

8 singled out for their contributions

Sequoia honors its outstanding

S.M. TIMES 9/12/84

REDWOOD CITY — Twelve current teachers and other school employees and six retirees have been singled out for their outstanding contributions in the Sequoia Unified High School District.

Superintendent Merle D. Fruehling hailed the selected individuals at the 89th annual staff meeting at the opening of school this week.

Those singled out, with quoted comments from Fruehling, include:

• Bob Kirchgatter, a math teacher at Sequoia High. "He works long hours giving students special help after school. He also attends hundreds of extra-curricular activities each year. He does outstanding work with the school budget. He is a positive person with a marvelous sense of humor."

• Steffie Trujillo, an instructional aide at Sequoia. "She is very knowledgeable in the area of bilingual education and dedicates much time and energy to assisting Hispanic students with

limited or no English skills. She is active in community organizations and she is also known for her willingness to supervise dances, field trips and other school activities."

• Rod Hart, a custodian and boiler maintenance man at Sequoia. "Rod takes great pride in his work and goes the extra mile in serving Sequoia."

• Louise Ponds, a math and computer science teacher at Redwood High. "She developed a computer literacy program which is available to all Redwood students. She took responsibility for working with students in publishing a Redwood High newsletter."

• Virginia Vonder Haar, an attendance secretary at Redwood High, the district's continuation school. "She maintains exemplary attendance records on students and has developed strong interpersonal relationships with parents and students with resulting improvement in attendance."

• Shannon Bradley, an English teacher at Menlo-Atherton. "She

Superintendent Merle D. Fruehling honored the selected individuals during the 89th annual staff meeting as school began last week.

spends many hours beyond her assignment in providing assistance to students who are having difficulties. Last year she made a great contribution in filling in as English Department chairperson following the death of Dorothy Dresden."

• Dick Weaver, a social studies teacher and co-chair of the social studies department at Menlo-Atherton. "He's to be particularly commended for the fundraising effort that involves selling programs at Stanford football games, an effort that raised \$8,000 for the Menlo-Atherton student body last year. He also plays an important part in supervising the social studies writing program and he will be one of our mentor teachers."

• Warren Mott, a math teacher and department chairman at Carlmont High in Belmont. "He is particularly known for the excellent work he has done in computer program, including an advanced placement computer class that is one of the very best in the state. This past summer he developed a student history file system for Carlmont High that will be implemented in the fall. Warren devotes much time and energy to helping the Carlmont staff in the use of computers."

Belmont renews preschool's lease

S.M. TIMES 10/2/84

BELMONT — City School District trustees agreed Monday to renew Curiosity Corner preschool's lease of several classrooms at Fox School.

The Belmont district has, for several years, leased empty classrooms to a variety of organizations.

Curiosity Corner's lease was extended for only a 10-month period by trustees, in case more classrooms are needed for district students at Fox School in the 1985-86 school year.

In other business:

• Trustees approved a bid packet for the sale, lease or lease with an option to buy the lower portion of the Cipriani School site. Cipriani is one of three schools in the district that have been closed because of declining enrollment.

• The board authorized district staff to spend up to \$1,000 for planting a hedge alongside a parking lot at McDougal School.

• District Superintendent Dr. Gordon Gilpatrick said Proposition

36 (the Jarvis Initiative) could slice some \$500 million in funds the first year for California schools if the proposition is approved by voters on the November ballot. The board majority approved a resolution opposing Prop. 36. Trustees Charles Paetzke and Josephine DeLuca abstained.

• The board also discussed Proposition 37, the lottery initiative

which would allocate 34 percent of the lottery proceeds to public education. The board took no official position but Paetzke noted that he has "a personal dislike for lotteries and gambling of any sort." Trustee Chon Gutierrez said he fears that if the initiative passes, the state might trim more funds for public education than the lottery would produce.

outstanding employees

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• Cora Jackson, who operates the duplicating services at Carlmont. "She gets the job done even if it means working beyond her work day. She also has been very helpful to the school in working with the parents of students in East Palo Alto."

• Dick Lolich, plant coordinator at Woodside. "He's particularly known for the hours of extra time he puts in to make sure that the school plant is in good shape and that difficult problems are solved."

• Charlie Mendoza, director of student personnel services at the district office. "He does outstanding work in administering the many students of that department. He's to be especially commended for the time, energy and organization that he put in this summer to develop a reorganized guidance program that is to be implemented this fall."

Retired employees honored by Fruehling included:

• Ed Kauffman, with the district from 1952 to 1968, former

dean of boys and vice principal at Sequoia. He was responsible for establishing the "Key Club" at Sequoia, which is a student group connected with Kiwanis.

• Rosalee Davies, a physical education teacher for 40 years before her retirement in 1969. She taught at Sequoia, Menlo-Atherton, Carlmont and Woodside.

• Don Brown, an English teacher at Sequoia and San Carlos for 30 years until his retirement in 1970.

• Scotty Elson, with the district for 30 years before his retirement in 1973, first as an English teacher at Sequoia and later as an administrator of curriculum and an assistant superintendent for educational services.

• Obie Elson, a secretary at Carlmont and then the district office for 10 years, the wife of Scotty Elson.

• Petra Cooper, an English teacher in the district from 1936-1956. She also is a graduate of the Sequoia Class of 1909.

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Peninsula's public schools could benefit from a lottery

SANITIMES 9/14/84
By DUANE SANDUL
Times Staff Writer

BURLINGAME — The 23 public school districts in San Mateo County would stand to gain a combined \$9.7 million during the first year if a state lottery measure on the Nov. 6 ballot passes, according to proponents.

The San Mateo Community College District would receive \$2 million the first year, according to figures compiled by a Proposition 37 group, Californians for Better Education, head-

quartered in Burlingame.

William K. Jennings, superintendent of county schools, said in an interview that he is comfortable with the figures released by the group.

Jennings has endorsed Prop. 37, which would create a lottery in California with a minimum of 36 percent of the gross going to fund education.

CBE spokesman Brad Moore said that proponents are estimating that a lottery would generate \$1.7 billion during its first year,

with \$680 million going to education.

He said that by studying lotteries in other states, CBE estimated that a lottery in California would generate about \$127 per full-time student.

Jennings said that the state Department of Education has not released formal statistics but based on information he has received from the state, Jennings said he had no qualms with the CBE figures.

Those figures give this district by district estimate of lottery funds during the first year:

- San Mateo Union High, \$1,164,717.
- Sequoia Union High, \$904,494.
- Jefferson Union High, \$684,276.
- South San Francisco Unified, \$1,225,550.
- Cabrillo Unified, \$362,077.
- La Honda-Pescadero Unified, \$45,847.
- San Mateo Elementary, \$1,082,548.
- Redwood City Elementary, \$844,042.
- Jefferson Elementary, \$729,996.
- Laguna Salada Union Elementary, \$536,067.
- Ravenswood Elementary, \$367,284.
- San Bruno Park Elementary, \$289,560.
- Belmont Elementary, \$248,285.
- San Carlos Elementary, \$227,330.
- Millbrae Elementary, \$219,456.
- Burlingame Elementary, \$194,056.
- Hillsborough Elementary, \$149,098.

- Menlo Park Elementary, \$141,478.
- Las Lomitas Elementary, \$80,645.
- Portola Valley Elementary, \$66,421.
- Brisbane Elementary, \$57,531.
- Bayshore Elementary, \$50,038.
- Woodside Elementary, \$27,559.

Jennings, one of the few superintendents in San Mateo County to take a public stand in support of Prop. 37, called the lottery provision for at least 34 percent of the proceeds going to fund education "an opportunity for stable funding source and less reliance on the state."

Some superintendents, like Ken Hill in Redwood City and Ron Gilpatrick in Belmont, oppose the measure, arguing that the state should fund education.

Hill and Gilpatrick are among superintendents who also worry that the Legislature would reduce funding to education if a lottery is in place.

"We have to fight with the state every year anyway," said Jennings. "I favor the measure because education needs the money and a stable funding method."

The California School Boards Association recently voted 91 to 42 to take no position.

Belmont schools chief touts Baha'i faith

By ALAN QUALE
Times Staff Writer

BELMONT — The superintendent of this city's public schools is a crusader for equal rights. He supports plans for an universal language and he believes there should be compulsory education for every child on earth.

Dr. Ron Gilpatrick, 49, isn't just a student of universality. He is a believer of the Baha'i faith, a religion that espouses a oneness of humanity in order to build a better world civilization.

He wasn't born a Baha'i and, in fact, seems an unlikely candidate. "My heritage is Jewish but I was brought up in a Congregational Church," he says with a laugh.

In 1970 he met his wife, Marsha, who is a Baha'i. Gilpatrick was soon a convert.

He's one of the 100,000 Baha'i followers in the United States, a tiny religious sect in this country which seldom gets into the lime-light.

"There are three or four million Baha'i in the world," notes Gilpatrick. The total includes more than 300,000 Baha'i in Iran where the religious faith began in 1844, and where the government of Ayatollah Khomeini is currently waging a brutal persecution of members of the Baha'i faith.

Persecution of the Baha'i is almost as old as the Baha'i religion, whose members are often labelled as heretics, especially in Moslem countries, Gilpatrick adds.

But the undaunted Baha'is keep the faith. In fact they are rapidly expanding it worldwide. They always try to maintain a progressive religious thrust, accepting many of the doctrines of other religions and striving for a oneness of man in God's universe, explains Gilpatrick.

Of course there are differences between the Baha'is and the Christians, Buddhists, Moslems and Jews, but Gilpatrick says "the Baha'is don't have a monopoly on heaven."

"We believe there is an after life, but we don't define it. We don't define hell as fire and brimstone, but as a distance from God and heaven."

The Baha'i faith was started in



Dr. Ron Gilpatrick

1844 when a Persian called "the Bab" proclaimed that he was a messenger of God. The Bab said his major purpose was to prepare the way for a greater messenger than he, but he was declared an heretic and was executed in 1850.

Then, in 1863, a follower of the Bab named Baha'u'llah declared that he was visited by the Holy Spirit of God and was told that he was the messenger foretold by the Bab.

Baha'u'llah, who was already imprisoned in Persia for his beliefs, was banished to Constantinople. The Ottoman Empire later transferred Baha'u'llah to a penal colony near Haifa where Baha'u'llah stayed until his death in 1892.

The center of the Baha'i religious faith remains in Haifa and today the Israeli city is home to the Baha'i Universal House of Justice.

A good Baha'i follows the Ten Commandments, Gilpatrick says, and Baha'is also "accept Jesus Christ as a messenger, just as we also accept, as messengers, Buddha and Mohammed."

The Baha'is seek to eliminate all forms of prejudice, including racial, ethnic and sexual prejudice. They believe "in a oneness of religion and that all religions

started from the same roots," Gilpatrick says.

The Baha'is believe there is a need for an universal language, compulsory education for all children, a uniform system of weights and measures for world commerce and an international tribunal, the superintendent adds.

"The Baha'is think of themselves as world citizens. The earth is but one country and mankind its citizens."

Gilpatrick says that Baha'is "believe in individual salvation, but they also believe that salvation is not the only purpose of religion." The shaping of a better civilization for future generations is one of the thrusts of the Baha'i faith.

Baha'is are forbidden to drink any alcoholic beverages or to use any hallucinogenic drugs (except those prescribed by a doctor to treat an illness).

A potential Baha'i bride and groom must receive permission from "all the living parents before they can get married," Gilpatrick says. Divorce is permitted, although frowned upon by the Baha'i faith.

Baha'i congregations meet 19 times each year, plus there are nine Holy Days observed by members.

The number of believers in the Baha'i faith is growing rapidly throughout the world, especially in South America and Africa, according to Gilpatrick.

There are only 2,500 Baha'is in the Bay Area, however, and the growth of the Baha'i religion in the United States is much slower than in other parts of the world.

"This country is essentially a Christian-Judean country," says Gilpatrick, who adds that many Americans may be turned off to the Baha'i faith simply because "the name sounds mystical."

