the story of this year's battle to everyone, ensuring that everyone realizes how close we came to losing the one program that can reduce the horrible 30 to 40 percent drop-out rate of Hispanic children. An informed supporter is going to be an active supporter and helper in next year's battle.
3. Answer or have someone else answer every negative letter in your local newspaper attacking bilingual education. Do not allow unwarranted statements such as "This is America; we speak English" to go unchallenged. The ignorance of the public regarding this program is abysmal. Use the editorial page of your local newspaper and every other available forum to defend and stand up for this program.
4. Get involved in next year's legislative re-election campaigns. Ask every candidate for election to the Assembly and/or Senate, and for that matter, every candidate for election to the local school board, for his or her position on bilingual education. Get actively involved in campaigning for or against the candidate depending on his or her views.

September 14, 1979

Lastly, I will need your assistance in continuing to provide the leadership in Sacramento to preserve and to improve this program. I will be active in meeting with bilingual supporters throughout this fall. Ms. Miriam Ojeda, Chairperson of the Bilingual Community Coalition, will be contacting many of you to set up meetings intended to develop the resources necessary for the continuing campaign to preserve educational opportunities for our children. In the meantime, if you wish to contact Miriam or myself to get involved in this campaign, please write to me at this address in San Diego: 5106 Federal Boulevard, Suite 207, San Diego 92105; or call me at (714) 263-2148. Or you can contact Miriam at P.O. Box 693, Hollister, California 95023; or call her at (408)637-7636.

Let me express my heartfelt thanks to all of you who provided moral and other support this year. I know from this year's experience that I can count on you for continued assistance. Together we will prevail!

Sincerely,



PETER R. CHACON

PRC:lj



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PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

14 de Septiembre de 1979

Estimado Amigo(a) de la Educación Bilingue

La primera mitad de la sesión 1979-80 terminó el día de hoy y la educación bilingue ha sobrevivido. Como les informé en mi última carta, hubieron muchos viciosos ataques a este programa.

Comenzando con el Proyecto de Ley de La Asamblea el AB 690, una iniciativa que quería radicalmente alterar el programa. Así como el AB 1254. En los últimos dos días de sesión después que el AB 1254 fuera desviado en el Senado, gracias a los esfuerzos de los Senadores José Montoya, Alex Garcia Y Ruben Ayala, el Senador Rodda cambió el AB 1254 y lo convirtió en el SB 220. El también cambió el contenido de mi propia iniciativa el AB 812, convirtiendolo en el SB 220. El AB 812 extiendi el "renuncio" para los profesores hasta 1984. También tenía palabras en la iniciativa asegurando que los profesores en un "renuncia" que no quisieran completar los requisitos para el certificado de aptitud no podrian ser despedidos. Además el AB 812 cambiaba el impacto de la fórmula de aydas económica (EIA) cosa que el Estado no perdiese \$230 millones en dinero del Titulo I que hubiera ido a la educación bilingue así como el programa de ayuda económica para los desventajados.

Al mismo tiempo, el Senador Rodda amenazaba con bloquear el pase del AB 812 si se hiciese algún atento de pasarlo. Esta iniciativa tenía sólo que pasar el Senado e ir nuevamente a la Asamblea para su consentimiento y luego hubiera ido al Gobernador para su firma.

El cambiar el contenido del AB 812 al SB 220 fue hecho por una razón. El propósito es el de promover el SB 220 en Enero no sólo como un proyecto de ley de "reforma" pero también como una iniciativa que, debido a la semejanza con el AB 812, hubiera gustado a los profesores y a aquellos preocupados con la perdida de fondos federales. En otras palabras, el AB 812 fue cambiado en el SB 220 como punto de partido para asegurar la adopción del SB 220 el proximo año.

Mientras tanto, mi verdadero AB 812 fue colocado en el archivo inactivo por el Senador Montoya ya que sabíamos de que no teníamos los votos para poderlo hacer pasar.

De esa manera ganamos la batalla, pero no necesariamente la guerra. Algunos de ustedes, pudan que recuerden, lo que yo decía en conferencia y conferencia que 1979 iba a ser el año del asalto a la educación bilingue. Ha pasado como lo predije. Sin embargo estoy contento, de que aún con la intensidad de los ataques, hemos ganado. La batalla de este año ha unido al Caucus Chicano como nunca antes. También ha unido a las comunidades Asiáticas e Hispánicas toda conocida organización Hispánica y líder Hispánico en el estado luchó en contra de este ataque vicioso, ayudando a defender este programa que significa tanto para los niños de habla hispana y otros niños que no hablan el idioma inglés. Dentro de ellos hubieron personas notables como Mario Obledo, Secretario de la Agencia de Salud y Bienestar Social; Cruz Reynoso, Juez del Tercer Distrito de Apelaciones; Herman Sillas, Juez de la Corte del Distrito Federal; Vilma Martinez, Directora del MALDEF; Irene Tovar, Asistente de Gobernador y Lorenza Schmidt, Miembro de la Junta Estatal de Educación.

De gran asistencia también fueron los presidentes de las organizaciones líderes Hispánicas a nivel estatal así como sus miembros, muchos directores de proyectos bilingues, La Union de Padres de Familia y muchos, muchos otros como ustedes saben, la batalla dividió al Caucus Chicano al comienzo, sin embargo, ahora tengo la sólida promesa de cada miembro de esta unión de Legisladores Chicano que me van a ayudar en cualquier esfuerzo que yo tome en este campo.

La batalla por delante para nosotros es clara. Dentro de ahora y el primero de Enero, ustedes y sus amigos, padres de familia, profesores, administradores y todos los que apoyan la educación bilingue tienen que hacer lo siguiente.

- 1) Invite a su Diputado o Senador local a que visite una clase bilingue y que vean con sus propios ojos los beneficios de este programa.
- 2) Debe de contarle la batalla por la que pasamos a todo el mundo, asegurandose que cada uno se dé cuenta, que tan cerca estuvimos de perder el programs que hubiera reducido de un 30 a 40 porciento de los niños de origen Hispanos en las escuelas. Una persona que apoya este programa y que esté informado de lo que está pasando va a ser un trabajador activo y ayudante en la batalla del próximo año.
- 3) Conteste o haga que alguien conteste toda carta negativa en su diario o periódico local que ataque la educación bilingue. No permita tales dichos como que "Esto es America; y aquí hablamos el inglés." La ignorancia del público acerca de este programa es increíble. Use la página editorial de su periódico y cualquier

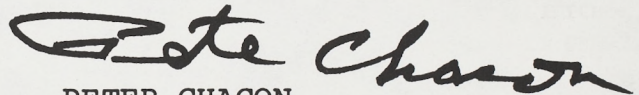
otro tipo de tribuna para defender este programa.

4) Participe el proximo año en las campañas de reelección para la junta escolar de su escuela local, por su posición sobre la educación bilingue. Participe activamente en campañas por o en contra del candidato dependiendo su punto de vista.

Por último, voy a necesitar de asistencia para continuar proveyendo el liderazgo en Sacramento para conservar y mejorar este programs. Voy a trabajar muy activamente para hablar con la gente que apoyan los programas bilingues en el estafo. La Señorita Miriam Ojeda, Presidenta de La Coalición de la Comunidad Bilingue se estará comunicando con muchos de ustedes a fin de reunirse para organizar los necesarios recursos para la continuación de la campaña para mantener las oportunidades educacionales para nuestros niños. Mientras tanto, si Ud. desea hablar con Miriam o conmigo para involucrarse en esta campaña, por favor escríbame a esta dirección en San Diego: 5106 Federal Boulevard, Suite 207, San Diego, Ca 92105, or llámeme al (714) 263-3148, or puede comunicarse con Miriam al P.O. Box 693, Hollister, California 95023; o llámela al (408) 637-7637.

Déjeme expresarle mi mas profundo agradecimiento a todos ustedes que proveyeron el apoyo moral tan necesitado. Tengo la seguridad que por la experiencia de este año voy a poder contar por su continua asistencia. Unidos triunfaremos!

Sinceramente,



PETER CHACON

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September 14, 1979

Dear Friend of Bilingual Education:

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Starting with Assembly Bill 690, a measure which sought to radically alter the program, and continuing with AB 1254, the attempts continued. In the last two days of the Session after AB 1254 had been sidetracked in the Senate, thanks to the efforts of Senators Joe Montoya, Alex Garcia and Ruben Ayala, Senator Rodda amended AB 1254 into Senate Bill 220. He also amended the contents of AB 812, my own measure, into SB 220. AB 812 extended the waiver for teachers to 1984. It also had language ensuring that teachers on a waiver who did not or wished not to complete requirements for the Certificate of Competence would not be dismissed. In addition, AB 812 changed the economic impact aid formula (EIA) so that the State would not lose \$230 million in Title I monies which would go to bilingual education and the economically disadvantaged youth program.

At the same time, Senator Rodda threatened to block the passage of AB 812 if an attempt was made to pass it. This measure had only to pass the Senate and come to the Assembly for concurrence, and then it would have gone to the Governor for his signature.

Amending the contents of AB 812 into SB 220 was done for a reason. The purpose is to promote SB 220 in January as not only a "reform" bill, but also a measure that, because of the features of AB 812, would appeal to teachers and to those concerned about the loss of federal funds. In other words, AB 812 was put into SB 220 as leverage to ensure the adoption of SB 220 next year.

In the meantime, my real AB 812 was placed on the Inactive File for me by Senator Montoya because we knew that we did not have the votes to get it out.

Thus, we have won the battle, but not necessarily the war. Some of you may remember my saying before conference after conference last year, and early this year, that 1979 was going to be the year of the assault on bilingual education. It has happened as I predicted. I am happy to report to you, however, that despite the intensity of the attack, we won. The battle this year has united the Chicano Caucus like never before. It has also united the Hispanic and Asian communities. Every known statewide Hispanic organization and Hispanic leader in the State fought against this vicious attack, helping defend this program which means so much to Hispanic and other non-English-speaking children. Among them were such notables as Mario Obledo, Secretary of the Health and Welfare Agency; Cruz Reynoso, Third District Appellate Judge; Herman Sillas, Federal District Court Judge; Vilma Martinez, Director of MALDEF; Irene Tovar, Assistant to the Governor; and Lorenza Schmidt, Member of the State Board of Education.

Of great assistance also were the presidents of the leading statewide Hispanic organizations and their officers, many bilingual project directors, the Union of Parents and many, many others. As you know, the battle split the Chicano Caucus early in the game. This rift was closed, however, and I have the solid commitment of every member of the Caucus now to support me in whatever effort I undertake in this field.

The battle ahead of us is clear. Between now and January 1, you and your friends, parents, teachers, administrators, and all supporters of bilingual education must do the following:

1. Invite your local Assemblymen and/or Senator to visit a bilingual class and to see firsthand the benefits of this program.
2. You must tell the story of this year's battle to everyone, ensuring that everyone realizes how close we came to losing the one program that can reduce the horrible 30 to 40 percent drop-out rate of Hispanic children. An informed supporter is going to be an active supporter and helper in next year's battle.
3. Answer or have someone else answer every negative letter in your local newspaper attacking bilingual education. Do not allow unwarranted statements such as "This is America; we speak English" to go unchallenged. The ignorance of the public regarding this program is abysmal. Use the editorial page of your local newspaper and every other available forum to defend and stand up for this program.
4. Get involved in next year's legislative re-election campaigns. Ask every candidate for election to the Assembly and/or Senate, and for that matter, every candidate for election to the local school board, for his or her position on bilingual education. Get actively involved in campaigning for or against the candidate depending on his or her views.

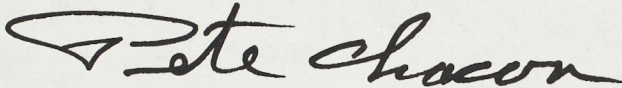
September 14, 1979

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Lastly, I will need your assistance in continuing to provide the leadership in Sacramento to preserve and to improve this program. I will be active in meeting with bilingual supporters throughout this fall. Ms. Miriam Ojeda, Chairperson of the Bilingual Community Coalition, will be contacting many of you to set up meetings intended to develop the resources necessary for the continuing campaign to preserve educational opportunities for our children. In the meantime, if you wish to contact Miriam or myself to get involved in this campaign, please write to me at this address in San Diego: 5106 Federal Boulevard, Suite 207, San Diego 92105; or call me at (714) 263-2148. Or you can contact Miriam at P.O. Box 693, Hollister, California 95023; or call her at (408)637-7636.

Let me express my heartfelt thanks to all of you who provided moral and other support this year. I know from this year's experience that I can count on you for continued assistance. Together we will prevail!

Sincerely,



PETER R. CHACON

PRC:lj

NEWS FROM THE OFFICE OF:  
ASSEMBLYMAN PETER R. CHACON  
State Capitol, Room 4005  
Sacramento, California 95814

FOR IMMEDIATE RELEASE

WEDNESDAY, September 19, 1979

CONTACT: Eddie Amador  
(916) 445-7610

SACRAMENTO -- "Bilingual education has passed its toughest test and survived an unprecedented political attack," declared Assemblyman Pete Chacon (D-San Diego) today. "The attack," he added, "came from within the Chicano Legislative Caucus, conservative Republican Senators, and Democratic legislators." Chacon explained that a member of the Caucus had attempted to drastically change the state's bilingual program but then decided to drop his plan after receiving pressure from the Hispanic community. Assemblyman Dennis Mangers (D-Orange County), coauthor of Assemblyman Alatorre's AB 690, then amended Alatorre's bill and his own name into AB 1254, a bill formerly belonging to Assemblyman Gary Hart (D-Santa Barbara), and tried to run with it. AB 1254 was stymied in Senate Rules where the bilingual education provisions were found not to be "germane" to the original Hart bill.

"Senator Albert Rodda (D-Sacto) then joined the battle and amended AB 1254 into SB 220, a bill authored by Republican Senator Ray Johnson. Johnson's bill cleared the Senate on the final day of the session, but was too late to be enacted this year," Chacon explained.

Assemblyman Chacon emphasized that it was the political muscle of the Hispanic community, and especially of the urban Hispanic leadership, that turned the tide. "If it were not for the pressure brought to bear on the Caucus members and on the Governor, who threatened to veto any anti-bilingual legislation, we would not have won," he declared.

Chacon is the author of various legislative measures, beginning with AB 2284 in 1972 and culminating with AB 1329 of 1976, which have established the state's bilingual-bicultural education programs. According to Chacon, only 40 percent of the state's non- and limited-English-speaking children are currently enrolled in the

-more-more-

program. Of these, 80 percent are of Hispanic origin.

"The drop-out rate among Hispanic children who speak only Spanish at home is a tragic 40 percent, and Hispanic pupils have the highest first grade repetition rate of any ethnic group," he explained. The Democratic Assemblyman said that bilingual-bicultural education is the only school program that can effectively change these figures and ensure that Hispanic children assimilate into society successfully and learn English.

"There is a basic misunderstanding of bilingual education among legislators and the public," he said. "Some believe that Spanish only is being used in the program and that this only impedes the child's learning English. Others think that the program is generally ineffective and that the majority of these pupils speak English already and can be placed in the regular classes. The fact is," he explained, "that Spanish is used mainly to ensure that the child does not fall behind in basic skills. The teacher utilizes the sounds and structure of the child's native language to help the child learn English. The teacher also respects the child's native culture and helps him to assimilate into the American mainstream without rejecting the child's background.

"As to program effectiveness," Chacon declared, "there is no question in my mind that bilingual education is working. I have personally visited many classrooms throughout the state and found children learning English at a rate faster than comparable children enrolled in the regular classes. Children stay in school longer, are more interested in school and are better adjusted."

The Assemblyman said that he expected to be fully involved again in January to preserve the program from attacks that will resume when the Legislature reconvenes in 1980.

"This time, however, the Hispanic community will be prepared for the onslaught and will again pressure the Governor, the Legislature, and the Democratic leadership to save this important educational program," Chacon concluded.

Assemblyman Chacon is a former teacher and administrator, and is a member of the powerful Assembly Ways and Means Committee.

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SAN DIEGO, CALIFORNIA 92105  
(714) 263-2148

JOE DIAZ AND JOAN M. WALSH  
ADMINISTRATIVE ASSISTANTS

SACRAMENTO  
STATE CAPITOL 95814  
445-7610



# Assembly California Legislature

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

COMMITTEES  
ELECTIONS AND  
REAPPORTIONMENT  
PUBLIC EMPLOYEES AND  
RETIREMENT  
WAYS AND MEANS  
JOINT COMMITTEE ON  
THE STATE'S ECONOMY  
COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

August 30, 1979

Dear Friend of Bilingual Education:

Last week I wrote to you emphasizing the need of letters to continue supporting Assembly Bill 507 and urging defeat of Assembly Bill 690 if that bill reached the Governor's desk. Since then a series of events have occurred in rapid succession on this issue.

First and foremost, it became very evident to members of the Chicano Legislative Caucus that the unity of this Caucus was threatened. The fact that two members had conflicting and competing bills on one issue which pitted supporters of bilingual education against those who would undermine it caused a great deal of tension in the Caucus. This resulted in a series of meetings in which the Caucus discussed this issue at length. The prime concern was the preservation of unity in the Caucus for the sake of the 3,000,000 Hispanics whom this Caucus represents. Of course, the issue itself, i.e., the state and future of bilingual education, was considered of equal importance. Common sense dictated that whatever action we took would be based on the following facts:

1. AB 507 was not going to be passed by the Senate Finance Committee. Only four sure votes could be counted--those of Senators Roberti, Greene, Petris and Stiern. AB 690, on the other hand, was going to be passed by the Committee.
2. The Governor, in response to an overwhelming number of letters and telephone calls, had apparently decided to veto AB 690 if it reached his desk.

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Page 2  
August 30, 1979

3. Senator Rodda and other members of the Committee had made their own decision to pass both bills on the condition that the Governor could not just sign one without the other nor could he veto one without eliminating the other. The Rodda amendments in addition would have allowed school districts to choose between the existing program as modified by AB 507 and a new approach represented in AB 690.
4. The overwhelming evidence from the field was that Hispanics and Asians and all other supporters of bilingual education were in support of AB 507 and not AB 690.
5. The recommendation of the Chicano Caucus, i.e., that AB 507 be passed and AB 690 be a pilot project in six school districts, was unacceptable to Senator Rodda and other members of the Committee.

In light of this, the Caucus' decision was as follows:

1. Both Mr. Alatorre and I would drop our bills.
2. I would be the only member of the Caucus carrying legislation in this field henceforth.
3. We would stand united in opposition to any efforts by other legislators to undermine or eliminate this program.

The advantages of this agreement within the Caucus are several. First of all, it leaves the AB 1329 program basically intact with no serious modifications. Secondly, it eliminates the possibility of any future conflicts within the Caucus in this field. And thirdly, it results in a Caucus strengthened by the trial it has undergone and more strongly resolved to work as a unit for the protection and preservation of those programs that are important to our community.

I hope this is an adequate explanation to you of what has transpired this year with legislation relating to bilingual education. I want to express my sincere and humble thanks to you and to the hundreds and perhaps thousands of others who have supported me through this great crisis this year. I stand ready to continue my efforts to provide the leadership borne out of experience in this field.

One final benefit from this crisis has been the emergence of a powerful urban constituency composed largely of Hispanics and Asians, many of whom are in the field of education. That constituency can be formidable and critical next year when the attack can be expected to resume against bilingual/bicultural education.

NEWS FROM THE OFFICES OF:  
ASSEMBLYMAN RICHARD ALATORRE and  
ASSEMBLYMAN PETER R. CHACON  
c/o State Capitol, Room 4005  
Sacramento, California 95814

FOR IMMEDIATE RELEASE

THURSDAY, August 30, 1979

Contact: (916) 445-7610

Assemblymen Richard Alatorre (D-Los Angeles) and Peter Chacon (D-San Diego) today joined forces and led a united Chicano Legislative Caucus in withdrawing their bills, AB 690 and AB 507, on bilingual education, rather than acquiesce to unacceptable Senate Finance Committee amendments. Assemblymen Alatorre and Chacon released the following statement:

"It is evident that by accepting the amendments offered by the Senate Finance Committee we would destroy the unity of the Chicano Legislative Caucus on an issue which deeply affects our community and our children."

We have, therefore, decided that if the Senate Finance Committee cannot accept the Chicano Legislative Caucus amendments and compromise on AB 507 and AB 690, we are forced in the spirit of unity to drop both bills rather than adhere to an unacceptable compromise.

The Assemblymen pointed out that the Senate amendments tied both bills together so that each could not be enacted separately. In addition, if both bills were signed school districts would have had a choice of programs to follow. The ensuing confusion, resulting from widely differing provisions in the two bills would have made it impossible for teachers to provide a comprehensive, effective bilingual curriculum with continuity in requirements for grades K - 12 for limited-English-speaking students.

The Chicano Caucus' recommendation to the Finance Committee was to pass AB 507 as amended by the author on August 20 and to allow six school

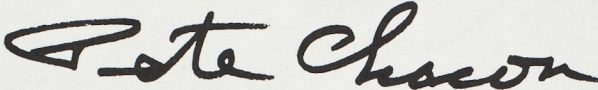
districts to conduct a pilot project for two years. With the AB 690 approach, the rationale was that the existing bilingual program should continue basically as it is structured now with some experimentation conducted with a different approach and a comparison made between the two programmatic approaches after two years.

Joining Assemblymen Alatorre and Chacon were the other members of the Caucus, Senator Joe Montoya, its Chairman; Senators Ruben Ayala and Alex Garcia and Assemblyman Art Torres.

Page 3  
August 30, 1979

Be assured that I will keep you informed on a regular basis of actions in Sacramento of interest to you in this field. Thank you again for your support.

Sincerely yours,

A handwritten signature in cursive script that reads "Peter Chacon". The signature is written in dark ink and is positioned above the typed name.

PETER R. CHACON

PRC:vjm

DATE:

*September 4, 1979*

TO:

*Herman Baca*

RE:

*For your information*



FROM:

IGNACIO SAMUEL COTA

DISTRICT OFFICE  
5106 FEDERAL BLVD., SUITE 207  
SAN DIEGO, CALIFORNIA 92105  
(714) 263-2148

JOE DIAZ AND JOAN M. WALSH  
ADMINISTRATIVE ASSISTANTS

SACRAMENTO  
STATE CAPITOL 95814  
445-7610



# Assembly California Legislature

COMMITTEES  
ELECTIONS AND  
REAPPORTIONMENT  
PUBLIC EMPLOYEES AND  
RETIREMENT  
WAYS AND MEANS  
JOINT COMMITTEE ON  
THE STATE'S ECONOMY  
COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

October 12, 1979

Dear Friend:

Recently, I sent you a letter announcing my plans to sponsor an Educational Voucher System Initiative Seminar on October 27th. After carefully considering the scheduled date for this seminar, I have decided to postpone the seminar until Spring, 1980.

Within the next few weeks, we should know whether the Initiative will be on the June, 1980 ballot. Therefore, a panel discussion scheduled during March or early April will afford the electorate an opportunity to become fully knowledgeable about this educational voucher issue before casting their vote in June.

Once I have been informed of the status of the Initiative on the June, 1980 ballot, I will notify you of the date and location for the Educational Voucher System Panel Discussion.

Sincerely yours,

PETER R. CHACON

PRC:vjm

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JOAN WALSH, WES PRATT  
AND  
EDDIE AMADOR  
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STATE CAPITOL 95814  
445-7610



# Assembly California Legislature

COMMITTEES  
ELECTIONS AND  
REAPPORTIONMENT  
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COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

July 13, 1980

Dear Bilingual Education Supporter:

Enclosed for your review is a copy of my bilingual education bill, Assembly Bill 507. The contents of this bill are identical to AB 812, along with some important additions.

One significant change is the authorization of a Language Development Specialist with culture and methodology training to teach in situations where there are 40 or more limited-English-proficient children of different languages who would not otherwise trigger a bilingual teacher. This should further improve the instruction for students on ILP's who have received less than adequate programs in the past.

Another addition to AB 507 is the mandate for the State Department of Education to conduct an equivalency study of all language proficiency tests designated for the identification of limited-English-proficient pupils. This is designed to ensure uniformity of language classifications, reliability and validity of such tests.

The bill is scheduled to be heard on August 6, 1980 in the Senate Finance Committee. Please communicate your support for this measure immediately to the Committee members on the enclosed list, with a copy of your letters or telegrams to this office.

Thank you for your support of bilingual education and AB 507.

Sincerely,

PETER R. CHACON

PRC:lj  
Enclosure



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JOAN WALSH, WES PRATT  
AND  
BENJAMIN LOPEZ  
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# Assembly California Legislature

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

COMMITTEES  
ELECTIONS AND  
REAPPORTIONMENT  
PUBLIC EMPLOYEES AND  
RETIREMENT  
WAYS AND MEANS  
JOINT COMMITTEE ON  
THE STATE'S ECONOMY  
COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

July 14, 1980

Dear Friend:

The Assembly has passed the State budget which will now go to the Senate and the Governor for his review and signature. I would like to call your attention to several items in the budget which are a direct result of my personal efforts. I think you would be interested in having this information.

Item One: Presently there are \$500,000 allocated to the Department of Education to provide training for teachers who are on waiver awaiting completion of requirements for the Certificate of Competence. This Certificate fully qualifies a teacher for a bilingual class and it assumes bilinguality, familiarity with the child's native language and with bilingual teacher methodology. At my request, this item was augmented by \$200,000, thus, increasing considerably the number of teachers on waiver who can participate in the training program. The \$200,000 will provide training by institutions of higher education, county departments of education or consortia for these teachers.

Item Two: The Governor's budget provided \$1 million for the Bilingual Teacher Corps Program which has met with great success in training bilingual aides, most of whom are bilingual, to become bilingual teachers. At my request, \$750,000 was added to the original \$1 million, thus, increasing substantially the number of bilingual aides and college seniors and graduate students who could become bilingual teachers.

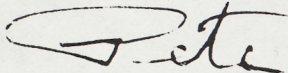
Item Three: Student affirmative action programs in our colleges and universities leave much to be desired. For the past few years there has been no increase in the number of Blacks and Hispanics enrolled in these institutions. At my request, language was adopted in the budget requiring that the University of California

July 14, 1980

establish on each of its nine campuses student affirmative action committees composed primarily of minority faculty to review existing affirmative action programs and to make recommendations for improvement in these programs toward an increase in enrollment of minority students. Attached for your information is the text of that language.

If you have any questions regarding these budget changes, please call Ms. Elizabeth Foster in my Sacramento Office or Messrs. Ben Lopez or West Pratt in my San Diego Office for further details.

Sincerely,

A handwritten signature in cursive script, appearing to read "Peter R. Chacon".

PETER R. CHACON

PRC:lj  
Attachment

## UC STUDENT AFFIRMATIVE ACTION - CHACON

"UC shall establish, at each campus, a student affirmative action advisory committee comprised predominantly of minority faculty from underrepresented minority groups. Such committee shall also include minority and women student representatives.

Each campus committee shall review the student affirmative action plan of its campus and make recommendations to the University for improving the plan and its effectiveness. The work of each campus committee shall include, but not be limited to, a review of the graduate and undergraduate student affirmative action plans including numerical goals and timetables, and existing programs including support and retention services. The committees shall also review any prior evaluations of the campus student affirmative action programs and make recommendations for strengthening such evaluation efforts."

UC shall establish a systemwide committee made up of representatives from the campus committees. The systemwide committee shall review UC's overall graduate (currently being developed by UC) and undergraduate student affirmative action plans and make recommendations to UC with respect to improving the plans and their effectiveness. The systemwide committee shall also review the evaluations of campus services and programs, compile such information, and include its findings within its report.

The University shall send copies of the reports of both the campus and systemwide committees to the legislative budget committees and shall provide them with a progress report on the campus and systemwide review efforts by December 15, 1980, and a final report by March 1, 1981.

UC shall provide such amounts as will enable each campus committee and the Universitywide committee to efficiently and effectively carry out its responsibilities, but not more than \$40,000 to fund these administrative costs."

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DAN MCALLISTER  
CHIEF ADMINISTRATIVE ASSISTANT

SACRAMENTO  
STATE CAPITOL 95814  
445-7610



# Assembly California Legislature

COMMITTEES  
AGING (VICE CHAIRMAN)  
CONSUMER PROTECTION  
AND TOXIC MATERIALS  
PUBLIC EMPLOYEES AND  
RETIREMENT  
WAYS AND MEANS  
JOINT COMMITTEE ON  
THE STATE'S ECONOMY  
COMMISSION OF THE  
CALIFORNIAS

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

July 7, 1981

Wilson C. Riles, Superintendent  
of Public Instruction and  
Director of Education  
State Department of Education  
721 Capitol Mall  
Sacramento, California 95814

Dear Wilson:

I join the Hispanic community in its concern over your recent dismissal of Manny Ceja from Director of the State Migrant Program. The process of his dismissal was even more disturbing. Apparently you did not personally call in Mr. Ceja to discuss the matter, giving him an opportunity to respond to your concerns. Instead, a subordinate served him with the notice of dismissal, denying Mr. Ceja the ordinary courtesy of learning formally of any problems you had with him.

Manny's dismissal and reduction to a lower position calls attention to the low number of Hispanics in technical, professional and managerial positions in the Department. The 1980 Census shows Hispanics to constitute over 19% of the State's population; yet your Department shows 6.6% Hispanic technicians, 7.7% Hispanic professionals, and only 6.3% Hispanic managers. Clearly, Hispanics are far below parity in the Department of Education's employment.

While Mr. Ceja's demotion is of concern to Hispanics and to me personally, I understand your authority to take such actions when you deem them necessary. I cannot but criticize, however, the method you utilized. Nonetheless, my primary concern is the underrepresentation of Hispanics in the Department, and I would like to know what you are doing to address and correct this underrepresentation.

Thank you for your attention to this matter.

Yours truly,

PETER R. CHACON

PRC:1j

Tuesday, June 23, 1981 ★ ★

# Riles Ousts Aide From State Post

The director of compensatory education programs in the state Department of Education is being removed from his \$44,000 a year post because he has lost the confidence of state schools Superintendent Wilson Riles.

"This all came as a surprise," said Manuel Ceja, 61. He said he does not know any other reason for his removal.

Ceja is an assistant superintendent of compensatory education programs and is exempt from civil service. Because of that, his removal is not considered disciplinary and thus no reason for removal is required, said Don McKinley, Riles' chief deputy.

Ceja said he first learned of his removal June 18 when he was called into McKinley's office. McKinley was there with Richard Pond, personnel officer for the Education Department. Ceja was told the "executive group" had decided it was time for a change and that Ceja was being given the 20-day notice required by regulations.

Although Ceja said he has received only oral notification, department officials said a letter of removal — signed by Riles — was mailed June 19. The 20-day notice begins after the letter is received.

Ceja said he did not press for a reason in his meeting with McKinley and Pond since Ceja said he wants to hear it directly from Riles. But Ceja said he fears he may not be able to see Riles before the 20 days is over.

Ceja's name was in the news recently after Davis Campbell, deputy superintendent for programs, said that Ceja inappropriately authorized use of federal Title 1 funds for the expenses and travel to the Black Summit in Sacramento in 1979.

Angered by the statement, Ceja said the letter he negotiated with his then-immediate superior, Charlie Mae Knight, was not the same one that went out dated May 22, 1979, even though it bears his signature.

A department spokesman said the executive group that would have decided on the removal of Ceja would include Riles, McKinley, Pond and the deputy superintendent Ceja worked for, in this case, Campbell.

Ceja said he will fight his removal and will appeal any decision made against him. He said he will ask for the civil service position of consultant that he held before his appointment to the compensatory education directorship that pays about \$8,000 a year less.

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DAN McALLISTER  
CHIEF ADMINISTRATIVE ASSISTANT

SACRAMENTO  
STATE CAPITOL 95814  
445-7810



# Assembly California Legislature

COMMITTEES  
AGING (VICE CHAIRMAN)  
CONSUMER PROTECTION  
AND TOXIC MATERIALS  
PUBLIC EMPLOYEES AND  
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JOINT COMMITTEE ON  
THE STATE'S ECONOMY  
COMMISSION OF THE  
CALIFORNIAS

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

July 7, 1981

The Honorable S.I. Hayakawa  
United States Senate  
6217 Senate Office Building  
Washington, D.C. 20510

Dear Senator Hayakawa:

I am responding to a June 12 letter asking me to support your proposed Constitutional Amendment to designate English as the official language of our country.

I must decline.

As author of California's bilingual education law, and as an American citizen of Hispanic background, I view your resolution as a disservice to millions of present and future residents of the United States.

You say (SACRAMENTO BEE, July 2, 1981), "I'm looking ahead, not to the present problem, but to the 21st Century." Your vision is different than mine.

Should you engineer a stampede that succeeds in trampling down the hard-won gains of language minority groups in this country, the America of the next century will not be a land of promise. By insulating our population against the contributions of other cultures, this nation will become a lifeless, regimented, dull and depressing island. This is a time in our history when we should be working for greater understanding of all the world's people, particularly those who have relocated to our shores in the hope of a better life.

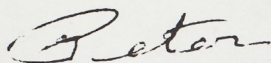
Senator, what I find most appalling is a fundamental misconception of what it is that makes America great. It is not our sameness; it is our vibrant diversity.

July 7, 1981

Your amendment would set back bilingual education, the avenue by which unique children are assimilated and helped to become fully productive members of our society. You surely understand that the most effective way of bringing newcomers into the mainstream is by showing respect for them and their languages, and welcoming what they bring to America. A mandate of "English only" will turn away from our schools those perhaps most in need of what our educational system has to offer. It will do great damage to the lives and aspirations of newcomers to America and their families. And it will deprive the majority society of a valuable natural resource -- the heritage and languages of many cultures.

Let us strive for harmony. Let us give people a better chance to succeed in life.

Sincerely,



PETER R. CHACON

PRC:JL1

# Hayakawa Pushes Bilingual Ballot Ban, English-Priority Plan

## Capitol Report

Saying he is concerned about the unwillingness of immigrants to learn English, Sen. S.I. Hayakawa Wednesday plugged for support of his constitutional amendment that would prohibit bilingual ballots and make English the nation's official language.

The California Republican told a news conference he has collected the support of 33 GOP state lawmakers — 21 assemblymen and 12 state senators — for his proposal pending in Congress.

"I'm looking ahead, not to the present problem, but to the 21st century," Hayakawa told reporters, noting the influx of immigrants who use political power to push for bilingualism.

Hayakawa, joined by state Sen. Ollie Speraw and Assembly GOP leader Carol Hallett, said he had attempted to solicit the support of 72 Democratic members of the Legislature but that none would join him. But he denied that it was a partisan issue.

Under Hayakawa's proposed amendment, English would be made the official language of the United States and there would be a prohibition against any law that would require government documents be written in languages other than English.

The principal effect of this, said Hayakawa, would be to prohibit the use of bilingual ballots, such as are required in some areas of the country, for Hispanic, Chinese, Filipino and Indian voters.

A world-renowned semanticist, Hayakawa said language differences should bring people together rather than divide them.

Hayakawa did not single out any particular ethnic group in his discussion of immigrants and their unwillingness to learn the English language.

But Speraw, a conservative from Long Beach, said, "What we're talking about is one particular group, or one group of immigrants, through the politicians and social engineers,



Bee file photo

S.I. HAYAKAWA

... "I'm looking ahead"

setting up another little nation within us."

Pressed for further explanation, Speraw said he was referring to "the Hispanics, by and large," but refused to identify the politicians other than to say "I work with some of them."

"I'm not backing down, but I did not come prepared to make such a statement or back up such a statement. But I believe it is self-evident," he said.

Hayakawa, who said his proposal has attracted more attention than anything else he has done in his first Senate term, said the amendment is not intended to "insult" any ethnic group.

But he singled out Mario Obledo, state health and welfare secretary and the highest-ranking Hispanic in the Brown administration, for his criticism of the amendment.

"If Mario Obledo could speak only Spanish where would he be?" Hayakawa remarked. "He would probably be where I would be if I spoke only Japanese. I would probably be running a sukiyaki restaurant in Tokyo."

"I'm encouraging other Mexican-Americans to speak as beautiful English as Obledo does, so they can be big shots too."



Estimado Amigo,

Several weeks ago you received a letter announcing the decision of Mr. Pete Chacon to run as a candidate in the June primary for election to the 79th Assembly District. Enclosed is a copy of that announcement as carried by the press.

No doubt you experienced the same kind of pride that many of us in Mr. Chacon's Campaign Committee felt at the decision of a Mexican-American to run for public office. You are, no doubt, aware that Mr. Chacon has been very active in San Diego working for the betterment of the Mexican-American. It is, therefore, especially gratifying that a Mexican-American of Mr. Chacon's caliber would seek to gain political representation for the community.

Mr. Chacon and all of those connected in his campaign are making a great sacrifice in order to achieve political representation. It will cost everyone connected with the campaign, money, time and a great deal of effort. Many will have to work long hours, meet with many people and spend a great deal of time learning the art of politics in order to ensure Mr. Chacon's election. Members of the Campaign Committee of which I am Chairman, have committed themselves to this important task.

In addition to the many Mexican-Americans in Mr. Chacon's campaign, there are a good number of Anglo-Americans and some Black-Americans who are dedicated to this candidacy because they believe that our candidate has the necessary qualifications to truly represent the citizens of the 79th District. Some have contributed money and many are dedicating their time and effort toward the campaign.

