



# California Fair Political Practices Commission

October 17, 1988

Carolyn Wylie, Administrator  
Public Information and Legislative Services  
Riverside County Office of Education  
P.O. Box 868  
Riverside, CA 92502

Re: Your Request for Advice  
Our File No. 88-396

Dear Ms. Wylie:

Your letter requesting advice concerning the recently enacted campaign finance reform initiatives (Government Code Section 85100, et seq.) was received on October 14, 1988 by the Fair Political Practices Commission. If you have any questions about your advice request, you may contact John McLean, an attorney in the Legal Division, directly at (916) 322-5901.

Because of the delayed operative date of most of the provisions of these initiatives, and the numerous inquiries we are receiving relative to implementation, we are attempting to respond to questions regarding interpretation in an organized and efficient fashion. Due to the volume of requests and complexity of the issues involved, we will answer your question in a timely manner, but not within the usual twenty-one working days. (Government Code Section 83114(b).)

If more information is needed, the person assigned to prepare a response to your request will contact you shortly to advise you as to information needed. You also should be aware that your letter and our response are public records which may be disclosed to the public upon receipt of a proper request for disclosure.

Very truly yours,

  
Gregory W. Baugher  
Executive Director

GWB:plh:73FORM3

# Memorandum

To : File

Date : November 4, 1988

From : Fair Political Practices Commission  
John G. McLean

Subject : T-88-396

Spoke today to Carolyn Wylie. Explained problems I saw with Riverside's newsletter. Specifically, Superintendent of Schools, Bill Honig, is mentioned several times in the text of the newsletter. Also warned her that pictures could not be of any elected officers. Sent her a copy of the notice for the permanent regulation.

JGM:ld



RIVERSIDE COUNTY OFFICE OF EDUCATION

3939 Thirteenth Street • P.O. Box 868 • Riverside, California 92502  
Telephone: (714) 788-6670

OCT 14 8 21 AM '88  
FPPC

TO: Jeanette Turvill, FPPC Legal Division  
FROM: Carolyn Wylie, Administrator *CW.*  
Public Information and Legislative Services  
DATE: October 7, 1988

Attached is a copy of a memo I received from the staff person who is working with Diane Griffiths of your office regarding guidelines for our newsletter. You indicated in your conversation with me that there was no information regarding this request in your files. I have attached another copy of our newsletter for which we would appreciate an opinion when you have time.

Thank you for the draft regulations which you forwarded to me. We are much more comfortable with the direction that has been developed in the last couple of months.

If there are any questions regarding our newsletter or the information we have provided you, please do not hesitate to call me at (714) 788-6675.

CW:vg

Enc.

County Board of Education



RIVERSIDE COUNTY OFFICE OF EDUCATION

October 3, 1988

TO: Carolyn Wylie

FROM: Judy Showalter

A handwritten signature in cursive script, appearing to be 'JS' or similar initials, written in dark ink.

On Monday, August 22, I contacted the FPPC to get an interpretation of Proposition 68 and 73. I spoke with Diane Griffiths of the FPPC legal office who informed me that a legal opinion had been issued only on the newsletter/mass mailing portion of Proposition 73. Due to the complexity of what is acceptable and what is not acceptable in a newsletter from the office of an elected official, she suggested that I forward a copy of our last newsletter for her to review. On August 23 I forwarded the June-September newsletter to the FPPC for Ms. Griffith's review and opinion.

JS:cz



## Here They Come: Ready or Not!

**H**ere it comes, whether we're ready or not: The report of the School Readiness Task Force entitled **Here They Come: Ready or Not!** - a report on 12 recommendations which could fundamentally change education for four through six-year-olds in California.

Commissioned by State Superintendent Bill Honig, the 18-member task force held four public hearings, interviewed experts in education and medicine, surveyed current research on child learning and teaching techniques and reviewed educational policy.

The result is a concise 21-page document with ongoing and one-time cost estimates for implementation.

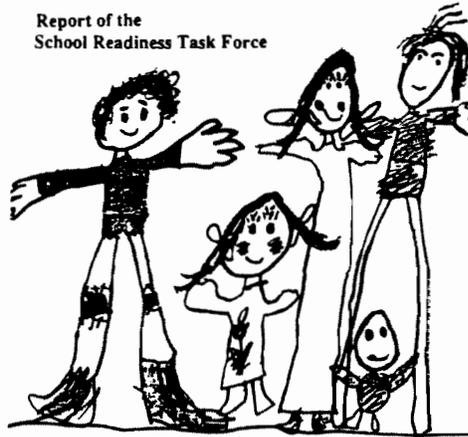
The report was requested by Honig as part of the educational reform movement, which previously had focused largely on high school and middle grades. It was envisioned out of powerful statistics listed in the document such as:

- \* For every \$1 spent today to prevent educational failure, society can save \$4.75 in the cost of remedial education, welfare and crime later on.
- \* Of the 6 million school children in California in the year 2000, the majority will be children of color.
- \* At least 15 percent of the state's children will arrive at school without any knowledge of English.
- \* Some educators believe that potential dropouts can be identified by grade three.