Funds are distributed unfairly

CARL ENO 9/19/84

By Merle D. Fruehling
Superintendent, Sequoia
Union High School District

This past summer the state legislature and governor approved funding legislation that gave a six percent increase in the general funds to public schools in California. This is the second year in a row that the schools have received a six percent increase.

The legislature and, particularly, the governor have taken much credit for providing a major boost to public education in California. However, it is important to point out that in spite of this overall 12 percent increase, California still ranks near the bottom in the percent of the state's personal income that is spent on public schools.

Most members of the public are not aware that the approved increase in funds has not been distributed equally to school districts throughout the state. For example, the recent increase of six percent contained a funding formula that gave an 18.5 percent increase to the East Side Union High School District in east San Jose and only a 1.4 percent increase to the Sequoia Union High School District.

There are two reasons for this major difference: (1) the Sequoia district is declining in enrollment whereas the East Side district is increasing slightly, and funds are approved based on the number of students that are enrolled and (2) the East Side district used to be a low wealth district and the Sequoia district used to be a high wealth district.

The state legislature believes that by giving different amounts of money to districts they are bringing equity in the treatment of all students in California. This is not the case.

Because the enrollment in the Sequoia district has de-

clined from about 13,000 to 7,000, we have had to lay off many teachers and other staff. The state law requires that the layoffs be based on seniority and, thus, the last hired were the first to be laid off. The Sequoia district has laid off teachers back to a hire date of 1968. This means that almost all of our teachers have been in the district for at least 16 years. The average age of our teaching staff is over 51.

All this means is that the district has a very senior staff, and they are all at the top of the teacher's salary schedule. The average salary of teachers in the Sequoia district, about \$30,000, is almost the same as the top salary, \$31,000.

A look at a comparable school district in Fresno county would show that their average teacher salary is about \$21,000. This means that it costs the Sequoia district \$9,000 more per teacher to educate its students. The Sequoia district requires \$3 - \$4 million more in revenue in order to put the same number of teachers in front of students as a comparable district in Fresno county.

The other thing that state legislators and the governor are not taking into consideration in trying to attain equity in per pupil expenditures in our schools is that some parts of the state have a much higher cost of living than other parts.

We must pay higher salaries to our personnel if we are to attract talented people to this high cost area.

State legislators and the governor believe they are providing equity if all school districts receive the same amount of money per student. This is not true. The real result is that students residing in former high wealth, declining enrollment districts are now re-

ceiving an inferior number of dollars in terms of the amount of education that can be purchased for them.

The legislature and governor have not taken into consideration some of the reasons that declining enrollment districts have serious financial trouble.

Last year local Assemblyman Robert Naylor, sponsored a bill that would have provided some equity. It contained a formula that would give districts that had a substantial number of teachers at the top of the salary schedule a boost in funding to partially compensate for those greater costs. Unfortunately, this bill was finally killed in August in what amounted to petty partisan squabbling among the Republican and Democratic leadership in the Assembly.

Staff, students, parents, and other members of the community made a valiant effort to get the lawmakers to see the merit of passing the legislation. Although they were not successful this past year, the legislation will be before the legislature again this year.

All of you who are concerned about the education of young people in this area are urged to support the legislation and to persuade our legislators that there must be some equity for the students that suffer the serious educational losses that have taken place in declining enrollment school districts.

Park People's referendum

Trustees withhold endorsement

The Belmont Elementary School District Board of Trustees declined to formally endorse the citizen initiative to purchase vacated school fields at their regular meeting Sept. 17, due to perceived conflicts of interest. Councilmembers did express support of the effort, however.

"The board is extremely concerned about the issue," Superintendent Ron Gilpatrick said, "but we can't back the issue this could jeopardize our negotiations with the city."

The Belmont "Park People's" November ballot mea-

sure calls for a one-time tax of \$160 to purchase the entire Barrett School site and two other school fields.

Board President Catherine Mason said she was "personally in favor of retaining lands as parks in any way possible," but was reluctant for the board to take a position.

Board member A. Gutierrez concurred, saying if the board took a position, "we'd become part of the politics swirling around this issue."

"The board's reluctance to officially endorse the ballot measure should not be constructed as their being lukewarm to the issue," Gilpatrick said, "the board is extremely enthusiastic about the measure as a concept, but it's just not wise to take a position."

Board members expressed fears that should the ballot measure gain majority support at the polls in November, simultaneous statewide voter support of the Jarvis 4 initiative would invalidate Belmont voter wishes.

Part of the Jarvis 4 initiative states the absolute maximum property tax be capped at one percent. Additional assessments must be approved by two-third voter approval.

In a related matter, Gilpatrick said demographic studies largely eliminated the need to retain the Barrett site for additional students. Vacant class space and the option to install portable classrooms would handle any unforeseen influx of students into district schools, Gilpatrick said.

Belmont officials seek new zoning for old schools

By Phyllis Brown

Times Tribune staff

PEN-TIMES 8/22/84

The Belmont School District may seek creation of a new zoning designation for the closed Cipriani Elementary School site in order to make it more attractive to potential tenants, a district representative told the Planning Commission Tuesday.

The surprise decision came as the commission sat ready to discuss a district application for a zoning change for the land at 2525 Buena Vista Ave. Instead, the application was withdrawn.

Owen Bruce, the rental facilitator who administers the district's three closed school sites, said the planned development zoning that was requested would be too restrictive.

He said the school district will meet with city officials next week to discuss creation of a "closed school" zoning that would allow a wider range of tenants to lease the site.

"They don't have a zoning to do what we want to do. There simply aren't enough people available to

lease the site under the restrictions," Bruce said.

The planned development zoning originally sought for the 10-acre site would allow primarily private or parochial school uses.

There are few educational or recreational uses that fall into that category, leaving the district with a small pool from which to draw tenants. For example, a commercial adult school might not lease the site, Bruce said.

Bruce said the school district had hoped to have new zoning on the site established to seek tenants who could move in by September. That hope has dwindled, and with it, the chance to receive income from the property.

"If we had had tenants for the entire site for a year, we could have raised about \$144,000," Bruce said.

In other action, the commission approved a use permit to allow the Charles Armstrong School for children with learning disabilities to operate in another closed Belmont school, McDougal, at 1405 Solano Drive.

No passing grade yet for ho

S.M. TIMES 10/3/84

By DUANE SANDUL

Times Staff Writer

REDWOOD CITY — Trustees in the Sequoia Union High School District apparently are going to have to do their own homework on the question of homework policy.

A report to be presented to the board today at 8 p.m. "is not complete and is not what the superintendent asked for," administrative assistant Linda Hule said in response to press inquiries.

She said that Supt. Merle Fruehling once returned a 4-member committee's report or refining but that the new version still fails to address the charge of the board.

The homework study committee was established to examine the quality and quantity of homework in the district's schools to determine improvements can be made and to find out whether there is a need to standardize homework practices so that teachers are giving homework in the quantity and quality that maximizes student learning.

According to Fruehling, the specific tasks assigned to the committee included:

- To develop a survey instrument and conduct a survey of the amount and kind of out-of-class assignments that are given in the Sequoia District,



Four Belmont lawsuits may be nearing

By Phyllis Brown

Times Tribune staff

S.M. TIMES 8/24/89
The Belmont School District trustees by Sept. 10 may have developed a public statement that could result in the out-of-court settlement of four related lawsuits.

The statement, in the works since June, would allow the parties to the suits to take responsibility

for certain actions without having to face a judge.

The parties to the suits have been before the courts for several unsuccessful attempts at out-of-court settlements.

The trustees would not disclose the wording of the document. Nor would school Superintendent Ron Gilpatrick, who has prepared several drafts of the statement.

The first suit was filed by Trustee Charles Paetzke while a private citizen in July, 1981 against Gilbert T. Armando Investments, then the district's real estate management firm.

Paetzke sued to have the company return money he felt the district had improperly paid to Armando after the district refused to do so.

The suit precipitated a manage-

out-of-court settlements

ment company suit against the school board and school board suits against the company and Paetzke for costing the district money to litigate the suits.

District trustees have been critical of Paetzke for not settling the expensive suit out of court before now.

"It is time to forget about win-

ning the school district from the no-win financial situation it is in," Trustee Chon Gutierrez said Wednesday.

Gutierrez was referring to the expense the district has incurred in litigating the lawsuits, the first of which was filed by Paetzke more than three years ago.

Paetzke refused comment on Gutierrez' remarks. He simply said

agreement, though he has not guaranteed it, and is working toward that.

"It obviously is a very emotional issue. I am on vacation now and will use some of the time to reflect on the matter," he said.

Like Gutierrez, Paetzke said he hopes the statement will allow the parties to the suits to settle them.

yet for homework study



in the neighboring school districts and in nearby private schools.

- To analyze the results of the survey to determine current practices in the Sequoia District regarding homework assignments as compared to the practices in other schools in the area.

- To survey parents, students and former students to determine if their assessment of homework assignments agrees with what teachers indicate are their homework practices.

- To analyze all the information and develop a recommendation to the superintendent for either district-wide homework guidelines or a uniform homework policy.

The 14-member committee was chaired by Sequoia High instructional vice principal Jonna Digesti and included four staff members, three students and four parents.

The committee issued a two-page report which fails to respond to several of the charges.

"What can we say — the superintendent is aware of it," said Yule.

The committee made these statements:

- "Homework is defined to mean any kind of work assigned by the teachers that

must be worked on outside of class toward the completion of that assignment."

- Out-of-class assignments are designed for six purposes, including reinforcement of in-class learning, independent practice, enrichment, development of organizational skills and discipline.

- "Regular homework is an important factor in helping students achieve and in helping them develop effective work habits. Homework is to be based on the core objectives of curriculum..."

- Homework is assigned on a nightly basis or is given in the form of projects or long-term assignments. Teachers make homework assignments that are supplemental purposeful classroom instruction with an emphasis on quality rather than quantity. Student ability levels are taken into consideration when assigning homework.

- "Homework has value for students. It is to be collected and monitored in a timely fashion in order to provide feedback to the students and to be used in determining students' grades.

- "The homework guidelines of the district should be defined clearly and well communicated to teachers, students and parents."

Belmont School Report

by Belmont Superintendent Ron Gilpatrick

CARL ENR. 8/8/84

What is there about the institution of government that causes it to seek something for nothing?

A number of well-worn cliches quickly come to mind as we begin this column today: "You get what you pay for." "There's no such thing as a free lunch." "Free advice is worth every cent of it." "Champagne taste-beer budget." "Nickel and dimed to death."

All of these classics describe how many governmental agencies have come to operate—particularly city and school agencies—and it's a darn shame! City councils and school boards, by their very nature, should be working cooperatively with each other.

They both serve the public—often the same public. Yet we frequently find these two agencies at each other's throat. The evil root of the problem is almost always money.

In the wake of Proposition 13, nearly all governmental agencies were fiscally desiccated. Solid local tax bases were not only eroded but virtually destroyed. Cities, for their part, found they could no longer provide the same quality or quantity of services in terms of libraries, police protection, park and recreation services, street and sewer maintenance, and cultural activities.

Nearly all cities began to charge for a variety of public services formerly provided for free—or at very low cost. Many cities now charge users fees to Little League, Bobby Sox, and Soccer groups for using playground facilities.

Schools, too, have suffered. Parents and students have experienced cuts in programs, loss of home/

school transportation, reduction of instructional time, reduction of maintenance and custodial services—and so on ad nauseam.

Schools, in addition, have experienced declining enrollment which has freed up classrooms. When enough classrooms are vacated, whole school sites may be abandoned. When schools are vacated, they are often put on the block for sale. And there's the rub!

The jockeying that goes on to sell a school site, given all the governmental roadblocks, is enough to confuse an Einstein. The biggest hassle comes when a school district and the city begin haggling over zoning and open space.