We are now asking for your personal support and sacrifice behind the candidacy of Mr. Chacon and our effort at achieving political representation for the Mexican-American community. It is first of all our responsibility as Mexican-Americans to demonstrate our support through our sacrifice in time and money before we can ask others to help us. For if we do not actively show our support for a Mexican-American we cannot expect others to support us.

Therefore, we are appealing to you to send whatever financial contribution you can make to the Committee to elect Peter Chacon and to do this as soon as possible. The Committee needs funds for postage, envelopes, printing, sign-making, etc. But, we also need your personal help, to help in the hand delivery of literature to homes, to man our campaign headquarters, to work on a telephone committee, to provide transportation for voter-registration workers, to help in fund-raising activities (dinners, dances, etc.), to address letters, etc.

We need your help! We must be able to count on it. Will you actively support us in this important undertaking? Please fill the envelope with your contribution or fill in the envelope and send it to us right away before it slips your mind. Your stamp on the envelope will help defray costs.

Sincerely,

Herman Baca  
Campaign Chairman  
Committee to Elect  
Peter Chacon

2/1 at Herman's

1. Announcement

- a - Introduction
- 1. a. speech - Pete
- b. announcement - Roy
- c. pictures - Roy
- d. place - Camp. Hdg.
- e. date + time - 2.4.70
- f. guests - **Marcia + Pete**
- g. news media - Roy

McKinnon  
Gordon  
Marston

2. Campaign Hdgtrs.

- a. places
  - 1)
  - 2)
- b. facilities
  - 1) phones
  - 2) furniture
  - 3) typewriters
  - 4) dupli. machine
  - 5)
  - 6)

3. Pledge Card - Envelopes

4. Literature - **Roy**

55  
Committee to Elect PETE CHACON in the 79th Assembly District

Fact Sheet

Question. Why is Pete Chacon a candidate for the primary in the 79th Assembly District?

Answer. For several reasons. First of all, the Mexican-American has almost no representation in government in California. This is not healthy, especially in a state where the Mexican-American makes up the largest minority and has been here the longest, except for the Indians. Secondly, the 79th District is presently represented by a Republican, Mr. Tom Hom, and the District is over sixty percent Democratic in registration. Thirdly, Mr. Chacon is a good candidate, an outstanding citizen of this District, and will do a better job in representing the people than is being done now by the incumbent.

Question. What will Mr. Chacon do for us that is not being done now by Mr. Hom?

Answer. Mr. Hom has a conservative voting record; Mr. Chacon is for legislation that will address itself to the real needs of all the people of this state, especially in the areas of education, environmental control, law and justice, urban improvement and health and welfare. In addition, Mr. Chacon will keep in close touch with the people of the 79th - the incumbent has failed to do an adequate job of this.

Question. Who is supporting the candidacy of Mr. Chacon?

Answer. The Mexican-American community will be wholeheartedly behind Pete and an increasing number of Anglo-Americans are rallying behind his candidacy also. Many Black-Americans, Filipino-Americans and other groups are expected to back Pete because of his empathy and concern for all of the citizens in the 79th.

Question. What is going to characterize Pete's election campaign?

Answer. The campaign will be a very personal one, with a one to one meeting between the candidate and every voter in the District by the time of the primary. In addition, many people of all ages, but especially the youth, are expected to devote time and effort to getting Pete elected.

Question. How will most of the advertizing be done?

Answer. By signs posted on the front lawns of homes and in empty lots; by word of mouth; by press releases; by personal contacts by the candidate; by car-caravan parades; by small group gatherings and by telephone.

Question. What can I do to help? Answer. Contribute money, in any amount possible, and offer your time and effort.

STATEMENT ON REAPPORTIONMENT

by  
Assemblyman Peter Chacon

In the past the barrio voter was taken for granted on election day and ignored thereafter. He was a "safe" and "captive" voter. The barrios turned out "up to 97% for the Democrats," estimates Bert Corona, the past State Chairman of the Mexican American Political Association (MAPA)..... NO GROUP IN THE COUNTRY HAS BEEN AS LOYAL TO A SINGLE POLITICAL PARTY. YET FEW VOTING BLOCKS HAVE HAD LESS POLITICAL POWER OR PATRONAGE.\*

-- Stan Steiner from  
La Raza: The Mexican  
Americans

Can you remember the year 1960? John F. Kennedy captured the spirit of a nation hungry for hope and meaningful direction. New vitality stoked the fires of life in weary souls. Inspired by the message of the "New Frontier" echoing in their hearts, Chicanos poured forth in record numbers to reaffirm their faith in America. 1960 -- that was the year 95% of the Chicano vote in California went to the Democratic Party.

Can you remember the year 1961? Chicanos found out that for them it was not the "New Frontier", but the same old story. It was the year of a California reapportionment which rewarded Chicano voters by gerrymandering them out of state representation and effective political power.

When the Democratic leadership in the State Legislature had finished drawing up the new Congressional, Senate, and Assembly districts that year, no single district emerged in which Spanish-surnamed voters

\*Capitalization my own.



*[Handwritten scribbles and signature]*

composed more than 30% of the electorate. Not even in Los Angeles, with its concentration of one million Chicanos, was a district with a Mexican American majority created.

Rather, Chicanos all over the state were split up and lumped into Democratic districts with solid Anglo majorities. The Chicano minority, thus, could supply a solid base of support for Anglo Democratic incumbents, but did not have so large a vote that it could, of itself, elect a Chicano instead.

As the decade of the 1960's drew to a close, therefore, three million Mexican Americans in California found themselves represented by one Congressman (Ed Roybal, 30th Congressional District), one Assemblyman (Alex Garcia, 40th Assembly District), and no state Senators. Indeed, no Mexican American has served in the state Senate for 76 years.

Though the state leadership sought to officiate at the Chicano's political funeral in the '60's, the decade proved to the contrary that the Chicano was not yet ready for burial. A new militant attitude emerged among the state's Spanish-speaking citizenry. From the fields, to the barrios, to the college campuses, new leaders and organizations arose to mobilize the Chicano community. Fighting apathy with involvement, fatalism with hope, and self-deprecation with pride, they moved to raise the Chicano from his social and political degradation.

By 1970 the "Movimiento" which had been largely social in nature was also bearing some political fruits. Ed Roybal and Alex Garcia were not only re-elected to office, but some new faces appeared on the scene as well. Herman Sillas ran for State Controller and Julian Nava ran for Superintendent of Public Instruction. Raul Loya and Rudy Sing both made

strong attempts in the 75th Assembly District and Ernie Abeytia very nearly took the Democratic nomination in the 25th Assembly District. Unfortunately, only two newcomers survived the primaries. Of these two, Joseph Montoya ultimately lost the 50th Assembly District race by a narrow margin, but I won the 79th Assembly District from the incumbent.

The number of quality candidates is a tribute to the awareness of the Mexican American community, but their defeats illustrate the importance of political organization, experience, and financing in securing electoral victories. In other words, had there been a fair reapportionment in 1961 and firm support by either major party for these candidates, any or all of them could be in office right now. Chicano awareness cannot do it alone. Nor should it have to.

We entered the 1971 reapportionment year, therefore, with little real political muscle -- two votes in the Assembly and none in the Senate.

In reapportioning itself, the Legislature changes the size, shape, and location of legislative districts to accommodate changes and shifts in population which have occurred during the previous ten years. Assembly districts must be realigned so that each has identical population. The same is done in the Senate and for the Congress. The bills embodying these changes must pass both houses of the State Legislature by majority vote, but there is some disagreement on whether reapportionment measures must also be signed by the Governor (the courts will decide this issue).

The Senate Committee on Elections and Reapportionment, chaired by Senator Mervyn Dymally (D-Los Angeles), immediately moved to create a Senate district in which Chicanos could elect whomever they pleased.

However, the Assembly Committee on Elections and Reapportionment, chaired by Assemblyman Henry Waxman (D-Los Angeles), did nothing initially to create additional Chicano seats in the Assembly.

Sensing that a repetition of the unfair reapportionment of 1961, this year would doom Chicanos to another 10 years of political impotence, pressure mounted rapidly to secure some real Chicano Assembly seats this time around. This campaign was chiefly conducted by Herman Sillas (Coalition for Fair Reapportionment) and Peter Schilla (California Rural Legal Assistance) with help from Cruz Reynoso (CRLA Executive Director). Other critical help came from Armando Rodriguez (Mexican American Political Association State Chairman), Charles Erickson (U.S. Civil Rights Commission), Joe Jimenez (Consultant to the Senate Committee on Elections and Reapportionment), the Mexican American Legal Defense and Education Fund, and Chicanos at East Los Angeles City College. All of these groups and individuals spoke before the Assembly Committee on Elections and Reapportionment demanding additional Chicano seats and lobbied individual Assemblymen as well.

From my position as Assemblyman, I exerted similar pressure on my colleagues. I also delivered speeches in Santa Barbara, Fresno, and San Jose demanding a fair reapportionment. Furthermore, I introduced Assembly Concurrent Resolution 80, calling upon the Assembly to make an increase in Mexican American representation a specific aim of its reapportionment.

All this appeared in vain, nonetheless, until it became necessary for the Democrats to press for a partisan reapportionment bill (one that could not get any Republican votes). The Democratic leadership then needed every Democratic vote it could muster to pass reapportionment. At this time Alex Garcia and myself declared that we would not vote for the plan

unless it increased Chicano representation.

I demanded in Democratic Caucus that the 48th District in Los Angeles and the 32nd District in Fresno be made Chicano seats. Since our votes were critical to passage, the demands were met.

In the 32nd District the incumbent, Ken Maddy, has been removed and the number of Chicanos increased. In the 48th District Chicanos have also been added to make voter registration there 64% Democratic. A Chicano running on the Democratic ticket there should be able to win.

Despite these gains in the Assembly and the seat already provided for in the Senate, our efforts to affect the Congressional reapportionment, which had bi-partisan support, appeared futile. With Republican votes behind it, the votes of Garcia and myself were not necessary for its passage, so we had no real bargaining power.

However, when the Republicans discovered that the Democrats were finally going to ram through partisan Assembly and Senate reapportionment bills, they were angered and declared their opposition to the Congressional plan as well. Suddenly the Chacon and Garcia votes became necessary for the passage of that bill, too.

In return for our votes, then, the Congressional plan was changed to enable a Chicano to win the 38th Congressional District. To assure this, I invited the Chairman of the San Bernardino County Board of Supervisors, Ruben Ayala, to help draft the district lines in that area.

Chicanos had gone into the 1971 reapportionment with one Congressman and two Assemblymen. We emerged with the opportunity to double that representation and also elect a Mexican American to the State Senate for the first time in almost 70 years. It's not as much as we are entitled to,



but its more than anyone thought we would get when the year began.

The fact remains, at any rate, that three million Chicanos should have 10 Assemblymen, four State Senators, and five Congressmen representing them. Since this could not be attained politically through the current reapportionment, it must be done judicially by challenging the reapportionment in the courts. Accordingly, I wholeheartedly endorse the intention of CRLA and MALDEF to sue the State Legislature. I shall support in any way possible their legal efforts to acquire fair representation for three million California citizens.

Once the case is before the courts, though, no one really knows what will happen. Should the courts declare the present plans invalid, they may require the Legislature to redraft the reapportionments or they may decide to undertake the task themselves. In any case, I will continue to demand, be it on the floor of the Assembly or in the halls of justice, that more districts be created for Chicanos. Increased political representation is our human and legal right.

In fact, Chicanos everywhere must begin a concerted campaign of political involvement to elect Chicanos to office on every level of government.

Check your history. Today's Chicano awareness is in many ways nothing new. You will see that for 60 years we have been social activists -- organizing, confronting, and sometimes erupting into violence. And despite this social activism we still occupy the lowest strata of society, suffering discrimination and degradation of our human rights.

Why? Because for all our activity we have not cultivated the political sophistication required to make basic changes in social policies promulgated by government. The fact is that the decisions critical to the

Chicano in health, employment, welfare, education, and virtually any other area you can name are made by men elected to city councils, boards of supervisors, and especially state and federal legislatures. After the Chicano (or anyone else for that matter) is finished organizing, picketing, and speech-making, it is to these men that he must come to petition for fair laws upholding his rights. All the community and campus organizers in the world cannot change an unjust situation rooted in a bad law. Only these elected officials can do that.

If we ever expect to achieve a decent life with real equality of opportunity in this society, we must elect men who can change its laws reflecting the needs of Chicanos. We must lobby and make our presence felt in every political arena.

This, of course, represents a challenge substantially more difficult than simply organizing to make speeches or demands. By comparison those activities take less preparation and are vastly more satisfying to individual egos.

Successful political activity, on the other hand, requires the individual to subordinate his ego to a common goal. Rather than rhetoric, political success necessitates rational calculation, diligence, and long hard hours performing unexciting chores (i.e., walking precincts, mailing information to voters, getting out the vote, etc.). Surely this is not so glamorous as most confrontation techniques, but the rewards of political power are more than worth the efforts.

Remember -- without the two Chicanos in the Assembly, this year's reapportionment would have done nothing for the Mexican American people. Three anti-farmworker bills would not have been defeated. Investigations

into the practices of the Los Angeles Police Department would not have been called.

With support for your Chicano legislators and a massive political effort to elect more Chicanos to all levels of government, we can make the social changes we have been seeking for 60 years.

Confrontation alone cannot change the system. When it comes to policy decisions, people engaged in these tactics are often ignored or crushed by the larger and vastly more powerful Anglo society.

But by working to elect Chicanos, by operating the political realm with sophistication and resolve, we can triumph. We already have the necessary social foundation for success. Let us develop the political base as well. The opportunity is ours. The time is now. Viva la Raza!

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For release Monday, February 9th

Pete Chacon, an Administrator for the San Diego Unified School District, last night announced his intention to seek election to the office of State Assemblyman in the 79th Assembly District.

Chacon, 44, of 3801 31st St., North Park, in announcing his candidacy for the 79th, stated that the citizens of his district deserve full time representation and accessibility to their representative, which according to Chacon, the present incumbent is not providing. Mr. Chacon also expressed the belief that the person elected must be able to represent all the citizenry of the 79th. The 79th District includes large concentrations of minority groups and senior citizens.

Chacon, holder of the Air Medal with three Oak Leaf Clusters for combat duty in WWII, is well known by all segments of the community for his civic involvement. He was selected to help draft the new County Human Relations Commission, and is a member of the executive boards of the Urban Coalition, the National Conference of Christians and Jews, the Salvation Army and past Board member of the Urban League. The candidate is recognized as a top spokesman for the Mexican American community, having served as chairman of a federation of fourteen Mexican American organizations for the past year.

A graduate of San Diego State College, with a masters degree in education, Chacon is familiar with the problems of financing an urban educational system. He expressed a commitment to developing new funding programs for schools that would relieve the burden of the local property owner.

The candidate also expressed a deep concern for low income families and people on fixed incomes who are rapidly losing their purchasing power. The person representing the 79th, according to Chacon, "must work to obtain economic security and respect for the elderly, especially those whose fixed incomes prevent them from keeping up with spiraling inflation."

Chacon, in his announcement at a buffet dinner held in his honor, outlined other areas that he would concentrate on if elected. Those areas included: tax relief for homeowners via more state aid for schools, the establishment of a more effective rehabilitative program for youthful drug offenders, a reduction in the administrative costs of government through greater efficiency, an improvement in the quality of education in all areas, particularly low income communities, and the control and elimination of environmental pollutants.

Chacon is the second Democrat to announce his candidacy for the predominantly Democratic 79th Assembly District. The campaign, according to Chacon, "will be aimed at ousting Tom Horn who has failed to initiate any legislation beneficial to the district, and who has been absent from the district so often that the citizens hardly know who he is."

Pete Chacon met his wife Jean while serving as President of the Catholic Youth Organization at San Diego State College, they now have four boys and the entire family continues to be active in church affairs. The candidate stated that he felt qualified to serve all the residents of the 79th, having been concerned with and involved in solving the problems of all minorities, youth, education and urban growth.

Announcement of Candidacy - Pete Chacon  
79th Assembly District

This June Democrats in the 79th Assembly District will select their candidate to oppose the present incumbent in the November general election. There are several candidates that are in the race and the voters must make a choice. Who is going to be their choice?

I submit to the citizens of this district that whoever is chosen must be a man who possesses the highest ideals, who truly wishes to represent all of the constituents of the district and who will devote his entire energies to serving the interests of the people who put him in office.

He must know who his constituents are, what the problems are in this district, in this county and in this state. He must understand the composition of the various groups in the district; especially must he be in close contact with the majority and minority groups. He must be able to introduce and push legislation which will benefit the citizens of this district. He must be versed in the issues of the day and their effect on the citizenry, and by the citizenry I mean all of the people: the middle-class and blue-collar workers, the youth and the elderly and the minority citizen, Blacks, Mexican-Americans, Asiatic and other minorities.

The man who opposes the incumbent in November must have a proven record of involvement in the problems that face our city. He must have a record of cooperative work with those citizens and groups that have shown an interest and have made an effort at meeting the problems of our city. For today we face massive problems in human relationships between the white majority and the minorities, we face massive problems

in solving the dilemma of material progress which has been bought at the expense of the spoliation of our human environment. We face serious problems that are tearing at our youth and which effect the parents of this district and parents everywhere.

The candidate must realize the need for relevant communications between the youth and the adult world, between the adult and the elderly, between the white community and the minorities. He must appreciate the needs of the schools for adequate financing but also the necessity of tax relief for the property owner. He must be fully aware and cognizant of the views of all of these groups and see all that is good in those views. He must accept all as sincere the opinions and thoughts of different individuals and groups, without sacrificing the common good for the community as a whole. In doing this, the candidate must submerge any feelings and thoughts of his own that are in conflict with the needs and interests of his constituents. For a representative of the people serves to benefit the people - not himself.

by this electorate

The candidate chosen in June must be able to talk with every person in this district, with the English-speaking as well as the elderly Spanish-speaking, with the youth as well as the adult and elderly communities, with the educated as well as those not having enjoyed the benefits of a formal education, with the poor as well as the middle-class. He must understand the problems of the small businessman as well as the problems of the consumer, especially the housewife who today is finding it ever more difficult to feed her family. He must seek a more equitable tax system which will take the stress off the home owner. But he must also work to obtain low-cost housing for the poor. He must help youth achieve a real voice in the affairs

of this country just as diligently as he must work to obtain economic security and respect for the elderly, especially those whose fixed incomes prevent them from keeping up with a spiraling inflation.

Finally, and most importantly, the next Assemblyman must have the heart and dedication to people that is a primary requisite to service as a representative of the people.

Over the past fifteen years I have served the youth of this county and city as a public school teacher and then as a school administrator. I have worked with members of the Mexican-American and Black communities in a number of organizations. I have served my Church in various capacities. I am now serving on the Boards of the Salvation Army, the Urban Coalition and the National Conference of Christians and Jews. I take great pride in the work of these organizations and ~~on being a part of~~ their endeavors.

I now ask you to give me the opportunity to serve the citizens of the 79th Assembly District as your assemblyman. I believe my qualifications, my involvement and commitment provide assurance that ~~this~~ district will be represented well.

It is because I want to bring dedicated and energetic representation to the citizens of this district, because I have been asked ~~by~~ by many individuals and groups to seek this office, because I believe this district needs a true representative of all of the people that I decided to become a candidate for the primary election in the 79th ~~Assembly~~ District.

May I ask for your assistance and support, ~~in my election~~. With your help and encouragement we will achieve the kind of representation in Sacramento that this district is not getting now BUT WILL GET IF I AM ELECTED.

Thank you!



NEWS FROM THE OFFICE OF:  
ASSEMBLYMAN PETER R. CHACON  
State Capitol, Room 4005  
Sacramento, California 95814

FOR IMMEDIATE RELEASE

MONDAY, April 2, 1979

Contact: (916) 445-7610

Assemblyman Pete Chacon (D-San Diego) expressed shock today at figures presented before the Ways and Means Subcommittee on Education which revealed a high dropout rate among Mexican American students in our public schools. Testimony offered before the Subcommittee showed that Blacks had a rate of high school dropouts at approximately 18½%. But, for individuals of Spanish origin the dropout rate was 24% and for persons from households which speak predominantly Spanish the rate is 45%. "Clearly," said Assemblyman Chacon, "dropout rates are highest for youth from economically disadvantaged families." The report cited a survey conducted by the Department of Education in 1974 which examined high school dropout rates in California during the 1973-74 and 1974-75 school years. That survey identified 15,021 students who dropped out during the two-year period. The highest dropout rates were found among limited-English-speaking and non-English-speaking students, particularly Hispanic youth.

"The high dropout rate among minority youth is depressing enough," Assemblyman Chacon declared, "but even more depressing are the results of students dropping out. Data generally show that unemployment rates among dropouts are up to twice those among graduates. Furthermore, hourly wages of dropouts are consistently lower than those of their peers."

The report cited a lack of interest or dislike of school and academic problems for failure in school as playing a primary role in student dropout rates. Chacon pointed out that early school learning problems and grade retention are the common lot of Hispanic children.

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The first grade repetition rate, for example, for Spanish surname students is the highest of any ethnic group. In addition, chronic school absenteeism was cited by Chacon as eventually leading to the dropping out of school. Chacon said that bilingual/bicultural education programs show the greatest promise for reducing the dropout rates of Hispanic youth. Studies have already shown that in schools where children are enrolled in bilingual/bicultural programs, these children tend to attend school more regularly and have a greater interest in schools. Unfortunately, bilingual programs are found mainly in the primary grades. While early bilingual programs will benefit Hispanic and other non- and limited-English-speaking children and increase their interest in school, a program reaching into the upper grades and into the high schools would be more effective.

Chacon is the author of bilingual/bicultural programs in the California public schools. "I believe," he said, "that money invested in establishing bilingual programs wherever they are needed in grades K-12, would be cost effective and result in more Hispanic youth completing high school and eventually becoming useful and productive citizens. It is sheer folly to attack bilingual programs as a waste of money. Those who believe that bilingual education programs cost too much and should be abandoned are performing a disservice, first of all to these children, secondly to the taxpayer. It is far cheaper to pay for an effective school program now than to provide unemployment benefits, training programs, and welfare benefits to thousands of children who later become cripples as adults and require governmental assistance."

--continued--

PRESS RELEASE

3-3-3-3-3-

Assemblyman Chacon is a member of the Assembly Ways and Means Committee and has served in the Legislature for eight years. He has been a pioneer in the field of bilingual/bicultural education and programs established in California by virtue of his efforts have been nationally recognized.

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# NEWS FROM

ASSEMBLYMAN

# PETER R. CHACON

CONTACT: Jose Diaz, Jr.  
714/263-2148

FOR IMMEDIATE RELEASE:  
Tuesday, April 4, 1978

5106 Federal Blvd., Suite 207  
San Diego, California 92105

ASSEMBLYMAN PETE CHACON (D-San Diego) said today that he strongly opposes the proposed massive repowering of San Diego Gas and Electric Company's Silvergate Power Plant which is in his Assembly District. The State Energy Commission has recommended that the Silvergate Plant be repowered and included among the alternatives to the Sundesert Nuclear Plant.

"The Energy Commission has chosen Silvergate as an alternative to Sundesert without any consideration towards the ill effects that this will have on the residents of the Barrio," Chacon said. "The Silvergate Plant is in the middle of the Mexican American Community in the Logan Heights area of San Diego.

"Repowering Silvergate will not only require a physical expansion of the plant," Chacon said, "but create offensive and harmful air pollution and endanger the health of the residents in the area.

News from the Office of Assemblyman Pete Chacon  
Repowering of Silvergate Plant  
April 4, 1978  
Page 2

"Politics is no doubt a factor in this," Chacon declared.  
"Since the Energy Commission has decided that there will be no Sundesert, alternatives had to be found. What better alternative than to repower a facility where the poor reside. After all, the poor will not complain. It is offensive to me," Chacon continued, "that ludicrous fear of Sundesert should result in a rain of pollution on the poor.

"San Diego Gas and Electric Company proposed to repower one unit of Silvergate about two years ago, but the Company has never been able to get the necessary permits," Chacon said.  
"To repower one unit will not require extensive expansion of the plant building, but to repower the other two would ultimately result in extensive local pollution," Assemblyman Chacon added.



# NEWS

RECEIVED APR 24 1979

FROM

ASSEMBLYMAN

# PETER R. CHACON

CONTACT: Joe Diaz  
714/263-2148

For Immediate Release:  
Friday, April 20, 1979

San Diego..... Assemblyman Pete Chacon (Democrat-San Diego) today requested the Assembly Health Committee to hold a hearing in San Diego on the question of public access to hospital emergency care.

"The rejection of young George Olmos at University Hospital by Dr. Randy Smith astounds me," said Chacon. "By refusing treatment to an individual who is critically injured and who needs the immediate attention of a neurosurgeon because that person has no identification is highly unprofessional and very likely against the law," Chacon continued.

"Whether George Olmos was a legal resident of this County or not is immaterial," he said. "The University of California and the County of San Diego under whose jurisdiction University Hospital falls, are required by law to accept for treatment any person who comes in for emergency service. The public is endangered," said Chacon, "when this policy is violated. Suppose that young Olmos was in the latter stages of infectious meningitis, a highly communicable disease and he required emergency care. To refuse this person treatment would be to possibly endanger the public with a

highly infectious disease. For the protection of the public and for humanitarian reasons, no hospital should turn away a patient that is in the contition that George Olmos was in."

Chacon said he does not believe that University Hospital staff are racist, although the question by Dr. Randy Smith as to whether the patient "looks Spanish or Mexican" provides some room for doubt regarding Dr. Smith's professional conduct.

The Assemblyman declared that some major policy questions have arisen as a result not only of this incident but the more recent incident involving the denial of admittance by University Hospital to the 6-year old boy from Tijuana.

**"I have requested the Assembly Health Committee to consider the following policy issues relative to all hospitals in San Diego County and especially University Hospital.**

"What is the policy and practice of local hospitals regarding admittance and care for identified, undocumented aliens?

"Who pays for this service?

"What is the policy of local hospitals regarding admittance and care of patients on an emergency basis? Especially patients who may be unconscious or who may be in the last stages of an infectious disease?"

"What is the policy of local hospitals regarding the admittance and care for persons who come in with no identification?"

"Finally, what are the responsibilities of the State Medical Quality Assurance Board regarding possible unprofessional conduct on the part of a doctor assigned to a hospital?"

Chacon said he has been assured by the Chairman of the Assembly Health Committee, Assemblyman Art Torres of Los Angeles, that a hearing will be held very soon in San Diego as a result of this request.

#####



DISTRICT OFFICE  
5106 FEDERAL BLVD., SUITE 207  
SAN DIEGO, CALIFORNIA 92105  
(714) 263-2148

JOSÉ DÍAZ  
ADMINISTRATIVE ASSISTANT

SACRAMENTO  
STATE CAPITOL 95814  
445-7610



COMMITTEES

HUMAN RESOURCES  
PUBLIC EMPLOYEES AND  
RETIREMENT  
SPECIAL SUBCOMMITTEE ON  
COMMUNITY DEVELOPMENT  
JOINT COMMITTEE ON  
THE STATE'S ECONOMY  
COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

# Assembly California Legislature

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

April 20, 1979

The Honorable Art Torres  
Chairman, Assembly Health Committee  
The State Capitol  
Room 4148  
Sacramento, California 95814

Dear Mr. Torres:

Within the last week, two persons have been denied admittance to emergency care by doctors at University Hospital.

George Fernando Olmos, who accidentally shot himself in the head while playing with a friend's revolver, required the services of a neurosurgeon. Dr. Tony Haftel, who first saw young Olmos at San Diego Community Hospital contacted Dr. Randall Smith at University Hospital by phone and asked that Olmos be admitted. According to press reports, Smith refused to o.k. Olmos' transfer to University Hospital on the basis that the patient had no identification and might possibly be a Mexican citizen. The patient was then sent to Mercy Hospital, a private facility in the City.

Within a few days, a badly scalded 6-year old boy from Tijuana was denied admittance to University Hospital allegedly because the family could not pay for treatment. Once again, neighboring Mercy Hospital, at the request of University Hospital administrators, agreed to take the patient. University Hospital, the County general hospital, houses the major burn treatment center for San Diego County.

There is reason to believe that the rejection of young Olmos by Dr. Smith might have been illegal, if not unprofessional. A local community organization has already requested the dismissal of Dr. Randall Smith for possible unprofessional conduct. I am making no

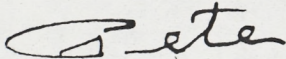
The Honorable Art Torres  
April 20, 1979  
Page 2

judgements in either of these two cases, and have simply conveyed to you information that has appeared in the press. However, the incidents give rise to several public policy questions.

Can a publicly-subsidized hospital, such as University, turn down undocumented aliens who require emergency care? If not, where does the money come from to pay for the health service? What is the responsibility of a hospital in the event that a critically injured or seriously ill patient with no identification is referred to the hospital? Finally, what are the responsibilities of the State Medical Quality Assurance Board regarding unprofessional conduct on the part of a doctor assigned to a hospital?

Again, I would emphasize that I am not making any charges regarding either University Hospital or Dr. Randall Smith. However, the incidents do, I believe, justify an investigation of these cases. I would, therefore, like to request that your Committee hold a public hearing soon in San Diego regarding the circumstances of these two incidents and the public policy questions outlined above.

Sincerely yours,



PETER R. CHACON

PRC/sa

14 Feb 79



*For Your Information*

Compliments of  
ASSEMBLYMAN PETER R. CHACON  
79th District  
California Legislature

DISTRICT OFFICE  
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COMMITTEES

HUMAN RESOURCES  
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# Assembly California Legislature

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

UNDOCUMENTED WORKERS -- SOME RECOMMENDATIONS

BY ASSEMBLYMAN PETER R. CHACON

The question of what to do about undocumented aliens in our country, their continued entry, return, and re-entry still vexes most people. The immigration issue has joined inflation and unemployment on our country's agenda of pressing social concerns. Conservative estimates place undocumented workers here at between six and eight million. Last year the highest number of illegal immigrants in history were stopped at the border (1,058,000). The Immigration Service was forced to add 300 new border patrolmen and request a record \$300 million in federal appropriations for 1979.

It has already been generally agreed that undocumented immigrants come here looking for work, leaving a country where the unemployment rate may be as high as 30 percent, where grinding poverty and malnutrition are the common lot of most. Twenty percent of the adult Mexican work force is now in the United States because they can't find work in their own country.

The population of Mexico, now estimated at 61 million, is expected to reach 83 million by 1985, and 132 million by the year

2000. Some 750,000 new jobs must be created each year to stay even. Studies made by Mexican researchers show that most Mexican aliens come from the poorest areas of Mexico, usually rural in nature. Other studies have clearly shown that there are a multitude of jobs waiting for them in our country -- in affluent homes as maids, in hotels and restaurants as dishwashers, in laundries, and in fish canneries. Many of them, of course, work in agriculture. Mostly, the persons are doing heavy and tedious work that is unattractive to most Americans.

A common fallacy is that undocumented workers pay no taxes, that they only "take" from us and leave nothing here. According to MIT Professor Wayne A. Cornelius, Director of a four-year National Institute of Health Study of Mexican migration to the United States: "Where careful independent studies of the impact of illegal immigration on local labor markets have been made, no evidence has been found of large scale displacement of local resident workers by illegal aliens."

Meanwhile in 1976, a Department of Labor study addressing the questions of both taxes and welfare costs showed that 73 percent of all "illegals" in its sample had income tax withholding deducted from their salaries and 77 percent paid Social Security. In contrast, the study found that only 0.5 percent received welfare; 1.5 percent foodstamps; 4 percent unemployment and 4.6 percent free health care.

There is also widespread abuse and exploitation of this

part of humanity. First of all, most are paid only subsistence wages, in some cases significantly below the minimum wage. There is abundant proof of collusion between border patrol agents and growers to "allow" Mexican illegals to enter this country to work the fields at harvest time, only to converge on them to deport them when it came time to pay them for their work.

Mexicans wishing to enter this country must often pay every last penny they can gather to hire a smuggler to bring them across.

In the past two years, San Diego Police Chief William Kolender established a special border police team to stop the killing and maiming of Mexican men, women and children who, in attempting to cross the border illegally, were attacked both by Mexicans and Americans wishing to rob them. Women have been raped, and they have all been robbed of what little money they had in their possession.

Those who manage to cross and find employment in the fields live in sub-human conditions we find hard to believe could exist in our country.

The demand for cheap labor remains high in this country. Most Americans resist doing the menial and often heavy labor that will only be done by others. And our businesses will continue to seek cheap labor in order to compete with manufacturers' prices for consumer goods that are produced in Hong Kong and Japan.

The dynamics of this serious social and economic problem

are beginning to change, however. Mexico's new President, Lopez Portillo, an economist, understands the problem better than his predecessor and has apparently decided to work seriously toward its solution. He has made it clear that Mexico does not desire to have its people go elsewhere to find work. He has made the issue one of paramount importance in the coming discussions with President Carter.

On our side, Senator Edward M. Kennedy is expected to exercise the formidable power that he has as Chairman of the Senate Judiciary Committee to initiate legislation that I hope will include the following recommendations:

- \* The state and federal governments should adopt tougher laws punishing those who exploit and abuse undocumented aliens, either on the job, in assisting their entry to this country, in robbing them of their wages, in harming them physically.

- \* Our Immigration Service and Border Patrol should continue to be given all the assistance necessary so they can do their job effectively. Improved technology, added equipment and increased personnel are sorely needed.

- \*We should grant complete amnesty to all undocumented aliens who are here now and wish to stay. Deportation of millions of foreign workers is both impractical, costly, and inhuman. In addition, immediate members of families ought to be given the opportunity to be reunited. That may mean allowing some members

of families who are still in Mexico to cross the border to reunite with parents, brothers, or sisters who are in the U.S. now.

\* We should re-establish a federal labor-exchange program with the Mexican government that will allow the temporary entry into this country of Mexican nationals to work in our fields and wherever else they may be needed. This program should be carefully established to avoid displacement of American workers and avoid the abuses of the notorious "bracero" program.

\* President Carter should sign an agreement to purchase Mexican oil and gas. This is both in our interest and in the interest of Mexico. We must reduce our dependence on Arab oil -- lest an embargo someday or prohibitive prices destroy our economy. Mexico has as much oil as Saudi Arabia and can, over time, furnish all that we need. On its side, Mexico's economy needs capital to expand and to provide the work its people need. After World War II, we helped a destroyed Germany, France and Japan rebuild their economies. They then became solid partners and viable markets for our goods. The same can happen with Mexico. A healthy neighbor is a better neighbor.

Finally, this country ought to begin to lay the groundwork for a Common Market among nations in the Western Hemisphere. Richard Silberman, Governor Brown's Finance Chief, recently stated before the Assemblyman Ways and Means Committee that Europe already



is consolidating its Common Market and is moving toward independence from the American dollar. We could be left out in the cold by our old allies. Canada and Latin America, on the other hand, are our immediate neighbors, are rich in raw materials, and would probably join us in what could become the strongest economic bloc in the world. This could only happen, however, if we stopped seeing our neighbors to the south as poor, distant cousins. The days of economic exploitation of Latin America are over.

The undocumented alien presents us with a threat or a challenge, depending on how we see it. Creative thinking and leadership, with an understanding public, can provide the U.S. with a golden opportunity to extend both hands across the border toward a new partnership.

NEWS FROM THE OFFICE OF:  
ASSEMBLYMAN PETER R. CHACON  
State Capitol, Room 4005  
Sacramento, California 95814

FOR IMMEDIATE RELEASE

WEDNESDAY, September 19, 1979

CONTACT: Eddie Amador  
(916) 445-7610

SACRAMENTO -- "Bilingual education has passed its toughest test and survived an unprecedented political attack," declared Assemblyman Pete Chacon (D-San Diego) today. "The attack," he added, "came from within the Chicano Legislative Caucus, conservative Republican Senators, and Democratic legislators." Chacon explained that a member of the Caucus had attempted to drastically change the state's bilingual program but then decided to drop his plan after receiving pressure from the Hispanic community. Assemblyman Dennis Mangers (D-Orange County), coauthor of Assemblyman Alatorre's AB 690, then amended Alatorre's bill and his own name into AB 1254, a bill formerly belonging to Assemblyman Gary Hart (D-Santa Barbara), and tried to run with it. AB 1254 was stymied in Senate Rules where the bilingual education provisions were found not to be "germane" to the original Hart bill.

"Senator Albert Rodda (D-Sacto) then joined the battle and amended AB 1254 into SB 220, a bill authored by Republican Senator Ray Johnson. Johnson's bill cleared the Senate on the final day of the session, but was too late to be enacted this year," Chacon explained.

Assemblyman Chacon emphasized that it was the political muscle of the Hispanic community, and especially of the urban Hispanic leadership, that turned the tide. "If it were not for the pressure brought to bear on the Caucus members and on the Governor, who threatened to veto any anti-bilingual legislation, we would not have won," he declared.

Chacon is the author of various legislative measures, beginning with AB 2284 in 1972 and culminating with AB 1329 of 1976, which have established the state's bilingual-bicultural education programs. According to Chacon, only 40 percent of the state's non- and limited-English-speaking children are currently enrolled in the

-more-more-

program. Of these, 80 percent are of Hispanic origin.