The central thesis of the **Ready or Not** Program is that children cannot be fit into programs; programs must fit the developmental readiness of the child.

### HERE THEY COME: READY OR NOT!

Report of the  
School Readiness Task Force



To put that into practical terms, the report suggests the following course of action:

1. Children learn by doing through playful saturation which allows them to construct an understanding of letters, words, sounds and numbers. Therefore, the early childhood curriculum should be a balance between child-centered and content-centered programs that are appropriate, integrated and experiential in nature.
2. Class size must be reduced, the goal being 24 students to a teacher at the primary level by 1991.
3. Programs must meet the special needs of culturally and linguistically diverse students and those of exceptional children. Teachers must share student language and culture to promote self-esteem and self-confidence. Bilingual staffing is important as is the acceleration of services to special needs students beginning at age three.

4. "The tyranny of age" must be broken to allow heterogeneous groupings of children by age, skill and ability.
5. All K-12 teachers should receive training in childhood development and early childhood education: Teachers of four-year-olds should be equally remunerated as those in the early primary grades.
6. Full-day programs should be an option for four- to six-year-olds. Teachers have more time to teach and students to learn, particularly with the change in family demographics and employment of mothers.
7. In 1985, 51 percent of women in the state with children under six years were working. 430,000 children were being cared for outside the home. Whenever possible, early primary programs should include before- and after-school care.
8. There must be a departure from standardized assessment methods as sole judges for placement of students in early school programs and for retention in kindergarten. "Research suggests that retained children are behind promoted children in all academic areas, social adjustment, self-concept and attitudes toward school."
9. The State Department of Education must sponsor legislation to provide funding and support for the early primary programs.

Such was the case with Frances, Bernice, and Kim. Upon their return to the district, they began a systematic inservice program for staff throughout the district. From short workshops at individual schools to long-term inservice, this trio informed and persuaded their fellow teachers of the powerful effect that technology can have on what children learn and how they do it. Presentations to administrators and the board of trustees were well received.

Particularly successful was the 20-hour university credit course Frances, Bernie, and Kim presented to 25 teachers. This course was a microcosm of the training they had received at the institute. It covered TIC Resource Guides in language arts, math, social studies, and science, as well as word processing and database. At the conclusion of the course, the group formed a computer club that meets once a month. This group represents almost every school in the district. They continue to share their skills with their fellow staff members.

This year, the enthusiasm for computers and instructional television continues. Eight classes covering a variety of topics were offered as part of the district's staff development program. Several of the schools have added more hardware and software to their labs. Some schools have created new computer labs. Bernie and Kim continue to develop their classes into model technology classes. Recently they added laserdiscs to their collection with an emphasis on the new science program. A "Computer Think Tank" meets for breakfast. Current plans call for updating the district's computer program, the key being the addition of more computers, software, and inservice training.

"The Coachella Valley Unified School District recognizes the importance of technology. Business and industry use technology to create and move products and to efficiently manage their companies. Each day we find in the classified part of the newspaper ads for people with 'computer experience.' The district is using technology to efficiently run their schools, to prepare their students for the world of work, and to enhance the curriculum," says Sandra Sanchez, Public Information Specialist.

# This Month

. . . Dale S. Holmes  
County Superintendent of Schools

## The power to make a difference

**M**ay is the month we celebrated the educational profession: teachers, administrators, classified staff. These are the people who dedicate their time, talents, and personal resources beyond the minimum requirements of a job to teach our children - - "to touch our future."

It was also the month in which the Riverside County Office of Education CELEBRATED EDUCATION: FORWARD TO THE FUTURE - - hosting its annual event at Raincross Square - - which pays tribute to all people countywide who give their all to education.

Now that the month is over, we need to remind ourselves that we do not require a special day, month or event to say thanks to these people.

The Association of American Educators chose the poem "The Power to Teach" by Frank Trujillo, teacher and superintendent from New Mexico, to announce the Day of the Teacher.

### Following are some excerpts from that poem:

*I have the power.  
I have the vigor to motivate,  
the fullness to laugh,  
the courage to control.  
I have the power to uplift  
and to create  
and, when I'm red-hot,  
the intensity to inspire!*

*I can form my students  
into lines or circles  
triangles or squares.*

*My influence is such  
I can turn their very feelings  
into F's or A's.*

. . .

*And I have the power  
to lead them places  
they did not know existed,  
to build them back up  
when society  
tears them down,  
to catapult them higher  
than I myself will ever reach,  
and to push them gently,  
but assuredly,  
into the unknown,  
painting for them  
in broad brush strokes  
a future  
I can never hope to see.*

. . .

*If I succeed  
I pass the knowledge  
about what is important  
to the next generation.  
And,  
because their world  
will be the better  
for my labor  
mine is an important  
service  
to a just cause*

*Mine is a present power  
and a future power.*

*If I can reach  
the children of today  
I touch the children  
of tomorrow.*

. . .

*I can make a difference!*

*That is my power.*

*That is the power to teach.*

The poem tells us that not only do we have the power daily to teach, but also to reach. We **do** make a difference in students' lives.

## RIVERSIDE COUNTY SCHOOLS

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