Bear in mind that if a city wishes to acquire the playfields of a vacated school site, the "Naylor Act" allows the city first priority to do so at 25 cents on the dollar in terms of fair market value. In other words, the cities get a 75 percent discount right up front to at least 30 percent of the school site.

Yet, even with the 75 percent discount, the "free lunch" principle comes into operation and we find the game of "Let's Make a Deal" in full swing.

The example here is the long-standing dispute between the City of San Carlos and the Sequoia Union High School District over the vacated San Carlos High School site. The inability of the district and the city to reach accord over zoning has nearly led to a court battle.

San Carlos Elementary District has been negotiating with San Carlos over zoning of a vacated ele-

mentary site. The school district has been offered nearly \$2 million for the site, given appropriate zoning. So far, no deal!

Belmont School District and the City of Belmont have been talking for nearly eight months about zoning and open space. The City has proposed that the district give the community the playfields at all three vacated elementary school sites in trade for a higher density zoning (higher than R-1) at one site.

The lack of an adequate tax base has forced many cities to drive very hard bargains with fiscally strapped school districts. The net result is that governmental agencies come to distrust each other, become cynical toward each other and blame each other for a host of problems.

Fortunately, some cities and school districts are beginning to tire of the "Let's Make a Deal" routine and are forming liaison task forces composed of elected and appointed officials of each agency. These task forces meet frequently to hammer out problems of mutual concern and bring joint recommendations to the respective elected agencies.

The City of Belmont and the Belmont School District have formed such a liaison task force. This group, consisting of two elected officials from each agency, as well as the City Manager and the School Superintendent, has been meeting regularly to reach a compromise on the use of vacated school sites. It is hoped this joint task force approach will help these two public agencies avoid the warfare other communities have had to face.

New Students

To Register

CARL ENR. 8/22/84
Students new to Carlmont, Menlo-Atherton, Sequoia, and Woodside high schools may register for classes immediately. New students should call the school's guidance office for an appointment to register.

Students must be accompanied by a parent or guardian when registering and provide proof of immunization for polio, diphtheria, measles, rubella and mumps.

Proof of residence may be established by providing a PG&E bill or a notarized rental agreement.

New students are encouraged to provide a record of the grades earned at their previous school, the name and number of an emergency contact, and the parent or guardian's work phone number.

The school guidance offices may be reached by calling Carlmont 595-0210, Menlo-Atherton 322-5311, Sequoia 367-9780, and Woodside 367-9750.

Surplus School Sites For Sale:

Tennis Courts, Baseball Diamonds May Turn Into Condos

By Doug Meier

The endangered species known as local recreation space is fighting for its life.

A well-organized citizen's task force in Belmont, the Park People, has put the fate of the Barrett School classrooms and ball fields in the hands of the voters. In San Carlos, a would-be condominium developer, Chin Seh Yeh of Los Altos, and the city's planning commission seem to be light years away from resolving how much, if any, of the empty San Carlos ball fields and tennis courts will remain open for public use.

In both situations, the Naylor Bill (which allows a city to purchase up to 30 percent of surplus school sites at 25 percent the actual cost) figures heavily. But the similarities in the two struggles to save recreation space ends there: In Belmont, the Park People's formidable task is to convince two-thirds of the voting population to accept a one-time \$160 per parcel tax; in San Carlos, where the fate of the recreation area is in the city's hands, concerned citizens are wondering just how much land the city will be willing to purchase.

LINES CLOSED BETWEEN CITY AND DEVELOPER

"We anticipate we can acquire the site under the rights granted to us by the Naylor Bill," said San Carlos City Manager Warren Schafer. Schafer estimated the price tag for the parking lot, ball fields and tennis courts at San Carlos High

would be between \$500,000 and \$700,000. He said the latter price would be out of the range the city is willing to consider.

Understandably, San Carlos Tennis Club President Arlan Young worries that the courts may be the first thing excluded from the 12.5 acres available under the Naylor Bill.

"If these courts are lost, 40 percent of the available courts in San Carlos will be lost," Young said. "Tennis is usually a low priority,

we're just not as effective as lobbyist as the Little League People can be."

Although Young and the rest of the 275-member San Carlos Tennis Club have Schafer's word that "We (the city) are definitely including the tennis courts in our plans," they realize that nothing is guaranteed.

The fate of the courts may depend on the overall price tag of the fields, and the overall price tag is

"But the longer the city waits, the better they are. They can hold them hostage with the land as bait."

Yeh's bidding rights run out in September. It is possible that the foreign investor is not the person the city wants to see building on the San Carlos High site.

But if Yeh is rejected, the school board may be forced to lower its minimum bid. How much money the school board is willing to lose over the recreation area controversy and how much the city is willing to spend to preserve recreation space remains to be seen.

WILL THE PEOPLE PAY?

Unlike the helplessness felt by the members of the San Carlos Tennis Club, in Belmont the Park People pledged to saving the Barrett School buildings and open space find the situation completely in their hands. Rather than allow a trade of zoning designations that would have allowed commercial and condominium zoning near the Barrett School property in exchange for the school districts donation of play fields to the city's recreation department, the Park People began drumming up voter support for a one-time tax to purchase the empty site.

In a recent survey of Belmont voters, 70 percent favored the proposed \$160 per-parcel tax that would secure Barrett. According to park person Karen Byrnes, the challenge now is to maintain enough enthusiasm for the project to enable it to pass by the necessary two-thirds.

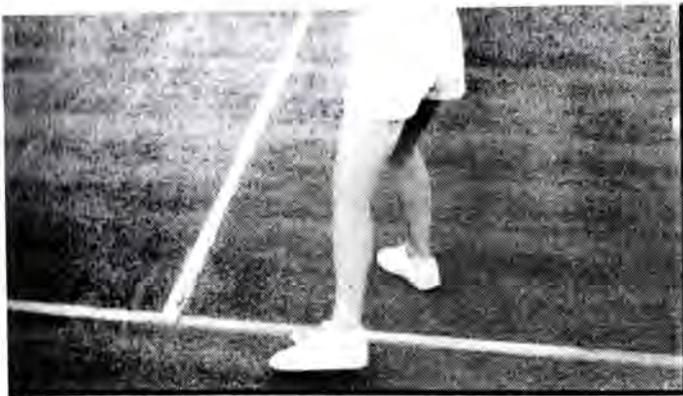
"Our efforts primarily are to acquire the play fields," said Byrnes, "and give voters of all ages a reason to support the initiative." But no



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buried somewhere in the stalled negotiations between Yeh and the city's planning commission.

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buried somewhere in the stalled negotiations between Yeh and the city's planning commission.

Yeh's minimum bid of \$8 million for the entire San Carlos High site was accepted by the Sequoia Union High School District school board, giving Yeh sole rights to submit building plans to the city's planning commission.

So far, city planning staff hasn't seen anything it likes.

"This guy wants to develop nearly the whole area," said assistant city planner Ros Glas. "We're very far away from seeing a plan that would be acceptable."

Glas said there are two basic reasons why the planning commission will not consider either of Yeh's two plans.

"The density of the units is far too much as would apply to our slope/density program. The steeper the slope, the fewer the units. And, anyway, the plans go beyond the minimum lot size for single family subdivision (10,000 square feet)."

After being originally rejected, Glas said Yeh's attorney brought back a second plan that would increase, rather than decrease, the proposed density.

"Either they're playing a very effective game, or they don't know what they're doing," Glas concluded.

"It's a poker game," said Young.

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to support the initiative." But no to support the initiative." But no exact plans exist of what, exactly, the Barrett site will be used for. Although seniors, soccer players and little leaguers have all been mentioned, no one is sure how much of the space will be devoted to what lobby.

The Park People, however, don't seem worried. "Everyone's aim is to maintain the facility for community use," said Belmont recreation superintendent Rick Haffey. "We don't need any grand plan other than to say that. But it would be a tragedy if we lost the fields. The Park People will have to take advantage of the momentum that's already been built up."

But if the slim three-percent margin the Park People claim to have achieved doesn't sustain itself through November, the Barrett fields may be resting under condominiums also.

Belmont School Report

Districts Support Values Education

By Dr. Ronald S. Gilpatrick

CARL. ENQ. 8/22/84

Values education is a subject with a colorful history. If you asked educators today what the purpose of education is, most of them would tell you that schools are designed to help children "maximize their potential so they may become productive, responsible adults in a democratic society."

As many as 90 percent of the school districts in the state have included such a notion in their goals and objectives.

Teaching values has been more than just a passing interest since the National Education Association first declared in its 1906 policy statement that the primary purpose of education was "to build character."

Clearly, teaching values or "virtues" was considered of paramount importance around the turn of the century.

The combination of two global wars, a Great Depression, the Korean and Vietnam Wars, and the assassination of such prominent national figures such as the Kennedys and Martin Luther King all made their impact on the American moral scene.

By the mid-sixties, we were going through the "do your own thing" era. Values education virtually disappeared from the curriculum.

As the issues of segregation, race,

economic deprivation, cultural diversity, and special education became major concerns for schools, many educators came to feel that the teaching of values was inappropriate for schools and was best left to the home.

Through the 1970s and early 1980s, schools were (and still are) so mired in economic troubles there was precious little time to think about "values" education.

Yet, there are a number of rather heavy societal issues today facing our American society, all of which demand some healthy social dialogue if America is to remain a first-class world power and leader of that part of the world which cherishes democracy and individual freedom.

Jerome Bruner, well-known psychologist and educator, makes the

case that school is the best vehicle for imparting values. Only in a school setting can so many young people be brought together in a structured environment with trained individuals who are best suited to provide meaningful morals/values training.

Lawrence Kohlberg, an authority on moral education, suggests that it is only through a process of training and education that human beings can learn how to cooperate on a global or international scale.

If schools help children achieve their "individual potential," but ignore their responsibility of promoting an ever-advancing civilization, education will then have done little more than be self-serving, meeting special interests, and catering to transitory desires of parents.

SamTrans Bus Schedule Serves Local Students

CARL. ENQ. 8/29/84

SamTrans buses will transport nearly 1900 students in the Belmont and San Carlos elementary school districts when the fall term opens September 4.

In addition, approximately 250 Carlmont High School students will use a variety of SamTrans routes to reach the campus each day, and more than 100 students at College of Notre Dame and Notre Dame High School will use SamTrans mainline and local routes.

SamTrans routes and the schools served in the Belmont Elementary School District in-

clude: Route 45B Fox Elementary and Central; Route 40R, Central Elementary, Nesbit Elementary, and Ralston Intermediate.

Routes and schools served in the San Carlos Elementary School District are: Route 46B, Heather Elementary, Central Intermediate, and Brittan Acres Elementary schools; 46C, Brittan Acres School; 51S, Arundel and White Oaks Elementary Schools.

The transit district began designing segments of its Belmont and San Carlos service to meet school needs after passage of Proposition 13.

Sequoia board looks at sports eligibility rules

S.M. TIMES 11/8/84

REDWOOD CITY — Carlmont High School's strict eligibility standards that kept a key player out of a crucial football game that his team lost last month are being lauded by the principal but questioned by trustees.

As a result, the board said Wednesday it wants to consider a uniform policy for the district to maintain fairness.

Peter Newton, principal, said Carlmont last year strengthened its eligibility program for co-curricular activities and athletics by increasing the requirements.

Instead of the district requirement that students be taking and passing at least four classes, Carlmont requires enrollment in at least five classes, four of which

must be five-unit classes.

Students also must receive a passing grade in at least four classes at the end of each grading period to stay eligible for sports or extracurricular activities.

Newton said that Carlmont's stricter requirements benched a key player in a game against Aragon High last month.

Some trustees questioned the fairness of varying standards for athletes in the district, prompting Superintendent Merle D. Fruehling to say that he will recommend a uniform policy later this year or early next.

Newton defended Carlmont's standards and said that they provide a balance between academics and extracurriculars, including athletics.

Belmont Schools

Mentors, Textbooks Debut

By Steven Stark

Just when you thought summer vacation would go on forever...school begins again. For the three elementary schools in Belmont (grades kindergarten through fifth) new Social Studies text books will make their debut, as will Mentor Teacher Carl Firestone's physical fitness and education program.