"The drop-out rate among Hispanic children who speak only Spanish at home is a tragic 40 percent, and Hispanic pupils have the highest first grade repetition rate of any ethnic group," he explained. The Democratic Assemblyman said that bilingual-bicultural education is the only school program that can effectively change these figures and ensure that Hispanic children assimilate into society successfully and learn English.

"There is a basic misunderstanding of bilingual education among legislators and the public," he said. "Some believe that Spanish only is being used in the program and that this only impedes the child's learning English. Others think that the program is generally ineffective and that the majority of these pupils speak English already and can be placed in the regular classes. The fact is," he explained, "that Spanish is used mainly to ensure that the child does not fall behind in basic skills. The teacher utilizes the sounds and structure of the child's native language to help the child learn English. The teacher also respects the child's native culture and helps him to assimilate into the American mainstream without rejecting the child's background.

"As to program effectiveness," Chacon declared, "there is no question in my mind that bilingual education is working. I have personally visited many classrooms throughout the state and found children learning English at a rate faster than comparable children enrolled in the regular classes. Children stay in school longer, are more interested in school and are better adjusted."

The Assemblyman said that he expected to be fully involved again in January to preserve the program from attacks that will resume when the Legislature reconvenes in 1980.

"This time, however, the Hispanic community will be prepared for the onslaught and will again pressure the Governor, the Legislature, and the Democratic leadership to save this important educational program," Chacon concluded.

Assemblyman Chacon is a former teacher and administrator, and is a member of the powerful Assembly Ways and Means Committee.

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Mr. Chacon received a bachelors and masters degree in education from San Diego State College and has taught on the elementary, secondary, and junior college levels in Vista and in San Diego.

His community experience includes presidency of the Vista Hispano Club, Editor of the San Diego County Teacher's Association magazine, and most recently, Chairman of the Chicano Federation of San Diego County.

Mr. Chacon is currently serving on the San Diego Board of the National Conference of Christians and Jews, the Salvation Army, the Urban Coalition, and County Board of Supervisors Ad Hoc Committee. He is a member in good standing of the San Diego Chapter of the GI Forum. Pete is currently employed with the San Diego City Schools as Coordinator of Compensatory Education, Elementary Division. He has been married 16 years and is the proud father of four boys: Chris, Paul, Ralph, and Jeff.

MAPA feels that Pete Chacon is a strong candidate, a candidate all of the community can get behind. Wherever you are, though you may not be within the boundaries of the 79th Assembly District your support is important. We will be getting in touch with you later concerning specific ways in which you can help. Mr. Chacon is going to run a strong campaign, a campaign calculated to WIN the primary in June, and the subsequent contest in November. We in MAPA are dedicated to victory. We pledge Pete, we pledge the Mexican-American community our best.

We are counting on your strong support! If you are willing to help in any way, please contact me at 477 5434. Gracias.

Sinceramente,

*Herman Baca*

Herman Baca, Campaign Chairman  
Committee to Elect Pete Chacon

# WHO DOES CHACON SUPPORT? TEAMSTERS OPPOSE CHAVEZ! TEAMSTERS SUPPORT NIXON! TEAMSTERS SUPPORT CHACON!



FORM C

SECRETARY OF STATE OF CALIFORNIA

## CANDIDATE'S POST-ELECTION CAMPAIGN STATEMENT

(Government Code Sections 3750-3754;  
Elections Code Sections 11500-11631)

THIS STATEMENT MUST BE FILED NO MORE THAN 35 DAYS AFTER THE ELECTION

Name of Candidate: Peter R. Chacon

Type of Election (Primary, General, or Special): Primary

Date of Election: June 6, 1972 Office for which you were a candidate: State Assemblyman  
Month Day Year

Political Party and District No. (if applicable): Democratic 79th Assembly District

### RECEIPTS

List on the following lines the name of every contributor who made contributions. Specify the exact amount in the case of contributors who gave a total of more than \$500. Political committees which made contributions should be listed separately as indicated on page 2. Loans, pledges, contributions of goods or services worth more than \$500 ("in-kind" contributions), and contributions by the candidate should be stated as indicated on page 2. Attach extra sheets if necessary.

NAME

CITY OR LOCALITY

AMOUNT

(Contributors other than political committees)

<u>California Teamsters Legislative Council</u>	<u>San Francisco</u>	<u>\$2,067.60</u>
<u>Assn. for Better Citizenship</u>	<u>Burlingame</u>	<u>\$2,000.00</u>
<u>Laborers International Union Local 89</u>	<u>San Diego</u>	<u>\$1,500.00</u>
<u>G-B Trust, James D. Lanbold</u>	<u>Los Angeles</u>	<u>\$1,250.00</u>
<u>California School Employees</u>	<u>Burlingame</u>	<u>\$1,100.00</u>
<u>George A. Scott</u>	<u>San Diego</u>	<u>\$ 550.00</u>
<u>Broadway-Hale Stores</u>	<u>Los Angeles</u>	<u>\$ 500.00</u>

# Es tan barata asi la sangre chicana derramada por los Teamsters?

CHICANO FEDERATION  
Minutes  
Special Meeting  
May 7, 1969

The meeting was called to order at 7:45 PM by Pete Chacon, Chairman at the State Service Center.

The new officers for the Chicano Federation were presented.

The Chairman called special attention to LA VERDAD newspaper and encouraged members to subscribe to it.

The Chairman asked that all individuals attending Federation meetings abide by the regulations of the State Service Center:

- 1) no loitering in the main office upstairs before the meeting;
- 2) leave the building immediately after a meeting;
- 3) no crushing of cigarettes on the floor;
- 4) leave the building by 10:00 PM.

MINUTES: Minutes of the April regular meeting were approved as mailed. Minutes of the Executive Committee meeting were approved as distributed. An announcement was made to the effect that only meeting notices would be sent to the mailing list. Minutes will be mailed only to delegates, alternates, and chairmen/presidents of organizations. Minutes will be available for everyone at the meetings.

UCSD THIRD COLLEGE PROPOSAL: The UCSD Third College Proposal was presented by Nicolas Aguilar. The building of the college will begin in 1970. Dr. Rappaport, the probable provost, approached MAYA and BSU for a proposal which would make the college relevant to the minority communities. A rough draft of this proposal of this proposal has been presented to the Academic Senate and deals with the Third College dedicating itself to ethnic studies. The majority of faculty and students, he reported, support the proposal. This afternoon at 5 PM, students took over the Registrar's Office as a protest for the long delays in negotiating for this college. Mr. Aguilar asked for the support of individuals and organizations and asked that letters, telegrams, etc. be sent to Chancellor McGill in support of the students and the Third College proposal.

Larry Montoya moved that if it was in agreement with the MAYA at UCSD that a special ad hoc committee be set up headed by Dr. Steve Moreno to work with the students in negotiating with the college. Bob Lopez seconded. M/S/P. The following individuals were appointed to serve on this committee: Steve Moreno, Larry Montoya, Bob Lopez, Jose Becerra, Ralph Estupinian, and Alex Torres. Others would be designated later.

Jose Becerra suggested that telegrams be sent to the Presidents of Southwestern College, Mesa College, and San Diego City College in support of a Chicano Studies Department at each school.

MARCHA COMMITTEE: Moises Rodriguez reported on the Marcha planned for May 10, 1969. All arrangements have been confirmed. Police protection is to be included. This march is being made as private citizens as a show of unity. The program will begin at the Community Concourse at approximately 12:30 PM.

The preliminary program was presented. Jose Becerra moved that the pro-

CHICANO FEDERATION minutes  
Special Meeting--May 7, 1969

gram be accepted as presented. Gilbert Robledo seconded. M/S/P.

Arturo Cazares asked that money be given for the Marcha since many items did have to be paid. Mrs. DePick pledged \$150. Mrs. Hernandez offered her assistance in contacting individuals for contributions. The State Service Center employees pledged \$20.00 Carlos Montalvo suggested that the wooden painting be raffled off at \$1.00 per ticket and to go for the cost of the Marcha.

MAAC: Larry Montoya explained MAAC's purpose, its formation and its project program. He suggested that the Chicano Federation accept the following recommendations:

1) The Chicano Federation should take a strong stand and stop the commission (EOC) from trying to fragment the only Mexican-American Project in San Diego County.

2) The commission should be pressured to hire key Mexican-American staff that would provide technical assistance to other agencies, which may provide the quality of programs that are relevant to the needs of the Mexican-American community.

3) That the Federation pressure the OEO Regional Office and OEO, Washington for separate funding outside of the local EOC jurisdiction with adequate funds to provide quality services for the Mexican-American community that it is entitled to under the Economic Opportunity Act of 1964.

4) That the staff pattern in local EOC reflect the ethnic composition of the community.

5) That the EOC Board also reflect the ethnic composition of the community.

6) That special emphasis be given to those agencies which are serving the special cultural and language needs of the Mexican-American poor in the community.

Danny Padilla moved that the Federation adopt the presentation made by Larry Montoya. Henrietta Valenzuela seconded. M/S/P.

The Chairman asked that the letter going to the above mentioned groups be reviewed by e people, Gracia M. DePick and Carlos Montalvo.

SDG & E NEGOTIATING COMMITTEE: Pete Chacon reported that there would be a meeting this week and that the committee would be notified. To date there has been no achievement. Everything is in a fluid state.

FEDERAL EXECUTIVES CONFERENCE: No report was made on the Federal Executives Conference. However, Larry Montoya made several comment relating that the Federal Executives were willing to meet and discuss Chicano problems. He also suggested the possibility of the Federation setting up the Conference especially to discuss such issues as federal funding, manpower programs, etc.

GI FORUM RESOLUTION: Dan Padilla read a resolution passed by the American GI Forum at their State Board meeting in support of Chicano students and revelant education.

SUMMER YOUTH EMPLOYMENT: Bob Magallanes reported on a meeting at North Island regarding summer youth employment. Mr. Magallanes placed empha-

CHICANO FEDERATION Minutes  
Special Meeting--May 7, 1969

JOB FAIR on June 4th at the Community Concourse where employers will be offering jobs to youth for the summer. Discussion followed.

HIGH SCHOOL STUDENTS NEED FUNDS: Ralph Estupinian reported that money was need for San Diego High School students to take the ACT (college entrance examination). These students are EOP applicants and do not have the \$7.00 necessary for the test. This test is necessary to enter college.

DRUG ADDICTION RESOLUTION: Bill Gomez spoke about the Narcotics Prevention and Information Program. He thanks MAAC for the work that they have done for the them and for the use of their facilities for meetings. He also reported that the drug prevention proposal would be presented to government officials in the near future.

SUPPORT FOR CHICANO STUDIES DEPARTMENTS: Mrs. Gracia Molina De Pick spoke in support of Chicano Studies Departments and courses at the Jr. Colleges, which are supposed to be community colleges. She mentioned that support was badly needed from the community since one of the excuses being used is "Need has not been shown". Individuals and organizations should send letters and telegrams to Presidents and Faculty Senate Presidents of Southwestern College, Mesa College, and San Diego City College.

The meeting was adjourned at 9:45 PM.

Respectfully submitted,

IRMA CASTRO  
Recording Secretary



2 days

1. Leaflet - literature to Barrie <sup>the papers</sup>

~~with~~, thus, for best day

2 - signs, agency promotes community

don't block driveway, hall light

stay in sidewalk,

Minutes of the Planning Committee Meeting of January 20, 1970

Those present at meeting: Herman Baca, Albert Usquiano, Delia Cacho, Roy Cazares, Ramon Castro, Bert Corona, Phil Usquiano, Ernie Bueno, Vic Villalpando and Abe Chacon.

Map of 79th District was distributed. We need a breakdown of district by precincts with voting record. Registrar of Voters have large blue-prints we can use. Pete will order them. Mary Shea can get names and addresses of all voters. They cost \$1 per thousand names. \$40 for this will be donated by Ramon Castro.

We still need a Finance Chairman. McKinnon did not have information on that for Herman. Roy Cazares will be coordinator of publicity. An Anglo will be named just as an honorary chairman. Roy will work with Henry Ramirez, McFale, John Wood. Roy will be completely in charge of this operation.

Herman asked Delia to be Registration Chairman. MAYA's will work on it. They do not have to be 21 years old to get contact. The person who actually registers however must be. We will have to go house to house. Delia will coordinate all aspects of this job. She will attend pizza party on Jan 26 with the area priests.

Still need finance chairman and accountant. Ramon cannot take it. He is glad to help raise the money, however.

Special Events Chairman is Albert Usquiano. Some groups have breakfasts and some have lunches. We should have lunches within Chicano community. Contact Don Brady for names. Albert has a testimonial dinner planned for Feb. 28 at the ElCortez. He expects 1500 people to attend. It will be \$10 plate dinner. The time is probably 7p.m. Can we get Alex Garcia as a keynote speaker? Bert Corona will contact Roybal to come.

A decision made last Sunday. We hope to announce Feb. 4. It may be too soon. Bert says you may announce even before filing. The filing itself is just a legal thing. The cost of filing is probably \$120.- Ralph Bennett would like information a few days in advance of filing. He is from S.D. Tribune. Bob Mendoza and Marvin Guzman were suggested as possible candidates for the accounting job.

We need a campaign headquarters. Discussed possibility of using MAPA barrio center. Bills outstanding are \$149.00 plus a \$50.00 deposit necessary for telephone company. Three months back rent @ \$65.00 per month. There are desks, paper etc. Maybe we should not try to salvage that. Perhaps North Park area is good as a main headquarters and an area headquarters in the barrio and other locations. We need the Anglo vote. Bert told us it would be impossible to run only on the Chicano vote. We need all groups if we really intend to win. The planning committee itself should include representatives of all races. This is how Tom Hom won. Even if blacks run a candidate, you can still tap a black vote. Yorty had blacks for him when he ran against Bradley. Roybal did the same. He ran against a black but still received some black support. We still need a headquarters badly. Delia suggested we contact someone in Urban League who might have a building on University or El Cajon Blvd. Pete and Delia will look into getting main hqrs. and MAPA will raise their own funds for their bills.

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Campaign Planning Committee Meeting Feb. 24, 1970

Present: Herman Baca, Roy Cazares, Al Usquiano, Tony Usquiano, Sam Garcia, Jack Sullivan, Lee Tollefson, Dick Castro, Dick Martin, Dick Coyne, Wayne Vernon, Gerry Fennell, Irma Howarth, Ramiro Campos, Delia Cacho, Mrs. Hernandez and husband and Mr. Cum.

Pete reported on his trip to Sacramento. Herman thanked all new people present for coming. Assemblyman Alex Garcia gave the advice that we should keep signs in reserve so that as they are torn down by the opposition we will still have many more to put up. Discussed who would have responsibility of making signs, putting them up and deciding how many we will have. Tony suggested having 500 4'X8' signs. Dick Castro says we have a limited budget and must decide what type we can afford. Shall we have many small signs or few large billboards. Tony will investigate the small sign situation and report next week. Roy will investigate the billboard situation and report next week.

We need someone to run the office. Irma Howarth has a contact who worked for Jim Mills and is very capable. Irma will ask her help. We need a crew of 2 or 3 people. We also need a Telephone Chairman. She will have to organize many people at home who will make from 10 to 15 calls per day and report to team captains. They will solicit votes and contributions. We need a list of Democrats from Registrar of Voters. Other headquarters has a list like that. Pete must have walking list to start door to door handshaking. Mr. Campos has info on a list like that.

Dick Coyne reported on teacher participation in campaign. He suggested we work through the dinner tomorrow night as well as a contact with PACT. He gave Pete certain names for prestige. Don Morrison is NEA candidate and carries a great deal of influence. PACT is an organization of educators who bring legislators to bring politics to teachers. Pete's name has already been mentioned there and was well received. Mr. Coyne can contact 30 or 35 administrators. Loge Chatterly is influential. Helen Burke would be a dynamic worker.

Dick Martin is cochairman for teachers committee for Jim Mills. He is chairman of AFT. Roy asked if Pete could speak before his group. He would not mind inviting all the candidates. Pete would welcome that.

Wayne Vernon says Black Educators might help you. Marie Wightman could not come out against tuition. This indicates we might have more black support than we supposed. Wayne will solicit help from students at Mesa College. Many social studies teachers give extra credit to students who help in campaigns. This is perfectly legal. It is also done on high school level. Any problem in getting support from UCSD students? Wayne will identify student support there.

Vic will take care of letterheads and posters. He will have layout by next meeting. Tony will contact Bert Halsema as Research Chairman. He was interested in that. Tony will work with Roy on publicity.

Finance Chairman is needed. He will actually be a fund raiser. He must be a well-known personality. Pete is working on Sherwood Gordon. We could possibly use names of Gordon, George Scott and Ham Marston who would only appear on our letterheads and then one of us does all the leg work.

The first steering committee meeting was held February 28, 1970 at 3801 31st Street (North Park Hdqtrs.) at approximately 10:00 am.

Members in attendance:

- Pete Chacon - Candidate for 79th Assembly District.
- Dick Castro - Chairman of Steering Committee.
- Herman Baca - Campaign Manager & General Committee Chairman.
- Roy Cazares - Publicity Chairman.
- Albert Usquiano - Testimonial Dinner Chairman.
- Lee Tollefson - Acting Treasurer & Self-styled secretary.

/The issue of the necessity for a campaign coordinator was raised and discussed. A professional (i.e. full-time, paid) coordinator would be ideal, but this is not feasible at this time. Herman suggested that the headquarters Office Managers, when established, should be responsible for scheduling and generally organizing work and worker functions. Pete mentioned the possibility of utilizing student workers connected with Vic Villalpando and Jose Becerra. These people might be able to perform vital "leg work" during regular working hours when others are not available. Pete and Herman will look into this.

The evening schedule at the Logan Avenue Headquarters (which is in the process of being moved to 1865 National Avenue) has been established according to Herman and is as follows:

- Delia Cacho - Tues., Thurs. 5:30 to 9:00; Sat. pm.
  - Joe Rubio - Mon., Weds., Thurs. 6:00 to 10:00; Sat. am.
  - George Baca - Tues., Thurs., Fri. 6:00 to 9:00.
- THIS SCHEDULE MAY BE AMENDED.

A letter is being prepared for mailing immediately along with pledge envelopes follow-up in the hope of acquiring a definite Office Manager(s). It was proposed that Pete and Jean could give a neighborhood "coffee" in hopes of acquiring office workers for North Park Hdqtrs, and it is believed that Irma Howarth is trying to secure an Office Manger for North Park Hdqtrs.

It was decided that the Steering Committee Meetings should be held Sundays at 11:00 am., and that the group should be kept small (5 or 6 members) so that it could function effectively. We discussed the possibility of having a cooperative representative of the Black Community on the Steering Committee and we agreed that Pete will ask Clyde Thompson of the Urban Coalition to participate if he will.

Herman is going to verify the date, etc. of the proposed cocktail party to be given by Ramon Castro.

The Testimonial Dinner was the next topic for discussion, and Albert was called upon for information relating to the program. Bert Corona is to be Master of Ceremonies and Julian Nava, Ed Roybal & Alex Garcia will be special guests. There was a great deal of discussion as to the political expediency of inviting various specified guests and the nature of and time limitations for speeches to be given at the dinner. Generally the Steering Committee seems to agree that our primary goal is to win with our Candidate and this must be accomplished by utilizing all of the political strength and wisdom that we can develop and mutually agree upon as functional guide lines for this campaign. In this connection it was decided that we, the committee considered it inadvisable to highlight any prominent political figure at the Testimonial Dinner. Consequently, Dick Castro volunteered to write to George Brown thereby nullifying any previous commitment on his part.

We learned that the efficiency of the committee was not at its best in discussion of the above (Page One), as we spent well over an hour in the situation, and expect future problems to be more readily resolved.

At this point in the meeting Albert expressed considerable dissatisfaction with the manner in which the organization is functioning, and stated that he wished to resign from his position as Testimonial Dinner Chairman. He turned his tickets for the dinner over to Herman and left the meeting. The remaining members want him to retain his Chairmanship and trust that misunderstandings which may have occurred will be discussed with him and cleared up so that he will wish to reunite with us, and so that we can all attempt to work harmoniously together no matter what our individual ~~beliefs~~ beliefs may be.

Dick Castro had to leave at this point and officially the meeting was adjourned; however, a few things were discussed informally among the remaining members.

ITEMS:

Pledge envelopes and letters will be sent out to about 400 interested people.

Pete needs a "walking" list.

Need to get a mailing permit.

Need to have the telephones transferred to the new Nat'l Ave. Hdqtrs.

Lee is to contact Mr. McCarthy to see if he is still willing to act as auditor. Also gave Lee phone bill (N.P. Hdqtrs.) & photo bill to be paid.

Possibility of  $\frac{1}{2}$  printing pamphlet through our own channels mentioned as being more financially sound.

Discussed providing a member to sit in on Unruh meetings as suggested by Mike Greer.

Pete spoke to Jim Miller and it would be best for Delia Cacho to attend Tuesday meeting (Project 70) with budget for ~~her~~ registration funds; however, Lee will go in her place or possibly both may go. Pete will let Lee know about this after talking to Delia.

ADDITIONS, CORRECTIONS, DELETIONS...Lee Tollefson.

It was decided that next Saturday (3/21/70) we will meet at National Ave. Hdqtrs. at 3:00 pm.

The necessity for an agenda for handling both Steering Committee Meetings & Monday night meetings was also stressed.

Dick Castro was asked for comments on Monday meetings and he seems to feel that the ideas set forth are in line with his thinking on the subject (i. e. Useful opportunity to invite new people - get acquainted - Pete talk on various issues of known (& unknown?) interest to the public, will read a speech or present his views (?) and exposed issues and opinions and develop them partly through stress upon welcoming others views and opinions and attitudes.

Need for neighborhood Koffee Klatches discussed with various suggestions presented such as the purpose (recruit people to give coffees, and other essentials, have co-hostesses for ease of those giving coffee send letter presumably from Pete setting forth format for coffees, etc. Have Jean follow-up with a "thank you" to those giving coffees (i. e. ~~personally~~ impersonally personal touch - always). At Monday meeting bring up the fact that we are organizing Koffee Klatches & make interested parties commit themselves right there (from there we fit them into Pete's schedule)---to this end we should make a large Master Calendar of (one for each hdqtrs.) reflecting Pete's known schedule.

Concentrate on North Park Hdqtrs. as a really "moving" place - use Jean in lieu of Pete at coffees when he is unavailable and/or if it seems especially advisable for the circumstances. Also could use important local public figures such as "Ham" Marston either in lieu of or in accompaniment with Pete when it seems advisable.

Herman brought up three immediate priorities:

1. Voter Registration - which is due to end April 9th (in @ three wks.) , and which is running well as reported by Joe at the Nat'l Avw. Hdqtrs.; North Park Hdqtrs. has lined up one maybe two Deputy Registrars (one of whom will be available Tuesday afternoons from 1:00 to 5:00) - Mrs. Rosenberg (spelling?) - possibly Mrs. Curlip (spelling?).
2. Testimonial Dinner - several factors discussed such as announcement in media of dinner, mailed announcements, and selling of tickets, etc. (see below).
3. Get this headquarters going - signs, flag, decor (bunting). Dick suggested Pete wear "flag button" if obtainable when appropriate for image. Flag for North Park may be available from van Deerlin or, perhaps, George Scott, Herman will call Julie Duenas Mond. (3/16/70) to attend Monday night meeting and work in North Park Hdqtrs?.

Testimonial Dinner - No written reply from Nava & Garcia (spoken "yes") Suggested entertainment (dancing) - quiet musical background. Deddeh can't come but will deliver a representative; Curran - no, but sent letter, etc/ Reverend Jessie Baker to give invocation (to that end try to get Art Webster & possibly Leon Williams on list of invited guests). Albert will ask Art to sit on Steering Committee also Testimonial Dinner.

Publicity - suggested put items in "political notes" in newspaper re. Pete's activities as much as possible. Discussed some type of brochure & possibility of getting in Neil Morgan &/or Frank Rhoades columns, especially, in connection with the fact that Abraham (Mark) Chacon, who is affiliated with Channel 8, might be as useful thought association factor in many ways.

Brochure will commence with photographic work (Roy will make arrangements with Jim Estrada who is also going to acquaint Roy with other media people) Will use a regular sheet (two-fold) to provide pictorial blurb (with minimal written material) to be distributed about 10 days before primary (5/25)

The first steering committee meeting was held February 28, 1970 at 3801 31st Street (North Park Hdqtrs.) at approximately 10:00 am.

Members in attendance:

Pete Chacon - Candidate for 79th Assembly District.  
Dick Castro - Chairman of Steering Committee.  
Herman Baca - Campaign Manager & General Committee Chairman.  
Roy Cazares - Publicity Chairman.  
Albert Usquiano - Chairman of Testimonial Dinner.  
Lee Tollefson - Acting Treasurer & Self-styled secretary.

The issue of the necessity for a campaign coordinator was raised and discussed. A professional (i. e. paid) coordinator would be ideal, but this is not feasible in this campaign at this time. Herman suggested that the headquarters Office Managers when established should be responsible for scheduling and generally organizing work and worker functions. Pete mentioned the  $\frac{1}{2}$ .

Page three . . .

Nichols (advertising which Herman will check for possible arrangements might be useful). Also suggested pictures involving prominent figures (both political and otherwise - Jim Mills, Deddeh, etc.; Marston Scott, etc.

Issues - Have to establish viewpoints upon issues which are largely already known (i. e. pollution, unemployment, education, taxation, etc. In this connection Pete will get together with Dr. Oddo, Larry Lyons ti devekio concise statements upon these various subjects. (When? Monday?)

Telephone Committee - this is a real necessity for recruiting many needs - places for posters, coffee klatches, etc. (comment was made what cups are a problem at coffee klatches - another reason for co-hostesses or providing them ourselves.) Jean will telephone people in her precinct to invite them to Monday meeting (3/16/70) especially for purpose of working in this area.

Pete has a letter out to about 1500 teachers & administrators to solicit aid (mailing not considered too effective as compared to vis a vis &/or telephone contact for producing results of any kind especially financial). Dances, cocktail parties, testimonial dinner best sources of funds which are vitally necessary at this point). Petes list of mailings amounts to about 2,350 (it was decided that he would send tickets to Testimonial Dinner to members of AME, with stipulation "return ticket or Money" - tough) Dick Castro volunteered to sit on Unruh Committee Meetings in our behalf/ Pete inquired about a speaking engagement with Independent Damos at C. C. between 12:00 & 1/00 in "free speech" area - the topic being Minority Students in College"). It was agreed that he should attend if he can arrange to do so with his supervisor. Advised to emphasize positive aspects of situation at the same time that he suggests negative necessities (if required to do so I PUT THIS POORLY). Preferably set this up for a Thursday and gaining the cooperation on Gil Robledo & his students.

Consensus upon the fact that he should speak to minority groups & upon minority issues.

Dick suggested the following policy---Be militant about his concern for minorities, on the other hand, suggest (stress) doing it through established institutions.

EXAMPLE: Yes, I'm in favor of THE BOYCOTT because I'm in favor of equal rights for everyone (and the principle of collective bargaining).

End.



## Minutes for the Planning Committee

The planning committee met on Jan. 29, 1970 at 7:45 p.m. at the First National Bank Bldg. Those present were: <sup>Herman Baca</sup> Jack Sullivan, Corene Sullivan, <sup>Roy Cazares, Marsha Brandt</sup> John McCarthy, Bill Tollefson, Lee Tollefson, Delia Cacho, Joe Rubiose, Albert Usquiano, Tony Usquiano, Bert Holsifer, Bob Schwartz and later on Jim Bear came in with Jim Bates and Dick Castro. We are planning to make the announcement of Pete's candidacy on Wed. Feb. 4. We want to invite well-known figures such as Clint McKinnon, Sherwood Gordon and George Scott.

A hand circular will be printed up with the picture and the issues he stands on. He will try to encompass all groups and stress communicating and understanding. A suggestion was made that we be careful to give Pete the image of representing all the people and not just a minority of them. Discussion took place on the issues brought up. We will ask professors from State College to send us position papers on all the issues. Copies of these will be passed out after the announcement.

Maps showing precincts breakdown have been ordered and received. Delia reported that Mrs Mills was very cooperative at the voter registration office. The Tunney people were also helpful. They actually put out a newsletter. On Saturday, Jan. 31 at the Carpenters Hall on 23rd and Broadway, there will be a seminar for voter registration workers. It will be from 9:30 a.m. to 3:30 p.m. It is sponsored by the Democratic Central Committee. Important people such as Unruh, Van Deerlin, Deddah and Mills will be there to speak.

Delia has received a list of all the Democrats in the District. We need to formulate a walking list for door to door contact. Delia will concentrate in the M/A barrio to register the people and also pass out literature at the same time. Jack Sullivan will be chairman of literature campaign.

Pete will meet with Roy Saturday morning. The biography will be ready Friday. All precinct captains will be at seminar. All activists must read position papers in order to be qualified to explain the issues. It was suggested we have advertizing on emery boards and on telephone dials. Each precinct captain should have a kit with each item in it. Discussion took place as to whether Jack Sullivan should take care of only the portion north of Hwy 94 or if he should be over-all literature chairman. It was decided that he will have the entire district. He will have members of Justo Sierra Club help and he will use the maps Delia has for street by street direction. Herman passed out a list of jobs which need to be filled. As it circulated the room, each person filled in the capacity in which he could serve. Each person also put his name and phone number on the back so that we might keep in contact with each other.

Some jobs listed were: Finding a campaign headquarters, Taking charge of Campaign Headquarters, Setting up a telephone committee, Setting up Coffee Klatches or similar parties, Contacting M/A restaurant owners for dinners or fund raising help, Having a permanent treasurer and auditor.

Discussion took place as to whether the job of setting up signs on lawns should be a part of the literature campaign or a separate operation. Pete reported on the progress of the pizza parties. We have had four so far. Another is planned for Sat. night and another next week. During the luncheon for priests they offered to use the churches as convenient places to register voters.

Albert Usquiano reported on Special Events. Testimonial Dinner has been changed to Sat. April 11. Tickets will be \$10.00 each. Albert listed the speakers he planned to invite.

He hopes to have Bert Corona as Master of Ceremonies and all the other speakers will be MAPA candidates. They are Julian Nava, Robert Brown, Alex Garcia, Abe Tapia and others. In the discussion it was felt that there should be some Anglo representation. We decided to discuss it further next week.

The Hermandad Mexicana which is a labor group have stated they fully support Pete. Tony Usquiano will pick up donated plywood on Sat. Bert Holsifer will research statistics about the issues.

Jim Bear told us some things about Tom Hom. He has not kept campaign promises. Mr Morrison has a file which would be available to Pete. Planning Committee meeting should be held every week. Next one will be Mon. Feb. 2.

## Committee Meeting Minutes

NEW MEMBERS - Refer to attendance list retained at Campaign Headquarters Opening of meeting---new members & old introduced themselves and signed attendance list.

Herman commenced meeting with a brief resumé of the nature and composition of the 79th Assembly District to give a brief analysis and run-down of the reasons for the campaign.

The 79th District comprises 63% registered Democrats yet we are represented by Tom Hom ---a Republican.

Ethnic breakdown---10% M/A, 10% Bk., 80% W.

Pete's comments on his qualifications:

Brief summary of Pete's background in terms of his functions as an educator and his civic involvements, as well as a bit of his political philosophy. Also commented on the necessity of having an added Democratic representation in the State Assembly and Senate for purpose of balancing of district apportionments.

Comments & Questions:

Irma H.-Will the winner of the primary be supported by current contenders? Arrangements & agreements have been made to that effect.

Mr. Campos -All three candidates are invited to University Heights Demo Club Meeting (Mon. 3/9/70 @7:30 pm-North Park Recreation Center).

Mr. Augustine (?) -School problem at all levels (especially College)-Pete's position? Pete made reply to this.

(?) -Question regarding thoroughness of Committee organization & format? Reply stressed significance of Steering Committee in establishing strategy and policy and correlating specific group functions.

Irma H.-What is Pete's stand on basic minimum income (per Nixon Admin.)? Pete made reply to this.

Mr. Jurado -Are you a member of organized labor? A number of yrs. ago, yes, & now in a sense with Teacher's Ass'ns.

Mrs. Jurado -Method(s) to be used to get to the people? Roy replied 1/ Delia training registration crew & has strong program developed for registration 2/Material distribution - handouts 3/Gaining recognition for Pete through posters, etc. 4/ We are open to suggestions.

Mrs. Jurado stressed the significance of WALKING on the part of the candidate - precinct to precinct; house to house. If people are not at home fact should be noted and followed up with post card "sorry I missed you, etc." from hdqtrs.

Reports from individual committee chairmen:

Joe Rubio (Registration) - have at least 50 students registered to work; 7 out of 20 Deputy Registrars definitely working, and others will work if there is someone on hand to keep office open and they can have transportation, babysitters, etc. for Registrars. Registration office needs phones transferred, keys provided, general supplies, desks, etc. (Lee Tollefson will try to assist). Delia Cacho & Mr. Campos met with Jim Miller and Mike Greer Thursday (2/26/70) and it was proposed that Unruh's Committee has about \$1,000 to split between Chacon & Widman campaigns. Roy has developed a \$643.00 budget to cover registration in about 58 precincts to be presented at Special Meeting at Unruh Hdqtrs., Tues., 3/3/70 at 7:30. Joe Rubio, Delia Cacho, Lee Tollefson & Dick Castro are scheduled to attend.

At this point forms were circulated & there was a "coffee-break". The forms which were circulated covered 5 areas in which there are needs for volunteers which were suggested as follows:

1. Distribution of Literature Committee - Area Captains.
2. Telephone Committee - 2 Chairmen (each hdqtrs.) & workers.
3. Office Staffing (N.P. Hdqtrs.) - Office Mgr(s). & volunteers.

4. Writing Committee - need input for "Position Papers" & recommend that people choose their subject and present their thoughts.
5. Individual (one person) Assignments - organize "walking list"  
Lists need to be organized numerically by precincts - then in order by largest number of Demo voters - Irma suggested use of young people with whom she has contact (Pete can meet with them Tues. & Weds. (?) after 6:00 at 31st St. Hdqtrs.)

It was suggested that additional positions besides those on lists may be advisable (e.g. Larry Montoya was interested in fund-raising through personal contacts, etc.). Suggestions are welcome.

Back to committee chairman---

Roy Cazares gave reports on Publicity - it was noted that a decision must be reached on posters, billboards or whatever can best be utilized with limited funds to broadcast our candidate throughout the district. 15,000 revised handouts will be printed ~~16/12/70~~ and available no later than 3/14/70. Roy desperately needs a secretary to type and distribute (by mail) material for press releases, etc...

Pete & Roy will meet with Carroll Weyman (spelling?) at 12:30 Friday 3/6/70 at the Pullman Cafeteria.

Tuesday (3/3/70) Pete & Roy will meet at N.P. Hdqtrs. to organize and clear press releases. Suggestion made that they utilize, primarily, local ~~small~~ small papers especially as Union & Eve. Trib. are possibly ~~to be~~ tougher to crack. Contact reporters with information & supply written material as back-up. (Larry Montoya recommended Mark Richman (?) as contact with San Diego paper.

Tony Usquiano in charge of poster placement and related material reported costs involved: 4 x 8 paste-ups run 200/\$480, 300/\$590, 500/\$880 for a two-color item (printed material only). ~~1/2~~ It is hoped that ~~1/2~~ 1/4" plywood will be donated and they can start construction the forms as soon as possible at Tony's. 300 paste-ups with Royal blue background & metallic, fluorescent orange letters seems to be agreed upon; however, actual inception of printing may be delayed (tabled) temporarily because of costs involved. Comment was made that we cannot table everything that is critical. 22 x 28 " posters will run about \$200/1000. Tabled for reference to Steering Committee meeting 3/8/70. Tony will attend this meeting so the situation can be hashed out.

Roy brought up necessity for letterheads & cost. Go ahead & order now in spite of cost because we need it! The format is ready.

Meeting closed. Next meeting will be held Monday (3/9/70) at 7:00 pm. although Pete may not be able to attend due to invitation to University Hghts. Demo. Club.

COMMETTEE TO ELECT PETER CHACON - Steering Committee Meeting #2 3/8/70  
Committee Meeting Minutes

The second Steering Committee Meeting was held March 8, 1970 at North Park Headquarters at approximately 11:00 am.

Members in attendance:

- Pete Chacon - Candidate for 79th Assembly District.
- Dick Castro - Chairman of Steering Committee.
- Herman Baca - Campaign Manager & General Committee Chairman.
- Roy Cazares - Publicity Chairman.
- A Albert Usquiano - Testimonial Dinner Chairman.
- LeeLee Tollefson - Acting Treasurer (Secretary).
- \*Tony Usquiano - In charge of signs & poster placement (Publicity Commit.).
- \*\*Dr. Gilbert L. Oddo(spelling?) - Research Chairman.

\*New member - regular or temporary?

\*\*New member - permanent.

Ideas: Dr. Oddo made suggestion based on post mortem of his previous campaign experience that two major factors can improve success of a campaign.  
1. A good slogan. 2. Good precinct organization (e.g. one person responsible for pushing Pete's campaign efforts in each precinct).

Dick Castro reported on cost of Billboards through Pacific Outdoor Advertising (Ted Jardine - Mgr.). Rough figures for space along are 6 at \$650 to \$700 for four weeks plus cost of silk screen process which runs @\$200/6 for simple, two-color billboards. Total estimated cost @\$1,000 for six billboards. Suggested that the sooner we put in our order the better. Probably can make an advance commitment with a deposit (Dr. Oddo volunteered to donate the deposit amount). Dick gave Roy references to Lou England-Community Relations Dir./Pac. Outdr. Adv. & Jack Chamberlain-Silk Screen, and Roy will check available locations and required deposit amount, etc. It was decided to run the billboards from 5/1/70 to 6/1/70 or earlier, if feasible (4/25/70) - this will allow time to raise the balance of funds through student dances, or whatever as suggested by Dr. Oddo who will try to promote some student efforts in this direction (follow-up). Content of Billboards not definitely specified (may include 'slogan' following). Colors suggested for all advertising items, perhaps, Royal Blue background & metallic orange lettering.

It was suggested that we limit buttons to present order of 1,000 (\$90.00). Also suggested that 500 to 1,000 (only) bumper-stickers be ordered (seem to prefer 500 - cost estimated @\$95.00/1,000).

Roy needs @\$10.00 to run off copies of master letter to be sent with pledge card follow-ups to 400 interested persons as referred to in "ITEMS" in minutes of 2/28/70 meeting (Lee gave him ck. #106 for this purpose). Roy also expects to have a Publicity Secretary (Minutes - 3/2/70 Gen'l Mtg.). Follow up here. It was suggested & agreed that Lee would issue a check for \$50.00 to be put in "petty Cash" account - \$25.00 for each Headquarters for small amounts needed immediately. Roy said he will provide receipt forms so that all items can be accounted for.

Herman brought up an extremely important issue at this point. It must be decided if there is a need for both the Steering Committee Meetings & the General Meetings, and, if so, what is the purpose of each and who shall attend. The consensus seems to be that both meetings are necessary. The purpose of the Steering Committee Meetings is for planning & policymaking, and it should be kept small (the original members with the addition of Dr. Oddo) with additional persons present only for specific purposes, and only if they are cleared through Herman (?), or another Committee member (?).

Herman will be responsible for communicating decisions made by Steering Committee to individual chairmen. The General Committee Meetings are to be attended by as many Committee Chairmen and members as possible, and are intended to fulfill the purpose of developing group morale, introducing possible new workers to Candidate & Committee, presenting decisions from Steering Committee, and gaining suggestions and recommendations for further discussion. The format will consist of Herman communicating decisions made at prior Steering Committee Meeting, asking for suggestions & recommendations and introducing Pete, who will give a commentary on several aspects of a general issue. (e.g. 3/9/70 he will discuss education - aspects of "tuition" situation pro & con and touch on several other important aspects of education---it is believed that Dr. Oddo will assist in developing the topic). Committee members and Chairmen should try to attend these meetings or advise Herman or Pete if they will be unable to attend. Jean will continue to have people notified about these meetings.

~~At~~ At this point the need to develop a slogan for printed material was discussed and it was agreed that the slogan will be "Let's move forward with Peter Chacon".

Discussed Letterheads and agreed that they shall be as drawn-up with list of names of those who are willing to have their names used as supporters (Roy, Herman & Pete have list of all names and they and Dr. Oddo will be responsible for checking spelling and permission to use them.)

Herman needs business cards and we agreed that he should go ahead & order them for himself. (?)

It was suggested that Pete would be better advised to use something in form of handout rather than business cards.

D.K. on Letterheads (after names verified)	Cost	1,000/	58.49
O.K. on Envelopes		1,000/	45.33
O.K. on Handout (5"x8" as revised)		15,000/	140.00
O.K. on Petty Cash			50.00
	Total		<u>\$293.82</u>

Billboards (deposit provided by Dr. Oddo-follow this up) 6/\$1,000.00  
Go ahead on Flyer for Bird Dogs (bilingual?) - follow-up 15,000/@\$20.00 (?)

Dr. Oddo was asked if he might be able to acquire at least two additional typewriters. Reply-affirmative (follow-up).

Agreed that Steering Committee Meetings will be changed to 1:00 pm. - 3:00 pm on Sundays.

#### Testimonial Dinner:

Albert reported that both George Brown and Ed Roybal had declined invitations to the dinner. Also it seems that Anthony Quinn will be unavailable. Recommended local important Anglo - Pete will follow-up on Sherwood Gordon, Hamilton Marston, etc. in this connection. Ticket distribution has begun - about 500 tickets already sent to Labor Unions (follow-up). Albert is keeping records on tickets and some were distributed at this meeting. Roy & Albert will discuss three-fold printed invitations for the dinner. Inviting Cesar Chavez was mentioned, but consensus both as to his availability & the advisability of doing so was generally negative.

Additions, corrections, deletions?  
Lee Tollefson

~~XXXXX~~

COMMITTEE TO ELECT PETER CHACON - Steering Committee Meeting #3 3/15/70  
Committee Meeting ~~XXXXXXXX~~ Minutes

The third Steering Committee Meeting was held March 15, 1970 at North Park Hdqtrs. at ~~XXXXXXXX~~ 10:00 am.

Members in attendance:

Pete Chacon - Candidate	Jean Chacon - Candidate's Wife
<del>Rick Castro</del> Dick Castro - P/R	Albert Usquiano - Special Events Chairmn.
Herman Baca - Campaign Manager	Dr. Oddo - Research Chairman
Roy Cazares - Publicity Chairmn.	Lee Tollefson - Acting Treasurer/Sec'ty
Joe Rubio - Registration "	Tony Usquiano - Material Distribution

was not present

Acting Secretary/treasurer arrived 15 minutes late (because she was going by "Chicano" time?) consequently may have missed extremely important points when meeting called to order; however, the following stands . . .

An inquiry was made as to the kind of exposure Pete will be getting, and Herman replied that he will pick a committee of the moment to meet this wk. to set up and establish appearances, etc.

Reorganization of the meetings explained, especially, for those unaware of this fact. Steering committee will include chairmanships of significant committees, as well as, the following. Pete, Herman, Dr. Oddo, Joe, Roy, Tony, Albert, Dick, Lee. For the purpose of ethnic balance there will be three Blacks added. Suggestion was made that we add another Anglo as well for the sake of ethnic balance as Pete had invited Larry Lyons, corresponding secretary, of University Heights Democratic Club to fulfill several functions and be a part of the Steering Committee. All agreed. Reference made to the fact that people aren't getting specific jobs as they should. Attempt will be made to clarify this matter. Herman stressed the fact that guidelines are essential to the proper functioning of the committee and it's individual members. The Democratic Handbook (roughly as set forth in the mimeographed sheets which Herman presented) will be used for guidelines at this point - with flexibility of interpretation to fit our particular needs and capabilities.

Dick Castro will be Moderator of the Monday night meetings which are designed to be social in nature. The purpose being to gather as much new talent as possible while also surfacing issues and acquainting people with our Candidate and as many committee members as possible.

The Steering Committee Meetings are definitely WORKING meetings. All seemed to agree upon the structure and purpose of the two meetings as stated, but it was indicated that we should set a firm day & time for the Steering Committee Meetings at which point the possibilities were discussed and we arrived at the decision to have these meetings on Saturday at 3:00 pm (to 5:00 or whenever necessary - sooner or later). This arrangement, generally, should not interfere with Pete's walking campaign as 9:00 to 3:00 seems to be the most effective time for him to indulge in this activity according to those who are experienced in this sort of thing. Also, this arrangement will leave Sundays open for all involved to indulge in personal activities, etc. Dr. Oddo inquired as to the size of the Monday night mtgs., and fool-up on them. We should all try to recruit as ~~many~~ many people for Mondays as possible eventhough, we, ourselves may not be able to attend - with special stress upon people from the 79th A.D. All prior individuals in attendance are being contacting for these meetings.

Pete was going to start his walking campaign Sat. (3/21/70); however, he has a prior commitment for that morning. (Perhaps he could start that afternoon - my question). Herman asked for questions regarding the reorganization of the campaign. Herman brought up a WORK item - needs people to typed on gummed paper all members on Steering Committee (with phones, etc.)



The first steering committee meeting was held February 28, 1970 at 3801 31st Street (North Park Hdqtrs.) at approximately 10:00 am.

Members in attendance:

- Pete Chacon - Candidate for 79th Assembly District.
- Dick Castro - Chairman of Steering Committee.
- Herman Baca - Campaign Manager & General Committee Chairman.
- Roy Cazares - Publicity Chairman.
- Albert Usquiano - Chairman of Testimonial Dinner.

L Lee Tollefson-Acting Treasurer & Self-styled secretary.

The issue of the necessity for a campaign coordinator was raised and discussed. A professional (i. e. paid) coordinator would be ideal, but this is not feasible in this campaign at this time. Herman suggested that the headquarters Office Managers when established should be responsible ~~for~~ for scheduling and generally organizing work and worker functions.

Pete mentioned the 1/2

Herman

COMMITTEE TO ELECT PETER CHACON - Steering Committee Meeting #3 3/15/70  
Committee Meeting Minutes

The third Steering Committee Meeting was held March 15, 1970 at North Park Headquarters at 10:00 am.

Members in attendance:

- Pete Chacon (candidate)
- Jean Chacon (candidate's wife)
- Herman Baca (campaign manager)
- Roy Cazares (publicity chairmn.)
- Albert Usquiano (Test. Dinner Ch.)
- Dick Castro (public relations ?)
- Dr. Oddo (research chairman)
- Joe Rubio (registration chairman)
- Lee Tollefson (acting treas/sec'ty)\*\*
- Tony Usquiano (material distrib. ?)\*\*

\*\* Tony was not present and Lee arrived about 15 min. late.

An inquiry was made as to what kind of exposure Pete will be getting, and Herman said he will pick a committee to meet this week to set-up and establish appearances, schedule, etc.

Reorganization of committee meetings was explained for the benefit of those not present at reorganization or otherwise informed of such. Democratic Campaign Organization Handbook will be used with flexible interpretation for guidelines. People will be given specific jobs within organization. Dick Castro will be moderator of Monday meetings which will be social in nature, and serve purpose of introducing Pete to new people, as well as, possibility of enabling us to recruit new workers.

Steering Committee meetings are specifically working meetings and will include Committee Chairmen. These meetings will be held each Saturday at 3:00 pm. (next one to be held at Nat'l Ave. Hdqtrs.) It was suggested that Steering Committee should include three additional members for ethnic balance - 2 Blacks, 1 Anglo ? - Pete recommended inviting Larry Lyons, who is corresponding sec'ty of Univ. Hghts. Demo Club to be a member of Steering Committee. Larry Lyons will be invited to Monday meeting (3/16/70).

Need for follow-up on suggestions was stressed. Jean confirmed the fact that there has been follow-up on people previously attending Monday meetings to the extent that they are reminded of each meeting.

ITEM-Monday, April 13th at 7:30 pm. we will meet at the North Park Recreation Center (Utah & Lincoln Ave.) by invitation of Univ. Hghts. Demo. Club. It is recommended that as many Committee members, etc. as possible be in attendance at this meeting.

ITEM-Herman will provide gummed paper for names, addresses and phone nos. of all Steering Committee members to be listed so that all will have this information.

Neighborhood coffee "klatches" were discussed, suggested they be co-hostessed need to recruit people to give them, need a chairman in charge of organizing them, explaining how they function, providing Pete, Jean or other suitable representative for these functions. This subject will be brought up at Monday meeting, and firm commitments made.

ITEM-Make large Master Calendar (one for each Hdqtrs.) specifying definite appointments, special events and deadlines.

Need for concentration on making North Park Hdqtrs. a going operation was stressed, agreed upon and will be followed-up on.

Herman emphasized three priorities at this point.

1. North Park Hdqtrs. as mentioned above. Need flag & appropriate decor, as well as, Office Manager and other regular staff. In this connection Herman will contact Julie Duenas.
2. Voter Registration-have about three more weeks to really work on this subject. Joe reported about new registrations<sup>30</sup> from seven precincts covered. Weekdays from 3:00 to 6:00 & Sat. from 9:00 to 2:00 seem to be best times for registration. We are working about fifty-one precincts and expect some support from Unruh people Sunday (3/22/70) and thereafter Jean stated that there will be a Deputy Registrar available at the North Park Hdqtrs. - Tuesdays from 1:00 to 5:00 pm. Mrs. Rosenthal.

Priorities continued...

3. Testimonial Dinner-have about three more weeks to work on this. Have verbal commitment from Julian Nava & Alex Garcia. Mayor Curran will be out of town per written reply, Jim Mills will attend, Wadie Deddeh will send his representative to attend. Per Albert-Richardson will attend, and Albert will follow-up on Leon Williams, as well as, Art Webster (who will also be asked to sit on Steering Committee). Pete may invite "Ham" Marston and Captain Callahan as honored guests, and Albert will invite Rev. Jessie Baker to give invocation. Dinner announcement was also discussed and some of the above will appear on the announcement as invited guests.

Publicity-suggestion was made that we utilize "political notes" in news media to mention Pete's activities (speaking engagements, etc.) Pete suggested a brochure pointing up the relationship of himself and Mark Chacon (his brother), who is with Channel 8. Various suggestions were made and it was agreed that a single sheet, two-fold item with many photographs of Candidate in Action (and association with significant people) would be best format. Roy will get Jim Estrada to start following Pete around and photographing him, and will also make contact with ? Nichols for advertising suggestions, etc. It was suggested that this "tabloid" be disbursed about 10 days before the Primary (must be already by May 25th at the latest). Also suggested that Roy try to get items in Neil Morgan and/or Frank Rhoades' columns (such as Mark is really Abraham!).

Issues-point was made that there is a definite need for stressing certain obvious issues (to include "unemployment"), and develop concise statements on these issues so that Pete and his committee members will be best able to discuss the Campaign from the critical standpoint of where do we stand, how, why, etc. Pete, Dr. Oddo and Larry Lyons will get together Monday(?) to develop this entire subject.

Need a Telephone Committee and Telephone Committee Chairman for recruitment of many necessities (i.e. poster placement, coffee "klatches", etc., ad. inf. Jean will contact people in her precinct to invite them to Monday meeting in the hope of recruiting people for some of the above, and for the purpose of exposing the existence of Pete's candidacy in the 79th A.D. which includes the North Park area.

Pete is sending a letter to @1500 teachers & administrators, and it was recommended that he send tickets to the Test. Dinner to those who are members of AME. (they must return the ticket or the money). Point was also made that mailings of pledge envelopes seem to be less effective in relation to the effect of direct personal contact or telephone contact. There seems to be a strong feeling that we shall have to rely upon dances, cocktail-parties, coffees and the Test. Dinner for primary solicitation of funds.

Dick Castro volunteered to sit on Unruh Committee (as we were requested to have a representative). WHEN DO THEY MEET?

Pete inquired about the advisability of speaking at such functions as an invitation by City College Independent Demos to speak in "free speech" area between 12:00 & 1:00 on subject of Minority Students on College Campus. It was agreed that this type of thing was fine providing that he obtained clearance from his Supervisor and advised committee of these activities. It was suggested that he be "militant about his concern for minorities, on the other hand, recommend that process of change be effected through established institutions" (loosely quoted Dick Castro - the idea being to stress positive aspects of student & minority needs while abhorring violence as a means for accomplishing such ends). Example-in favor of Grape Boycott as in favor of collective bargaining rights for everyone. (Aside - brief discussion by Committee & Pete on abortion issue)

Carroll Wayman will be approached as black chairman. Clyde Thompson is also good possibility. Vic will work with this committee but cannot chairman it. Dick Coyne suggested Mr. Polinsky who worked in teacher campaign. People in UCS staff might help. Irma knows contact who was on TV. His name is Pat Higgins. Roy will set up meeting with Leon Williams and Carroll Wayman. Roy also suggested Tom Jenkyns of City Schools. Vic suggests approach Bob Mathews. Since Marie Wightman hasn't announced, we shouldn't worry about putting blacks in conflicting position. Vic will talk to Jim Brown. He feels that Fr. Kuffeck might help. Campos says Admiral Suggan is very active. He might be approached.

Report by publicity chairman. Printed card was discussed. It is too vague. It omits important issues such as aged, property tax relief and aid to education. Jack reported the literature campaign was well received although they did not know Pete is Democrat and it might have carried his picture. Jack felt the aged or fixed income should be included. Decided to have Steering Committee and Research Committee discuss the issues problem and how to word it. We have only 2000 or so left of this one so new one will be designed.

Gerry Fennell offered to work on registration in North Park Headquarters. We need info from Delia for her. Dick Martin will send position paper on teachers. Next month there will be a march from up North to our area to emphasize environmental issue. Pete should try to be involved in this.

Delia is back again as registration chairman. She needs help desperately to man Logan Headquarters every night. Workers must call kids put them into crews. She has 8 crews already working. Deadline is April 9th. New headquarters will be located at 19th and National Ave. Workers are needed for all day on Tues and Thurs and 3 to 9 other days.

Project 70 is drive to help with money to all candidates. Jim Miller wishes to speak to representative from our committee. Mr Campos agreed to serve on this as someone who is knowledgeable in these things is necessary. Pete will speak to Dave in his office for help.

Testimonial Dinner report given by Al. April 11th at \$10 per person. Sherwood Gordon has been contacted. Al is looking for black speaker. He should be a man who really endorses Pete. Maybe we can convince Carroll to do this. Roy hopes Carroll won't speak too much of his own organization. 2000 ~~people~~ tickets have been made. We expect 1500 people. Letter to labor unions has gone out. Stubs must be turned in each week. Roy will get publicity when speakers are confirmed. Majority of tickets should be sold in district. Admiral Duggan should be present and perhaps say a few words but we cannot have too too many speakers. Roybal, Garcia and Nava have already consented to come. Perhaps we can introduce some people who would not speak. Brown wants to ~~met~~ meet Pete before endorsing. We must remember Brown is running against Tunney. We cannot afford to alianate Tunney supporters. After much discussion, decided to invite both Brown and Tunney. If Tunney does not come, it must be mentioned in advertising as well as a seat at table for him. Some people think Chavez or Montoya would be better. But all agreed that it is all right if both men are invited and at same time under same conditions. Tunney supporters might be introduced. All will definitely invite Tunney next week.

George Scott may donate for publicity. Pete will see him. It will cost \$420 for 2000 posters. Roy knows a place in LA that is reasonable. Bert says Deck Art charged \$600 for 10,000 posters. He suggested we do our own silk screens. Pay for the originals and reproduce them cheaply by donating our labor to make more. Ramon feels he can raise about \$400 from people in office circle. Union shop work is involved because we hope to get labor vote. Ernie Azochar has offered truck for putting up signs. We need someone to be in charge of this job. Roy and Vic will take it.

Herman asked Bert how we can raise money. We should open headquarters first and make our signs. Get credit for most of your bills. Give a down payment and so much per month arrangement. Commitments from people will pay it off a little at a time. What is the minimum amount needed? Rent, phones and sign costs first. Pete is donating \$500.

We need pledge cards. They can be a self addressed mailer. They should be mailed early. They will provide you with workers as well as money. We should get these without delay. Vic has a contact where he can get it printed. Roy will help design it.

Have a commitment and endorsement committee who will call people. Always say "Would you like to support Pete". Hit the pastors, businessmen etc. They will respond with permission to use name or will do work or will donate. Ask Lee Tollefson to be in charge of this job. She is at 296-3941. A good candidate for donation is Norman Starr at 3502 Seventh 295-1766. Larry Soloman will permit use of name.

Herman will get students from Southwestern to help register. Ben Cruz might get northern area. There will be an Encounter on Feb 3 and 4 at Cal Western US International Univ. Mesa College. Dr. Carroll. Canon will speak. Starts 9am Feb 3.

Roy has a training session scheduled for registration. Doubt it can be set up before first week in Feb.

A committee necessary to set up the issues we will take up. Suggestions by Bert are Drugs, the 18 year old vote, pollution, off shore drilling Israel etc. tuition, violence on campus. Zanvell is head of Jewish Federation here. You must get Jewish vote. Get Assemblyman Campbell's stand on drugs was what caused him to beat Soto. Get issues our early instead of just reacting to opponant. First piece of publicity should have picture, platform and issues. Set up meeting with college profs to make position paper. Dr. Spolomon, Dr. Crane, Political Science Dept. Dr. Gitchoff, Dr. Goodman. Don't quote those who are radicals. Tuition, Draft Position, Welfare, Pollution, Aged. Labor can send position paper or we can go ahead with planned meeting with them.

Announcement should take place with mixed group. Roy will invite press. Roy and Vic will take care of announcement.

Justo Serra Club at SD High will help with register campaign. Pete will contact them. We also need map.

Vic will take job as treasurer temporarily. He will open account at Wells Fargo. He will keep records of money coming in and going out. Vic knows PA who might take the job. Ernie knows an income tax man who might.

il Usquiano can introduce Pete to labor. Rich Richardson will let know when he can appear. should have meetings or appearances at Kiwanis, Rotary and Jr. Char

Robert Golden is good man to ask for donation.

Pete will invite Goodman, labor etc. and professors to issues meeting. Delia will try to get Bk. of America. Will know by Thurs. January 27 7:30 pm. If she can't, we can still get U.S. Grant

Planning Committee Meeting Thurs. January 29 7pm If Delia can get it, Bk of America 5th Floor Room 514. Vic will help to get it.

Pete will contact Phil Saenz.

Speaking appointment Feb. 19 . La Jolla home. 40 or 50 people. Herman will verify.

Harry Fergash, Alvarez, Alessio, Doria.

Pete will go with Ruben Romero to see Alvarez who owns produce company. Vic will ask Martin Castillo for aid. You can speak at officers clubs etc. for military vote.

Reapportionment takes place in 1971. State Assembly will have a lot to say about that. We have eight other Chicanos running in state.

At Banning on Sunday we can get MAPA help from those chapters who are not running a candidate. All outside help is fine. People don't have to be local.

10-15-72  
**RUNNING IN 79TH**

# Chacon Outlines District Problems

**Q:** Several months ago your office was picketed by a Mexican-American group. What was the reason for their displeasure with you at that time?

**A:** Their displeasure was principally at the stand I took on AB528, the bill which would have penalized employers who normally hire illegal aliens. I took the position that we have no more obligation to find employment for Mexicans than they do to find employment for us. And, as a person elected by American citizens, my first obligation was to seek their employment possibilities, not others.

**Q:** Speaking of employment, what is your position on the Farm Labor Initiative, Proposition 23?

**A:** I am opposed to this measure because it is identical to a measure that I voted against in the Labor Relations Committee, AB964, which I found to be greatly lacking in fairness. One of the principal weaknesses of the Farm Labor Initiative is that it permits the employer to decide who the employees are who are eligible to vote and, therefore, gives the employer a big hand.

**Q:** Do you think that the farm workers should be allowed to strike at harvest time since they are dealing with perishable crops?

**A:** I think that rather than permitting the farm worker to strike that we need binding arbitration, such as we have under other unions.

**Q:** What type of financing do you have? How much do you expect to spend?

**A:** Well, oh, we expect to spend about \$25,000 for the fall election.

**Q:** What about the total?

**A:** The primary and the general? Well, we spent \$12,000 in the primary and we'll spend \$25,000 in the general, so about \$37,000 total.



**PETER CHACON**

# CHARTER OF RIGHTS

## FOR

# IMMIGRANTS WORKERS

To correct this widespread violation of human rights it is urgent that the United States adopt a charter of rights for immigrant workers similar to those promulgated by such organizations as the United Nations, the International Labor Organization, the World Council of Churches, the Roman Catholic Church and several others.

Such a charter would grant undocumented immigrants the same rights and defenses as U.S. citizens, thereby removing the illegal status which makes them vulnerable to presecution.

In its June 21, 1976 editorial, the **Wall Street Journal** said that "the easiest, cheapest and fairest way to protect the labor market will be to legalize the immigrants, putting the law to work protecting them rather than persecuting them."

Such a charter of rights should contain the following provisions for immigrants:

1. Freedom from deportations and separation of family members.
2. Amnesty for all immigrants now being threatened with deportation.
3. The right to unify families.
4. The right to normalize status without having to return to the country of origin.
5. Equal right in all areas of employment:
  - a. Job security, seniority, equal pay, equal access to promotions, to organize and to hold trade union office.
  - b. Access to unemployment insurance, social security, disability insurance, Medicare, and labor law enforcement.
6. Full housing opportunities for immigrant workers and their families.
7. Full educational opportunities for the children of immigrant workers and their families.
8. The right to use of their native language in citizenship acquisition, in judicial proceedings and all contractual arrangements, public and private.
9. The right to vote for those who acquire permanent resident status.
10. The right to inviolability of person.

#####



Estimado Amigo:

1-12-70

The Mexican-American has come a long way in the last year or so in gaining recognition as an important minority in our city and in our country. We have made an impact on the mind of the majority community and that community is now aware that we have definite problems growing out of our minority status. Some progress has been made toward achieving justice, a better education, and better employment opportunities.

TO ALL  
Org. or  
Chicanos Fed  
News Letter

Yet, we must all agree that our goal of first class citizenship of full and equal opportunity of achieving our rightful influence and power is still elusive.

Members of the San Diego and National City Chapters of MAPA (Mexican-American Political Association) are determined to make a concerted effort in the political arena in this area in the coming elections. Our goal: the 79th Assembly Seat. Our candidate: Pete Chacon.

The importance of the 79th Assembly Seat to the Democratic Party cannot be exaggerated. The importance of political office and influence to the Chicano we can all appreciate. The goal of political success is an important one.

Our candidate, Pete Chacon, is well qualified for Assemblyman. His education, his background, his experience, his dedication to the ideals of the people - La Raza - are unquestioned. Born and raised in Arizona, Pete attended elementary and secondary schools in Phoenix. He enlisted in the Air Force at the age of 17 and completed 32 combat missions with the 15th Air Force in Italy. He received an honorable discharge in 1945 and then moved with his family to San Diego the following year.

### School Aid Favored

Chacon said he will aim his campaign at ousting Horn. He said Horn "has failed to initiate any legislation beneficial to the district, and has been absent from the district so often that the citizens hardly know who he is."

He said he will work for increased state aid to public schools in order to relieve the tax burden on the local property owner.

He also expressed concern for low-income families and elderly people on fixed incomes who are rapidly losing their purchasing power because of inflation.

### 15 Years in Schools

He promised to work for more effective rehabilitation of youthful drug offenders and for the control of all environmental pollutants.

Chacon is married and has four children.

He has been on the staff of the city schools for 15 years, first as a teacher, then as an administrator.

He attended San Diego State College after serving two years in the Army Air Corps during World War II. He flew 32 combat missions from Italy as the ball turret gunner in a B17, and was discharged in 1945 as a staff sergeant.

### Native of Phoenix

He was born and grew up in Phoenix, Ariz., attending public schools there before enlisting in 1943. After the war, he came to San Diego with his mother and other members of his family in 1946.

His father, who died in 1941, was elected sheriff at Silver City, N.M.

Chacon has never run for public office and has not been active in Democratic affairs. But he believes he is well qualified to serve all segments of the constituency of the 79th District, which includes Southeast San Diego, downtown, North Park and East San Diego.

He is a member of the executive boards of the Urban Coalition, the National Conference of Christians and Jews, and the Salvation Army.

He holds a master's degree in school administration.



PETE CHACON  
School administrator

## Pete Chacon In Race for Assembly

Pete Chacon, 44, a public school administrator, is announcing today his candidacy for the Democratic nomination in the 79th Assembly District.

Chacon, of 3801 31st St., North Park, is coordinator of compensatory education, elementary division, for the city schools.

He served as chairman of a federation of 14 Mexican-American organizations for the past year.

### Tom Horn Incumbent

His campaign committee, headed by Herman Baca, is holding a Mexican buffet dinner at the Chacon home tonight, to mark the announcement of Chacon's candidacy.

Assemblyman Tom Horn, R-San Diego, is the incumbent in the district and is expected to run for re-election.

George D. Koulaxes, an aerospace administrator, has announced his candidacy for the Democratic nomination. He and Chacon will be opponents in the June 2 primary election. Mrs. Marie Widman, Negro civic leader, is expected to enter the Democratic primary contest soon.

# Moretti Receives Chacon Endorsement

San Diego Union Staff Dispatch

SACRAMENTO — A second prominent San Diego Democrat has publicly endorsed Assembly Speaker Bob Moretti of Van Nuys for the governorship.

Assemblyman Peter Chacon, D-San Diego, followed the lead of M. Larry Lawrence, former Southern California Democratic party chairman, in publicly supporting Moretti, even though the Assembly speaker has not formally declared his candidacy for the 1974 nomination.

Chacon, in a letter to about 200 campaign workers and supporters in his district, described Moretti as "especially well qualified" for the gover-

norship and praised his support for legislation in the areas of consumer protection, child care and equal opportunities.

Asked why he did not wait until after Moretti officially declared himself a candidate, Chacon said, "I felt that a commitment at this time would be helpful to him."

Assemblyman Bob Wilson, D-La Mesa, and Assemblyman Wadie P. Deddeh, D-Chula Vista, later said they planned to endorse Moretti, but were waiting for a time closer to the primary. Assemblyman Larry Kapiloff, D-San Diego, said, however, "I don't feel at this time I'm ready to commit to anyone."

SAN DIEGO UNION

ELECT · ELECT · ELECT

**PETER  
CHACON**

ASSEMBLY DISTRICT

**179<sup>TH</sup>**

*Testimonial Dinner*

*El Cortez Hotel*

*April 11, 1970*

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P R O G R A M

INTRODUCTION  
Ramon Castro

FLAG SALUTE  
Hamilton Marston

INVOCATION  
Reverend J. J. Baker

BERT CORONA  
Master of Ceremonies

Dr. J. NAVA  
Los Angeles Board of Education  
Candidate - State Superintendent Public Education

ABE TAPIA  
Mex. American Political Association - State President

Dr. G. L. ODDO  
Dean - Political Science - University of San Diego

PETER CHACON  
Candidate 79th Assembly District

SPECIAL EVENTS CHAIRMAN  
Albert R. Usquiano

ENTERTAINMENT  
Luis Cacho and Mariachis

THE COMMITTEE TO ELECT PETE CHACON  
IN THE 79TH ASSEMBLY DISTRICT

Cordially invites You to  
a Mexican Buffet Dinner for  
Mr. Pete Chacon's Announcement  
of His Candidacy for the

OFFICE OF STATE ASSEMBLYMAN

ON MONDAY, FEBRUARY 9TH, 1970  
at 7:00 P.M. at

Campaign Headquarters for Pete Chacon,  
3801 - 31st Street  
San Diego, California

## Chacon, Garcia named to 'Viva Muskie' group

EVENING TRIBUNE Dispatch

SACRAMENTO — Assemblyman Peter Chacon, D-San Diego, and Alex Garcia, D-Los Angeles, have been named honorary cochairmen of the "Viva Muskie" organization in the state.

Chacon and Garcia are the only Mexican-Americans serving in the state Legislature.

The Viva Muskie organization is being formed on a national basis to support the presidential candidacy of Sen. Edmund S. Muskie, D-Maine.

The group "joins citizens of Mexican-American, Puerto Rican and Cuban descent in a nationwide coalition of Spanish-speaking citizens to work for Sen. Muskie's election," Chacon and Garcia said in a joint statement released to newsmen at the capital.

Viva Muskie intends to "focus the attention of Americans on the real needs of the Chicano, Puerto Rican and Cuban communities, and at the same time demonstrate to those communities Sen. Muskie's commitment to meet their needs," Chacon and Garcia said.

They said the record and the programs of Muskie in such fields as new housing, new jobs, better schools and in ending urban decay are better than those of any other candidate.

"We also feel that another four years of Richard Nixon would be disastrous to the aspirations of all minority groups and that Sen. Muskie is the only man who can defeat him," the legislators said.

THE STAR-NEWS — Sunday, June 4 1972 — A-3

## Satisfied with border prove stand

# Garcia heads McGovern coalition

Albert Garcia, president of the Southbay Neighborhood Corporation, is heading a countywide coalition of Mexican-Americans to support Sen. George McGovern for president.

Earlier this week, Garcia criticized the senator for not taking a strong enough stand on border incidents involving U.S. Customs officials that are now under a congressional subcommittee investigation.

**BUT GARCIA** joined the McGovern forces Friday after the senator sent him a telegram supporting the

investigation of the border incidents.

Garcia was instrumental in getting the investigation of U.S. Customs procedures underway, and he is considering initiating another investigation of the Border Patrol.

"I commend your efforts in initiating these hearings," McGovern told Garcia in the telegram. "They are long overdue.

Border crossing harassment should shock the conscience of all Americans," the senator stated. "Mexican-Americans and Mexican

nationals have been subjected to countless unconstitutional indignities, violations of common decency which are beyond measures needed to control drug traffic and should have ended long ago."

**GARCIA** said he was satisfied with McGovern's statement, adding that the senator "is the only candidate who has shown any real

sensitivity to and understanding of the problems of Mexican-Americans."

Members of the Mexican-American coalition include Joseph Bonilla, director of economic opportunities services for Southwestern College; Armando Garcia, MECHA president at Southwestern College; and Leo Nichols, Chicano counselor at Southwestern College.

# Chacon Opening Bid To Oust Hom

Peter R. Chacon, a school administrator and Mexican-American activist, announced his candidacy today for the post held by Assemblyman Tom Hom, R-San Diego.

Chacon, 44, of 1436 F St., seeks the Democratic nomination in the 79th Assembly District. He is the second candidate to announce.

"Hom has failed to initiate any legislation beneficial to the district," said Chacon in a formal statement, "and has been absent from the district so often the citizens hardly know who he is."

Chacon, chairman of a coalition of 14 Mexican-American groups known as the Chicano Federation, holds bachelors and masters degrees from San Diego State. He is coordinator of compensatory education for the elementary division of the city school system.

He said he does not plan to aim his campaign at other Democrats, preferring to attack the incumbent. Chacon also is opposed by George Kouloxes, an aircraft firm administrator, for the nomination. Mrs. Marie Wideman, a Negro housewife, is expected to enter the Democratic race.

Chacon is a member of the executive board of the Urban Coalition, the National Conference of Christians and Jews, the Salvation Army and has served on the Urban League board.

A native of Phoenix, he moved to San Diego in 1946 after two years as an Air Force gunner in World War II. He was discharged as a staff sergeant.

He taught in the Vista School District 14 years, receiving his masters degree in education as a result of summer work. In 1968 he was named vice principal of Sherman Elementary School and last year was appointed to his present position at the Education Center.

His primary goal if elected, he said, is to alleviate the effects of inflation in the district. He also is concerned about the problems of the elderly, the small businessmen, consumer affairs and crime.

Self-described as a "moderate-among-militants," Chacon said he would like to see a better balance between tough law enforcement as an immediate solution to crime problem and improved communication, public relations, and elimination of alienation causes as a long range solution.

Chacon said he hoped by his



PETER R. CHACON

... second to announce

candidacy to improve the ethnic balance of the Legislature and to show traditionally non-political minorities that change can be accomplished within the system.

Specifically, he said he hoped to concentrate on tax relief for homeowners through increased state aid for schools, improved rehabilitative programs for drug offenders, improved education in low-income areas and stronger environmental pollution controls.

Chacon and his wife, Jean, have four children. They plan to move to a new home at 3801 31st St. this month. A formal announcement dinner will be held at the 31st Street address at 7 p.m. today.

**DRY**  
QUALITY HOM

**BEAT INFLA**

Who says you can't save m  
low you'll think the high c



**Washer**

with th



# Chicanos Picket Chacon's Offices

## Assemblyman's Vote Favoring Ban On Jobs For Illegal Aliens Assailed

By NANCY RAY

Urban Affairs Writer, The San Diego Union

About 70 Mexican-Americans picketed the San Diego offices of Assemblyman Peter Chacon yesterday, protesting his vote for a state law prohibiting the employment of illegal aliens.

The demonstrators represented several Chicano organizations from the San Diego area and were one of several picket lines organized statewide by the Centro de Accion Social Autonomo of Los Angeles.

Herman Baca, county director of MAPA (Mexican-American Political Association), said Chacon's office was picketed because the assemblyman had voted last year for AB 528, which is scheduled to go into effect next March 4.

The law would impose fines of \$200 to \$500 per offense against employers who knowingly hire an illegal alien if the employment had an adverse effect on resident workers.

Chacon could not be reached for comment.

### ADVERSE EFFECT

Baca said the law will "create an adverse effect on a specific ethnic group" — Mexican-Americans — who make up the largest portion of the state's alien population.

"It is obvious that Mr. Chacon cares more about the Democratic party than about his own people," Baca said.

He said that efforts are under way to have the law repealed by the state Legislature. Fail-

ing that, he said, the law will be challenged in the courts.

Baca said many Mexican-Americans who moved to the United States many years ago, before immigration procedures were as strict, have no papers to prove their legal status.

Others, including children of legal alien residents, never have obtained the necessary visa or work permits.

"All this will do is discriminate against the Mexican-American community, throw a lot of people out of work and increase welfare and unemployment costs," he said.

### IMPACT MINIMIZED

A. E. Edgar, director of the local office of the federal Immigration and Naturalization Service, said he felt local Mexican-Americans were "unduly concerned" about the impact of the new law.

None of the 78,000 resident aliens — 65 per cent of whom are Mexican-Americans — in San Diego and Imperial counties would be affected by the law, Edgar said. No one with permits to reside or work in the U.S. is affected, he explained, including the "greencard" commuters who cross the border daily to work in the South Bay area.

Edgar estimated that about 2,000 illegal aliens hold jobs in the area. Most work in the hotel-motel industry, or in agricultural jobs in the North County or Imperial Valley, he said.