At Nesbit School, principal and Shigley was caught "kneeing in text books" last week, applying expecting a larger-than-normal kindergarten enrollment.

Anticipating the coming school year, Shigley mentioned the continuation of the Artists in Residence program offered in conjunction with the San Mateo Arts Council. Under his program, working artists are given studio space in the schools in return for art instruction with the students.

Also continued from last year, Shigley said, will be musical instrument instruction. "For years we couldn't get the kids to touch an instrument, but there's a renewed enthusiasm," he added.

At Central Elementary School principal Renzo Pochini couldn't say enough about the ongoing Beautification program. Sponsored by the Parent-Teacher Association, the School Beautification program at Central was instrumental in cleaning, painting, and

tidying up the school grounds last spring. Construction of lunch benches is underway now, Pochini said, with parent/contractors doing the work.

"The parents really got into the spirit of beautification, and this is really beautiful," Pochini said.

At the Fox School, principal Nancy Caughey said she looks forward to expanding even further the computer program and the hands-on experience gained by students in the science lab program. Special events, such as ballet, opera, and puppet shows, should provide the students sufficient rewards for tasks well done, according to a tentative schedule at the school.

At the district's lone junior

high school, with more than a decade of teaching experience in the district, hopes to achieve more consistency in the teaching of English and composition, a goal, she said, which can be extended into the elementary grade level.

Ralston principal Joe Fruthwith lists the school computer program, which graduates functional programmers, the award-winning journalism class, and the public speaking course as strong points in the curriculum.

Also mentioned were the coed home economics and industrial arts courses offered, as well as the drama, Spanish and French courses which will enrich those students choosing to enroll.

Trustees Extend Contract

CALL ENR 8122184

The Belmont School District Board of Trustees decided at their last meeting to extend superintendent Ron Gilpatrick's contract through June 1987, one year longer than it was scheduled to end. Despite local homeowner opposition, they also voted to maintain district headquarters at its present location.

Gilpatrick's contract was extended by unanimous vote of the board. Gilpatrick asked the board for extension for personal reasons, he said. "I enjoy what I am doing and I intend to be around for awhile," Gilpatrick said.

"The extension will allow me more flexibility in planning. Living year to year under contract is impermanent at best and while teachers

have tenure of sorts, superintendents have no such guarantees," Gilpatrick explained.

Under the terms of his contract, Gilpatrick will receive a \$51,000 salary annually, and an expense allowance.

The board voted 4-1 to keep the district headquarters at its present 2960 Hallmark Drive location. Factors cited for remaining include the high cost of relocation and possible loss of rental fees should the headquarters be located in classroom space.

Members of the Belmont Heights Civic Improvement Association decried the decision, citing the developer's promise that the site would

be developed for residential use.

Alex Serbin president of the school district consolidate with the San Carlos School District.

"The most economic way for the district office to operate is to combine with San Carlos," Serbinoff said. "The economies of scale would enhance both programs while avoiding duplication of services.

"It's clear to me the real issue is that the people of the community don't want a commercial enterprise in their midst," Gilpatrick said. We represent that to them."

"We would be severely criticized if we decided to move based on concerns of neighborhood aesthetics," Gilpatrick said. "We can't be held responsible for promises made by the developers."

In making the decision to remain at the present location, the Board voted to use the headquarters only for school district business and related school activities.

In other trustee action, the board voted to reject all bids submitted for the lease of classrooms at the closed Cipriani school site.

Drug abuse program in Belmont

By Andrew Moore

Times Tribune staff
Belmont's Ralston Middle School

PTA agreed at its first meeting of the academic year Thursday to take steps toward educating parents about adolescent exposure to drugs and alcohol and how to communicate the problem to their children.

The PTA will print an article, provided by the San Mateo County Office of Education, pertaining to this topic in each issue of the PTA newsletter. The first article will discuss the need to organize a parent association to address and understand adolescent development and behavior.

The article states that local experts on drug and alcohol abuse will present workshops at an Oct. 13 meeting at Central Intermediate School in San Carlos from 9 p.m. to 1 p.m. for parents with children between sixth and eighth grades.

"We're trying to educate the public concerning drug abuse," George Pratt, assistant principal, said. Last year representatives from the project came to the school, surveyed the children and helped the teachers. Now they're going out into the community, he said.

In other action, the PTA:
● Agreed on a beautification plan for the school grounds that in-

Record football gate starts Carlmont on the right foot

REN. TIMES 10/17/84
STUDENT government at Carlmont High School consists of three parts: the executive branch, the legislative branch and the judicial branch. This year's student body president, Roy Loo, heads up the executive branch, more commonly known as the executive board. This board is made up of the student body president, vice president, secretary, nine commissioners and the four class presidents. Together, the executive board works to maintain and improve the student activity program at the school. Loo says increased school spirit, increased involvement and an anti-litter campaign as the board's main objectives for the year.

The year ahead looks very bright for Carlmont High School. There already has been a record-breaking ticket sale at the first night football game and high attendance at the school's two spirit rallies.

THE LEGISLATIVE branch is the school's student senate, run by Student Body Vice President Nancy O'Flynn. Nancy presides over a senate consisting of six seniors, six juniors, five sophomores, five freshmen and four senators-at-large. The senate has set the same basic goals for the school year as the Executive Board.

The judicial branch of the system is the Student Court. There are seven members of the court who are appointed by the student body president to hear grievances from the students.

— Katherine Toy



Times Tribune photo by Kathy Kollinzas

Ralston Middle School PTA president Janet Rector and Principal Joseph Fruhwirth compare notes on their plans to educate community parents on the dangers of drug and alcohol abuse to their children.

volves the help of students enrolled in landscaping and design classes at the College of San Mateo to construct a plan to improve the landscaping of the school. Their suggestions will be considered by the PTA and implemented according to priority and cost.

Principal Joseph Fruhwirth said a similar procedure was used last year by elementary schools in the area and that all he hears is praise about the improvements at the sites.

● Approved an advancement of \$50 to continue a motivation project that awards children with stickers, ribbons and plaques for their participation in school activities.

Fruhwirth said response for the Student Motivation Awards has been favorable and he would like to have the funds advanced so that teachers can begin their programs

Sequoia may reduce P.E. in high school

S.M. TIMES 12/16/84
REDWOOD CITY

A new battle is looming in the Sequoia Union High School District, this time on a controversial recommendation to reduce from three to two the number of years students must take physical education.

The district's curriculum committee wants the reduction in order to free up opportunities for students to take academic electives.

Superintendent Merle D. Fruehling said Wednesday night that he won't make his own recommendation until the board of trustees' Dec. 19 meeting.

It took several years before a board majority voted 3 to 2 three years ago to reduce mandatory physical education from four to three years.

Four of those trustees are still on the board. Rosemary Smith and Helen Hausman supported the earlier reduction while Timothy J. Wellings and Richard W. Dorst opposed.

If those trustees line up similarly on the recommendation to reduce P.E. to two years, then trustee Sally Stewart, elected in 1983, would be the decisive vote.

Dorst and Wellings both indicated Wednesday night that they'll oppose the new reduction. Smith and Hausman did not indicate their position and Stewart was absent.

The discussion triggered a debate in which four students, including student trustee Charmaine Picone, supported the proposed reduction.

"Many students find P.E. unproductive, a waste of time," said Picone. "No matter what you do, kids will avoid P.E. The problem with P.E. is that most students don't want to be there."

Picone and other students complained that P.E. teachers, in their views, fail to motivate students.

Nancy Peterson, a parent from Menlo Park and an active member of the committee making the recommendation, told trustees that requiring P.E. for three years robs thousands of students of an opportunity to take academic courses, many needed to enhance college admission chances.

The P.E. recommendation is likely to overshadow two other potentially controversial recommendations.

Fruehling said that social studies teachers have developed convincing evidence that they have been unable to cover adequately in three semesters the curriculum for world studies.

The board several years ago reduced the requirement from four to three semesters in order to free a semester for safety-driver education.

"Competency testing data supports the contention that teachers are unable to cover all of the material with their students," said Fruehling.

He said a social studies coordination committee is studying the issue and will make a recommendation to the district's curriculum council next month, after the decision on P.E.

Another curriculum council recommendation that the board will face on Dec. 19 is to remove the one unit of credit now given for students' completion of the three-week proficiency test preparation courses.

Fruehling also must decide by Dec. 19 whether to recommend a uniform homework policy for the district.

A committee failed to give specific recommendations in its report last fall, but Assistant Superintendent Rena Merritt Bancroft said that staff has developed some specific suggestions.

These include a recommendation that no more than one hour per academic subject be required by any teacher on any given weeknight.

In other business, trustees:
• Learned that the enrollment figures show a disparity which Fruehling said could result in his recommendation for a voluntary transfer plan for 1985-86 to allow students from Sequoia and Menlo-Atherton to transfer into Woodside and Carlmont.

• Elected Rosemary Smith to succeed Helen Hausman as board president for the next 12 months.

At Woodside High:

College night is tomorrow

CALL-ENR 10/17/84

Representatives from more than 100 colleges and universities from throughout the nation will participate in the Sequoia Union High School District's annual College Night on Thursday, Oct. 18.

Students, parents, and staff from Carlmont, High School, will meet with college and university representatives in the Woodside High School gymnasium from 7 to 9 p.m.

Included in the program will be an arena presentation by the college representatives. Students will be able to collect information on topics such as application procedures, special programs, major requirements, expenses, social and cultural activities, and housing.

In addition to the college arena, special programs will be held focusing on the University of California sys-

tem, the California State University system, California community colleges, private colleges, opportunities in the military, and financial aid.

College Night is organized by the Sequoia district's student personnel services office, and the career guidance assistants and counseling departments of the high schools. About 1800 people attended this event last year.

For information, contact Charles Mendoza, director of student personnel services, 369-1411 ext. 243.

Computers donated

S.M. TIMES 11/21/84

BELMONT — The Belmont Education Foundation recently donated six computers to the school district. The computers will be used in classes at three elementary schools.

Officials said a Sunnyvale firm also has promised to give 50 blank computer discs for each computer that the foundation purchases this year.

The Belmont Education Foundation also pays the salary of a library/media resource teacher at Ralston Intermediate School.

Foundation officials said they hope to purchase more computers and software for district schools in the future. Tax-deductible donations to the foundation may be sent to Belmont Education Foundation, P.O. Box 306, Belmont 94002.

School foundations triple in two years

By Robert Rudy

Times Tribune staff

Pen Times 9/23/84
There still are bake sales. There still are paper drives. And there still are carnivals.

But when it comes to raising money for schools, there is a new and increasingly powerful player in the game — foundations.

Non-profit educational foundations have sprung up in California in growing numbers in the past few years to help school districts provide some of the small but important necessities of schooling, including classroom aides, special equipment and art supplies. In 1982, there were approximately 100 of the fund-raising organizations in California. Now there are three times that many, including several on the Peninsula.

Close to \$1 million has been raised by Peninsula foundations in the past few years, a figure that can be considered both significant and not. Most educators, many of whom deal with annual school budgets that exceed \$10 million, con-

- Volunteers help, too — A-3
- Charting foundations — A-4

tend the thousands of dollars raised by foundations cannot counter the millions of dollars that have been cut from school programs in recent years because of dwindling state aid.

"But even small amounts of money can be helpful," said Mary Mason, a trustee in the Mountain View-Los Altos Union High School District who has worked closely with her district's two-year-old foundation.

"They (foundations) are more than just a Band-Aid approach because they do give us a measure of local control," she said.

For example, in Mason's district, which has two high schools, two science resource laboratories were made possible by a donation of \$48,000 from the district's founda-

tional means of soliciting money, primarily letters and telephone calls urging donations. But some have used more entertaining techniques, such as the Portola Valley Schools Foundation, which raised \$35,000 last year by hosting a dinner and musical show.