2/11/72

## Chacon asks 'new' holiday

EVENING TRIBUNE Dispatch

SACRAMENTO — Assemblyman Peter Chacon believes that having two school holidays during the first week of classes in the fall is too much for students and teachers to endure.

Chacon, D-San Diego, has reintroduced legislation which would move the state's observance of Admission Day from Sept. 9 to the second Monday in September.

"Teachers and pupils have long been plagued by the fact that the Labor Day (first Monday in September) and Admission Day holidays often occur during the first week of school," Chacon said.

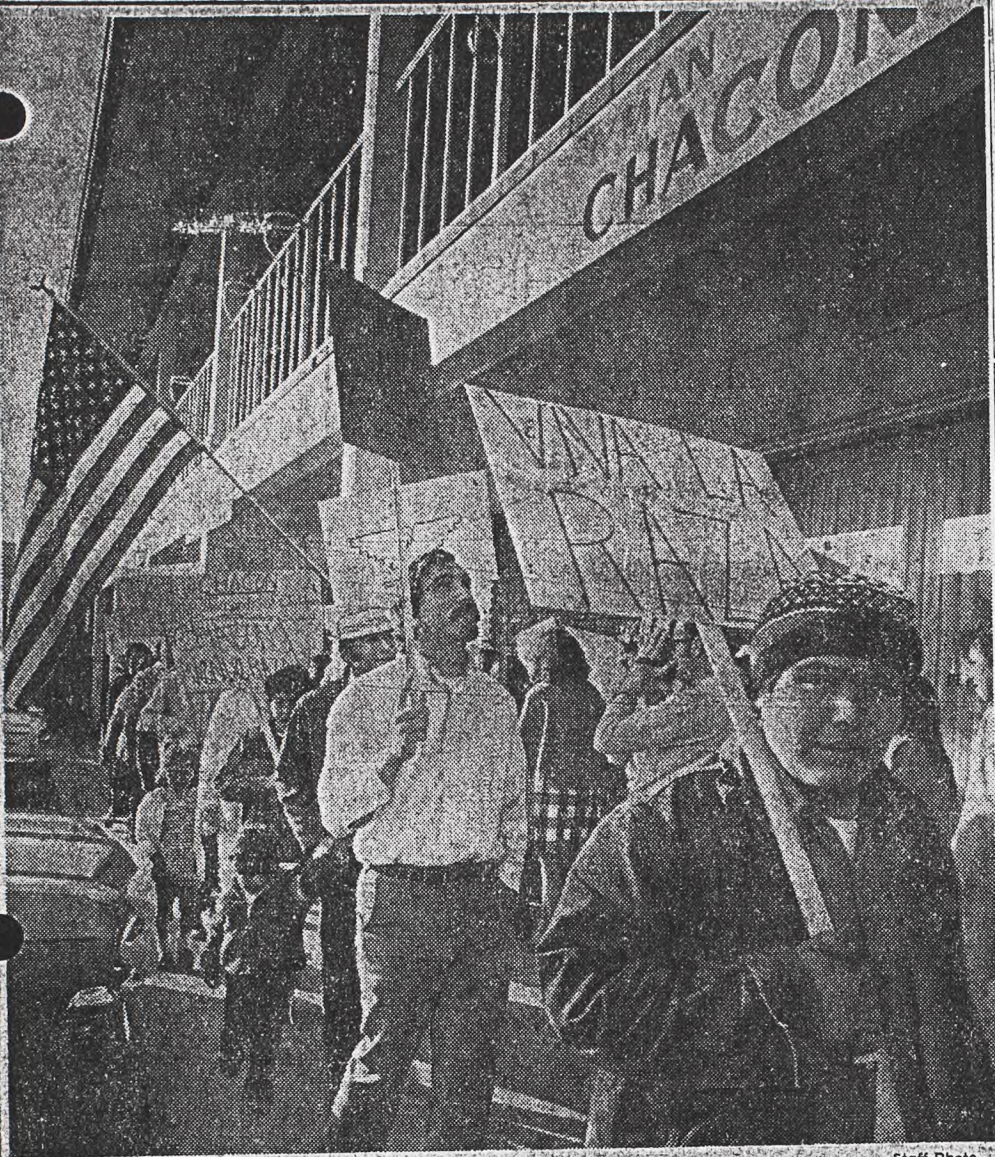
(Classes in San Diego schools always begin the Monday after Labor Day).

E. Trib.

2-11-72

S.D. 24. Villora 2/11/72

SAN DIEGO, CALIFORNIA, FRIDAY MORNING, FEBRUARY 11, 1972



Y.F.C.S.T. 1-9  
About 70 picketers marched outside offices of Assemblyman Peter Chacon, D-San Diego, at Federal and

Euclid yesterday, protesting his vote for a law enforcing hiring bans for illegal aliens.

—Staff Photo

L.A., S.F. AREAS

Most of the illegal aliens just pass through San Diego, he said. "The problem areas are Los Angeles and San Francisco where many thousands of aliens without papers are employed," he said.

Edgar said his office would work with Dist. Atty. Ed Miller's office in enforcing the new law locally after it goes into effect.

He said special provisions are included to provide necessary papers to aliens who have worked and lived in the area for a number of years. Temporary work permits and visas will be provided for Mexican-American resident youths who have not obtained the necessary proof of their legal entry, he explained.

The legislation was pushed last year by Assemblyman Dixon Arnett, R-Redwood City, who said he felt it was unfair for illegal aliens to displace resident Californians from their jobs and force down wage rates.

Mexican-American groups protested the measure was "racist" and said the law would force Mexican-Americans to prove constantly that they were in this country legally.

Edgar said yesterday that some firms already have dismissed Mexican employes in anticipation of enforcement of the new law in March.

Oct 13.

**POLITICAL SCENE**

# Fund-Raiser Is A Hair-Raiser

By DONALD H. HARRISON  
Politics Writer, The San Diego Union

Assemblyman Peter R. Chacon, D-Coronado, despite all the problems, raised between \$9,000 and \$10,000 at a \$50-a-person fund-raising dinner at Hotel del Coronado over the weekend.

The problems? To begin with, two of the speakers whose names were listed on the invitation did not show up. Assembly Majority Leader Howard Berman instead was in San Francisco for a dinner for Assembly Speaker Leo McCarthy. And U.S. Sen. Wendell Anderson, D-Minn., whom the invitation mistakenly identified as a member of the House of Representatives, never had agreed to come in the first place.

Anderson's name was included on the invitation following a misunderstanding between Chacon's office and City Club president George Mitrovich, who served as intermediary, over whether Anderson could come to San Diego for the dinner. Mitrovich says he may have conveyed the wrong impression.

At the dinner, an invocation delivered by the Rev. Victor Salandini praised Chacon as one of the few honest politicians around, much to the annoyance of Senate President pro tempore James R. Mills, D-San Diego. Another speaker, Tomas Arcienega, San Diego State University dean of education, praised Chacon's bilingual education bills and suggested to the "legislators here" that their votes on the issue would be watched.

When Mills' turn came to speak, there was fire in his eyes. First he defended the honesty of politicians in general, remarking that few of them were in it for the money. Then Mills turned his wrath on Arcienega, saying he and the other legislator present, Assemblyman Julian Dixon, D-Los Angeles, had been "voting right on all these issues" long before Arcienega arrived in San Diego. "Don't you tell us!" Mills fumed, his voice shaking with rage.

At last it was Chacon's turn to speak, and he commented wryly to the audience that he had promised them an "interesting" dinner. "There'll be a bullfight in the next room," he quipped.

Topping off the evening was an appearance by actress Valeda Turner, in her Queen Elizabeth I costume. She "knighted" Chacon, dubbing him Sir Peter. With all the disasters of the evening, guests held their breath during the ceremony. It would have been just Chacon's luck if she had stabbed him with her sword.

Thursday, October 13, 1977

## SHOTS FATAL TO 2 MEN

One man was killed and another was fatally wounded last night in a field in Vista, the Sheriff's Office reported.

Both men, believed to be Mexican nationals, were unidentified, investigators said. One man was described as about 25 years old and the other about 35 years old.

The shooting took place in a field near 1145 Ormsby St., Vista. The younger man was dead at the scene and the other died shortly after arrival at an Oceanside hospital.

Sheriff's deputies said they found no weapons at the scene and have made no arrests in connection with the case.

# 'Oust Hom' Campaign Announced

NORTH PARK — A campaign aimed at ousting incumbent State Assemblyman Tom Hom was opened this week in the 79th District. In announcing his candidacy

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PETE CHACON

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for the seat, Pete Chacon accused Hom of failing to "initiate any legislation beneficial to the district."

He also claimed that Hom was absent from the 79th so often that "citizens hardly know who he is."

Chacon, 41, of 3801 31st St., made the announcement at a buffet dinner Monday night held in his honor.

He promised to commit himself to the task of relieving property owners from the burden of supporting schools through the establishment of new funding systems.

He said the 79th district representative also must work "to obtain economic security and respect for the elderly, especially those living on fixed incomes."

A graduate of San Diego State College, with a masters degree in education, the candidate has been active in a number of Mexican-American organizations and other social service groups.

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"LET'S MOVE FORWARD"

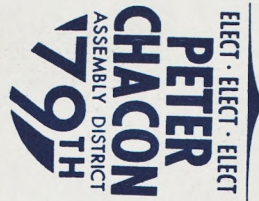
**elect  
PETER CHACON  
DEMOCRAT  
79th  
Assembly District**



Committee to Elect PETER CHACON  
3801 31st — 284-7953  
1865 National Ave. — 235-8889

**LET'S MOVE FORWARD**

**JUNE 2nd VOTE FOR**  
**PETER R. CHACON**  
Public School Administrator  
Democratic Candidate  
79th Assembly District



Committee to Elect PETER CHACON  
3801 31st Street  
San Diego, California 92104

**BULK RATE**  
U.S. POSTAGE  
PAID  
SAN DIEGO, CALIF.  
Permit No. 872

"LET'S MOVE FORWARD"

**Elect  
PETER CHACON**



**Democrat**

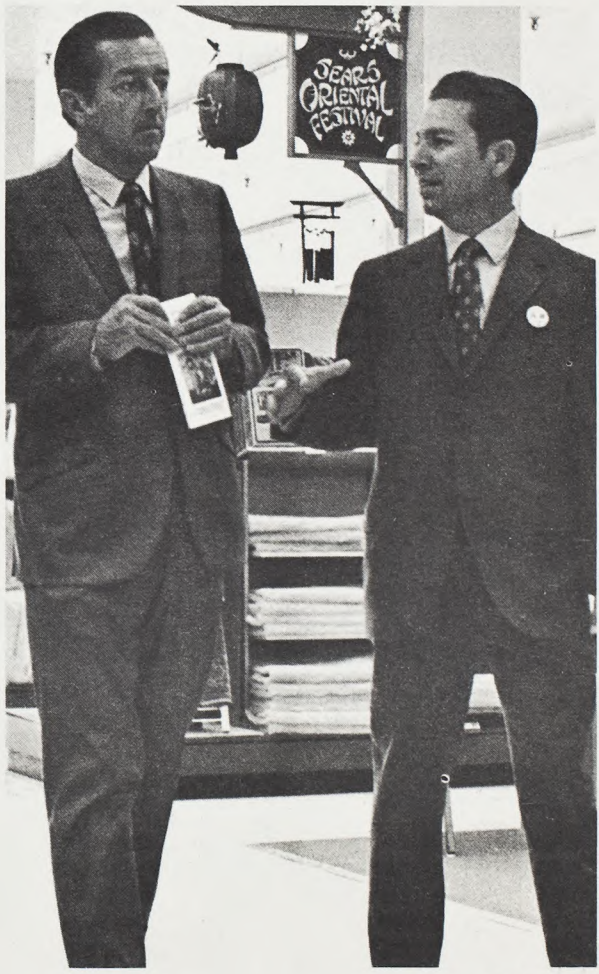
**79th  
Assembly District**

# "LET'S MOVE FORWARD"



Deeply concerned with the quality of senior citizen life, Peter Chacon talks to a group, sounding them out on such matters as Medicare, Medical, housing and recreational facilities for the elderly. In Sacramento Peter Chacon will dedicate his service to all the people of the 79th Assembly District.

Peter Chacon is deeply concerned with the current slowdown in business activity. By talking to groups of businessmen, Peter Chacon has grown to understand their problems. In Sacramento his voice will be raised effectively on behalf of the free enterprise system.



Peter Chacon will be a full-time Assemblyman. Talking here with popular Assemblyman Wadie Deddeh, Pete is being briefed on an important piece of Assembly business. Send Peter Chacon to Sacramento. He'll get the job done for you.



As an educator, Peter Chacon knows at first hand the critical problems confronting today's young people and the schools they attend. A family man with four growing boys of his own, Peter Chacon believes firmly that constant dialogue must be maintained between the young and the not-so-young. In Sacramento, Peter Chacon will strive to improve educational opportunities for all California's young people.

# Chacon To Vote For Death Penalty

By ROBERT P. STUDER

Copley News Service

SACRAMENTO — Assemblyman Peter Chacon, D-Coronado, yesterday told reporters on the floor of the Assembly that he intends to vote for the Deukmejian death-penalty bill when it comes up for a vote Thursday. Chacon had been among eight "undecided" votes in the Assembly on the controversial legislation SB1555, that already has passed the Senate.

At the same time, another of the "undecideds," Orange County's Assemblyman Dennis Mangers — after an "agonizing personal struggle" including a personal confrontation with death-row inmates at San Quentin — also announced that he intends to vote for the bill.

Both Chacon and Mangers said they also intend to vote for an override of an expected veto by Gov. Brown.

The issue has split Brown and many members of his Democratic-controlled Legislature. Brown put himself on record at the beginning of the legislative session last January as being unalterably opposed to the death penalty, disclosing at the outset that he intends to veto such a bill if one is put on his desk.

According to an unofficial Associated Press survey last week, the measure was three votes away from the crucial 54-vote majority to insure an override of the veto. The Chacon and Mangers announcements could narrow that gap to one.

The other six undecideds include Assemblyman Larry Kapiloff, D-San Diego, who yesterday reiterated that he



Chacon

does not intend to make a decision until he sees the final version of the bill on the Assembly floor; Victor Calvo, D-Mountain View; Barry Keene, D-Eureka; Jim Keysor, D-San Fernando Valley; Henry J. Mello, D-Watsonville, and Art Torres, D-Los Angeles.

Chacon had voted for Deukmejian's 1973 death-penalty bill. At that time, he said, he felt he had a mandate from his constituents to vote as he did.

He remained undecided this time, he added, until he could again test opinion in his home district, which includes Southeast San Diego, with its large numbers of minorities.

Chacon sent out a newsletter in March asking opinions on death-penalty legislation. Of 3,621 replies, 2,411 were in favor of the death penalty; 950 favored life without possibility of parole, and 260 disapproved of both penalties.

Chacon also contacted clergymen in his district and received strong support for a death-penalty bill — 31 in favor; 18 opposed. He also found similar sentiments at a seminar on the question held in Coronado.

Because of these findings, Chacon said yesterday, he again believes he has a mandate from the people.

Mangers, meanwhile, was going through what he called "an agonizing personal struggle" to reach a similar conclusion.

He made a personal tour of San Quentin's death row, talking to convicts who had killed.

"I have long harbored the idea that there is no proof that capital punishment is a deterrent to murder," Mangers said. "Frankly, I am still not sure whether it is or not. But, what I have learned from my discussions with men who have been convicted of capital crimes gave me a whole new dimension. So many of the people on death row showed little remorse over what they had done. Several, in fact, told me that they 'would do the same thing over again' if they had the chance."

Union  
5-10-77

DOONESBURY

By Garry Trudeau



# 80 Assemblymen run up \$10.6 million in expenses

By RON ROACH  
TRIBUNE Capitol Correspondent

SACRAMENTO — Eighty California Assembly members ran up \$10.6 million in expenses last year — including repairs for Assemblyman Peter Chacon's state-leased car which he calls a lemon.

Here is what it cost for San Diego area assemblymen in total expenses last year: William Craven, R-Oceanside, \$144,881; Larry Kapiloff, D-San Diego, \$140,152; Chacon, \$131,267; Wadie P. Deddeh, D-Chula Vista, \$128,878; and Jim Ellis, R-San Diego, \$124,971.

One big expense is the printing and postage for newsletters — \$1.8 million. Assemblyman Craven had the biggest newsletter expense, \$48,982. His district also has more registered voters in it than any other Assembly district.

The most expensive assemblyman last year was Tom Suitt, a Palm Springs-area Democrat who billed the Assembly for \$171,002 — including a \$20,760 telephone and telegraph bill.

Senate expenses were released earlier this year. The most expensive senator



PETER CHACON

in 1977 was John Stull, R-Escondido. He accounted for \$298,631 of the 40 senators' total expenses of \$8.9 million.

Of the \$35,041 in taxpayer money spent on the mainte-

nance of cars leased for Assembly members, \$1,327 was listed as an expense for the Coronado Democrat's 1977 Mercury Cougar.

"It has been one problem after another. Two months after I got it the transmission absolutely conked out.

"I had trouble with the power windows. The battery was underpowered and it exploded — a great big pop as I was driving on Harbor Drive."

Hertz, which leases cars for the 120 members of the Legislature, performs the repairs and bills the state.

"You have to keep the car for the two-year term (of an Assembly member)," Chacon said in a telephone interview yesterday. "It's unfortunate that there has been so much cost for repairs."

He said he hopes all the bugs have been taken care of and the car will perform well for the rest of 1978.

Assembly expenses, released by the Rules Committee, also show Chacon, who keeps his car in his district, as running up the biggest Assembly credit card bill for gasoline and oil — \$2,749.

"I drive it quite a bit," Chacon said, adding that he was getting ready to depart in the car for San Gabriel to address a bilingual teachers' group.

# LA schools integration date set

LOS ANGELES (UPI) —

The mandatory phase of the school desegregation plan was announced yesterday, with the Board of Education placing 100 elementary schools and 16 junior highs in four "educational leagues" and trying to convince parents to voluntarily organize integration programs for their children.

Howard Miller, school board president, said the schools — 53 of them predominantly white and 63 mostly minority — have until May 12 to group themselves for integrated education programs. After that date, the district will implement mandatory integration under a state Supreme Court order to desegregate schools in the sprawling district.

"The leagues provide an administrative framework for further voluntary compliance," Miller explained.

Another 83 elementary schools and eight junior high schools with previously approved or proposed voluntary integration plans were grouped together into a fifth league.

Two members of the Assembly, Republican Frank Lanterman of La Canada and Democrat Art Agnos of South San Francisco, did not use state-leased cars or credit cards for gas and oil last year. The rest compiled total expenses of \$105,019 for gas and oil and \$184,887 for car leases.

The Assembly pays Hertz 90 percent of the monthly lease rate or \$225 — whichever is less. The balance is paid by the member, because it is presumed that the car occasionally will be put to personal use.

The Assembly spent \$5.5 million on legislators' staff salaries, \$68,528 on in-state travel and per diem, \$50,502 for out-of-state travel and per diem, and \$96,789 for staff travel.



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JOAN WALSH, WES PRATT  
AND  
EDDIE AMADOR  
ADMINISTRATIVE ASSISTANTS

SACRAMENTO  
STATE CAPITOL 95814  
445-7610



# Assembly California Legislature

PETER R. CHACON  
ASSEMBLYMAN, SEVENTY-NINTH DISTRICT

COMMITTEES  
ELECTIONS AND  
REAPPORTIONMENT  
PUBLIC EMPLOYEES AND  
RETIREMENT  
WAYS AND MEANS  
JOINT COMMITTEE ON  
THE STATE'S ECONOMY  
COMMISSION OF THE CALIFORNIAS  
EQUAL EDUCATIONAL  
OPPORTUNITIES COMMISSION

July 13, 1980

Dear Bilingual Education Supporter:

Enclosed for your review is a copy of my bilingual education bill, Assembly Bill 507. The contents of this bill are identical to AB 812, along with some important additions.

One significant change is the authorization of a Language Development Specialist with culture and methodology training to teach in situations where there are 40 or more limited-English-proficient children of different languages who would not otherwise trigger a bilingual teacher. This should further improve the instruction for students on ILP's who have received less than adequate programs in the past.

Another addition to AB 507 is the mandate for the State Department of Education to conduct an equivalency study of all language proficiency tests designated for the identification of limited-English-proficient pupils. This is designed to ensure uniformity of language classifications, reliability and validity of such tests.

The bill is scheduled to be heard on August 6, 1980 in the Senate Finance Committee. Please communicate your support for this measure immediately to the Committee members on the enclosed list, with a copy of your letters or telegrams to this office.

Thank you for your support of bilingual education and AB 507.

Sincerely,

PETER R. CHACON

PRC:lj  
Enclosure

AMENDED IN SENATE JULY 8, 1980  
AMENDED IN SENATE AUGUST 31, 1979  
AMENDED IN SENATE AUGUST 28, 1979  
AMENDED IN SENATE AUGUST 20, 1979  
AMENDED IN SENATE JULY 9, 1979  
AMENDED IN ASSEMBLY MAY 14, 1979  
AMENDED IN ASSEMBLY APRIL 4, 1979  
AMENDED IN ASSEMBLY MARCH 14, 1979

CALIFORNIA LEGISLATURE—1979-80 REGULAR SESSION

**ASSEMBLY BILL**

**No. 507**

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Introduced by Assemblymen Chacon and Mori  
(Principal coauthor: Senator ~~Montoya~~ Rains)  
(Coauthors: Assemblymen Alatorre, Deddeh, Harris, Hayes,  
Hughes, Moore, Mori, Perino, Tanner, Torres, Tucker,  
Vasconcellos, Vicencia, Bannai, and Imbrecht)  
(Coauthors: Senators Ayala, Alex Garcia, Greene, Montoya,  
Roberti, Watson, Petris, and Stiern)

February 8, 1979

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REFERRED TO COMMITTEE ON EDUCATION

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An act to amend Sections ~~52161~~ 10106, 44253.5, 52047, 52161, 52162, 52163, 52164, 52164.1, 52164.2, 52164.3, 52164.4, 52164.5, 52165, 52166, 52167, 52168, 52171.6, 52172, 52173, 52175, 52176, 52177, 52178, ~~and 52178.5~~ 52178.5, 54024, and 56301 of, to add Sections 52163.5, ~~52164.6, and 52164.7~~ 52163.6, and 52164.6 to, to repeal and add Sections 52170 ~~and 52171 of~~, 52171, and 52174 to, and to repeal Section ~~52171.5~~ 52169.1 of, the

Education Code, relating to bilingual education.

LEGISLATIVE COUNSEL'S DIGEST

AB 507, as amended, Chacon (Ed.). Schools: bilingual -*bicultural* education : *economic impact aid*.

(1) Currently, the Chacon-Moscone Bilingual-Bicultural Education Act of 1976 generally requires each limited-English-speaking pupil enrolled in the California public school system in kindergarten through grade 12 to receive instruction in a language understandable to the pupil as well as in English.

Current law prescribes partial bilingual, full bilingual, and bilingual-crosscultural programs for limited-English-speaking pupils and non-English-speaking pupils. The specific type of instruction or program a school district is required to provide depends on the presence of a specified number of non-English-speaking or limited-English-speaking pupils, as defined, in a school with the same primary language in the same grade level or with the same primary language, in the same age group, in a multigrade or ungraded instructional environment.

This bill would instead provide for English based instruction and English developmental bilingual instruction programs, as provided, to complement the existing bilingual/crosscultural program, to be offered to pupils of limited English proficiency and pupils of fluent English proficiency, as defined.

This bill would require that whenever a school district has 10 or more pupils of limited English proficiency, as specified, the district must offer any one of the defined programs.

This bill would require each school district to establish exit criteria for pupils enrolled in defined programs who have developed English skills necessary to succeed in an English/only classroom, and would require followup services to maintain the pupil's achievement of English skills.

(2) Current law also generally requires all teachers in bilingual programs to be bilingual/crosscultural teachers, but authorizes school districts with a shortage of qualified bilingual/crosscultural teachers to request renewable 1/year waivers which expire no later than September 1, 1980.

This bill would require all teachers in core bilingual and partial bilingual program options to be bilingual/crosscultural teachers.

This bill further would provide for the extension of such waivers until the end of the fourth year the teacher has been on waiver or by June 30, 1985, whichever occurs first, but would require that teachers satisfy a specified competence requirement to be eligible for a waiver. This bill would require that all waiver applications submitted include a specified competence certification. The bill would extend until June 30, 1985, waivers for teachers in languages where there is no preparation and examination available. It would also specify that a school district cannot dismiss a fully certificated teacher who previously taught in the bilingual/bicultural program solely on the basis that his or her waiver has expired.

This bill would authorize school districts to ensure that in the development of teacher evaluation procedures that bilingual/crosscultural teachers be evaluated on the basis of classroom performance, as specified.

(3) Existing law requires school districts to take a yearly census of limited/English-speaking students in the district for purposes of the Chacon/Mosecone Bilingual/Bicultural Education Act of 1976. The census is to be conducted according to methods prescribed by the Superintendent of Public Instruction, including an assessment of the language skills of all pupils whose primary language is other than English, to be conducted by persons who speak and understand the primary language of the limited/English-speaking pupils.

This bill would additionally require an assessment to determine whether pupils are fluent in English or are of limited English proficiency, a diagnosis of the academic skills of each pupil of limited English proficiency to be completed 30 days after the pupil's enrollment.

This bill would authorize school districts to require that persons who conduct the assessment hold a valid, regular California teaching credential.

(4) Under existing law, no more than two-thirds of the pupils enrolled in primary language classes can be

limited/English/speaking.

This bill would limit such classes to not more than 75% of limited English proficiency pupils and not more than 40% of fluent English proficiency pupils, if feasible.

(5) Under existing law, Sections 2231 and 2234 of the Revenue and Taxation Code require the state to reimburse local agencies and school districts for certain costs mandated by the state. Other provisions require the Department of Finance to review statutes disclaiming these costs and provide, in certain cases, for making claims to the State Board of Control for reimbursement.

This bill would provide that no appropriation is made by this act pursuant to Section 2231 or 2234 for a specified reason, but recognizes that local agencies and school districts may pursue their other available remedies to seek reimbursement for these costs.

*This bill would delete provisions relating to partial bilingual and full bilingual programs and instead prescribe a basic bilingual program consisting of an English language development component and a primary language component for basic skills until the pupil makes a transition to English. This bill would also prescribe experimental bilingual programs which are either innovative programs, or planned variation programs, which must meet prescribed criteria. The Department of Education would be required to develop initial guidelines, criteria, and procedures for such programs. This bill would also prescribe a secondary level language program and a secondary level individual learning program, as specified.*

*This bill would require that all teachers and aides providing instruction in either basic bilingual programs or experimental programs must be bilingual-crosscultural, as defined.*

*This bill would require that whenever a school of any school district has 10 or more pupils of limited English proficiency in the same grade level, as specified, the district must offer one of the defined programs.*

*This bill would also require, to the extent federal and categorical aid funds are available, in cases where a school does not have 10 pupils of limited English proficiency in the same grade level, but has at least 20 such pupils in the school,*

1 certified bilingual-crosscultural teacher and 1 instruction program, and if the school has 45 such pupils the district must provide 2 certified bilingual-crosscultural teachers.

This bill would require each school district to establish reclassification criteria for pupils enrolled in the defined programs who have developed English skills necessary to succeed in an English-only classroom, and would require, if federal or categorical aid funds are available, follow-up service to maintain the pupil's achievement of English skills.

(2) Existing law requires that allowances for implementation grants under the school improvement program be considered to be "categorical program expenditures" for purposes of the Chacon-Moscone Bilingual-Bicultural Education Act, and so must be included in the computation of the maximum amount allocable for bilingual-bicultural education.

This bill would make technical corrections in that provision to use the correct term "categorical aid funds" and to correct an erroneous cross-reference.

(3) Existing law requires the Superintendent of Public Instruction, in order to calculate economic impact aid, as defined, to take into account available resources of each eligible district. "Available resources" are the sum of 3 amounts, including specified federal aid.

This bill would eliminate such federal aid for the purpose of determining available resources.

(4) Existing law generally requires all teachers in bilingual programs to be bilingual-crosscultural teachers, but authorizes school districts with a shortage of qualified bilingual-crosscultural teachers to request renewable 1-year waivers for teachers which expire no later than September 1, 1980.

This bill would authorize renewable 2-year waivers and extend the waivers until June 30, 1984, or until the end of the fourth year the teacher is on waiver, whichever occurs first. Teachers currently teaching under a waiver would have at least 2 years to complete their bilingual-crosscultural certification. This bill would condition a teacher's eligibility for waiver on the teacher's having satisfied certain competency requirements within a specified period of time

and would require that the application for waiver include specified certification of the teacher applicant's progress towards satisfying the competency requirements.

This bill would require school districts, whether or not they request waivers, to report the number of classrooms for which a bilingual teacher is required, the number of certificated bilingual-crosscultural teachers employed by the district in classroom positions, and, in the event waivers are requested, the number of waivers requested.

This bill would prohibit a school district from dismissing a fully certificated teacher who previously taught in the bilingual-bicultural program solely on the basis that his or her waiver had expired and would provide that even if such teacher is unable to qualify for a specified bilingual credential or certificate, he or she would retain specified status, seniority, and rights for the purposes of serving as a monolingual teacher.

(5) Existing law requires school districts to take a yearly census of limited-English-speaking students in the district for purposes of the Chacon-Moscone Bilingual-Bicultural Education Act of 1976. The census is to be conducted according to methods prescribed by the Superintendent of Public Instruction, including an assessment of the language skills of all pupils whose primary language is other than English, to be conducted by persons who speak and understand the primary language of the limited-English-speaking pupils.

This bill would additionally require an assessment to determine whether pupils are fluent in English or are of limited English proficiency; and would require further assessment to determine primary language proficiency of each pupil of limited English proficiency in prescribed academic courses to be completed 90 days after the pupil's enrollment.

(6) Under existing law, no more than two-thirds of the pupils enrolled in primary language classes can be limited-English-speaking.

This bill would also require that no less than one-third of the pupils in such classes shall be limited-English proficient. However, where evidence is available that such proportion

cannot be met, this bill would require a classroom proportion reflecting the proportion of language proficiency for the particular grade level.

(7) Under existing law, the Commission for Teacher Preparation and Licensing grants certificates of bilingual-crosscultural competence when specified conditions are met.

This bill would require the commission to conduct a study of the feasibility of standardizing the assessment for the certificate of bilingual-crosscultural competence. The commission would be required to report its findings to the Legislature by February 15, 1981.

(8) Under existing law, Sections 2231 and 2234 of the Revenue and Taxation Code require the state to reimburse local agencies and school districts for certain costs mandated by the state. Other provisions require the Department of Finance to review statutes disclaiming these costs and provide, in certain cases, for making claims to the State Board of Control for reimbursement. The statutory provisions requiring reimbursement will be supplemented by a constitutional requirement of reimbursement effective for statutes enacted on or after July 1, 1980.

This bill provides that no appropriation is made by this act pursuant to the constitutional mandate or Section 2231 or 2234, but recognizes that local agencies and school districts may pursue their other available remedies to seek reimbursement for these costs.

(9) The provisions of this bill would generally become operative on July 1, 1981, except for specified provisions which would become operative on January 1, 1981.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: yes.

*The people of the State of California do enact as follows:*

- 1 ~~SECTION 1.~~ Section 52161 of the Education Code is
- 2 SECTION 1. This act shall be known and may be
- 3 cited as the Bilingual Education Improvement and
- 4 Reform Act of 1980.
- 5 SEC. 2. Section 10106 of the Education Code is



1 *amended to read:*  
 2 10106. The Commission for Teacher Preparation and  
 3 Licensing shall serve as a clearinghouse for  
 4 bilingual-crosscultural teaching personnel. The  
 5 commission shall compile, continually update, and  
 6 maintain a directory of bilingual-crosscultural teachers  
 7 available to teach in bilingual education programs. The  
 8 directory shall be sent to all school districts *on or before*  
 9 *March 15* annually. The commission shall, upon request,  
 10 assist school districts in the recruitment of such teachers.

11 *SEC. 3. Section 44253.5 of the Education Code is*  
 12 *amended to read:*

13 44253.5. The Commission for Teacher Preparation  
 14 and Licensing shall grant certificates of  
 15 bilingual-crosscultural competence. The purpose of these  
 16 certificates is to increase the number of persons qualified  
 17 to provide appropriate bilingual-crosscultural instruction  
 18 to children whose native language is other than English  
 19 and who are non- or limited-English speaking. The  
 20 Commission for Teacher Preparation and Licensing shall  
 21 also develop an assessment program which will provide  
 22 a method by which persons holding valid teaching  
 23 credentials may demonstrate their competence as  
 24 bilingual-crosscultural teachers without additional  
 25 postsecondary education coursework. These certificates  
 26 shall certify, as a minimum, the following:

- 27 (a) That the person is competent in both the oral and
- 28 written skills of a language other than English;
- 29 (b) That the person has both the knowledge and
- 30 understanding of the cultural and historical heritage of
- 31 the students whose native language is other than English;
- 32 (c) That the person successfully can teach the basic
- 33 teaching authorization in English and in a language other
- 34 than English. The holder of this certificate is authorized
- 35 to teach students whose native language is other than
- 36 English.

37 The Commission for Teacher Preparation and  
 38 Licensing shall require institutions of higher education to  
 39 use the same rigorous assessment procedures as the  
 40 assessor agencies prior to being eligible to recommend

1 individuals for the certificate of bilingual-crosscultural  
2 competence.

3 *The commission shall conduct a study to determine the*  
4 *feasibility of standardizing the assessment for the*  
5 *certificate of bilingual-crosscultural competence. The*  
6 *commission shall report its findings to the Legislature by*  
7 *February 15, 1981.*

8 *SEC. 4. Section 52047 of the Education Code is*  
9 *amended to read:*

10 52047. Expenditures pursuant to subdivision (b) of  
11 Section 52046 shall be considered to be categorical  
12 ~~program expenditures aid funds~~ within the meaning of  
13 Section ~~52167~~ 52168 and therefore subject to the  
14 requirements of the Chacon-Moscone  
15 Bilingual-Bicultural Education Act of 1976 (Article 3  
16 (commencing with Section 52160) of Chapter 7 of this  
17 part).

18 *SEC. 5. Section 52161 of the Education Code is*  
19 *amended to read:*

20 52161. The Legislature finds that there are more than  
21 ~~225,000~~ 288,000 school-age children whose primary  
22 language is other than English who are limited English  
23 proficient and who do not have the English language  
24 skills necessary to benefit from instruction only in English  
25 at a level substantially equivalent to pupils whose  
26 primary language is English. Their lack of English  
27 language communication skills presents an obstacle to  
28 such pupils' right to an equal educational opportunity  
29 which can be removed by instruction and training in the  
30 pupils' primary languages while such pupils are learning  
31 English. The Legislature recognizes that the school  
32 dropout rate is excessive among ~~limited/English/speaking~~  
33 pupils of limited English proficiency. This represents a  
34 tremendous loss in human resources and in potential  
35 personal income and tax revenues. Furthermore, high  
36 rates of joblessness among these dropouts contribute to  
37 the unemployment burden of the state.

38 The Legislature recognizes that a critical need exists  
39 for teaching and administrative personnel qualified in  
40 the bilingual and crosscultural skills necessary to the

1 instruction of the ~~limited/English/speaking~~ *limited*  
 2 *English proficient* population in the state's school  
 3 districts. Therefore, the Legislature directs school  
 4 districts to provide for in-service programs to qualify  
 5 existing and future personnel in the bilingual and  
 6 crosscultural skills necessary to serve the  
 7 ~~limited/English/speaking~~ *pupils of limited English*  
 8 *proficiency* of this state. Furthermore, the Legislature  
 9 intends that the public institutions of higher education  
 10 establish programs to qualify teachers and administrators  
 11 in the bilingual and crosscultural skills necessary to serve  
 12 these pupils.

13 *The Legislature finds and declares that the primary*  
 14 *goal of all programs under this article is, as effectively and*  
 15 *efficiently as possible, to develop in each child fluency in*  
 16 *English. The programs shall also provide positive*  
 17 *reinforcement of the self-image of participating pupils,*  
 18 *promote crosscultural understanding, and provide equal*  
 19 *opportunity for academic achievement, including, when*  
 20 *necessary, academic instruction through the primary*  
 21 *language.*

22 It is the purpose of this article to require California  
 23 school districts to offer bilingual learning opportunities to  
 24 each ~~limited/English/speaking~~ *pupil of limited English*  
 25 *proficiency* enrolled in the public schools, and to provide  
 26 adequate supplemental financial support to achieve such  
 27 purpose. Insofar as the individual pupil is concerned,  
 28 participation in bilingual programs is voluntary on the  
 29 part of the parent or guardian.

30 *SEC. 6. Section 52162 of the Education Code is*  
 31 *amended to read:*

32 52162. The State Board of Education shall adopt such  
 33 rules and regulations as are necessary for the effective  
 34 administration of this article. ~~Initial regulations shall be~~  
 35 ~~adopted within 90 days after January 1, 1977.~~

36 *SEC. 7. Section 52163 of the Education Code is*  
 37 *amended to read:*

38 52163. Unless the context otherwise requires, the  
 39 definitions set forth in this section shall govern the  
 40 construction of this article.

1 (a) "Partial bilingual instruction" means listening,  
2 speaking, reading and writing skills developed in both  
3 languages. Material related to culture and history is  
4 taught in the language the pupil understands better.

5 (b) "Full bilingual instruction" means basic language  
6 skills developed and maintained in both languages.  
7 Instruction in required subject matter or classes is  
8 provided in both languages in addition to culture and  
9 history.

10 (a) "Basic bilingual education" is a system of  
11 instruction which builds upon the language skills of the  
12 pupil and which consists of, but is not limited to, all of the  
13 following:

14 (1) A structured English language development  
15 component with daily instruction leading to the  
16 acquisition of English language proficiency, including  
17 English reading and writing skills.

18 (2) A structured primary language component with  
19 daily basic skills instruction in the primary language for  
20 the purpose of sustaining achievement in basic subject  
21 areas until the transfer to English is made.

22 As the pupil develops English language skills, the  
23 amount of instruction offered through English shall  
24 increase.

25 (c)

26 (b) "Bilingual-bicultural education" is a system of  
27 instruction which uses two languages, one of which is  
28 English, as a means of instruction. It is a means of  
29 instruction which builds upon and expands the existing  
30 language skills of each participating pupil, which will  
31 enable the pupil to achieve competency in both  
32 languages.

33 This instruction shall include *all of the following*:

34 (1) Daily instruction in English, language arts,  
35 listening, and speaking; ~~reading and writing~~; . Formal  
36 reading and writing instruction in English shall be  
37 introduced when primary reading skills are well  
38 established.

39 (2) Language development in the pupil's primary  
40 language ; .

1 (3) Reading in the pupil's primary language ; .

2 (4) Selected subjects taught in the pupil's primary  
3 language ; and .

4 (5) Development of an understanding of customs and  
5 values of the cultures associated with the languages being  
6 taught as well as an understanding of the history and  
7 culture of California and the United States the pupil's  
8 self-image, and understanding of the history and culture  
9 of California and the United States.

10 (d) "Limited/English/speaking pupils" are pupils who  
11 do not have the clearly developed English language skills  
12 of comprehension, speaking, reading and writing,  
13 necessary to receive instruction only in English at a level  
14 substantially equivalent to pupils whose primary  
15 language is English. The determination of which pupils  
16 are limited English speaking shall be made in accordance  
17 with the procedures specified in Section 52164. The term  
18 "limited/English/speaking pupils" includes  
19 "non/English/speaking pupils" as described in  
20 subdivision (e).

21 (e) "Non/English/speaking pupils" are pupils who  
22 communicate in their primary language only or who  
23 communicate in English at a level which does not enable  
24 them to participate meaningfully in an educational  
25 setting where only English is used.

26 (f) "Individual learning program" is any program of  
27 instruction for a limited/English/speaking pupil in which  
28 instruction is offered in a manner consistent with the  
29 United States Supreme Court decision in *Lau v. Nichols*  
30 (414 U.S. 563), the Equal Educational Opportunities Act  
31 of 1974 (20 U.S.C. Sec. 1701 et seq.), and federal  
32 regulations promulgated pursuant to such court decisions  
33 and federal statutes.

34 (c) (1) "Experimental bilingual programs" are:

35 (A) Innovative programs which are consistent with  
36 the provisions of this article, including, but not limited to,  
37 the requirements for bilingual teaching personnel  
38 pursuant to Section 52165, and the requirements for  
39 English language and primary language development  
40 pursuant to this section. Such programs may include new

1 management approaches, greater emphasis on team  
2 teaching, or other appropriate improvements which  
3 expand the learning opportunities of pupils of limited  
4 English proficiency. Unless waivers of code sections are  
5 required, the board need not approve such projects. A  
6 description of each such innovative program and an  
7 annual evaluation shall be included with the  
8 Consolidated Application for Compensatory Education  
9 Program funding; or

10 (B) Planned variation programs for the purpose of  
11 comparing and improving language development  
12 programs for pupils of limited English proficiency. The  
13 primary focus shall be on appropriate instruction for  
14 pupils of limited English proficiency whose English skills  
15 are superior to their skills in their primary language. Such  
16 program shall be authorized by the board in up to 500  
17 classrooms in districts which are representative of the  
18 state both geographically and by size. Not more than 50  
19 such classrooms shall be approved in any one district.  
20 Such programs shall not result in segregation. For  
21 districts proposing a planned variation program, the  
22 staffing requirements of Section 52165 may be partially or  
23 totally waived by the board provided that the district has  
24 an inadequate number of certified bilingual teachers,  
25 that existing bilingual programs and certified bilingual  
26 teachers are not replaced, that present level of effort is  
27 not reduced, and that the proposed language  
28 development program is appropriate. For each  
29 participating classroom there shall be another similar  
30 classroom in the district which has fully implemented and  
31 is in compliance with the other provisions of this article.

32 (2) Initial guidelines, criteria, and procedures for  
33 experimental programs and planned variation programs  
34 shall be developed by the department not later than  
35 March 1, 1981. Proposals for experimental bilingual  
36 programs, and proposals and criteria for approval of  
37 planned variation programs shall include, but not be  
38 limited to:

39 (A) A clear statement of the purposes, goals and  
40 objectives for experimental bilingual or planned

- 1 variation programs and projected outcomes.
- 2 (B) A delineated management, staffing, and
- 3 instructional plan.
- 4 (C) Pupil identification, diagnosis, and assessment
- 5 procedures.
- 6 (D) Evidence of qualified bilingual and other
- 7 instructional staff with demonstrated competence in
- 8 language development, bicultural or multi-cultural
- 9 knowledge of participating pupils, and instructional
- 10 methodologies.
- 11 (E) Documented parent and community
- 12 participation and support.
- 13 (F) Use of state and federal funding, where applicable.
- 14 (G) Evaluation component which controls for
- 15 instructional treatments, instructional engaged time,
- 16 staffing, pupil language characteristics, achievement,
- 17 attendance, and related data.
- 18 (3) The department shall submit an annual report to
- 19 the Legislature pursuant to Sections 33405 and 52169 on
- 20 the number and nature of experimental bilingual and
- 21 planned variation programs and progress of participating
- 22 pupils.
- 23 (4) Nothing contained in this subdivision shall be
- 24 construed to permit the operation of experimental
- 25 bilingual and planned variation programs contrary to the
- 26 purposes or intent of this article and other state or federal
- 27 statutes and regulations promulgated for and on behalf of
- 28 pupils of limited English proficiency. The primary goal of
- 29 all such programs shall be to teach the pupil English.
- 30 (d) "Secondary level language learning program" is a
- 31 program which provides (1) a prescriptive English
- 32 language program that systematically develops a pupil's
- 33 listening and speaking skills, knowledge of linguistic and
- 34 grammatical structure leading to proficiency in reading
- 35 and writing English, (2) primary language instructional
- 36 support to sustain academic achievement in content
- 37 subject areas required for high school graduation. The
- 38 prescriptive English language program shall be based on
- 39 the diagnosis of a pupil's language skills pursuant to
- 40 Section 52164 and shall be conducted as an integral

1 instructional program of English curriculum for not less  
2 than one full period a day for the purpose of providing  
3 pupils with minimum English language competencies  
4 pursuant to subdivision (e). The primary goal of such  
5 programs shall be to teach pupils English.

6 (e) "Secondary level individual learning program" is  
7 an individualized systematic program of instruction  
8 which meets the needs of limited-English proficient  
9 pupils and builds upon their language skills in order to  
10 develop proficiency in English. This program shall be  
11 offered in a manner consistent with the United States  
12 Supreme Court decision in *Lau vs. Nichols* (414 U.S. 563),  
13 the Equal Education Opportunities Act of 1974 (20 U.S.C.  
14 Sec. 1701 et seq.) and federal regulations promulgated  
15 pursuant to such court decisions and federal statutes. The  
16 primary goal of all such programs shall be to teach the  
17 pupil English.

18 (f) "Elementary level individual learning program" is  
19 any program of instruction for a pupil of limited English  
20 proficiency in which any one of the three program  
21 options described in subdivision (a), (b), or (c) is  
22 individualized to meet the needs of the pupil of limited  
23 English proficiency and is offered in a manner consistent  
24 with the requirements of this article. Such instruction  
25 shall be offered in a manner consistent with the United  
26 States Supreme Court decision in *Lau v. Nichols* (414 U.S.  
27 563), the Equal Educational Opportunities Act of 1974  
28 (20 U.S.C. Sec. 1701 et seq.), and federal regulations  
29 promulgated pursuant to such court decisions and  
30 federal statutes. The primary goal of all such programs  
31 shall be to teach the pupil English.

32 (g) "Primary language" is a language other than  
33 English which is the language the pupil first learned or  
34 the language which is spoken in the pupil's home.

35 (h) "Bilingual-crosscultural teacher" means a person  
36 who (1) holds a valid, regular California teaching  
37 credential and (2) holds either a bilingual-crosscultural  
38 certificate of proficiency or other credential in bilingual  
39 education authorized by the Commission for Teacher  
40 Preparation and Licensing or a bilingual-crosscultural



1 specialist credential. Such a person shall be fluent in the  
 2 primary language and familiar with the cultural heritage  
 3 of the ~~limited/English/speaking~~ of *limited English*  
 4 *proficiency* pupils in the bilingual classes he or she  
 5 conducts. Such a person shall have a professional  
 6 *demonstrated* working knowledge of the methodologies  
 7 which ~~must be employed~~ are *necessary* to ~~effectively~~  
 8 educate *effectively* those pupils.

9 (i) "Bilingual-crosscultural teacher aide" means an  
 10 aide fluent in both English and the primary language of  
 11 the ~~limited/English/speaking~~ pupil or pupils of *limited*  
 12 *English proficiency* in a bilingual-bicultural program.  
 13 Such an aide shall be familiar with the cultural heritage  
 14 of the ~~limited/English/speaking~~ pupils of *limited English*  
 15 *proficiency* in the bilingual classes to which he or she is  
 16 assigned.

17 (j) "Board" means the State Board of Education.

18 (k) "Superintendent" means the Superintendent of  
 19 Public Instruction.

20 ~~(l) "Self-contained elases" are classes where~~  
 21 ~~substantially the same group of pupils receive instruction~~  
 22 ~~together throughout the schoolday.~~

23 (l) "Basic skills" means language arts, including, but  
 24 not limited to, reading and writing, and mathematics.

25 (m) "Pupils of limited English proficiency" are pupils  
 26 who do not have the clearly developed English language  
 27 skills of comprehension, speaking, reading, and writing  
 28 necessary to receive instruction only in English at a level  
 29 substantially equivalent to pupils of the same age or grade  
 30 whose primary language is English. The determination of  
 31 which pupils are pupils of limited English proficiency  
 32 shall be made in accordance with the procedures  
 33 specified in Section 52164. Pupils who have no  
 34 proficiency in their primary language are not included  
 35 within this definition.

36 (n) "Pupils of fluent English proficiency" are pupils  
 37 whose English proficiency is comparable to that of the  
 38 majority of pupils, of the same age or grade, whose  
 39 primary language is English.

40 (o) "Department" means the Department of

1 Education.

2 SEC. 8. Section 52163.5 is added to the Education  
3 Code, to read:

4 52163.5. Each of the program options defined in  
5 subdivision (a), (b), (c), (d), (e), or (f) of Section 52163  
6 shall include structured activities which promote the  
7 pupil's positive self-image and crosscultural  
8 understanding.

9 The Legislature recognizes that language  
10 development is a continuum and that pupils in the same  
11 classroom may have varying levels of English and  
12 primary language skills. The individualized instruction  
13 for each pupil, pursuant to all of the program options,  
14 shall be based on a continuing evaluation of the pupil's  
15 progress by the classroom teacher, and by others, as  
16 appropriate. An English development component is  
17 required for all participating pupils. Pupils with greater  
18 strength in their primary language shall receive  
19 instruction in academic subjects through the primary  
20 language as long as such instruction is needed to sustain  
21 academic achievement. As pupils develop the skills  
22 which allow them to learn more effectively in English,  
23 more of their instruction shall be through the English  
24 language. A primary language component shall be  
25 required for all participating pupils, but shall be less  
26 extensive as the pupil progresses into English.

27 SEC. 9. Section 52163.6 is added to the Education  
28 Code, to read:

29 52163.6. The Legislature recognizes that for many  
30 languages there is a shortage of primary language  
31 textbooks, curriculum, teacher training programs, and  
32 bilingual personnel. The requirement for reading in the  
33 primary language may be waived by the board if the  
34 district documents the lack of available materials,  
35 personnel, and training programs. The department shall  
36 maintain a list of available curriculum materials and  
37 teacher training programs in all appropriate languages,  
38 to verify the waiver requests. The waiver is renewable  
39 yearly. Each waiver request shall be signed by the  
40 chairperson of the district bilingual committee. The

1 waiver does not eliminate the requirement for primary  
2 oral language development.

3 SEC. 10. Section 52164 of the Education Code is  
4 amended to read:

5 52164. Each school district shall ascertain not later  
6 than the first day of March of each year, under  
7 regulations prescribed by the State Board of Education,  
8 the total number of ~~limited/English/speaking~~ pupils of  
9 *limited English proficiency* within the district, and shall  
10 classify them according to their primary language, age,  
11 and grade level. This count shall be known as the "census  
12 of ~~limited/English/speaking~~ pupils of *limited English*  
13 *proficiency*" and shall consist of a determination of the  
14 primary language of each pupil enrolled in the school  
15 district and an assessment of the language skills of all  
16 pupils whose primary language is other than English.

17 The census shall be taken by individual, actual count,  
18 and not by estimates or samplings. All  
19 ~~limited/English/speaking~~ pupils of *limited English*  
20 *proficiency*, including migrant and special education  
21 pupils, shall be counted. Special language assessment  
22 instruments, designated by the superintendent and in  
23 compliance with the requirements of subdivision (i) of  
24 Section 56301, may be used for special education pupils.  
25 The results of this census shall be reported to the  
26 Department of Education not later than the 30th day of  
27 April of each year. The previous census shall be updated  
28 to include new enrollees and to eliminate pupils who are  
29 no longer ~~limited/English/speaking~~ pupils of *limited*  
30 *English proficiency* and pupils who no longer attend  
31 school in the district, and shall be reported pursuant to  
32 Section 52164.1. Census data gathered in one school year  
33 shall be used to plan the number of bilingual classrooms  
34 to be established in the following school year.

35 SEC. 11. Section 52164.1 of the Education Code is  
36 amended to read:

37 52164.1. The superintendent, with the approval of the  
38 State Board of Education, shall prescribe census-taking  
39 methods, applicable to all school districts in the state,  
40 which shall include, but need not be limited to, the

1 following:

2 (a) A determination of the primary language of each  
3 pupil enrolled in the school district. The primary  
4 language of new pupils shall be determined as they  
5 enroll. Once determined, the primary language need not  
6 be redetermined unless the parent or guardian claims  
7 there is an error. The primary language of each pupil  
8 enrolled in each district ~~shall be, once determined not~~  
9 ~~later than September 15, 1978, and shall be kept current~~  
10 thereafter, as new pupils enroll. Home language  
11 determinations ~~resulting from the 1977 home language~~  
12 ~~survey need not be redone are required only once, unless~~  
13 ~~the results are disputed by a parent or guardian.~~

14 (b) An assessment of the language skills of all pupils  
15 whose primary language is other than English.

16 ~~(1) The English language proficiency of each~~  
17 ~~previously untested new enrollee, whose primary~~  
18 ~~language is other than English, shall be assessed. This~~  
19 ~~assessment may be conducted pursuant to paragraph (2)~~  
20 ~~of this subdivision, or as set forth in this subdivision. If the~~  
21 ~~district decides not to follow the procedures in paragraph~~  
22 ~~(2), each previously untested new enrollee, whose~~  
23 ~~primary language is other than English, shall be~~  
24 ~~evaluated using the instrument designated by the~~  
25 ~~Department of Education. This assessment shall be~~  
26 ~~completed within 30 days after the date of the pupil's~~  
27 ~~enrollment unless the temporary identification~~  
28 ~~prescribed in Section 52164.4 is used. In cases where there~~  
29 ~~is reasonable doubt by school authorities as to whether~~  
30 ~~the pupil is limited English speaking within the meaning~~  
31 ~~of subdivision (d) of Section 52163, or request is made for~~  
32 ~~further assessment pursuant to Section 52164.3, an~~  
33 ~~English language proficiency assessment shall be~~  
34 ~~undertaken to evaluate the pupil's English language~~  
35 ~~skills. The instruments used shall be consistent with state~~  
36 ~~standards as adopted by the State Board of Education.~~  
37 ~~This second level of assessment shall be completed within~~  
38 ~~60 days after the date of the pupil's enrollment. The~~  
39 ~~assessment of all pupils whose primary language is other~~  
40 ~~than English shall be completed no later than March 1 of~~

1 ~~each year.~~ All the skills listed in subdivision (m) of  
 2 Section 52163 shall be assessed, except reading and  
 3 writing skills need not be assessed for pupils in  
 4 kindergarten and grades 1 and 2. For those pupils who,  
 5 on the basis of oral language proficiency alone, are clearly  
 6 limited English proficient, assessment of reading and  
 7 writing skills shall be necessary only to the extent  
 8 required by subdivision (c). This assessment, which shall  
 9 be made as pupils enroll in the district, shall determine  
 10 whether such pupils are fluent in English or are of limited  
 11 English proficiency.

12 (c) For those pupils identified as being of limited  
 13 English proficiency, a further assessment shall be made to  
 14 determine the pupil's primary language proficiency,  
 15 including speaking, comprehension, reading, and  
 16 writing, to the extent assessment instruments are  
 17 available. Parallel forms of the instruments used to  
 18 determine English proficiency shall be used, if available.  
 19 The results of the parallel assessment shall determine the  
 20 language in which basic skills instruction will be  
 21 conducted, although the pupil's other language may be  
 22 used to facilitate and reinforce instruction in the basic  
 23 skills.

24 A diagnostic assessment in the language designated for  
 25 basic skills instruction measuring speaking,  
 26 comprehension, reading, and writing, shall be  
 27 administered for instructional use at the district level.  
 28 Such diagnostic assessment shall be updated as necessary  
 29 to provide a curriculum meeting the individual needs of  
 30 each pupil of limited English proficiency.

31 If the assessment conducted pursuant to this  
 32 subdivision indicates that the pupil has no proficiency in  
 33 the primary language, further assessment of the pupil's  
 34 primary language skills include consultation with the  
 35 pupil's parents or guardians, the classroom teacher, the  
 36 pupil, or others who are familiar with the pupil's  
 37 language ability in various environments. If this detailed  
 38 assessment indicates that the pupil has no proficiency in  
 39 his or her primary language, then the pupil is not entitled  
 40 to the protection of this article.

1     *The diagnostic assessment process shall be completed*  
2 *within 90 days after the date of the pupil's initial*  
3 *enrollment and shall be performed in accordance with*  
4 *rules and regulations adopted by the board.*

5     *The parent or guardian of the pupil shall be notified of*  
6 *the results of the assessment. The Department of*  
7 *Education shall conduct an equivalency study of all*  
8 *language proficiency tests designated for the*  
9 *identification of pupils of limited English proficiency to*  
10 *insure uniformity of language classifications and to insure*  
11 *the reliability and validity of such tests. Tests, materials,*  
12 *and procedures to determine proficiency in English shall*  
13 *be selected to meet psychometric standards and*  
14 *administered so as not to be racially, culturally, or*  
15 *sexually discriminatory.*

16     *The Department of Education shall annually evaluate*  
17 *the adequacy of and designate the instruments to be used*  
18 *by school districts, and such instruments shall be available*  
19 *by July 1 March 15 of the each year preceding the date*  
20 *the census report is due, commencing July 1, 1970, and*  
21 *each year thereafter.*

22     *The assessments shall be conducted by persons who*  
23 *speak and understand the English and primary language*  
24 *of the limited/English/speaking pupils assessed, who are*  
25 *adequately trained and prepared to evaluate cultural and*  
26 *ethnic factors, and who shall follow procedures*  
27 *formulated by the superintendent to determine which*  
28 *pupils are limited/English/speaking pupils of limited*  
29 *English proficiency, as defined in subdivision (d) (m) of*  
30 *Section 52163. A school district may require that the*  
31 *assessment be conducted by persons who hold a valid,*  
32 *regular California teaching credential and who meet the*  
33 *other qualifications specified in this paragraph. The*  
34 *superintendent may waive the requirement that the*  
35 *assessment be conducted by persons who can speak and*  
36 *understand the pupil's primary language where the*  
37 *primary language is spoken by a small number of pupils*  
38 *and the district certifies that it is unable to comply. This*  
39 *certification shall be accompanied by a statement from*  
40 *the district superintendent that the chairperson of the*

1 district advisory committee on bilingual education has  
2 been consulted and was unable to assist in the effort to  
3 locate appropriate individuals to administer the  
4 assessment.

5 ~~(2)~~ Any district may elect to follow federal *census*  
6 requirements *provided that* regarding the census so long  
7 as the language skills described in subdivision ~~(d)~~ (m) of  
8 Section 52163 are assessed: ~~So long as such a federally~~  
9 ~~approved census procedure is followed on a districtwide~~  
10 ~~basis and is and provided that such procedures are~~  
11 consistent with Section 52164, the district shall be exempt  
12 from the state census procedures described in subdivision  
13 subdivisions (a) and ~~paragraph (1) of this subdivision~~  
14 (b).

15 *SEC. 12. Section 52164.2 of the Education Code is*  
16 *amended to read:*

17 52164.2. The Department of Education shall review  
18 the results of the census each year. Where the  
19 information provided by a school district appears to be  
20 inaccurate *or where parents, teachers, or counselors file*  
21 *a formal written complaint that the census is inaccurate,*  
22 the department shall audit the district's census ~~through~~  
23 ~~an onsite visit.~~ *Where the department concludes that the*  
24 *census has been incorrectly taken, or the results appear*  
25 *to be inaccurate, the department shall require another*  
26 *census to be taken and the corrected information to be*  
27 *provided.*

28 *SEC. 13. Section 52164.3 of the Education Code is*  
29 *amended to read:*

30 52164.3. (a) Each school district shall reassess pupils  
31 whose primary language is other than English, whether  
32 they are designated as ~~non-English speaking,~~ limited  
33 English ~~speaking~~ *proficient*, or fluent English ~~speaking~~  
34 *proficient*, when a parent or guardian, teacher, or school  
35 site administrator claims that there is a reasonable doubt  
36 about the accuracy of the pupil's designation.

37 (b) In all ~~such~~ cases of reassessment, the parent or  
38 guardian of the pupil shall be notified of the result. This  
39 notice shall be given orally when school personnel have  
40 reason to think that a written notice will not be

1 understood.

2 *SEC. 14. Section 52164.4 of the Education Code is*  
3 *amended to read:*

4 52164.4. If a ~~kindergarten~~ or previously untested first  
5 grade pupil enrolling in a school for the first time speaks  
6 a language other than English in the home, such pupil  
7 ~~may~~ shall be enrolled as a ~~limited/English/speaking~~ pupil  
8 of limited English proficiency in a bilingual program  
9 pursuant to subdivision (a), (b), (c), (d), or ~~(e)~~ (f) of  
10 Section 52163 at least until ~~the census procedure for that~~  
11 ~~year is completed~~ that child has been assessed pursuant  
12 to Section 52164.

13 *SEC. 15. Section 52164.5 of the Education Code is*  
14 *amended to read:*

15 52164.5. Pertinent information from the assessment of  
16 language skills for each pupil whose primary language is  
17 other than English shall be retained by the school district  
18 as long as the pupil is enrolled in the district. Each school  
19 district shall report annually to the Department of  
20 Education, and the department shall report to the State  
21 Board of Education, the number of pupils (1) whose  
22 primary language is other than English; ~~the number of~~  
23 ~~pupils~~; (2) who are ~~non/English speaking~~, and the  
24 ~~number of pupils who are limited English speaking~~. Each  
25 ~~school district shall further report the total number of~~  
26 ~~pupils of limited English proficiency~~; (3) whose primary  
27 language is other than English who are enrolled in classes  
28 defined in subdivision (a), (b), (c), (d), (e) or ~~(e)~~ (f) of  
29 Section 52163; ; (4) the number of such pupils who have  
30 become bilingual and literate in English and in their  
31 primary language; ; and (5) the number of such pupils  
32 who have ~~demonstrated adequate proficiency to be~~  
33 ~~placed in mainstream classes met the language~~  
34 ~~reclassification criteria for exit criteria pursuant to~~  
35 Section 52164.6.

36 *SEC. 16. Section 52164.6 is added to the Education*  
37 *Code, to read:*

38 52164.6. *Reclassification criteria shall be established*  
39 *by each school district in which pupils of limited English*  
40 *proficiency are enrolled. The criteria shall determine*



1 when pupils of limited English proficiency have  
2 developed the English language skills necessary to  
3 succeed in an English-only classroom. The reclassification  
4 process shall, at a minimum, utilize multiple criteria  
5 including, but not limited to, all of the following:

6 (a) Teacher evaluation, including a review of the  
7 pupil's curriculum mastery.

8 (b) Objective assessment of language proficiency and  
9 reading and writing skills.

10 (c) Parental opinion and consultation.

11 (d) An empirically established range of performance  
12 in basic skills, based on nonminority English proficient  
13 pupils of the same grade and age, which demonstrates  
14 that the pupil is sufficiently proficient in English to  
15 succeed in an English-only classroom.

16 The board shall, no later than April 1, 1981, adopt  
17 regulations setting forth standards for language  
18 reclassification criteria to be adopted by school districts.  
19 The board's regulations shall, at a minimum, prescribe a  
20 reclassification process which shall utilize multiple  
21 criteria as required by this section.

22 The superintendent shall, by May 1, 1981, prepare and  
23 distribute to each school district in which pupils of  
24 limited English proficiency are enrolled, background  
25 material and guidelines for language reclassification  
26 criteria to be adopted by school districts.

27 Each school district shall, in following the board's  
28 regulations, no later than September 1, 1981, establish  
29 criteria for determining when pupils of limited English  
30 proficiency enrolled in programs defined in Section 52163  
31 have developed the English language skills of  
32 comprehension, speaking, reading, and writing necessary  
33 to succeed in an English-only instructional setting.

34 SEC. 17. Section 52165 of the Education Code is  
35 amended to read:

36 52165. Each ~~limited/English/speaking~~ pupil of limited  
37 English proficiency enrolled in the California public  
38 school system in kindergarten through grade 12 shall  
39 receive instruction in a language understandable to the  
40 pupil which recognizes the pupil's primary language and

1 teaches the pupil English.

2 (a) In kindergarten through grade 6+;

3 (1) Whenever the language census indicates that any  
4 school of a school district has 10 or more  
5 ~~non/English/speaking pupils or 15 or more~~  
6 ~~limited/English/speaking pupils of limited English~~  
7 *proficiency with the same primary language in the same*  
8 *grade level or 10 or more non/English/speaking pupils or*  
9 *15 or more limited/English/speaking pupils of limited*  
10 *English proficiency with the same primary language, in*  
11 *the same age group, in a multigrade or ungraded*  
12 *instructional environment, the school district shall offer*  
13 *instruction pursuant to subdivision (a), (b), or (c) of*  
14 *Section 52163 for such pupils at the school. Commencing*  
15 *September 1, 1981, when there are 40 or more pupils of*  
16 *limited English proficiency with different primary*  
17 *languages who do not otherwise trigger the program*  
18 *requirements of subdivision (a), (b), or (c) of Section*  
19 *52163 or of this subdivision, a language development*  
20 *specialist, defined in subdivision (b) may be used.*

21 (2) ~~Whenever the language census indicates that any~~  
22 ~~school of a school district has 10 or more~~  
23 ~~limited/English/speaking pupils with the same primary~~  
24 ~~language in the same grade level or 10 or more~~  
25 ~~limited/English/speaking pupils with the same primary~~  
26 ~~language, in the same age group, in a multigrade or~~  
27 ~~ungraded instructional environment, the school district~~  
28 ~~shall offer instruction pursuant to subdivision (a), (b), or~~  
29 ~~(c) of Section 52163 for such pupils at the school.~~  
30 *Commencing September 1, 1981, and to the extent state*  
31 *or federal categorical funds are available, the following*  
32 *services are required for pupils of limited English*  
33 *proficiency in concentrations of fewer than 10 per grade*  
34 *level: When there are fewer than 10 pupils of limited*  
35 *English proficiency in the same grade, but at least 20*  
36 *such pupils in the school with the same primary language,*  
37 *the school district shall provide at least one certified*  
38 *bilingual-crosscultural teacher or teachers on waiver as*  
39 *defined in Section 52178 or 52178.5 and an individualized*  
40 *instruction program as defined in subdivision (f) of*

1 Section 52163 for such pupils at the school. If the number  
 2 of pupils of limited English proficiency in the school  
 3 exceeds 45, the district shall provide two such teachers.  
 4 These teachers may be used as resource teachers, team  
 5 teachers or to provide such other services to pupils of  
 6 limited English proficiency as the district deems  
 7 appropriate. These teachers shall be different teachers  
 8 than those required pursuant to paragraph (1).

9 (b) Commencing September 1, 1981, for grades 7 and  
 10 8, and commencing September 1, 1982, for grades 9 to 12,  
 11 and to the extent that state or federal categorical funds  
 12 are available, school districts shall offer a secondary level  
 13 language learning program pursuant to subdivision (d) of  
 14 Section 52163. Certified bilingual-crosscultural teachers  
 15 or, if no such teachers are available, language  
 16 development specialists assisted by a bilingual aide shall  
 17 be qualified to provide instruction for such programs.  
 18 Language development specialists shall be formally  
 19 trained and competent in the field of English language  
 20 learning, including second language acquisition and  
 21 development, structure of modern English, and basic  
 22 principles of linguistics, and shall meet the culture and  
 23 methodology competencies established by subdivisions  
 24 (b) and (c) of Section 44253.5. The Commission for  
 25 Teacher Preparation and Licensing shall provide for the  
 26 assessment of language competencies specified herein  
 27 and shall modify existing culture and methodology  
 28 competency for language development specialist to  
 29 insure that they meet the crosscultural and instructional  
 30 methodologies for pupils being served by such teachers.  
 31 A Teachers of English to Speakers of Other Languages  
 32 certificate from a commission approved teacher training  
 33 institution of higher education which meets the criteria  
 34 established by the commission pursuant to Section  
 35 44253.5 shall be accepted in lieu of the methodology  
 36 requirement.

37 ~~(b)~~

38 (c) In kindergarten and grades 1 through 12  
 39 ~~limited/English/speaking~~ pupils of limited English  
 40 proficiency who are not enrolled in a program described

1 in subdivision (a), (b), or ~~(e)~~ (d) of Section 52163, shall  
2 be individually evaluated and shall receive educational  
3 services defined in subdivision (e) or (f), as appropriate,  
4 of Section 52163. Such services shall be provided in  
5 consultation with the pupil and the parent, parents, or  
6 guardian of the pupil.

7 (d) As a part of its consolidated application for  
8 categorical program funds, each district receiving such  
9 funds shall include a specific plan indicating the ways in  
10 which the individual learning plans will meet the needs  
11 of pupils of limited English proficiency. The plan shall  
12 describe all of the following: (1) Procedures used in  
13 making the individual evaluation. (2) The pupils' levels  
14 of English and primary language proficiency and levels of  
15 educational performance. (3) Instructional objectives  
16 and scope of educational services to be provided.  
17 (4) Periodic evaluation procedures using objective  
18 criteria, to determine whether the instructional  
19 objectives are being met.

20 SEC. 18. Section 52166 of the Education Code is  
21 amended to read:

22 52166. All teachers and aides providing instruction in  
23 programs established pursuant to subdivision (a), (b), or  
24 (c) of Section 52163, shall meet the criteria of subdivision  
25 (h) or (i) of Section 52163. In the event a school operates  
26 an individualized program described in subdivision (f) of  
27 Section 52163, such a district which receives categorical  
28 aid funds to meet the needs of ~~limited/English/speaking~~  
29 pupils of limited English proficiency shall certify to the  
30 board that sufficient teachers and aides meeting the  
31 criteria of subdivisions (h) and (i) of Section 52163 are  
32 available to the school to ensure that all  
33 ~~limited/English/speaking~~ pupils of limited English  
34 proficiency have instructional opportunities in both  
35 English and their primary language to meet the intent of  
36 this chapter. Other instructional personnel who are not  
37 bilingual-crosscultural as defined in subdivisions (h) and  
38 (i) of Section 52163 may provide instructional and  
39 educational services to pupils enrolled in programs  
40 established pursuant to subdivision (a), (b), or (c) of

1 Section 52163; ~~provided, that~~ if the principal teachers  
2 and aides providing instruction in such programs meet  
3 the criteria established in subdivisions (h) and (i) of  
4 Section 52163.

5 *In the development of teacher evaluation procedures*  
6 *pursuant to Article 11 (commencing with Section 44660)*  
7 *of Chapter 1 of Part 25, the governing board of each*  
8 *school district may ensure that a teacher meeting the*  
9 *criteria of subdivision (h) of Section 52163 is evaluated on*  
10 *the basis of his or her classroom performance by an onsite*  
11 *administrator upon the advice of another person meeting*  
12 *the criteria of subdivision (h) of Section 52163.*

13 *SEC. 19. Section 52167 of the Education Code is*  
14 *amended to read:*

15 52167. In classes established pursuant to subdivision  
16 (a), (b), or (c) of Section 52165, not more than two-thirds  
17 nor less than one-third of the pupils enrolled shall be  
18 limited/English-speaking pupils; ~~provided, that where~~  
19 ~~the proportion of limited/English-speaking pupils in the~~  
20 ~~school exceeds two-thirds, the proportion of~~  
21 ~~limited/English-speaking pupils in such classes may~~  
22 ~~exceed the proportion of limited/English-speaking pupils~~  
23 ~~in the school by no more than 10 percent. In no event~~  
24 ~~shall the primary purpose of the program be to teach a~~  
25 ~~foreign language to English-speaking pupils. shall be~~  
26 ~~pupils of limited English proficiency. The remaining~~  
27 ~~proportion of pupils in such class shall be pupils of fluent~~  
28 ~~English proficiency. However, where there is~~  
29 ~~documented evidence that these proportions cannot be~~  
30 ~~met, the classroom proportions shall, at a minimum,~~  
31 ~~reflect the proportion of the language proficiency~~  
32 ~~classification for the particular grade level in the school~~  
33 ~~and shall not result in segregation. Fluent English~~  
34 ~~proficient pupils shall receive basic skills instruction in~~  
35 ~~English and, to the extent possible, be achieving at the~~  
36 ~~district norm.~~

37 *In no event shall the primary purpose of the program*  
38 *be to teach a foreign language to English-speaking pupils.*

39 *The board shall adopt any necessary regulations*  
40 *governing this section within 90 days after January 1,*

1 1981.

2 *SEC. 20. Section 52168 of the Education Code is*  
3 *amended to read:*

4 52168. (a) ~~The maximum allocation allowable for~~  
5 ~~the 1977/78 and subsequent school years to school~~  
6 ~~districts providing instruction pursuant to Section 52165~~  
7 ~~shall not exceed the maximum allowances established by~~  
8 ~~the superintendent and the district pursuant to Section~~  
9 ~~3032 of Title 5 of the California Administrative Code, for~~  
10 ~~each limited/English-speaking pupil who receives~~  
11 ~~instruction in a program pursuant to Section 52165. This~~  
12 ~~amount per pupil shall include all state and local~~  
13 ~~categorical aid funds allocated to districts providing~~  
14 ~~programs under Section 52165 which are wholly or~~  
15 ~~partially allocated on the basis of the educational needs~~  
16 ~~of limited/English-speaking pupils. The superintendent~~  
17 ~~shall ensure that funds appropriated pursuant to for~~  
18 ~~purposes of this article supplement and do not supplant~~  
19 ~~categorical funds allocated from other local or state~~  
20 ~~sources in meeting the needs of limited/English-speaking~~  
21 ~~pupils of limited English proficiency.~~

22 *Categorical aid funds used for the purposes of Section*  
23 *52165 shall not exceed, on a per pupil basis, the maximum*  
24 *allowance established pursuant to subdivision (b) of*  
25 *Section 54003.3 and regulations implementing that*  
26 *section. Categorical funds used for the purposes of*  
27 *Section 52165 shall include all state and local categorical*  
28 *aid funds which are wholly or partially allocated on the*  
29 *basis of the educational needs of limited English*  
30 *proficient pupils.*

31 (b) School districts may claim funds appropriated  
32 ~~pursuant to for purposes of this article for expenditures~~  
33 ~~in, but not limited to, the following categories only:~~

34 (1) The employment of bilingual-crosscultural  
35 teachers and aides; however, funds are available for  
36 employment expenditures only to the extent such  
37 personnel are employed in providing bilingual services to  
38 eligible pupils. School districts applying for these funds  
39 shall submit an assurance that personnel hired for this  
40 program only supplement and do not supplant district

1 personnel whose positions are funded by the district  
2 general fund.

3 (2) The purchase and development of special  
4 bilingual-bicultural teaching materials ; .

5 (3) The costs of special in-service training to develop  
6 bilingual-crosscultural instructional skills with  
7 preference given to teachers and teacher aides employed  
8 as part of the bilingual-bicultural program ; and .