A number of foundations have taken to suggesting a sum that parents can contribute to foundations. The Menlo Park-Atherton Education Foundation, arguably the most successful in the area given its relative size and how much money it has collected, told parents in 1982 that a donation of \$200 per child (or \$400 per family) would be helpful.

"Some people were offended by that," said Diana Ford, president of the foundation. She said the foundation still raised more than \$101,000 from 651 donations in 1983 without any direct advice to parents.

Most foundations rely on small contributions from parents, although some do receive large ones. Apple Computer co-founder and Homestead High School graduate Steve Wozniak gave \$5,000 to the Superschools Foundation in the Fremont Union High School District.

Many foundation officials who were interviewed said that if foundations are to be more than just an economic flash in the pan, local businesses must be involved in foundations.

"A lot of us have never been asked to help, so we don't know what we can do," said Hugh Bikle, a developer in Mountain View who is now an official in the Mountain View school district's foundation.

Bikle said he sees local businessmen, many of whom are parents, becoming more involved if they are given the chance.

As for dispersing money, many foundations count on their local school boards to make

tion.

The foundation movement in California started in the late 1960s and early 1970s in such affluent spots as Beverly Hills and Piedmont. The first foundation on the Peninsula was started in 1979 in Woodside and, since that time, has raised roughly \$200,000.

"In our case, apparently it was an immediate reaction to Proposition 13," said Jan Willbanks, president of the Woodside School Foundation.

Most other local foundations have started in the past two years as the impact of the 1978 tax-cutting proposition began to hit local schools in more dramatic ways.

"Most have been started with a sense of panic," said Bert Loughmiller, president of the Los Altos Foundation.

Not every local school district has a functioning foundation. The Palo Alto Unified and Cupertino Union school districts, two of the largest districts in the area and possibly two of the most lucrative fund-raising sources anywhere, are just getting foundations off the ground. The Sunnyvale School District used to have a foundation, but abandoned the idea.

"Districtwide fund raising is not as successful as school by school," Sunnyvale Superintendent Jack McLaughlin said. "At the school base, you can target in on exactly what you'll spend the money on."

Both the styles of fund raising and the dispersal of collected funds vary somewhat among Peninsula foundations. Most have used tradi-

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"wish lists" of needed items. Others start with several items they want to raise money for, use those specific items to attract donations and then let school boards decide which items will be funded. Most foundations, however, avoid making definitive educational or business decisions that usually fall to elected school officials.

"Other foundations have got in trouble when they've dictated where the money went," said Barbara Schneiderman, co-chairwoman of the Portola Valley foundation. "We've seen too many fall apart when special interest factions get involved in foundations."

While foundations on the Peninsula appear to be healthy and thriving, there are some legislators in Sacramento who may want to curtail their activities. The problem, essentially, is that wealthy districts have a much easier time raising money than poor districts. The concern springs from the 1972 Serrano court case, which sought to equalize spending among all California school districts so that the quality of education is not determined by where a family lives.

"I personally understand that a community may want to do something for its schools, but at the same time there is Serrano," said Jim Turner, chief consultant to the Assembly Education Committee.

Turner said there was some talk during the past legislative session of placing a limit on exactly how much money school foundations can collect. No formal legislation was introduced, however. Turner said he could not predict what may happen next year.

"There still is some concern, but what particular direction it will take has not been discussed," Turner said.

How districts have used money raised by foundations

District	Date started	Money raised	Where money has gone
Belmont elementary	1982	\$48,000	library resource teacher, books
Cupertino elementary	(1) 1983	\$52,000	equipment, books, supplies
Fremont union high	1983	\$150,000	reading guides, books, classroom materials
Las Lomas elementary	1982	\$272,000	classroom aides, supplies
Menlo Park elementary	1982	\$1,400 (2)	science labs, book binder
Mountain View elementary	1984	\$75,000	science materials, utilities, maintenance
Mtn. View-Los Altos union high	(1) 1982	\$88,000	library books and equipment
Palo Alto unified	1984	\$20,000	resource teacher, materials
Portola Valley	(1) 1983	\$72,000	maintenance, computers
Ravenswood elementary	1983	\$200,000	
Redwood City elementary	1982		
San Carlos elementary	1982		
Woodside elementary	1979		

(1) foundations approved, but not yet started

(2) have not yet had any major fund-raising drives

Opinion: Prop. 36 will devastate

By DR. RON GILPATRICK
Belmont School Superintendent

Just when you thought it was beginning to be safe to step onto a school campus — along comes Proposition 36, the Jarvis Initiative! One of the major problems with Prop. 36 is its sheer complexity. There isn't enough space in this article to describe all of this measure's ramifications for local governmental agencies — cities, counties and school districts. Interestingly enough, there is an ominous, though probably unintentioned, relationship between Prop. 36 and the Lottery Initiative, Prop. 37 — which we'll address shortly.

By now, you all know Prop. 36 purports to correct the loopholes which allegedly have occurred to Prop. 13, passed in 1978. Prop. 36 supporters suggest that legal interpretations and local legislative actions since 1978 have combined to thwart the intent of Prop. 13 — and that Prop. 13 is in danger of being entirely circumvented unless immediate corrective measures are taken to "save" it.

Frankly, California schools haven't yet recovered from the effects of Prop. 13! You all know the horror stories of school funding over the last several years. The national report issued over a year ago, "A Nation at Risk," warned that American schools were in danger of becoming mediocre and that this country could lose its pre-eminence as a first-class world power unless schools were improved. Much of the blame for school problems, described in that report, was ascribed to lack of adequate fiscal support.

The fiscal problems for California schools — by any standard — have been far worse than the country as a whole. In the last year, we have witnessed a renaissance in public education — a reawakening of public concern about schools, an infusion of desperately needed, though still inadequate, funds provided by the Legislature, and new legislation designed to reform and upgrade public schools in this state.

Prop. 36 threatens to undo all the accomplishments made in the last 12 months, despite the rhetoric proffered by its supporters that schools will not suffer under this initiative. Now, let's dissect Prop. 36 and see how it could, or actually will, affect schools:



Dr. Ron Gilpatrick

1. Prop. 36 would refund, in its first year of applicability, \$1.7 billion to many — but not all — homeowners and business proprietors. (People who became property owners after 1978 would not benefit from Prop. 36 refunds at all.) It does so because it refunds the cost-of-living (COLA) adjustments added to Prop. 13 between 1975 and 1978. Prop. 13, in addition to allowing property to be taxed at 1 percent of its assessed value, also allowed a COLA of 2 percent per year to be added to the amount taxed. The base year used for taxing purposes was the 1975-76 tax year, even though Prop. 13 was approved by voters in 1978. Court action held that, even though the law passed in 1978, the 2 percent COLA could be applied starting with the base year of 1975-76. Therefore, many counties instituted the 2 percent COLA as of that year. Prop. 36, if passed, would require a refund of any COLA paid before 1978, including a 13 percent interest rebate — and that amounts to about \$1.7 billion.

The question must be asked — From where is the \$1.7 billion to be raised? Since a significant portion of the state budget goes to schools, common sense dictates the schools would have to pony up a big chunk of the refund. It is estimated that the school's portion would exceed \$500 million — or about \$120 per child, per year. In San Mateo County, \$52 million of revenue could be stripped from all government-

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Raising the rates

S.M. TIMES 12/12/84
REDWOOD CITY — Hoping to keep student workers who are leaving to earn more money at area businesses, trustees in the Sequoia Union High School District have voted to increase the hourly pay for student help.

However, the overall budget of \$69,000 — much of it comprised of federal and state grants for specific projects — will not be increased.

As a result, the district and its schools will limit the number of hours offered student workers.

But those working will be paid more.

schools

tal agencies, of which \$25 million would be taken from school districts. My district — Belmont — stands to lose about \$210,000 in the first year of Prop. 36, assuming the state doesn't appropriate funds from some other source — and that is certainly a reasonable assumption!

2. Prop. 36 prohibits any local agency from imposing any property tax, regardless of how great a majority vote for it, if the tax would raise the level beyond the 1 percent of assessed value. Currently, under Prop. 13, voters may vote to raise their property taxes beyond the 1 percent level if there is a two-thirds affirmative vote. Prop. 36, however, prohibits any vote beyond the 1 percent level. In other words, Prop. 36 denies local voters the right to tax themselves at all if the tax is based on property. Not only that, but it would seem that Prop. 36 would nullify any property tax already approved by voters since 1978. This would include the recent Woodside School District tax election, which was a successful voter-approved measure last summer. We all understand the principle of "taxation without representation." Prop. 36 is a classic example of "no taxation regardless of representation."

3. Prop. 36 would require that any other kind of tax imposed by local governments be approved by two-thirds of the electorate. Currently, local, city and county governments can, with the approval of elected officials, assess or impose certain taxes (i.e., local sales taxes, business taxes, license fees, etc.) without voter approval. Prop. 36 would not only require a vote — but a two-thirds majority. In short, and for all practical purposes, there would be virtually no possibility of local governments raising taxes regardless of the need. Local agencies would become almost entirely dependent on the state Legislature, which is already limited in its tax-raising powers. How would this affect schools? Obviously, if local agencies such as cities and counties cannot raise adequate revenue through local sources, they would be forced to either cut services or demand state assistance. If cities and counties seek state aid, schools will be forced to compete for the same dollars.

4. Prop. 36 disallows any new "fees" being imposed by local agencies or increasing any fees already imposed beyond the Consumer Price Index inflation factor without a two-thirds voter approval. And — no fees can be charged for anything other than "direct" services. Sounds fair, you say! It is, in fact, a nightmare! Cities charge fees for transit services, library services, attendance to zoos, museums and art centers, etc. Schools charge fees for cafeteria meals, attendance at athletic events, and transportation services. Suppose cafeteria lunches cost \$1 and the CPI goes up 4.5 percent in a year. Can the school now charge \$1.045? The reality is that few schools will hardly bother to fool with an addition of 4.5 cents — but if they don't and next year the costs go up another 4.5 percent, and prices weren't raised the previous year, the school could only raise costs 4.5 percent for the current year — a loss of 4.5 percent from the previous year. But, that's not the worst of it.

What if, through the collective-bargaining process, wages and benefits go up 6 percent? Who pays the added percentage over the CPI, if fees derived from the cafeteria program are used to pay for all employee costs? Finally — and this is the killer — employee retirement benefits are NOT considered "direct" costs and, therefore, can't be included in any fee-based program as part of the costs. As a result, schools which previously counted on cafeteria income bringing in enough dollars to offset all costs would now have to dig into their general operating expenses. The cafeteria program would now compete with science, math and reading for dollars.

For cities and counties, the "fees" problem would be staggering, almost surely destroying libraries, zoos, transit, and parks and recreation services, where fee-based.

We have only scratched the surface, and have not addressed the issue of bonded indebtedness or "increased" tax costs to those who bought homes or businesses after 1978, or local vs. state control, or rule by the minority. Space doesn't permit — but these are significant issues and problems with Prop. 36. Let us finally look at the "omnibus" link between Prop. 36 and Prop 37 — the Lottery Initiative.

As an educator, I am deeply concerned that voters might feel, in voting "yes" to both 36 and 37, they have taken care of the schools since Prop. 37 purports to add up to \$500 million annually for schools. If you are thinking that way, remember — Prop. 37 is designed to provide "supplemental" aid to schools, recognizing that schools are already seriously underfunded in California. Prop. 37 is not designed to "replace" or "supplant" income to schools because funds are reduced. Voter approval of Prop. 37 will not help schools one cent if Prop. 36 also passes — and could damage the schools irreversibly if schools are forced to depend on lottery money as a chief source of income.

Sequoia teachers file complaint over cutback

S.M. TIMES 11/7/84

By DUANE SANDUL
Times Staff Writer

REDWOOD CITY — The rift between the Sequoia District Teachers Association (SDTA) and the administration is expanding in this South County school system.

Teachers, already unhappy over what they call a meager salary increase offer, are now bat-

tling the administration on two fronts.

According to Superintendent Merle D. Fruehling, the SDTA has filed an unfair labor charge against the district with the state Public Employment Relations Board in San Francisco.

The district must respond by Friday to an allegation that it filed a collective bargaining

agreement with the SDTA when the Board of Trustees took action last summer to eliminate 13 of the district's 19 counselors when school opened this fall.

The reductions, according to Fruehling, were necessary because of budget restraints. The district saved \$455,000 by eliminating the positions.

According to SDTA President Donald Hazard, a teacher at Woodside High, the district's collective bargaining agreement with the SDTA stipulates a student-counselor ratio which the SDTA claims is violated by the board's unilateral action.

Fruehling is expected to tell trustees today at 8 p.m. at their regular board meeting at 480 James Ave., Redwood City, of a new feud with the SDTA.

The board earlier this month approved a contract for a consultant, Renee Golanty-Koel, director of the Institute for Educational Improvement, to institute an independent study program.

The contract called for Koel to work on a one-on-one basis with students with severe attendance problems or who have dropped out of school and to develop independent study contracts to meet their individual learning needs.

Fruehling said that he is recommending that the contract be postponed indefinitely because, according to him, "the SDTA has threatened to file an unfair labor practice against the district if we employ Koel."

"The association contends that we have contracted bargaining unit work with Koel. I do not feel that we have anyone on our staff with Koel's unique qualifications or who is willing to work on an hourly basis. We met with the association and are trying to work out differences on this issue. If we cannot, I will recommend that we cancel the contract with Koel and not proceed with the program."

According to Fruehling, by not hiring Koel the district could lose money while also foregoing the program.

"She is willing to be reimbursed on a per student instructional hour basis. The district would get a return on ADA (average daily attendance) revenue next year that would be somewhat greater than would be paid to Koel."

Auditor recommends more financial control by students

S.M. TIMES 11/8/84
REDWOOD CITY — Student clubs at the five schools in the Sequoia Union High School District will have a better handle on their own funds thanks to an auditor's recommendation.

At the urging of Pearson, Del Prete & Co. of Redwood City, which audited the district's books and issued a report Wednesday night, students have been uncertain of their own official fund balances.

The firm discovered that school treasurers and secretaries have not been regularly reporting to the clubs on their treasury balances.

There was no suggestion of impropriety, but a recommendation was made that quarterly reports be presented to student clubs in order to alert them to their fund balances.

Superintendent Merle D. Fruehling said that he will order school treasurers to comply with the recommendation.

The recommendation was one of only three presented by the auditors, who found the Sequoia books to be in general compli-

ances with acceptable accounting methods.

The auditors also reported that the payroll department does not consistently update employee files for promotions and salary increases, and recommended that the files be updated at least once a year.

Fruehling said that the notations have been filed elsewhere but will now be placed in employee files as well.

Finally, the auditors reported that the Sequoia District, like many other school districts, does not maintain a complete general fixed assets accounting group.

The firm recommended that a physical inventory of fixed assets be taken and costed with the closest estimates available of historical cost.

Fruehling said the district will contract with a firm to take a physical inventory and maintain the inventory listing.

Fall grads are listed

CARL ENO 11/18/84
August and September General Educational Development (GED) test graduates were announced by the San Mateo County Office of Education.

Those completing the tests with scores at the twelfth grade level will receive an official report, generally accepted by employers, the armed services, and educational institutions in lieu of a high school diploma.

Local recipients of the GED award are: from Belmont—Jennifer Morrow and Felia Vasiliou; from San Carlos—Anthony Agostini, Jack Beyer, Dumitru Mercea, and Rebecca Stewart.

Practice tests, study materials, and counseling to help prepare for the GED are offered to county residents who are 18 or older by the County Office of Education's Vocational Education Division. For more information, call the Career Preparation Center in Redwood City at 365-2116.

Fate of closed schools still up in the air

S.H. TIMES 11/20/84
BELMONT — City School District officials hope to decide within the next few months what will become of surplus school properties.

Superintendent Dr. Ron Gilpatrick predicted at Monday's school board meeting that a decision will be made sometime after the first of the year.

The disposition of the playing fields at Barrett, McDougal and Cipriani schools, plus the school buildings at Barrett, were in limbo until the Nov. 6 election.

A measure on the Belmont ballot would have allowed the city to buy the properties through a one-time \$160-per-parcel tax. Belmont voters, some of whom had argued that they already owned the land through their taxes for the school district, rejected the measure.

Gilpatrick said several options still exist. The city, he said, could still agree to buy the properties listed on the ballot measure, but with funds other than the one-time tax. The superintendent added, however, that such a move would be a long shot.

Another possibility would be for the city to buy only the three playing fields and not the buildings at Barrett.

Still another option would be for the city to rezone Barrett School for a higher density. In exchange for the increased value of the real estate, the district might give the playing fields to the city.

Other options might be available, Gilpatrick said, adding that school officials will continue to talk with City Manager Ed Everett.

All three elementary schools were closed more than a year ago because of ongoing drops in enrollment.

The district has leased McDougal to a private school for students with learning disabilities. Recently the trustees agreed to allow a pre-school to renew its lease of the lower campus of Cipriani School.

The district has also given both leaseholders the option to buy

the properties within the next five years.

Gilpatrick said an unnamed party is also interested in 3.2 acres at Barrett for \$1.5 million. The disposition of Barrett along with the upper campus at Cipriani and the fields at the three schools remains undecided.

In yet another real estate item, Gilpatrick said recent studies show it will cost about \$36,000 to renovate the district office at 2960 Hallmark Drive.

Some residents have criticized the district for retaining the office in the midst of an expensive residential neighborhood and have suggested that the office be moved to one of the closed school sites.

Gilpatrick said, however, that moving the office to Cipriani, for example, would cost much more than keeping it where it is.

In other business:

- Jean Whatley, representing the Sterling Downs Neighborhood Association, criticized the board for agreeing to repaint the mansard roof at Fox School at a cost of \$2,400. Trustees voted for the repainting after some neighbors said they didn't like the bright color. Whatley also said Nesbit School needs repairs.

Trustee Michael Garb said the district realizes that Nesbit needs repairs and has allocated about \$119,000 over the next five years for capital improvements there.

- Trustees agreed to spend \$1,800 for 15 portable heaters for the leased classrooms at Cipriani and Barrett. Gilpatrick said the district must heat all of the rooms at the schools because the central heating system is set up that way. The portable heaters, he added, will reduce the heating bill by heating only the leased rooms.

- Gilpatrick reported that negotiations are continuing between himself and several parties involved in the longstanding legal battle over district payments to a broker who leased unused classrooms. The superintendent said he hopes a settlement can be reached before the suits go to trial.

Sequoia trustee's bold style causes

S.H. TIMES 11/14/84

By DUANE SANDUL
Times Staff Writer

REDWOOD CITY — A brewing philosophical battle in the Sequoia Union High School District has finally broken into the open. Trustee Sally Stewart, beginning only her second year on the

five-member board which governs four regular and one continuation high school, is finding little support to prod her colleagues into what she calls long-range strategic planning. The issue could erupt into potential slates of candidates next

November when three veteran trustees must face re-election — Helen Hausman, Richard Dorst and Rosemary Smith.

Ironically, Stewart won more support and wielded more influence when she was president of the California State School

Boards Association two years ago than she has as a maverick member of the Sequoia board.

Stewart won election to the high school board after two terms on the Ladera Elementary School District Board.

She has played key roles as spokesman for public education in Sacramento, but her unabashed and direct style seemingly irritates her colleagues on the Sequoia board. Underlying currents of friction have been evident for several months before finally bursting into the open last week.

Stewart last week recommended that the district launch into some long-range planning for the balance of the decade,

including taking a look at how to incorporate growing technology into education.

However, she received only lukewarm support to even consider more long-range planning from Trustee Rosemary Smith and comments which seemed to chide the idea from trustees Hausman, Dorst and Timothy J. Wellings.

Finally, the board considered to evaluate Stewart's idea on Jan. 23.

But the overwhelming sentiment of the board majority, and Superintendent Merle D. Fruehling, is that the district has already been actively engaged in long-range planning and there is

clash

no need for more committees and more studies.

The board majority points to several areas in which long-range study committees have issued reports during the past two years.

The issue, which promises to become a public debate in January, may signal a philosophical difference between the board majority and Stewart which could prompt Stewart supporter to run for office next year.

The basic difference seems to be that Stewart, on the basis of her strength as a statewide spokesman for education, has developed a style in which she takes the initiative in directing

the administration to be accountable or to undertake studies or analysis of alternatives.

Conversely, the board majority over the years seemingly has responded to administration suggestions as opposed to initiating direction for the administration to pursue.

Other times, it could be argued, the board and the administration have reached accord on issues and studies — including long-range planning — together.

But by and large, the Sequoia board over the past several years has been passive and responsive as opposed to aggressive and initiating.

Stewart's style and constant questioning seemingly is threatening what has been a comfortable working relationship between the board and the administration.

Many Stewart supporters are excited about the prospects of a future board that is more aggressive with the administration while at the same time worried that such involvement could penetrate into the operation of the schools.

Stewart, in her call for strategic planning, said in a report to her colleagues that past short-term and long-term goals adopted by the board was appropriate "but today more comprehensive planning is an economic necessity. With the current unstable school funding environment, rapidly changing needs and many new demands, strategic planning is not only a necessity for growth of the district but also planning is a mechanism for its survival."

Fruehling, in a written response presented to the board last week, cited several studies

conducted in the district over the past eight years.

"I understand Trustee Stewart's concern that the district needs long-range strategic planning because there are so many uncertainties facing us.

"However, because there is little prospect that we will be able to deal with anything of much significance beyond responding to the need for cost-of-living adjustments for staff and restoration of important programs that have been reduced or eliminated, I would have a difficult time preparing a charge for a broadly based, long-range planning committee.

"I also would feel uncomfortable asking a group to put in the time and effort that would be required to obtain the input from the various constituencies with the near certainty that very little can be done with the results because of lack of funds."

Stewart, though, maintains that "strategic planning provides a systematic approach for defining the purposes of the district and determining the operations and the funding to meet that purpose. Strategic planning is a comprehensive process. It is not a short-term plant of fragmented goals and objectives. It is a long-range plan for action. The process for strategic planning can result in a three-to-five-year plan for the Sequoia district."

The Sequoia board traditionally has adopted a set of goals and objectives each year.

Some board members, defensive of Stewart's description of the goals as "fragmented," defended their practice.

Both Dorst and Wellings suggested to Stewart that if she had some ideas she could submit them to the administration.

Uninhibited by her lack of support from her colleagues, Stewart

(Cont. on BACK)

Developer, city vie for Barrett School site land

S.M. TIMES 12/11/84
By ALAN QUALE
Times Staff Writer

BELMONT — A private developer offered Monday to buy Barrett School and build a residential retirement complex on the site.

A city official said City Hall might also be interested in buying Barrett, plus the playing fields at two other closed school sites.

City School District trustees said they will try to reach a consensus, perhaps next Monday night, over disposition of Barrett, Cipriani and McDougal lands.

The developer, Roger Berg, told trustees that his family-owned enterprise has been interested in building a retirement center in Belmont for several years.

Berg said he already owns eight retirement centers in California and would like to build a 100-room retirement hotel, plus 84 condominiums for senior citizens at Barrett.

"It would be a community within a community," Berg said, noting that the average age of the hotel resident would be about 80 years, while the buyers of the condominiums could range between 55 and 75.

Berg said his firm would like to lease the 5-acre site immediately for \$10,000 a month while he approaches the city for a rezoning.

With the rezoning, Berg said he would be willing to buy the property for about \$2.2 million.

"We envision that we would be successful in getting the zoning," he told trustees.

In response, Belmont Recreation Superintendent Rick Haffey said, "I am not in a position to offer you \$2.2 million."

The school board took no formal action on the proposals, but trustees hope to reach a consensus Dec. 17.