9 (4) Reasonable expenses (which may include  
10 transportation, child care, *translation services*, meals, and  
11 training) of parent advisory groups on  
12 bilingual-bicultural education, at the school and school  
13 district level, in the course of their duties as members of  
14 the parent advisory groups. The State Board of Education  
15 shall adopt rules and regulations defining reasonable  
16 expenses.

17 (5) Health and auxiliary services to the extent that  
18 they meet the direct needs of eligible pupils.

19 (6) Reasonable district administrative expenses  
20 *including, but not limited to, costs incurred for the census*  
21 *of pupils of limited English proficiency pursuant to*  
22 *subdivision (a) of Section 52164.1, assessments pursuant*  
23 *to subdivisions (b) and (c) of Section 52164.1, and parent*  
24 *consultation pursuant to subdivision (a) of Section 52173*  
25 *allowed pursuant to regulations of the board.*

26 (c) Nothing contained in this section shall be  
27 interpreted to authorize school districts to reduce per  
28 pupil expenditures from local, state, or federal sources for  
29 the education of ~~limited/English/speaking~~ pupils of  
30 *limited English proficiency.*

31 *SEC. 21. Section 52169.1 of the Education Code is*  
32 *repealed.*

33 *52160.1. Beginning with fiscal year 1977/78, all*  
34 *programs funded pursuant to Article 1 (commencing*  
35 *with Section 52100) of this chapter, shall be conducted*  
36 *under the programmatic provisions of this article and*  
37 *administrative regulations adopted pursuant thereto.*

38 *Nothing in this article shall preclude the participation*  
39 *by an individual school district in a consortium, or a*  
40 *cooperative in order to provide support and contract*

1 services to school districts that receive funds for the  
2 purposes of this article.

3 *SEC. 22. Section 52170 of the Education Code is*  
4 *repealed.*

5 52170. Each school which receives local, state, and  
6 federal categorical aid funds as defined in subdivision (b)  
7 of Section 52160 and Section 54004.1 shall:

8 (a) Prepare and submit to the Superintendent of  
9 Public Instruction an assessment of the needs of the  
10 limited/English-speaking pupils in attendance in the  
11 school. It shall also list all of the local, state, and federal  
12 categorical aid funds currently available for programs to  
13 meet the needs of limited/English-speaking pupils. The  
14 number of limited/English-speaking pupils, in the school,  
15 who are not being provided with services pursuant to  
16 subdivision (a), (b), (c), or (f) of Section 52163 with such  
17 special funds shall be stated.

18 (b) Based on the needs assessed, the school shall  
19 prepare an application on forms provided by the  
20 Department of Education. Such application shall meet  
21 the applicable criteria of the consolidated application  
22 regulations and shall include in addition the following  
23 components: (1) teacher and aide preservice training  
24 which will identify and improve knowledge levels of each  
25 teacher and aid in teaching methodology, and  
26 bilingual/crosscultural philosophy and education; (2) an  
27 in/service training program for teachers and aides that is  
28 linked with an institution of higher education, to the  
29 maximum extent feasible, which shall include the  
30 establishment of a liaison with a nearby institution of  
31 higher education and the solicitation of help from such  
32 institution in order to upgrade continually the  
33 bilingual/crosscultural education program; and (3) an  
34 assurance that all bilingual/crosscultural aides are  
35 provided the opportunity to enroll in a career ladder  
36 program leading toward a single/ or multiple/subject  
37 teaching credential, and a certificate of competence in  
38 bilingual/crosscultural education. The district's  
39 application to the Department of Education shall include  
40 all of the individual school applications.



1 SEC. 23. Section 52170 is added to the Education  
2 Code, to read:

3 52170. (a) Each school which has enrolled one or  
4 more pupils of limited English proficiency shall prepare  
5 a plan to meet the needs of pupils of limited English  
6 proficiency in attendance in the school.

7 (1) Only those schools with 10 or more pupils with the  
8 same primary language in a grade level or 20 or more  
9 such pupils in the school and which receive consolidated  
10 application funding shall submit such plans to the  
11 superintendent.

12 (2) Schools with less than 10 pupils of limited English  
13 proficiency receiving consolidated application funding as  
14 well as schools with 10 or more pupils of limited English  
15 proficiency not receiving such funding shall develop and  
16 retain their plan to meet such pupils' needs. Such plan  
17 shall be available to the superintendent and the public  
18 upon request.

19 (b) Schools required to submit plans shall prepare an  
20 application on forms provided by the Department of  
21 Education. Such application shall meet the applicable  
22 criteria of the consolidated application regulations and  
23 shall include, in addition, all of the following components:

24 (1) Teacher and aide preservice training which will  
25 identify and improve knowledge levels of each teacher  
26 and aide in teaching methodology bilingual-crosscultural  
27 philosophy and education.

28 (2) An inservice training program for teachers and  
29 aides that is linked with an institution of higher education,  
30 to the maximum extent feasible, which shall include the  
31 establishment of a liaison with a nearby institution of  
32 higher education and the solicitation of help from such  
33 institution in order to upgrade continually the  
34 bilingual-crosscultural education program.

35 (3) An assurance that all bilingual-crosscultural aides  
36 are provided the opportunity to enroll in a career ladder  
37 program leading toward a single- or multiple-subject  
38 teaching credential and a certificate of competence in  
39 bilingual-crosscultural education.

40 (c) The district's application to the Department of

1 *Education shall include all of the individual school*  
2 *applications.*

3 *SEC. 24. Section 52171 of the Education Code is*  
4 *repealed.*

5 *52171. At least once during each school year, the*  
6 *district shall assess each limited/English/speaking pupil.*  
7 *The pupil's achievement in comprehending, reading,*  
8 *and writing English and, to the extent assessment*  
9 *instruments are available, the second language of*  
10 *instruction shall be assessed. At least annually there shall*  
11 *be submitted to the Department of Education an*  
12 *evaluation of pupil progress for every program which has*  
13 *been approved pursuant to this article. The evaluation*  
14 *report shall identify variables, including other programs,*  
15 *which may have affected pupil academic achievement.*

16 *It shall also include, but not be limited to, reading*  
17 *comprehension and speaking skills, in English and, to the*  
18 *extent assessment instruments are available, the primary*  
19 *language.*

20 *This section shall take effect on July 1, 1978.*

21 *SEC. 25. Section 52171 is added to the Education*  
22 *Code, to read:*

23 *52171. Each district shall submit annually to the*  
24 *Department of Education an evaluation of pupil progress*  
25 *for every program which has been approved pursuant to*  
26 *this article in a form and manner prescribed by the*  
27 *superintendent. The superintendent shall submit to the*  
28 *Legislature by April 15, 1981, a plan for the conduct of*  
29 *such evaluations. This plan shall be developed in*  
30 *consultation with school administrators and teachers*  
31 *involved in the program.*

32 *SEC. 26. Section 52171.6 of the Education Code is*  
33 *amended to read:*

34 *52171.6. The Department of Education shall prepare*  
35 *an annual descriptive report pursuant to Section 33403 on*  
36 *bilingual education programs. The report shall contain*  
37 *the following information:*

38 *(a) The superintendent shall report annually to the*  
39 *Legislature on bilingual education programs as part of*  
40 *the multiple-funded program evaluation required*

1 pursuant to Section 33403 of the Education Code. The  
 2 Superintendent of Public Instruction shall coordinate the  
 3 design of school district and state evaluations to minimize  
 4 the data collection and reporting requirements of the  
 5 school and district levels. Pupil performance data for  
 6 bilingual programs may be collected and analyzed on a  
 7 sample basis with appropriate controls for pupil and  
 8 instructional program characteristics.

9 The multiple funded program evaluation shall include:

10 (1) Summary of district reports submitted pursuant to  
 11 subdivision (a) of Section 52170 on the number of  
 12 identified limited and ~~non-English-speaking~~ pupils of  
 13 limited English proficiency, funds from all sources  
 14 available for programs to meet the needs of those  
 15 identified pupils, and the numbers of identified pupils  
 16 who are not being provided with services pursuant to  
 17 subdivision (a), (b), (c), (d), (e), or (f) of Section 52163.

18 ~~(b)~~

19 (2) Information on bilingual programs conducted  
 20 pursuant to Section 52165, on all of the following:

21 ~~(1)~~

22 (A) Numbers of ~~limited, non-English-speaking,~~ of  
 23 limited English proficiency and fluent English-speaking  
 24 ~~students~~ pupils served in the program.

25 ~~(2)~~

26 (B) Numbers of teachers holding bilingual credentials  
 27 or certificates of competency, bilingual aides, and  
 28 teachers who have waivers.

29 ~~(3)~~

30 (C) Expenditures made from bilingual education  
 31 funds by category of expenditure.

32 (D) Number of pupils reclassified and district level  
 33 procedures for reclassification pursuant to Section  
 34 52164.6.

35 (E) A summary report of programs conducted  
 36 pursuant to subpart (B) of paragraph (1) of subdivision  
 37 (c) of Section 52163.

38 ~~(e)~~

39 (3) An assessment of the educational needs of ~~limited~~  
 40 ~~and non-English-speaking~~ pupils of limited English

1 proficiency and the extent to which such needs are being  
2 met from federal, state and local efforts, pursuant to  
3 paragraph (7) of subdivision (a) ~~(7)~~ of Section 52177.

4 (4) For pupils learning a substantive amount of the  
5 curriculum through their primary language, basic skills  
6 assessment shall be conducted in the primary language  
7 only; assessment of language proficiency shall be  
8 conducted in English.

9 For pupils learning through both English and the  
10 primary language, basic skills assessment shall be in  
11 English; assessment of language proficiency shall be  
12 conducted in English. Pupils participating in the  
13 individual learning plan shall be assessed as appropriate  
14 pursuant to regulations, instruction, and guidelines to be  
15 issued by the superintendent. Assessment of pupils in the  
16 primary language shall be required only to the extent  
17 that appropriate instruments are available.

18 (5) It is the intent of the Legislature that evaluation of  
19 programs conducted pursuant to this article shall be  
20 designed to provide the Legislature, the board, the  
21 superintendent, and program administrators at district  
22 and school levels with information necessary to assist in  
23 all of the following:

24 (A) Refine and improve policies, regulations,  
25 guidelines, and procedures on a continuing basis.

26 (B) Assess the overall merits of local programs.

27 (b) The superintendent shall report annually to the  
28 Legislature on bilingual education programs as part of  
29 the multiple-funded program evaluation required  
30 pursuant to Section 33403 of the Education Code. The  
31 Superintendent of Public Instruction shall coordinate the  
32 design of school district and state evaluations to minimize  
33 the data collection and reporting requirements of the  
34 school and district levels. Pupil performance data for  
35 bilingual programs may be collected and analyzed on a  
36 sample basis with appropriate controls for pupil and  
37 instructional program characteristics.

38 SEC. 27. Section 52172 of the Education Code is  
39 amended to read:

40 52172. Teachers and teacher aides who are not

1 bilingual-crosscultural teachers and aides, as defined by  
2 ~~subdivision subdivisions~~ (h) and (i) of Section 52163, shall  
3 not be permitted to teach in programs authorized  
4 pursuant to subdivision (a), (b), or (c) of Section 52163,  
5 except as provided in Section 52178. ~~Such teachers are~~  
6 ~~not competent, for the purposes of Section 44055, to teach~~  
7 ~~in such programs.~~ However, in no case shall a school  
8 district dismiss a fully certificated teacher, who  
9 previously taught in the bilingual-bicultural program  
10 pursuant to a waiver granted under Section 52178, solely  
11 on the basis that such waiver has expired. Even if such  
12 person is unable to qualify for a bilingual credential or a  
13 bilingual-crosscultural certificate of competence, he or  
14 she shall retain his or her status, seniority, and rights as  
15 a probationary or permanent employee, as the case may  
16 be, for the purpose of serving as a monolingual teacher in  
17 other programs offered by the school district.

18 SEC. 28. Section 52173 of the Education Code is  
19 amended to read:

20 52173. (a) Prior to the enrollment of any pupils in  
21 any program authorized pursuant to subdivision (a), (b),  
22 (c), or ~~(e)~~ (d) of Section 52163, parents or guardians of  
23 pupils of all potential participants shall be provided the  
24 opportunity for consultation about the placement of their  
25 child or ward in such a program. To achieve this purpose,  
26 the governing board of the school district in which the  
27 pupil resides shall notify by mail or in person the parent,  
28 parents, or guardian of the pupil of the fact that their  
29 child or ward will be enrolled in a program of bilingual  
30 education. The notice shall: (1) contain a simple,  
31 nontechnical description of the purposes, method, and  
32 content of the program in which their child or ward will  
33 be enrolled ~~and shall~~; (2) inform the parent, parents, or  
34 guardian that the parent, parents, or guardian have the  
35 right and are encouraged to visit such classes in which  
36 their child or ward will be enrolled and to come to the  
37 school for a conference to explain the nature and  
38 objectives of such education: ~~Such notice shall~~; (3)  
39 further inform the parent, parents, or guardian that they  
40 have the right, if they so wish, not to have their child or

1 ward enrolled in such an education program. ~~Such notice~~  
2 ~~shall further~~; (4) inform the parent, parents, or  
3 guardian that they have the opportunity to participate in  
4 the school or school district advisory committee, or both.  
5 The written notice shall be in English and in the primary  
6 language of the pupil.

7 (b) Any parent or guardian whose child or ward has  
8 been or will be enrolled in programs authorized pursuant  
9 to subdivision (a), (b), (c), or (d) of Section 52163 shall  
10 have the right, either at the time of the original  
11 notification of enrollment or at the close of any semester  
12 thereafter, to withdraw his or her child or ward from the  
13 program, by written notice to the principal of the school  
14 in which his or her child or ward is enrolled.

15 SEC. 29. Section 52174 of the Education Code is  
16 repealed.

17 52174. Any parent or guardian whose child or ward  
18 has been or will be enrolled in programs authorized  
19 pursuant to subdivision (a), (b), or (c) of Section 52163  
20 shall have the right, either at the time of the original  
21 notification of enrollment or at the close of any semester  
22 thereafter, to withdraw his or her child or ward from the  
23 program provided by written notice to the school  
24 authorities of the school in which his or her child or ward  
25 is enrolled or to the governing board of the school district  
26 in which his or her child or ward resides.

27 SEC. 30. Section 52174 is added to the Education  
28 Code, to read:

29 52174. Nothing in this article shall preclude the  
30 participation by an individual school district in a  
31 consortium, or a cooperative in order to provide support  
32 and contract services to school districts that receive funds  
33 for the purposes of this article.

34 SEC. 31. Section 52175 of the Education Code is  
35 amended to read:

36 52175. A school district governing board may allow a  
37 nonresident ~~limited/English-speaking~~ pupil of limited  
38 English proficiency to enroll in or attend its program  
39 authorized pursuant to subdivision (a), (b), (c), or ~~(e)~~  
40 (d) of Section 52163 subject to Chapter 5 (commencing

1 with Section 46600) of Part 26, ~~provided that~~ if the tuition  
2 of the child is paid by the school district in which the  
3 pupil resides.

4 *SEC. 32. Section 52176 of the Education Code is*  
5 *amended to read:*

6 52176. (a) Each school district with more than 50  
7 ~~limited/English/speaking~~ pupils of *limited English*  
8 *proficiency* shall establish a districtwide advisory  
9 committee on bilingual education. Parents or guardians,  
10 or both, of ~~limited/English/speaking~~ pupils of *limited*  
11 *English proficiency* who are not employed by the district  
12 shall constitute a majority of the committee, unless the  
13 district designates for this purpose an existing  
14 districtwide advisory committee on which parents or  
15 guardians, or both, of ~~limited/English/speaking~~ pupils of  
16 *limited English proficiency* have membership in at least  
17 the same percentage as their children and wards  
18 represent of the total number of pupils in the district,  
19 provided that a subcommittee on bilingual-bicultural  
20 education on which parents or guardians, or both, of  
21 ~~limited/English/speaking~~ pupils of *limited English*  
22 *proficiency* constitute a majority is established. The  
23 district advisory committee and subcommittee, if  
24 applicable, shall be responsible for at least six specific  
25 tasks. These tasks shall be to advise the district governing  
26 board regarding *all of the following*:

27 (1) Establishment of a timetable for development of a  
28 district master plan for ~~development of a district master~~  
29 ~~plan for~~ bilingual education.

30 (2) Districtwide needs assessment on a  
31 school-by-school basis.

32 (3) Establishment of district program goals and  
33 objectives in bilingual education.

34 ~~(4) Recommendations as to which schools to include~~  
35 ~~in each phase of expansion.~~

36 ~~(5)~~

37 (4) A plan to ensure *district* compliance with the  
38 provisions of Section 52178.

39 ~~(6)~~

40 (5) Administration of the annual language census.

1 (b) Each school with more than 20  
2 ~~limited/English/speaking~~ pupils of limited English  
3 proficiency shall establish a school level advisory  
4 committee on which parents or guardians, or both, of  
5 ~~limited/English/speaking~~ such pupils constitute  
6 membership in at least the same percentage as their  
7 children and wards represent of the total number of  
8 pupils in the school. The school may designate for this  
9 purpose an existing school level advisory committee, or  
10 subcommittee of such an advisory committee, ~~provided~~  
11 if the advisory committee, or subcommittee where  
12 appropriate, meets the criteria stated above.

13 (c) Each school advisory committee maintained  
14 pursuant to this section shall be responsible for advising  
15 the principal and staff in the development of a detailed  
16 master plan for bilingual education for the individual  
17 school and submitting the plan to the governing board for  
18 consideration for inclusion in the district master plan. It  
19 shall also be responsible for assisting in the development  
20 of the school needs assessment and language census.

21 The Department of Education shall develop guidelines  
22 for the selection of advisory committees established or  
23 maintained pursuant to this section by May 1, 1981.

24 *SEC. 33. Section 52177 of the Education Code is*  
25 *amended to read:*

26 52177. (a) Out of funds appropriated for such  
27 purposes, the superintendent shall ~~have the duty to~~  
28 administer the provisions of this article. The  
29 responsibilities of the superintendent in administering  
30 this article shall include, but are not limited to, ensuring  
31 that:

32 ~~(1) Funds authorized to administer, monitor, review,~~  
33 ~~or evaluate the provisions of this article are separately~~  
34 ~~accounted for.~~

35 ~~(2)~~

36 (1) Sufficient bilingual personnel are available within  
37 the Department of Education with familiarity,  
38 competency, and proficiency in bilingual-crosscultural  
39 instruction to meet the needs of this article and to  
40 administer, review, monitor, and evaluate the use of state



1 or federal categorical aid funds allocated to local districts  
2 which have been wholly or partially allocated on the basis  
3 of the educational needs of ~~limited/English/speaking~~  
4 pupils of *limited English proficiency*.

5 ~~(3)~~

6 (2) Department of Education personnel responsible  
7 for the administration, review, monitoring, or evaluation  
8 of programs operating pursuant to this article have been  
9 sufficiently trained to carry out the intent of this article  
10 to meet the needs of the ~~limited/English/speaking~~ pupil  
11 of *limited English proficiency*.

12 ~~(4)~~

13 (3) There is within the Department of Education an  
14 administrative unit responsible for bilingual-bicultural  
15 educational programs and policies through which the  
16 superintendent shall carry out his functions pursuant to  
17 this article. *This unit shall be known as the Office of*  
18 *Bilingual Education.*

19 ~~(5) Applications for allocations from school districts~~  
20 ~~are made in accordance with this article; to assure that~~  
21 ~~districts~~

22 (4) Districts are providing each  
23 ~~limited/English/speaking~~ pupil of *limited English*  
24 *proficiency* with an educational opportunity equal to that  
25 available to English-speaking pupils; ~~and to recommend~~  
26 ~~acceptable projects for approval by the board. This~~  
27 ~~paragraph shall cease to be operative on June 30, 1979.~~  
28 *that they are making appropriate use of local and state*  
29 *general funds to provide bilingual-crosscultural teachers*  
30 *and other required services; and that an annual report is*  
31 *made to the Legislature regarding the extent to which*  
32 *this article has been implemented by school districts*  
33 *throughout the state. All districts in which pupils of*  
34 *limited English proficiency are enrolled shall be*  
35 *reviewed through an on-site technical assistance,*  
36 *monitoring, and enforcement process at least once every*  
37 *three years.*

38 ~~(6)~~

39 (5) A plan is developed by April 1, 1981, to provide for  
40 adequate monitoring of school and school district

1 compliance with the provisions of this article.

2 ~~(7) Develop an~~

3 (6) An annual evaluation of bilingual needs and  
4 programs within the state *is developed* for submission to  
5 the Legislature and to the Governor. The annual  
6 evaluation shall include a state assessment of the  
7 educational needs of pupils and other persons who are  
8 limited English speaking, and of the extent to which such  
9 needs are being met from federal, state and local efforts.

10 (b) *The Department of Education shall within 90 days*  
11 *after June 1, 1981, prepare and implement a coordinated*  
12 *plan of technical assistance to school districts in*  
13 *curriculum materials and development, instructional*  
14 *methodologies, pupil identification, and basic evaluation*  
15 *techniques to assist school districts in providing quality*  
16 *bilingual learning programs to pupils of limited English*  
17 *proficiency.*

18 SEC. 34. Section 52178 of the Education Code is  
19 amended to read:

20 52178. All principal teachers providing instruction in  
21 programs defined by subdivision (a), (b), or (c), and  
22 *insofar as teachers are available, (d)* of Section 52163 shall  
23 be bilingual-crosscultural teachers as defined pursuant to  
24 subdivision (h) of Section 52163, or shall be bilingual in  
25 English and the primary language of the  
26 ~~limited/English/speaking~~ pupils of *limited English*  
27 *proficiency* in the bilingual class and hold an internship  
28 credential or an emergency bilingual-crosscultural  
29 credential.

30 In recognition of the shortage of qualified  
31 bilingual-crosscultural teachers, a school district may  
32 request a renewable ~~one-year~~ *two-year* waiver from the  
33 board for each teacher who is not bilingual-crosscultural  
34 but who is enrolled and participating in a program  
35 leading to a *bilingual specialist credential* or a certificate  
36 of competence for bilingual-crosscultural instruction  
37 pursuant to Section 44253.5. Such a teacher, with the  
38 assistance of a bilingual-crosscultural aide, may teach in  
39 a program of bilingual instruction mandated by Section  
40 52165 for not more than ~~three~~ *four* school years

1 commencing ~~September 1977~~ with the first year that the  
2 teacher was under waiver, so long as continuing progress  
3 toward the certificate of competence is indicated in  
4 accordance with this section.

5 Each school district which requests waivers for the  
6 ~~1977/78 or 1978/79, or 1979/80 school year~~ shall file its  
7 application for such a waiver with the State Board of  
8 Education on or before October 1 of the appropriate  
9 year, and shall give assurance that all teachers receiving  
10 such a waiver are, or will be, participating in an  
11 appropriate program leading to a *bilingual specialist*  
12 *credential* or a certificate of competence for  
13 bilingual-crosscultural instruction pursuant to Section  
14 44253.5 during *each of the school year* years for which the  
15 waiver is granted, and shall state who is in charge of the  
16 program and which institution or district is conducting it.  
17 *Existing state and federal staff development funds may*  
18 *be used for training and assessment leading to a bilingual*  
19 *specialist credential or a bilingual-crosscultural*  
20 *certificate of competence.* The district shall further  
21 assure that all teachers receiving such a waiver have been  
22 notified in writing by the school board as to their  
23 obligations while under waiver. The waiver application  
24 shall list the names of the teachers who are to receive the  
25 waiver, the school to which they are assigned, and the  
26 date by which the teacher is expected to obtain a  
27 *bilingual specialist credential* or the certificate of  
28 competence. *Each district, whether or not it requests a*  
29 *waiver, shall report the number of classrooms for which*  
30 *a bilingual teacher is required pursuant to Section 52165,*  
31 *the total number of certificated bilingual-crosscultural*  
32 *teachers employed by the district in classroom positions,*  
33 *and, in the event the district requests a waiver, the total*  
34 *number of teachers for whom a waiver is being*  
35 *requested.* If a district hires new teachers, no waiver shall  
36 be granted unless the board finds that the district made  
37 a good faith effort to recruit and hire  
38 bilingual-crosscultural teachers including contacting the  
39 bilingual-crosscultural teachers ~~annually listed~~. As a part  
40 of such good faith effort, districts shall contact those

1 *bilingual-crosscultural teachers who indicate they are*  
2 *seeking employment as stated in the annual list of*  
3 *bilingual-crosscultural teachers prepared by the*  
4 *Commission for Teacher Preparation and Licensing and*  
5 *contacting and requesting. Districts needing*  
6 *bilingual-crosscultural teachers shall also request*  
7 *assistance from the clearinghouse maintained by the*  
8 *commission pursuant to Section 10106.*

9 All waivers granted pursuant to this section shall expire  
10 not later than ~~September 1, 1980. After September 1,~~  
11 ~~1979, only those teachers who have satisfied the~~  
12 ~~competence requirement of subdivision (a) or (b) of~~  
13 ~~Section 44253.5 shall be eligible for a waiver.~~

14 No teacher employed after January 1, 1978, to teach in  
15 programs defined by subdivision (a), (b), or (c) of  
16 Section 52163 shall be eligible for a waiver unless such  
17 teacher has satisfied the competence requirement of  
18 subdivision (a) or (b) of Section 44253.5.

19 All waiver applications submitted for the 1979/80  
20 school year shall include a certification by an assessor  
21 agency approved by the Commission for Teacher  
22 Preparation and Licensing, that the applicant teacher has  
23 satisfied the competence requirement of subdivision (a)  
24 or (b) of Section 44253.5. *the end of the fourth school*  
25 *year the teacher has been on waiver, or June 30, 1984,*  
26 *whichever shall occur first. However, all teachers*  
27 *teaching in a bilingual classroom with a waiver approved*  
28 *by the board shall have at least four years to complete*  
29 *their bilingual certification effective from the first year*  
30 *the waiver was approved.*

31 *It is not the intent of the Legislature, by amending this*  
32 *section in the 1979-80 Regular Legislative Session, to*  
33 *expand the requirements for the Certificate of*  
34 *Bilingual-Crosscultural Competence.*

35 Commencing September 1, 1981, all waiver  
36 applications, shall include certification by an assessor  
37 agency approved by the Commission for Teacher  
38 Preparation and Licensing, that the applicant teacher is  
39 making the following progress toward meeting the  
40 requirements for the bilingual-crosscultural certificate of

- 1 competence:
- 2 (a) For the teacher who is just entering the bilingual
- 3 program: No requirement.
- 4 (b) For the teacher beginning his or her second year
- 5 on waiver: Competence in language, culture, or
- 6 methodology, as required by subdivision (a) or (b) of
- 7 Section 44253.5.
- 8 (c) For the teacher beginning his or her third year on
- 9 waiver: no additional requirements.
- 10 (d) For the teacher beginning his or her fourth year
- 11 on waiver: competence in two of the three areas required
- 12 by Section 44253.5. These certifications shall be provided
- 13 to the Department of Education on an annual basis.
- 14 In lieu of these certifications of competence in culture
- 15 or methodology, as required by subdivision (b) or (c) of
- 16 Section 44253.5, the district may submit a statement from
- 17 a bilingual teacher training institution approved by the
- 18 Commission for Teacher Preparation and Licensing that
- 19 the course work for that competence has been
- 20 completed. To receive a bilingual-crosscultural
- 21 certificate of competence, an applicant shall pass the
- 22 examinations for all three areas of competence required
- 23 by Section 44253.5.
- 24 The Commission for Teacher Preparation and
- 25 Licensing shall contract with approved assessor agencies
- 26 to assess separately each of the three competencies
- 27 required in Section 44253.5. The commission shall
- 28 arrange for assessments if approved assessor agencies
- 29 cannot provide them. However, the commission may
- 30 directly assess these competencies if the commission has
- 31 been unable to arrange an assessment, and if a staff
- 32 member is qualified to perform the assessment.
- 33 SEC. 35. Section 52178.5 of the Education Code is
- 34 amended to read:
- 35 52178.5. An extension of a waiver granted pursuant to
- 36 Section 52178 shall be provided until July 1, 1980 1984, for
- 37 a teacher teaching in those languages where there is no
- 38 preparation ~~or~~ and examination available for obtaining a
- 39 certificate of competence for bilingual-crosscultural
- 40 instruction, as determined by the Commission for

1 Teacher Preparation and Licensing.

2 No waivers shall be granted pursuant to this section for  
3 teachers teaching in classrooms utilizing the Spanish  
4 language or the Cantonese dialect of the Chinese  
5 language.

6 This section shall remain operative only until July 1,  
7 ~~1980~~ 1984, and as of such date is repealed, unless a later  
8 enacted statute which is chaptered before July 1, ~~1980~~  
9 1984, deletes or extends such date.

10 *SEC. 36. Section 54024 of the Education Code is*  
11 *amended to read:*

12 54024. The Superintendent of Public Instruction shall  
13 calculate available resources for each district by ~~summing~~  
14 adding funding entitlements allowed each district from  
15 the following sources:

16 (a) Base impact aid computed pursuant to Section  
17 54028.

18 (b) ~~Part A of Title I of the Elementary and Secondary~~  
19 ~~Education Act of 1965.~~

20 ~~(c) Section 54030.~~

21 *SEC. 37. Section 56301 of the Education Code is*  
22 *amended to read:*

23 56301. The Legislature finds and declares that all  
24 individuals with exceptional needs have a right to  
25 participate in appropriate programs of publicly  
26 supported education and that special educational  
27 programs and services for these persons are needed in  
28 order to assure them of this right to an appropriate  
29 educational opportunity.

30 Furthermore, it is the intent of the Legislature that the  
31 comprehensive restructuring of current educational  
32 programs for individuals with exceptional needs required  
33 by this chapter should be systematically phased in.

34 Therefore, the Legislature hereby authorizes the  
35 Superintendent of Public Instruction to implement and  
36 administer, under a master plan adopted by the State  
37 Board of Education, a program to better meet the  
38 educational requirements of individuals with exceptional  
39 needs. It is the intent of the Legislature that this program  
40 shall provide an educational opportunity for individuals

1 with exceptional needs which is equal to or better than  
 2 that provided prior to the implementation of programs  
 3 under this chapter, including, but not limited to,  
 4 individuals previously served in a development center  
 5 for handicapped pupils pursuant to Chapter 6  
 6 (commencing with Section 56800) of Part 30. This  
 7 program shall provide that:

8 (a) Each individual with exceptional needs is assured  
 9 an education appropriate to his or her needs in publicly  
 10 supported programs through completion of secondary  
 11 education programs.

12 (b) Early educational opportunities are available to all  
 13 children between the ages of three and four years and  
 14 nine months who require intensive service in special  
 15 programs.

16 (c) At the discretion of responsible local agencies,  
 17 early educational opportunities may be made available to  
 18 children younger than three years of age who require  
 19 intensive service in special programs and their parents.

20 (d) Each individual with exceptional needs shall have  
 21 his or her educational goals and objectives specified in a  
 22 written individualized education program.

23 (e) Education programs are provided under an  
 24 approved plan for special education which  
 25 comprehensively sets forth the elements of the programs  
 26 in accordance with the provisions of this chapter. This  
 27 comprehensive plan for special education shall be  
 28 developed cooperatively with input from the community  
 29 advisory committee and appropriate representation from  
 30 special and regular teachers and administrators selected  
 31 by the groups they represent to ensure effective  
 32 participation and communications.

33 (f) Individuals with exceptional needs are offered  
 34 special assistance in a program which promotes  
 35 maximum interaction with the general school population  
 36 in a manner which is appropriate to the needs of both.

37 (g) Pupils be transferred out of special education  
 38 programs when special education services are no longer  
 39 needed.

40 (h) The unnecessary use of labels is avoided in

1 providing programs for individuals with exceptional  
2 needs.

3 (i) Procedures and materials for assessment and  
4 placement of individuals with exceptional needs shall be  
5 selected and administered so as not to be racially,  
6 culturally, or sexually discriminatory. No single  
7 assessment instrument shall be the sole criterion for  
8 determining placement of a pupil. Such procedures and  
9 materials for assessment and placement shall be in the  
10 individual's mode of communication. Procedures and  
11 materials for use with ~~non/English/speaking and~~  
12 ~~limited/English/speaking~~ pupils of limited English  
13 proficiency as defined in ~~subdivisions (d) and (e)~~  
14 ~~subdivision (m)~~ of Section 52163, shall be in the  
15 individual's primary language.

16 (j) Educational programs are coordinated with other  
17 public and private agencies, including regional  
18 occupation centers and programs and postsecondary and  
19 adult programs for individuals with exceptional needs.

20 (k) Each school site shall have access to psychological  
21 and health services for individuals with exceptional  
22 needs.

23 (l) Continuous evaluation of the effectiveness of these  
24 special education programs by the responsible local  
25 agency shall be made to insure the highest quality  
26 educational offerings.

27 *SEC. 38. Notwithstanding Section 2231 or 2234 of the*  
28 *Revenue and Taxation Code and Section 6 of Article*  
29 *XIII B of the California Constitution, no appropriation is*  
30 *made by this act pursuant to these sections. It is*  
31 *recognized, however, that a local agency or school*  
32 *district may pursue any remedies to obtain*  
33 *reimbursement available to it under Chapter 3*  
34 *(commencing with Section 2201) of Part 4 of Division 1*  
35 *of that code.*

36 *SEC. 39. (a) The provisions of this act shall become*  
37 *operative on July 1, 1981, except as specified in*  
38 *subdivision (b).*

39 *(b) Sections 7, 16, 24, and 33 of this act shall become*  
40 *operative on January 1, 1981.*



1 amended to read:

2 52161. The Legislature finds that there are more than  
 3 225,000 school/age children whose primary language is  
 4 other than English and who do not have the English  
 5 language skills necessary to benefit from instruction only  
 6 in English at a level substantially equivalent to pupils  
 7 whose primary language is English. Their lack of English  
 8 language communication skills presents an obstacle to  
 9 such pupils' right to an equal educational opportunity  
 10 which can be removed by instruction and training in the  
 11 pupils' primary languages while such pupils are learning  
 12 English. The Legislature recognizes that the school  
 13 dropout rate is excessive among pupils of limited English  
 14 proficiency. This represents a tremendous loss in human  
 15 resources and in potential personal income and tax  
 16 revenues. Furthermore, high rates of joblessness among  
 17 these dropouts contribute to the unemployment burden  
 18 of the state.

19 The Legislature recognizes that a critical need exists  
 20 for teaching and administrative personnel qualified in  
 21 the bilingual and crosscultural skills necessary to the  
 22 instruction of the limited English proficient population in  
 23 the state's school districts. Therefore, the Legislature  
 24 directs school districts to provide for in-service programs  
 25 to qualify existing and future personnel in the bilingual  
 26 and crosscultural skills necessary to serve the pupils of  
 27 limited English proficiency in this state. Furthermore,  
 28 the Legislature intends that the public institutions of  
 29 higher education establish programs to qualify teachers  
 30 and administrators in the bilingual and crosscultural skills  
 31 necessary to serve these pupils.

32 The Legislature finds and declares that a primary goal  
 33 of all programs under this article is, as effectively and  
 34 efficiently as possible, to develop in each child fluency in  
 35 English. The programs shall also provide positive  
 36 reinforcement of the self-image of participating pupils,  
 37 promote crosscultural understanding, and provide equal  
 38 opportunity for academic achievement, including, when  
 39 necessary, academic instruction through the primary  
 40 language.

1 It is the purpose of this article to require California  
2 school districts to offer bilingual learning opportunities to  
3 each pupil of limited English proficiency enrolled in the  
4 public schools; and to provide adequate supplemental  
5 financial support to achieve such purpose. Insofar as the  
6 individual pupil is concerned, participation in bilingual  
7 programs is voluntary on the part of the parent or  
8 guardian.

9 SEC. 2. Section 52163 of the Education Code is  
10 amended to read:

11 52163. Unless the context otherwise requires, the  
12 definitions set forth in this section shall govern the  
13 construction of this article.

14 (a) "English developmental bilingual instruction"  
15 means a system of daily individualized instruction in basic  
16 skills. The primary goal is to develop English language  
17 skills of each participating pupil, while maintaining  
18 academic achievement and providing for successful  
19 transition into an all-English instructional program. Each  
20 pupil's instruction shall build upon the strengths and  
21 knowledge that pupil brings to the classroom, including  
22 language skills and cultural experiences.

23 It is recognized that language development is a  
24 continuum and that pupils in the same classroom may  
25 have varying levels of English and primary language  
26 skills. The individualized instruction for each pupil,  
27 pursuant to this program option, shall be based on a  
28 continuing evaluation of the pupil's progress by the  
29 classroom teacher, and by others, as appropriate. An  
30 English development component is required for all  
31 participating pupils. Pupils with greater strength in their  
32 primary language shall receive instruction in academic  
33 subjects through the primary language as long as such  
34 instruction is needed to sustain academic achievement.  
35 As pupils develop the skills to learn more effectively in  
36 English, more of their instruction shall be through  
37 English. A primary language development component  
38 shall be required for all participating pupils, but shall be  
39 less extensive as the pupil progresses into English.

40 (b) "English based instruction" means a daily

1 curriculum in which the basic skills and other academic  
 2 subjects are developed in English. Supplemental  
 3 instruction using the pupil's primary language shall be  
 4 provided when this will assist participating pupils to  
 5 better achieve one or more of the goals of this article,  
 6 particularly the acquisition of English. Primary language  
 7 development is not required.

8 School districts may offer this option only under both  
 9 of the following conditions:

10 (1) When it is documented that the pupil is likely to  
 11 progress more effectively in a curriculum taught almost  
 12 entirely in English.

13 (2) When the parent requests this option or the  
 14 district deems it appropriate and receives parental  
 15 consent.

16 (c) "Bilingual/bicultural education" is a system of  
 17 instruction which uses two languages, one of which is  
 18 English, as a means of instruction. It is a means of  
 19 instruction which builds upon and expands the existing  
 20 language skills of each participating pupil, which will  
 21 enable the pupil to achieve competency in both  
 22 languages.

23 This instruction shall include:

24 (1) Daily instruction in English, including language  
 25 arts, listening, speaking, reading and writing;

26 (2) Language development in the pupil's primary  
 27 language;

28 (3) Reading in the pupil's primary language;

29 (4) Selected subjects taught in the pupil's primary  
 30 language; and

31 (5) Development of an understanding of customs and  
 32 values of the cultures associated with the languages being  
 33 taught as well as an understanding of the history and  
 34 culture of California and the United States.

35 (d) "Pupils of limited English proficiency" are pupils  
 36 who do not have the clearly developed English language  
 37 skills of comprehension, speaking, reading and writing,  
 38 necessary to receive instruction only in English at a level  
 39 substantially equivalent to pupils whose primary  
 40 language is English. The determination of which pupils

1 are of limited English proficiency shall be made in  
2 accordance with the procedures specified in Section  
3 52164.

4 The mandates in Section 52165 do not apply to pupils  
5 of limited English proficiency who have been in bilingual  
6 programs required by Section 52165, but who have  
7 progressed in English to the point where they are  
8 required to meet the criteria for exit, as established in  
9 Section 52164.6.

10 (e) "Pupils of fluent English proficiency" are pupils  
11 whose English proficiency is comparable to that of the  
12 majority of pupils, of the same age or grade, whose  
13 primary language is English.

14 (f) "Individual learning program" is any program of  
15 instruction for a pupil of limited English proficiency in  
16 which instruction is offered in a manner consistent with  
17 the United States Supreme Court decision in *Lau v.*  
18 *Nichols* (414 U.S. 563), the Equal Education  
19 Opportunities Act of 1974 (20 U.S.C. Sec. 1701 et seq.),  
20 and federal regulations promulgated pursuant to such  
21 court decisions and federal statutes. A primary goal of all  
22 such programs shall be to teach the pupil English.

23 (g) "Primary language" is a language other than  
24 English which is the language the pupil first learned or  
25 the language which is spoken in the pupil's home.

26 (h) "Bilingual/crosscultural teacher" means a person  
27 who (1) holds a valid, regular California teaching  
28 credential and (2) holds either a bilingual/crosscultural  
29 certificate of proficiency or other credential in bilingual  
30 education authorized by the Commission for Teacher  
31 Preparation and Licensing or a bilingual/crosscultural  
32 specialist credential. Such a person shall be fluent in the  
33 primary language and familiar with the cultural heritage  
34 of the pupils of limited English proficiency in the  
35 bilingual classes he or she conducts. Such a person shall  
36 have a professional working knowledge of the  
37 methodologies which must be employed to effectively  
38 educate those pupils.

39 (i) "Bilingual/crosscultural teacher aide" means an  
40 aide fluent in both English and the primary language of

1 the pupil or pupils of limited English proficiency in a  
 2 bilingual/bicultural program. Such an aide shall be  
 3 familiar with the cultural heritage of the pupils in the  
 4 bilingual classes to which he or she is assigned and by  
 5 January 1, 1981, may be required to have knowledge of  
 6 American history and culture. By September 1, 1981,  
 7 according to standards established at the discretion of  
 8 each school district, such aide shall also be biliterate in  
 9 English and the primary language of the participating  
 10 pupils of limited English proficiency.

11 (j) "Board" means the State Board of Education.

12 (k) "Superintendent" means the Superintendent of  
 13 Public Instruction.

14 (l) "Self-contained classes" are classes where  
 15 substantially the same group of pupils receive instruction  
 16 together throughout the schoolday.

17 (m) "Basic skills" means reading, writing, and  
 18 mathematics.

19 SEC. 3. Section 52163.5 is added to the Education  
 20 Code, to read:

21 52163.5. Each of the program options defined in  
 22 subdivision (a), (b), (c), or (f) of Section 52163 shall  
 23 include activities which develop an appreciation of the  
 24 history and culture of participating pupils. Such programs  
 25 shall also provide positive reinforcement of the  
 26 self-concept of such pupils.

27 SEC. 4. Section 52164 of the Education Code is  
 28 amended to read:

29 52164. Each school district shall ascertain not later  
 30 than the first day of March of each year, under  
 31 regulations prescribed by the State Board of Education,  
 32 the total number of pupils of limited English proficiency  
 33 within the district, and shall classify them according to  
 34 their primary language, age, and grade level. This count  
 35 shall be known as the "census of pupils of limited English  
 36 proficiency" and shall consist of a determination of the  
 37 primary language of each pupil enrolled in the school  
 38 district and an assessment of the language skills of all  
 39 pupils whose primary language is other than English.

40 The census shall be taken by individual, actual count,

1 and not by estimates or samplings. All pupils of limited  
2 English proficiency, including migrant and special  
3 education pupils, shall be counted. Special language  
4 assessment instruments, designated by the  
5 superintendent and in compliance with the  
6 requirements of subdivision (i) of Section 56301, may be  
7 used for special education pupils. The results of this  
8 census shall be reported to the Department of Education  
9 not later than the 30th day of April of each year. The  
10 previous census shall be updated to include new enrollees  
11 and to eliminate pupils who are no longer pupils of  
12 limited English proficiency and pupils who no longer  
13 attend school in the district, and shall be reported  
14 pursuant to Section 52164.1. Census data gathered in one  
15 school year shall be used to plan the number of bilingual  
16 classrooms to be established in the following school year.

17 SEC. 5. Section 52164.1 of the Education Code is  
18 amended to read:

19 52164.1. The superintendent, with the approval of the  
20 State Board of Education, shall prescribe census-taking  
21 methods, applicable to all school districts in the state,  
22 which shall include, but need not be limited to, the  
23 following:

24 (a) A determination of the primary language of each  
25 pupil enrolled in the school district. The primary  
26 language of new pupils shall be determined as they  
27 enroll. Once determined, the primary language need not  
28 be redetermined unless the parent or guardian claims  
29 there is an error. The primary language of each pupil  
30 enrolled in each district shall be determined not later  
31 than September 15, 1978, and kept current thereafter, as  
32 new pupils enroll. Home language determinations  
33 resulting from the 1977 home language survey need not  
34 be redone.

35 (b) An assessment of the English language proficiency  
36 of all pupils whose primary language is other than  
37 English. All the skills listed in subdivision (d) of Section  
38 52163 shall be assessed, except reading and writing skills  
39 need not be assessed for children in kindergarten and  
40 grades 1 and 2. This assessment, which shall be made as

1 pupils enroll in the district, shall determine whether such  
2 pupils are fluent in English or are of limited English  
3 proficiency.

4 (c) In conjunction with the aforementioned  
5 procedure or through processes consistent with  
6 guidelines established by the superintendent, a diagnosis  
7 of the academic skills of each pupil of limited English  
8 proficiency shall be conducted upon the enrollment of  
9 each such pupil in the district. This diagnosis shall be for  
10 instructional use at the district level. The diagnostic  
11 assessment shall measure language arts, reading, and  
12 mathematics in English when English is the language  
13 prescribed for basic skills instruction. A diagnostic  
14 assessment to measure language arts, reading, and  
15 mathematics in the primary language shall be conducted  
16 for all pupils of limited English proficiency to the extent  
17 assessment instruments are available. Such diagnostic  
18 assessment shall be updated as necessary to provide a  
19 curriculum meeting the individual needs of each pupil of  
20 limited English proficiency.

21 The assessment process shall be completed within 30  
22 days after the date of the pupil's initial enrollment and  
23 shall be performed in accordance with rules and  
24 regulations adopted by the board.

25 The parent or guardian of the pupil shall be notified of  
26 the results of the assessment.

27 Tests, materials, and procedures to determine  
28 proficiency in English and the primary language shall be  
29 selected and administered so as not to be racially,  
30 culturally, or sexually discriminatory.

31 (d) If the assessment conducted pursuant to  
32 subdivision (c) indicates that the pupil has no proficiency  
33 in his or her primary language, further assessment of the  
34 pupil's primary language skills shall be made. This  
35 assessment shall include consultation with the pupil's  
36 parents or guardians, the classroom teacher, or other  
37 teachers who are familiar with the pupil's language  
38 ability, classmates, and other appropriate persons. If this  
39 detailed assessment indicates that the pupil has no  
40 proficiency in his or her primary language, then the

1 pupil's parent or guardian shall be consulted regarding  
2 placement of their child in an English based instructional  
3 program pursuant to subdivision (b) of Section 52163.

4 The Department of Education shall designate the  
5 instruments to be used by school districts, and such  
6 instruments shall be available by July 1 of the year  
7 preceding the date the census report is due, commencing  
8 July 1, 1970, and each year thereafter.

9 The assessments shall be conducted by persons who  
10 speak and understand the primary language of the pupils  
11 assessed, who are adequately trained and prepared to  
12 evaluate cultural and ethnic factors, and who shall follow  
13 procedures formulated by the superintendent to  
14 determine which pupils are pupils of limited English  
15 proficiency, as defined in subdivision (d) of Section  
16 52163. A school district may require that the assessment  
17 be conducted by persons who hold a valid, regular  
18 California teaching credential and who meet the other  
19 qualifications specified in this paragraph. The  
20 superintendent may waive the requirement that the  
21 assessment be conducted by persons who can speak and  
22 understand the pupil's primary language where the  
23 primary language is spoken by a small number of pupils  
24 and the district certifies that it is unable to comply. This  
25 certification shall be accompanied by a statement from  
26 the district superintendent that the chairperson of the  
27 district advisory committee on bilingual education has  
28 been consulted and was unable to assist in the effort to  
29 locate appropriate individuals to administer the  
30 assessment.

31 Any district may elect to follow federal requirements  
32 regarding the census so long as the language skills  
33 described in subdivision (d) of Section 52163 are assessed.  
34 So long as such a federally approved census procedure is  
35 followed on a districtwide basis and is consistent with  
36 Section 52164, the district shall be exempt from the state  
37 census procedures described in subdivisions (a) and (b).

38 SEC. 6. Section 52164.3 of the Education Code is  
39 amended to read:

40 52164.3. (a) Each school district shall reassess pupils



1 whose primary language is other than English, whether  
2 they are designated as limited English proficient, or  
3 fluent English proficient, when a parent or guardian,  
4 teacher, or school site administrator claims that there is  
5 a reasonable doubt about the accuracy of the pupil's  
6 designation.

7 (b) In all such cases of reassessment, the parent or  
8 guardian of the pupil shall be notified of the result. This  
9 notice shall be given orally when school personnel have  
10 reason to think that a written notice will not be  
11 understood.

12 SEC. 7. Section 52164.4 of the Education Code is  
13 amended to read:

14 52164.4. If a kindergarten or previously untested first  
15 grade pupil enrolling in a school for the first time speaks  
16 a language other than English in the home, such pupil  
17 may be enrolled as a pupil of limited English proficiency  
18 in a bilingual program pursuant to subdivision (a), (b), or  
19 (c) of Section 52163 at least until the census procedure for  
20 that year is completed.

21 SEC. 8. Section 52164.5 of the Education Code is  
22 amended to read:

23 52164.5. Pertinent information from the assessment of  
24 language skills for each pupil whose primary language is  
25 other than English shall be retained by the school district  
26 as long as the pupil is enrolled in the district. Each school  
27 district shall report annually to the Department of  
28 Education, and the department shall report to the State  
29 Board of Education, the number of pupils whose primary  
30 language is other than English, and the number of pupils  
31 who are of limited English proficiency. Each school  
32 district shall further report the total number of pupils  
33 whose primary language is other than English who are  
34 enrolled in classes defined in subdivision (a), (b), (c), or  
35 (f) of Section 52163, the number of such pupils who have  
36 become bilingual and literate in English and in their  
37 primary language, and the number of such pupils who  
38 have met the criteria for exit pursuant to Section 52164.6.

39 SEC. 9. Section 52164.6 is added to the Education  
40 Code, to read:

1 52164.6. The superintendent shall, by April 1, 1980,  
2 prepare and distribute to each district in which pupils of  
3 limited English proficiency are enrolled, a framework for  
4 the development of English proficiency criteria. The  
5 framework shall be provided solely to assist each school  
6 district in the development of its own proficiency  
7 criteria.

8 Each school district shall, no later than September 1,  
9 1980, establish criteria for determining when pupils of  
10 limited English proficiency enrolled in programs under  
11 Section 52163, have developed the English language skills  
12 necessary to succeed in an English/only classroom.

13 If any pupil of limited English proficiency has been  
14 enrolled for two years in a program under Section 52163,  
15 that pupil shall be assessed to determine (1) the need for  
16 continued services under this article and (2) the most  
17 appropriate program for providing such services. This  
18 evaluation shall be based on the exit criteria required  
19 under this section, and such other criteria as the district  
20 may select.

21 SEC. 10. Section 52164.7 is added to the Education  
22 Code, to read:

23 52164.7. Each school district shall provide for  
24 necessary follow/up services to sustain the achievement  
25 of pupils after they have left the programs defined under  
26 Section 52163, and shall provide for an individual  
27 evaluation of each child's progress at the end of the first  
28 term of his or her enrollment in a new program.

29 The follow/up services to sustain achievement of  
30 exiting pupils shall include individualized supplemental  
31 instruction on a regular basis, to assist participating pupils  
32 to achieve at grade level. An individual assessment shall  
33 be made and services shall be based on the individual  
34 pupil's needs. Services may include English language  
35 development, supplemental instruction using the  
36 primary language to strengthen English skills, tutoring in  
37 academic areas to bring the pupil to grade level, or other  
38 appropriate services.

39 SEC. 11. Section 52165 of the Education Code is  
40 amended to read:

1 52165. Each pupil of limited English proficiency  
2 enrolled in the California public school system in  
3 kindergarten through grade 12 shall receive instruction  
4 in a language understandable to the pupil which  
5 recognizes the pupil's primary language and teaches the  
6 pupil English.

7 (a) In kindergarten through grade 6, whenever the  
8 language census indicates that any school of a school  
9 district has 10 or more pupils of limited English  
10 proficiency with the same primary language in the same  
11 grade level or 10 or more such pupils with the same  
12 primary language, in the same age group, in a multigrade  
13 or ungraded instructional environment, the school  
14 district shall offer instruction pursuant to subdivision (a),  
15 (b), or (c) of Section 52163 for such pupils at the school.

16 (b) In kindergarten and grades 1 through 12 pupils of  
17 limited English proficiency who are not enrolled in a  
18 program described in subdivision (a), (b), or (c) of  
19 Section 52163, shall be individually evaluated and shall  
20 receive educational services defined in subdivision (f) of  
21 Section 52163. Such services shall be provided in  
22 consultation with the pupil and the parent, parents, or  
23 guardian of the pupil.

24 SEC. 12. Section 52166 of the Education Code is  
25 amended to read:

26 52166. All teachers and aides providing instruction in  
27 programs established pursuant to subdivision (a), (b), or  
28 (c) of Section 52163, shall meet the criteria of subdivision  
29 (h) or (i) of Section 52163. In the event a school operates  
30 an individualized program described in subdivision (f)  
31 of Section 52163, such a district which receives  
32 categorical aid funds to meet the needs of pupils of  
33 limited English proficiency shall certify to the board that  
34 sufficient teachers and aides meeting the criteria of  
35 subdivisions (h) and (i) of Section 52163 are available to  
36 the school to ensure that all such pupils have instructional  
37 opportunities in both English and their primary language  
38 to meet the intent of this chapter. Other instructional  
39 personnel who are not bilingual/crosscultural as defined  
40 in subdivisions (h) and (i) of Section 52163 may provide

1 instructional and educational services to pupils enrolled  
2 in programs established pursuant to subdivision (a), (b),  
3 or (c) of Section 52163; provided, that the principal  
4 teachers and aides providing instruction in such  
5 programs meet the criteria established in subdivisions  
6 (h) and (i) of Section 52163.

7 In the development of teacher evaluation procedures  
8 pursuant to Article 11 (commencing with Section 44660)  
9 of Chapter 1 of Part 25, the governing board of each  
10 school district may ensure that a teacher meeting the  
11 criteria of subdivision (h) of Section 52163 is evaluated on  
12 the basis of his or her classroom performance by an onsite  
13 administrator upon advisement of another person  
14 meeting the criteria of subdivision (h) of Section 52163.

15 SEC. 13. Section 52167 of the Education Code is  
16 amended to read:

17 52167. In classes established pursuant to Section  
18 52165, not more than approximately 60 percent of the  
19 pupils enrolled shall be pupils of limited English  
20 proficiency. The percentage of pupils of fluent English  
21 proficiency in such classes shall not exceed approximately  
22 40 percent. However, these provisions need not apply if  
23 the pupil population of the school is such that the  
24 designated compositions are not feasible to implement.  
25 In no event shall the primary purpose of the program be  
26 to teach a foreign language to English-speaking pupils.  
27 Pupils of limited English proficiency shall have first  
28 priority in classes required by Section 52165.

29 SEC. 14. Section 52168 of the Education Code is  
30 amended to read:

31 52168. (a) The maximum allocation allowable for the  
32 1977/78 and subsequent school years to school districts  
33 providing instruction pursuant to Section 52165 shall not  
34 exceed the maximum allowances established by the  
35 superintendent and the district pursuant to Section 3032  
36 of Title 5 of the California Administrative Code, for each  
37 pupil of limited English proficiency who receives  
38 instruction in a program pursuant to Section 52165. This  
39 amount per pupil shall include all state and local  
40 categorical aid funds allocated to districts providing

1 programs under Section 52165 which are wholly or  
2 partially allocated on the basis of the educational needs  
3 of pupils of limited English proficiency. The  
4 superintendent shall ensure that funds appropriated  
5 pursuant to this article supplement and do not supplant  
6 categorical funds allocated from other local or state  
7 sources in meeting the needs of pupils of limited English  
8 proficiency.

9 (b) School districts may claim funds appropriated  
10 pursuant to this article for expenditures in the following  
11 categories only:

12 (1) The employment of bilingual/crosscultural  
13 teachers and aides; however, funds are available for  
14 employment expenditures only to the extent such  
15 personnel are employed in providing bilingual services to  
16 eligible pupils. School districts applying for these funds  
17 shall submit an assurance that personnel hired for this  
18 program only supplement and do not supplant district  
19 personnel.

20 (2) The purchase and development of special  
21 bilingual/bicultural teaching materials;

22 (3) The costs of special in-service training to develop  
23 bilingual/crosscultural instructional skills with  
24 preference given to teachers and teacher aides employed  
25 as part of the bilingual/bicultural program; and

26 (4) Reasonable expenses (which may include  
27 transportation, child care, meals, and training) of parent  
28 advisory groups on bilingual/bicultural education, at the  
29 school and school district level, in the course of their  
30 duties as members of the parent advisory groups. The  
31 State Board of Education shall adopt rules and  
32 regulations defining reasonable expenses.

33 (5) Health and auxiliary services to the extent that  
34 they meet the direct needs of eligible pupils.

35 (6) Reasonable district administrative expenses  
36 allowed pursuant to regulations of the board.

37 (c) Nothing contained in this section shall be  
38 interpreted to authorize school districts to reduce per  
39 pupil expenditures from local, state, or federal sources  
40 for the education of limited/English-speaking pupils.

1 SEC. 15. Section 52170 of the Education Code is  
2 repealed.

3 SEC. 16. Section 52170 is added to the Education  
4 Code, to read:

5 52170. Each school which has enrolled one or more  
6 pupils of limited English proficiency shall:

7 (a) Prepare a plan to meet the needs of pupils of  
8 limited English proficiency in attendance in the school.

9 (1) Only those schools with 10 or more pupils with the  
10 same primary language in a grade level or 30 or more  
11 such pupils in the school and which receive consolidated  
12 application funding shall submit such plans to the  
13 Superintendent of Public Instruction.

14 (2) Schools with less than 10 pupils of limited English  
15 proficiency receiving consolidated application funding as  
16 well as schools with 10 or more pupils of limited English  
17 proficiency not receiving such funding shall develop and  
18 retain their plan to meet such pupils' needs. Such plan  
19 shall be available to the superintendent and the public  
20 upon request.

21 (b) If required to submit plans, prepare an application  
22 on forms provided by the Department of Education. Such  
23 application shall meet the applicable criteria of the  
24 consolidated application regulations and shall include in  
25 addition all of the following components:

26 (1) Teacher and aide preservice training which will  
27 identify and improve knowledge levels of each teacher  
28 and aide in teaching methodology, and  
29 bilingual/crosscultural philosophy and education.

30 (2) An inservice training program for teachers and  
31 aides that is linked with an institution of higher  
32 education, to the maximum extent feasible, which shall  
33 include the establishment of a liaison with a nearby  
34 institution of higher education and the solicitation of help  
35 from such institution in order to upgrade continually the  
36 bilingual/crosscultural education program.

37 (3) An assurance that all bilingual/crosscultural aides  
38 are provided the opportunity to enroll in a career ladder  
39 program leading toward a single/ or multiple/subject  
40 teaching credential and a certificate of competence in

1 bilingual/crosscultural education.

2 (e) The district's application to the Department of  
3 Education shall include all of the individual school  
4 applications.

5 SEC. 17. Section 52171 of the Education Code is  
6 repealed.

7 SEC. 18. Section 52171 is added to the Education  
8 Code, to read:

9 52171. Each district shall submit to the Department of  
10 Education an evaluation of pupil progress for every  
11 program which has been approved pursuant to this  
12 article. The contents of this evaluation report shall be  
13 specified by the superintendent. The superintendent  
14 shall submit to the Legislature for approval by January 15,  
15 1980, a plan for the conduct of such evaluations. This plan  
16 shall be developed in consultation with local school  
17 districts.

18 SEC. 19. Section 52171.5 of the Education Code is  
19 repealed.

20 SEC. 20. Section 52171.6 of the Education Code is  
21 amended to read:

22 52171.6. The Department of Education shall prepare  
23 an annual descriptive report pursuant to Section 33403 on  
24 bilingual education programs. The report shall be  
25 submitted to the Legislature by February 15 each year  
26 and shall contain the following information:

27 (a) Summary of district reports submitted pursuant to  
28 subdivision (a) of Section 52170 on the number of  
29 identified pupils of limited English proficiency, funds  
30 from all sources available for programs to meet the needs  
31 of those identified pupils, and the numbers of identified  
32 pupils who are not being provided with services pursuant  
33 to subdivision (a), (b), (c), or (f) of Section 52163.

34 (b) Information on bilingual programs conducted  
35 pursuant to Section 52165, on:

36 (1) Numbers of limited, non/English/speaking, and  
37 fluent English/speaking students served in the program.

38 (2) Numbers of teachers holding bilingual credentials  
39 or certificates of competency, bilingual aides, and  
40 teachers who have waivers.

1     ~~(3)~~ Expenditures made from bilingual education  
2 funds by category of expenditure.

3     ~~(c)~~ An assessment of the educational needs of pupils of  
4 limited English proficiency and the extent to which such  
5 needs are being met from federal, state and local efforts,  
6 pursuant to subdivision ~~(a)~~ ~~(7)~~ of Section 52177.

7     SEC. 21. Section 52172 of the Education Code is  
8 amended to read:

9     52172. Teachers and teacher aides who are not  
10 bilingual/crosscultural teachers and aides, as defined by  
11 subdivisions ~~(h)~~ and ~~(i)~~ of Section 52163, shall not be  
12 permitted to teach in programs authorized pursuant to  
13 subdivision ~~(a)~~, ~~(b)~~, or ~~(c)~~ of Section 52163, except as  
14 provided in Section 52178. Such teachers are not  
15 competent, for the purposes of Section 44955, to teach in  
16 bilingual programs pursuant to this chapter. However, in  
17 no case shall a school district dismiss a fully certificated  
18 teacher, who previously taught in the bilingual/bicultural  
19 program pursuant to a waiver granted under Section  
20 52178, solely on the basis that such waiver has expired.  
21 Even if such person is unable to qualify for a bilingual  
22 credential or a bilingual/crosscultural certificate of  
23 competence, he or she shall retain their status, seniority,  
24 and rights as a probationary or permanent employee, as  
25 the case may be, for the purpose of serving as a  
26 monolingual teacher in other programs offered by the  
27 school district.

28     SEC. 22. Section 52173 of the Education Code is  
29 amended to read:

30     52173. Prior to the enrollment of any pupils in any  
31 program authorized pursuant to subdivision ~~(a)~~, ~~(b)~~, or  
32 ~~(c)~~ of Section 52163, parents or guardians of all potential  
33 participants shall be provided the opportunity for  
34 consultation about the placement of their child in such a  
35 program. To achieve this purpose, the governing board of  
36 the school district in which the pupil resides shall notify  
37 by mail or in person the parent, parents, or guardian of  
38 the pupil of the fact that their child or ward will be  
39 enrolled in a program of bilingual education. The notice  
40 shall contain a simple, nontechnical description of the



1 purposes, method, and content of the program in which  
 2 their child or ward will be enrolled and shall inform the  
 3 parent, parents, or guardian that the parent, parents, or  
 4 guardian have the right and are encouraged to visit such  
 5 classes in which their child or ward will be enrolled and  
 6 to come to the school for a conference to explain the  
 7 nature and objectives of such education. Such notice shall  
 8 further inform the parent, parents, or guardian that they  
 9 have the right, if they so wish, not to have their child or  
 10 ward enrolled in such an education program. The notice  
 11 shall also state that if the parents or guardians of ten or  
 12 more pupils of limited English proficiency, in the same  
 13 school in the same grade, and with the same primary  
 14 language, express a preference for the English  
 15 developmental program defined in subdivision (a) of  
 16 Section 52163 or the bilingual/bicultural program defined  
 17 in subdivision (c) of Section 52163, the district shall  
 18 provide the preferred program. Such notice shall further  
 19 inform the parent, parents, or guardian that they have  
 20 the opportunity to participate in the school or school  
 21 district advisory committee, or both. The written notice  
 22 shall be in English and in the primary language of the  
 23 pupil.

24 **SEC. 23.** Section 52175 of the Education Code is  
 25 amended to read:

26 52175. A school district governing board may allow a  
 27 nonresident pupil of limited English proficiency to enroll  
 28 in or attend its program authorized pursuant to  
 29 subdivision (a), (b), or (c) of Section 52163 subject to  
 30 Chapter 5 (commencing with Section 46600) of Part 26,  
 31 provided that the tuition of the child is paid by the school  
 32 district in which the pupil resides.

33 **SEC. 24.** Section 52176 of the Education Code is  
 34 amended to read:

35 52176. (a) Each school district with more than 50  
 36 pupils of limited English proficiency shall establish a  
 37 districtwide advisory committee on bilingual education.  
 38 Parents or guardians, or both, of such pupils who are not  
 39 employed by the district shall constitute a majority of the  
 40 committee, unless the district designates for this purpose

1 an existing districtwide advisory committee on which  
2 parents or guardians, or both, of pupils of limited English  
3 proficiency have membership in at least the same  
4 percentage as their children and wards represent of the  
5 total number of pupils in the district, provided that a  
6 subcommittee on bilingual/bicultural education on which  
7 parents or guardians, or both, of limited English  
8 proficient pupils constitute a majority is established. The  
9 district advisory committee and subcommittee, if  
10 applicable, shall be responsible for at least six specific  
11 tasks. These tasks shall be to advise the district governing  
12 board regarding:

13 (1) Establishment of a timetable for development of a  
14 district master plan for development of a district master  
15 plan for bilingual education.

16 (2) Districtwide needs assessment on a  
17 school/by/school basis.

18 (3) Establishment of district program goals and  
19 objectives in bilingual education.

20 (4) Recommendations as to which schools to include  
21 in each phase of expansion.

22 (5) A plan to ensure compliance with the provisions of  
23 Section 52178.

24 (6) Administration of the annual language census.

25 (b) Each school with more than 20 pupils of limited  
26 English proficiency shall establish a school level advisory  
27 committee on which parents or guardians, or both, of  
28 such pupils constitute membership in at least the same  
29 percentage as their children and wards represent of the  
30 total number of pupils in the school. The school may  
31 designate for this purpose an existing school level  
32 advisory committee, or subcommittee of such an advisory  
33 committee, provided the advisory committee, or  
34 subcommittee where appropriate, meets the criteria  
35 stated above.

36 (c) Each school advisory committee maintained  
37 pursuant to this section shall be responsible for advising  
38 the principal and staff in the development of a detailed  
39 master plan for bilingual education for the individual  
40 school and submitting the plan to the governing board for

1 consideration for inclusion in the district master plan. It  
2 shall also be responsible for assisting in the development  
3 of the school needs assessment and language census.

4 The Department of Education shall develop guidelines  
5 for the selection of advisory committees established or  
6 maintained pursuant to this section.

7 SEC. 25. Section 52177 of the Education Code is  
8 amended to read:

9 52177. (a) Out of funds appropriated for such  
10 purposes, the superintendent shall have the duty to  
11 administer the provisions of this article. The  
12 responsibilities of the superintendent in administering  
13 this article shall include, but are not limited to, ensuring  
14 that:

15 (1) Funds authorized to administer, monitor, review,  
16 or evaluate the provisions of this article are separately  
17 accounted for.

18 (2) Sufficient bilingual personnel are available within  
19 the Department of Education with familiarity,  
20 competency, and proficiency in bilingual/crosscultural  
21 instruction to meet the needs of this article and to  
22 administer, review, monitor, and evaluate the use of state  
23 or federal categorical aid funds allocated to local districts  
24 which have been wholly or partially allocated on the basis  
25 of the educational needs of pupils of limited English  
26 proficiency.

27 (3) Department of Education personnel responsible  
28 for the administration, review, monitoring, or evaluation  
29 of programs operating pursuant to this article have been  
30 sufficiently trained to carry out the intent of this article  
31 to meet the needs of the pupil of limited English  
32 proficiency.

33 (4) There is within the Department of Education an  
34 administrative unit responsible for bilingual/bicultural  
35 educational programs and policies through which the  
36 superintendent shall carry out his functions pursuant to  
37 this article. This unit shall be known as the Office of  
38 Bilingual Education. The Director of the Office of  
39 Bilingual Education shall be a member of the highest  
40 level policy/making body in the department and shall

1 report directly to the superintendent on a regular basis  
2 regarding the implementation and improvement of  
3 programs for pupils of limited English proficiency.

4 (5) Districts are providing each pupil of limited  
5 English proficiency with an educational opportunity  
6 equal to that available to English speaking pupils; that  
7 they are making appropriate use of local and state  
8 general funds to provide bilingual/crosscultural teachers  
9 and other required services; and that an annual report is  
10 made to the Legislature regarding the extent to which  
11 this article has been implemented by school districts  
12 throughout the state. All districts in which pupils of  
13 limited English proficiency are enrolled shall be  
14 reviewed through an on/site technical assistance,  
15 monitoring and enforcement process at least once every  
16 three years.

17 (6) A plan is developed by April 1, 1980, to provide for  
18 adequate monitoring of school and school district  
19 compliance with the provisions of this article.

20 (7) Develop an annual evaluation of bilingual needs  
21 and programs within the state for submission to the  
22 Legislature and to the Governor. The annual evaluation  
23 shall include a state assessment of the educational needs  
24 of pupils and other persons who are limited English  
25 speaking, and of the extent to which such needs are being  
26 met from federal, state and local efforts.

27 SEC. 26. Section 52178 of the Education Code is  
28 amended to read:

29 52178. All principal teachers providing instruction in  
30 programs defined by subdivision (a), (b), or (c) of  
31 Section 52163 shall be bilingual/crosscultural teachers as  
32 defined pursuant to subdivision (h) of Section 52163, or  
33 shall be bilingual in English and the primary language of  
34 the pupils of limited English proficiency in the bilingual  
35 class and hold an internship credential or an emergency  
36 bilingual/crosscultural credential.

37 In recognition of the shortage of qualified  
38 bilingual/crosscultural teachers, a school district may  
39 request a renewable one/year waiver from the board for  
40 each teacher who is not bilingual/crosscultural but who is

1 enrolled and participating in a program leading to a  
2 certificate of competence for bilingual/crosscultural  
3 instruction pursuant to Section 44253.5. Such a teacher,  
4 with the assistance of a bilingual/crosscultural aide, may  
5 teach in a program of bilingual instruction mandated by  
6 Section 52165 for not more than four school years  
7 commencing with the first year that teacher was under  
8 waiver, so long as continuing progress toward the  
9 certificate of competence is indicated in accordance with  
10 this section.

11 Each school district which requests waivers shall file its  
12 application for such a waiver with the State Board of  
13 Education on or before October 1 of the appropriate  
14 year, and shall give assurance that all teachers receiving  
15 such a waiver will be participating in an appropriate  
16 program leading to a certificate of competence for  
17 bilingual/crosscultural instruction pursuant to Section  
18 44253.5 during the school year for which the waiver is  
19 granted, and shall state who is in charge of the program  
20 and which institution or district is conducting it. The  
21 district shall further assure that all teachers receiving  
22 such a waiver have been notified in writing by the school  
23 board as to their obligations while under waiver. The  
24 waiver application shall list the names of the teachers  
25 who are to receive the waiver, the school to which they  
26 are assigned, and the date by which the teacher is  
27 expected to obtain the certificate of competence. Each  
28 district shall report the number of classrooms for which  
29 a bilingual/crosscultural teacher is required pursuant to  
30 Section 52165, the total number of certificated  
31 bilingual/crosscultural teachers employed by the district  
32 in classroom positions, and the total number of teachers  
33 for whom a waiver is being requested. If a district hires  
34 new teachers, no waiver shall be granted unless the board  
35 finds that the district made a good faith effort to recruit  
36 and hire bilingual/crosscultural teachers including  
37 contacting the bilingual/crosscultural teachers annually  
38 listed by the Commission for Teacher Preparation and  
39 Licensing and contacting and requesting assistance from  
40 the clearinghouse maintained by the commission

1 pursuant to Section 10106.

2 All waivers granted pursuant to this section shall expire  
3 not later than the end of the fourth school year the  
4 teacher has been on waiver, or June 30, 1985, whichever  
5 shall occur first.

6 Only those teachers who have satisfied the competence  
7 requirement of subdivision (a) or (b) of Section 44253.5  
8 by September 1, 1980, or who have satisfied such  
9 requirement by the beginning of their second year on  
10 waiver, shall be eligible for a waiver. Only those teachers  
11 who have satisfied the competence requirements of  
12 subdivisions (a) or (b) and (c) or (a) and (b) of Section  
13 44253.5 by September 1, 1981, or have satisfied such  
14 requirement by the beginning of their third year on  
15 waiver, shall be eligible for a waiver.

16 It is not the intent of the Legislature, by amending this  
17 section, to expand the requirements for the Certificate of  
18 Bilingual/Crosscultural Competence.

19 All waiver applications shall include certification, by an  
20 assessor agency approved by the Commission for Teacher  
21 Preparation and Licensing, that the applicant teacher is  
22 making the following progress toward meeting the  
23 requirements for the bilingual/crosscultural Certificate of  
24 Competence:

25 (a) For the teacher who is just entering the bilingual  
26 program: No requirement.

27 (b) For the teacher beginning his or her second year  
28 on waiver: Competence in language or culture, as  
29 required by subdivision (a) or (b) of Section 44253.5.

30 (c) For the teacher beginning his or her third year on  
31 waiver: Competence in two of the three areas required  
32 by Section 44253.5.

33 SEC. 27. Section 52178.5 of the Education Code is  
34 amended to read:

35 52178.5. An extension of a waiver granted pursuant to  
36 Section 52178 shall be provided until July 1, 1985, for a  
37 teacher teaching in those languages where there is no  
38 preparation and examination available for obtaining a  
39 certificate of competence for bilingual/crosscultural  
40 instruction, as determined by the Commission for

1 Teacher Preparation and Licensing.

2 No waivers shall be granted pursuant to this section for  
3 teachers teaching in classrooms utilizing the Spanish or  
4 the Cantonese dialect of the Chinese language.

5 This section shall remain operative only until July 1,  
6 1985, and as of such date is repealed, unless a later  
7 enacted statute which is chaptered before July 1, 1985,  
8 deletes or extends such date.

9 SEC. 28. The amendment made in Section 52172 of  
10 the Education Code by Section 21 of this act does not  
11 constitute a change in, but is declaratory of, the existing  
12 law.

13 SEC. 29. Notwithstanding Section 2231 or 2234 of the  
14 Revenue and Taxation Code, there shall be no  
15 appropriation made by this act pursuant to these sections  
16 because the duties, obligations, or responsibilities  
17 imposed on local government by this act are minor in  
18 nature and will not cause any financial burden to local  
19 government. It is recognized, however, that a local  
20 agency or school district may pursue any other remedies  
21 to obtain reimbursement available to it under Chapter 3  
22 (commencing with Section 2201) of Part 4 of Division 1  
23 of that code.

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