However, Haffey did offer the possibility of the city's buying the playing fields at the three closed elementary schools "at Naylor Bill prices" and to lease Barrett with an option to purchase.

Haffey did not specify what the city would pay for the playing fields, but "the purchase price of Barrett School would be calculated by taking the difference between the \$1,025,000 previously negotiated and the Naylor Bill price."

The \$1,025,000 is what the city had offered to pay under Measure B, which asked local voters to approve a one-time tax on their properties.

Haffey said that when voters rejected Measure B Nov. 6, they did not want to be taxed, but they still want the city to acquire the fields.

He admitted that Belmont doesn't have the money right now and that it needs time to "find the financing and come up with the cash."

Furthermore, Haffey said his proposals have the support of the Recreation and Park Commission, but the plan has not been approved by the City Council which will receive it tonight.

Despite the tentative nature of the offers to the school board, a spat soon developed between Haffey and Berg.

Haffey said he believes Berg will run into difficulty with the rezoning.

"Are you saying that I am unrealistic?" Berg asked.

"Yes," Haffey replied.

Meantime, a liaison committee will continue to look at the proposals and trustees will await tonight's City Council action.

remains steadfast on what she said strategic planning can achieve.

"The long-range plan is a vision of what a school district should be five years from now, and perhaps even further into the future. The plan needs to be flexible to address changing needs and trends, yet be specific enough to improve the district."

"The long-range plan ideally will demonstrate a fit between the school district activities and the demands from the public and other organizations with which the district interacts."

Stewart provided a step-by-step procedure and process for such a study.

But if last week's response by her colleagues is any indication, there won't be any strategic planning going on for awhile in the Sequoia District — a decision which could happen up next year's election for three seats on the board.

School Report *Sequoia Union H.S. District*

CALL. ENV. 1/14/84

Merle D. Fruehling

Superintendent
Part I of II

The Pendulum Swing

There have been a number of recent national studies that have been critical of the nation's public schools, particularly, the high schools.

These studies find that students today are not doing as well academically as they did 20 years ago. They find that test scores have been declining and that public confidence in the schools is less than it used to be. They are critical of the diverse curriculum in our schools and recommend that schools should place more emphasis on the basic academic education of students.

Educators who have been involved in the public schools for many years cannot remember a time when the public schools have not been under attack for failing to meet the educational needs of students. It seems that the schools are always failing to meet the expectations of our society. One of the problems is that society's expectations change over time, and the schools usually lag behind in responding to those changes.

Historical Look

It is useful to take an historical look at public education since World War II to get an overall picture of what has been going on in our schools. Public schools reflect what is occurring in society and tend to follow the same pendulum swings that go on in the larger society. These swings move from conservative to liberal and back to conservative depending on what major events are occurring. Economic conditions, military actions, civil unrest, and other major factors contribute to the pendulum swing.

One major societal influence which was occurring after World War II was the shift from an agrarian society to an industrial, metropolitan society. Many Americans who served in World War II and the Korean War came from agrarian backgrounds but moved to major industrial centers to take jobs. They used the GI Bill to learn the skills needed to move to a higher economic status.

Economic Despair

Because they and their parents had felt the tremendous economic despair of the Great Depression, escape from poverty was important to most Americans following the two wars. Thus, public education in the 1950s was a very serious matter and curriculum con-

centrated on the academic skills needed to obtain economic success in society.

However, the schools did not escape criticism, particularly following the launching of USSR's Sputnik. There was immediate public response during the late 1950s and early 1960s, and tremendous government support went into training math and science teachers. Emphasis was placed on turning out engineers, and the schools were successful in doing so.

During the 1950s and early 1960s, students and teachers were very serious about basic academic education. There were strict dress codes, tough disciplinary standards, and high academic expectations.

At the same time in society there was a growing civil rights movement and a number of court decisions ordering the desegregation of public schools. This was a time when there was an increase in power of teacher unions, and everyone was demanding a greater voice in decisions affecting their lives.

In the schools, there was increased emphasis on freedom of expression, humanism, and teaching students what they wanted to learn rather than what was formerly expected that they learn.

Schools were expected by society to concentrate on many things other than academics. The standard academic curriculum changed considerably from structured courses to more unstructured mini-courses in an effort to respond to what was perceived to be student needs. Schools were asked to provide sex education to students.

It was a time when some teachers began to dress much like students and related to them as equals. Sit-ins, war protests, and conflicts associated with desegregation occurred.

Changes

This all began to change about the time of the free speech movement at the University of California, Berkeley. There were a series of court decisions and legislative actions that restricted the latitude of schools in dealing with students. Schools could no longer regulate length of hair or dictate student dress.

They could no longer take disciplinary action against students without instituting due process procedures similar to those used for criminal action in the greater society. Thus, many of the previously ac-

cepted school standards were eliminated.

It was also about this time that students and society became more and more concerned about the Vietnam War. Obviously, the possibility of participating in this war was on the minds of high school age students.

Continued next week.

School Report — Sequoia High School Dist.

Part II of II
Continued from last week

In last week's School Report column, Fruehling told how social and economic trends took education from the traditional basics-oriented approach to the more liberal "what (students) wanted to learn" approach, covering trends from World War II through the 1970s. He

C-69-12B

Students planning to attend College of San Mateo for the first time this spring and enroll in nine or more units or in an English, reading or math course should take placement tests as soon as possible, according to test technician Marge Dierkes.

The combined tests last approximately four hours and will be given at 8 a.m. in the college library. Test dates are Saturdays, Dec. 1 and 15.

Students who take tests early increase their choice of classes and guarantee an early appointment with a counselor/advisor.

For more information call the Testing Office, 574-6175.

likened the changes to the swing of a pendulum, reaching its extreme. This week's column proceeds from there.

By Merl D. Fruehling
Superintendent

In the past ten years the pendulum has been swinging back in the other direction. The end of the Vietnam War, the successful desegregation and integration of students of different racial and ethnic backgrounds by many school systems, the reduced emphasis on student rights, and more conservative court decisions have influenced schools. This change can be followed by what has occurred in the Sequoia Union High School District.

In 1976, the district began to implement a more structured curriculum with rigorous academic expectations of students. The parents and other members of the Sequoia district community began demanding higher standards and more attention to the basic academic areas. There was also a call for better discipline of students.

In the Sequoia district a curriculum study committee consisting of a broadly based group of parents and staff made a series of recommendations to improve the quality of education in the schools.

Increased Requirements

As a result of all of these influences in the last few years, the district has increased its graduation requirements from 200 to 220 total units which include four years of English, two years of mathematics, and two years of science.

The district board of trustees adopted a student behavior policy that includes strict disciplinary actions for misbehavior on campus.

The result is that our students scored the highest on State tests this past year than at any time since the tests have been given. They are also scoring well above the state and national averages on the College Board SAT tests.

They are attending school at a rate that is the highest since we have been keeping records. Our theft and vandalism losses have gone down dramatically from what they

used to be. The number of student behavior problems has been reduced considerably.

Back To Basics

Many schools all over the nation have returned to a basic academic curriculum with high expectations and tough disciplinary standards. This is not because the schools are responding to the criticisms of the national reports but rather because the schools are reflecting the changes that are occurring in the greater society and the expectations of that society.

Most of the civil unrest, economic uncertainty, and military involvement have lost their significance. Society is not expecting as much of the schools in the non-academic areas, and so the schools are free to concentrate on academics.

As a result, it is inevitable that the state and national test scores of public schools and other measures of schools' success that have been declining for so many years will turn around and begin climbing once again.

linens, toys and books, kitchenware, antiques and jewelry, notions, tapes and records, plus new items. The special "Silent Auction" table will display many items said Chairwoman Laurette Strambi.

County test scores above state averages

BAYSHORE ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	270
	Written Expression	292
	Mathematics	298
Grade 6	Reading	198
	Written Expression	227
	Mathematics	209
Grade 8	Reading	269
	Written Expression	246
	Mathematics	245

BELMONT ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	314
	Written Expression	334
	Mathematics	337
Grade 6	Reading	309
	Written Expression	302
	Mathematics	307
Grade 8	Reading	290
	Written Expression	299
	Mathematics	307

BRISBANE ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	313
	Written Expression	317
	Mathematics	319
Grade 6	Reading	291
	Written Expression	313
	Mathematics	345
Grade 8	Reading	237
	Written Expression	236
	Mathematics	252

BURLINGAME ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	311
	Written Expression	320
	Mathematics	309
Grade 6	Reading	307
	Written Expression	308
	Mathematics	313
Grade 8	Reading	324
	Written Expression	322
	Mathematics	320

CABRILLO UNIFIED

Grade	Subject	Score
Grade 3	Reading	287

HILLSBOROUGH ELEMENTARY

Grade	Subject	Score
Grade 6	Reading	252
	Written Expression	261
	Mathematics	257
Grade 8	Reading	293
	Written Expression	281
	Mathematics	275

JEFFERSON ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	347
	Written Expression	347
	Mathematics	344
Grade 6	Reading	292
	Written Expression	315
	Mathematics	322
Grade 8	Reading	330
	Written Expression	332
	Mathematics	342

LaHONDA-PESCADERO UNIFIED

Grade	Subject	Score
Grade 3	Reading	276
	Written Expression	280
	Mathematics	264
Grade 6	Reading	261
	Written Expression	260
	Mathematics	268
Grade 8	Reading	236
	Written Expression	234
	Mathematics	214

LAGUNA SALADA ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	270
	Written Expression	274
	Mathematics	280
Grade 6	Reading	313
	Written Expression	298
	Mathematics	338
Grade 8	Reading	269
	Written Expression	262
	Mathematics	251

LAGUNA SALADA ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	308

LAS LOMITAS ELEMENTARY

Grade	Subject	Score
Grade 6	Reading	275
	Written Expression	279
	Mathematics	274
Grade 8	Reading	283
	Written Expression	278
	Mathematics	266

MENLO PARK ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	364
	Written Expression	351
	Mathematics	369
Grade 6	Reading	350
	Written Expression	337
	Mathematics	367
Grade 8	Reading	376
	Written Expression	356
	Mathematics	386

MILLBRAE ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	324
	Written Expression	336
	Mathematics	330
Grade 6	Reading	286
	Written Expression	304
	Mathematics	310
Grade 8	Reading	279
	Written Expression	288
	Mathematics	319

PORTOLA VALLEY ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	410

PORTOLA VALLEY ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	410

RAVENSWOOD ELEMENTARY

Grade	Subject	Score
Grade 6	Reading	336
	Written Expression	350
	Mathematics	340
Grade 8	Reading	354
	Written Expression	345
	Mathematics	344

REDWOOD CITY ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	225
	Written Expression	243
	Mathematics	249
Grade 6	Reading	174
	Written Expression	201
	Mathematics	180
Grade 8	Reading	188
	Written Expression	184
	Mathematics	160

SAN BRUNO PARK ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	260
	Written Expression	268
	Mathematics	269
Grade 6	Reading	246
	Written Expression	261
	Mathematics	258
Grade 8	Reading	227
	Written Expression	234
	Mathematics	233

SAN CARLOS ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	334
	Written Expression	353
	Mathematics	340
Grade 6	Reading	309
	Written Expression	317
	Mathematics	318
Grade 8	Reading	299
	Written Expression	296
	Mathematics	303

SAN CARLOS ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	334

SAN MATEO ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	298
	Written Expression	301
	Mathematics	288
Grade 6	Reading	265
	Written Expression	273
	Mathematics	286
Grade 8	Reading	283
	Written Expression	285
	Mathematics	284

SOUTH SAN FRANCISCO UNIFIED

Grade	Subject	Score
Grade 3	Reading	291
	Written Expression	301
	Mathematics	279
Grade 6	Reading	264
	Written Expression	279
	Mathematics	275
Grade 8	Reading	255
	Written Expression	267
	Mathematics	269

WOODSIDE ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	359
	Written Expression	379
	Mathematics	385
Grade 6	Reading	332
	Written Expression	345
	Mathematics	317
Grade 8	Reading	379
	Written Expression	336
	Mathematics	354

WOODSIDE ELEMENTARY

Grade	Subject	Score
Grade 3	Reading	359

STATE TEST SCORES

Public elementary school districts in San Mateo County have received their 1983-84 state test results. Generally, district here scored above state averages. Students were tested in reading, written expression and mathematics in the third, sixth and eighth grades. Eighth graders were tested for the first time. Scores range from 100 to 500. Higher scores indicate more proficient students. Each district has more detailed test information on its own school and pupils. Parents and other interested persons can obtain such information by asking for it. Scores for local high school districts were released by the state earlier this year.

Tiger: A m



A new daily feature

Mexican-American health care limited access

WASHINGTON (AP) — Mexican-Americans "have the lowest access to medical care," when compared to whites, blacks or other Hispanics, an author of the government's first national report on Hispanic health indicators says.

Mexican-Americans are less likely to see a physician or visit a dentist than whites, blacks or other Hispanics and are among the Americans least likely to be hospitalized, according to the report from the National Center on Health Statistics released Tuesday.

Cuban-Americans and Puerto Ricans had the highest rate of physician visits and were the Americans most likely to be hospitalized. But despite their limited use of



Photo by Art Elwing

CARLMONT ALUMNI PRESENT two \$1000 checks to Sequoia High School District Superintendent Merl Fruehling. In the picture, from left to right: Carlmont Principal Peter Newton, Darlene Turturici,

Fruehling, Mike Schmid, Manuel Martinez, Noreen Speier. Speier is director of marketing for the Villa Hotel. Turturici was the "prime mover" of the fashion show benefit. *CARL EMP 11/28/84*

Sports benefit nets \$2,000

CARL EMP 11/28/84
Proceeds from the Carlmont Boosters' November fashion show benefit for the Sequoia Union High School District's athletic programs were presented to District Superintendent Merl Fruehling on Nov. 21.

Two \$1000 checks were handed to Fruehling by Mike Schmid and Manuel Martinez, both Carlmont Alumni with children attending Sequoia

district high schools. "Donations are still coming in," said Fruehling.

The benefit was held at the Villa Hotel in San Mateo, with an unusual selection of models, including Linda Teutchel (Miss San Carlos), Carlmont principal Peter Newton, most of Carlmont's coaching staff, other district coaches, 49er Business Manager Keith Simon, some female Sequoia district administrators and members

of the San Francisco chapter of the NFL Alumni Club.

Featured at the benefit was a "store" selling NFL merchandise. The store was operated by John Stiegman, public relations director for the San Francisco chapter of the NFL Alumni Club.

Fashions for the benefit were supplied by Ben Turturici's of San Carlos; all models "had their colors done" by Jeanne G. Johnson, of Menlo Park, so the models could appear to best color advantage.

Fruehling said that donations are still needed because without \$60 - to \$65,000 the district will have to cut its athletic programs next year.

Donations to the Sequoia district, or individual schools in it, may be made to the Sequoia District Athletic Fund at 480 James Avenue, or given to individual schools' treasurers.

Sequoia district scores well on test of

By DUANE SANDUL
Times Staff Writer

S.M. TIMES 12/12/84
REDWOOD CITY — Seniors in the Sequoia Union High School District continue to score above the median in the California Assessment Program test, with Menlo-Atherton students easily outscoring students at the district's three other schools.

Educators for years have stressed that the CAP scores give only a limited picture of how schools are faring in a few basic subjects. The public, they contend, often view the results as a report card on public education.

When the scores are up, the schools take a bow. When the scores are down, the schools become defensive.

The 30-minute CAP test measures 23 "subskills" in reading, 26 in written language and 29 in mathematics. It is given annually to every third-, sixth-, eighth- and 12th-grade student in the state. Soon, 10th-graders also will be tested.

The CAP test, educators note, is not designed to test individual students. It uses a matrix sampling technique in which each student answers only a small por-

tion of the test's 900 questions, in order to get a broad overview of how well the state's schools are teaching reading, writing, spelling and arithmetic.

The state Legislature has mandated and approved funding for upgrading the grade-12 test by 1985-86, according to Charles M. Mendoza, director of student personnel services for the Sequoia district.

"It is anticipated that field testing will take place this spring," he said. "Plans call for a writing sample to be included in the grade-12 test, but funding for

the sample has not yet been approved."

The high scores turned in by Menlo-Atherton seniors elevated the district scores.

For reading, the state median score was 62.2 and the district median 68.6. Reading scores were 67.1 at Carlmont, 75.5 at M-A, 65.2 at Sequoia and 66.0 at Woodside.

For written expression, the state median score was 62.6 and the district median 69.7. Written expression scores were 68.3 at Carlmont, 76.7 at M-A, 66.2 at Sequoia and 66.6 at Woodside.

In mathematics, the state median was 67.4 and the district 72.6. Math scores were 71.7 at Carlmont, 76.4 at M-A, 70.2 at Sequoia and 72.0 at Woodside.

According to Mendoza, with the exception of spelling, content percent correct scores were the highest in the district's history.

"When compared with itself, district results over a two-year period show an increase in reading, written expression and mathematics but a decline in spelling," Mendoza said.

He made some highlights of the scores and their comparison

WOODSIDE

Woodside tested 278 seniors. In reading, content area scores increased in the two-year comparison but declined significantly in the five-year study. Significant declines are in vocabulary, comprehension and literal comprehension.

In written expression, area scores, including spelling, declined in the two-year and five-year study but scores still are above the performance level of 78 percent of schools in the state. In the two-year comparison, scores rose in paragraphs and language choices and declined significantly in sentence recognition, sentence manipulation and capitalization and punctuation. In the five-year study all scores declined with the exception of capitalization and punctuation, which increased significantly.

In mathematics, content area scores increased in the two-year comparison and declined significantly in the five-year study but are still above the performance level of 81 percent of all state schools. In the two-year comparison of skills, a significant decline was scored in decimals and significant increases noted in fractions, measurements, probability and statistics, and graphs. How-

Menlo-Atherton tested 373 seniors. In reading, the students posted the highest percent correct score in the school's history and scored above the performance level of 99 percent of all of the schools in the state. In written expression, students posted the second highest percent correct score in the school's history and scored above the performance level of 99 percent of all the state's schools. In mathematics, students posted the highest percent correct score in the school's history and scored above the performance level of 96 percent of the schools in the state. Scores increased significantly in 10 of the 12 skills areas in two-year and five-year comparisons.

MENLO-ATHERTON

Sequoia tested 387 seniors. In reading, vocabulary scores are down in the two-year and five-year study. Study-locational skill scores are up in the two-year study but declined in the five-year study, while comprehension scores rose in both the two- and five-year comparisons. In written expression, the content area score was the second highest in the school's history and above the performance of 75 percent of all schools in the state. Two-year comparisons showed decline in sentence recognition, capitalization and punctuation and sentence manipulation. Over the same period, there is significant increases in word forms and language choices and a slight increase in paragraphs. In mathematics, students posted the highest score in the school's history and scored above the performance level of 76 percent of all state schools. In the two-year comparison, significant increases are seen in the skill areas of geometry and probability and statistics, with a decline in arithmetic. Significant increases in the five-year study are in arithmetic, number concepts, geometry and measurement, but there has been a three-year downturn in fractions and problem-solving.

SEQUOIA

Carlmont tested 305 of its seniors. In reading, content area scores rose significantly in both two-year and five-year comparisons. A slight decline was noted in spelling in the two-year comparison but over the same period all skills area scores increased with statistical significance noted in capitalization and punctuation, paragraphs, word forms and language choices. Similarly, scores were higher in five of six

CARLMONT

at each school over two- and five-year periods.
A school-by-school summary:

Lottery has problems

CARL END. 12/19/84

By Dr. Ronald S. Gilpatrick

We sometimes forget that the protagonist in Dorothy Jackson's frightening short story, "The Lottery," was stoned to death at the close of the tale. The intent of Proposition 37, the recent state-wide lottery initiative, had as its "protagonist" the public schools of California.

Schools must be careful they are not "stoned to death" by all those lottery dollars! One of the intents of the initiative, presumably, was to provide supplemental funds for California's fiscally strapped public schools. "Supplemental" means dollars in addition to whatever the State Legislature normally provides for the schools. As an example, in this last school year, the Legislature provided for schools an additional \$1.1 billion over the 1983-84 an approximate 5.9 percent cost-of-living increase and specific additional dollars for some reform items. If the lottery were in place a year ago, we might have expected an additional \$300 to 500 million above the \$1.1 billion.

The major concern of school people is that the lottery funds could supplant state dollars—replacing state funds. To use the same example above, given the \$1.1 billion, the State would thereby reduce State apportionment, in 1984-1985, by the amount of lottery monies which come in and the net benefit to schools would be zero. However, the State would gain \$300 to 500 million to use someplace else.

Another problem with "supplementing," is that there is no way to know how well the lottery will really do. The State might anticipate revenues from the lottery that exceed actual income. If this

happens, schools could actually receive less money than budgeted, thereby creating deficits.

From year to year, there would be no way to know what the income from the lottery might be. School districts, now, can't tell what the legislature will do for schools from one year to the next. If the unknowns of lottery funding create even more uncertainty, the lottery could become a white elephant rather than the intended silver spoon.

Even with the infusion of new education dollars going to schools these past two years, the reality is that Californians still spend less each year per child than the national average. Yet, Californians enjoy a personal income which numbers among the top three or four states, nationally. California still has the worst student/teacher classroom ratio in the nation. The need for repair, maintenance and new construction for schools in California can be measured in billions of dollars.

The lottery funds must remain true to the initiative's original intent—supplemental funds. Those supplemental dollars are to be provided "over and above" what education might normally expect from the Legislature. Hopefully, citizens will remind Legislators what the lottery's intent was. Polls indicate that many people voted for the lottery because they wanted to see additional funds made available for California's fiscally starved educational programs. If California's lottery is cause for the further decline in California's schools, rather than an enhancement, then the citizens of this state will have placed their bets on the wrong ticket.

Parents as teachers, too

By DR. RON GILPATRICK

Belmont Schools Superintendent

The California Achievement Test (CAP) scores for grades 3, 6 and 8 are out and San Mateo County fared quite well. Educators would like to take much of the credit for improved test scores — and, indeed, we think we did a good job, particularly with all this emphasis on basic instruction, educational reform, and giving education the high priority it has always deserved.

There is another reason, however, why schools did well. Parents gave the schools more assistance. Schools became a greater priority for adults! No matter how hard educators work, there is a fundamental element in educating a child which can only be accomplished in the home. In an earlier article, several months ago, it was pointed out that of the 8,760 hours which constitute one full year (365 days x 24 hours = 8,760 hours in a year), the average 4-8 grade student is in school for approximately 1,080 hours of actual instruction per year, including recesses and lunch time. In other words, during 7,680 hours of the year, the child is somewhere other than at school. That means the average child spends a little over 12 percent of his/her time in any one year at school. Eighty-eight percent of the time the child is somewhere else! Staggering, isn't it?

This is why the parents' role in education is so vital. Teachers can do only so much given 12 percent of the child's time in which to provide formal instruction. Bill Honig, State Superintendent of Public Instruction, has suggested a theme this year for public education — "Parents Are Teachers, Too!" This theme draws attention to the need for parent involvement in the educative process. If your child takes private violin lessons, for example, you know that just taking the lessons will not turn him or her into Itzak Perlman. There must be practice — daily. This is true for dance lessons, karate lessons, tennis lessons, ballet — whatever. So it is with classroom instruction. No amount of reading instruction, regardless of how often or intensely taught, will really have a child reading well if the child never reads at home.

It is the rare child who will show instructional initiative if parents are disinterested in school progress. Frankly, the term "education" is really misused. When we think of "education" we think of schools. Actually, education goes on all the time — at home, in the streets, at the supermarket, on vacations, and of course, at school. What schools provide is formal "instruction" which is



Dr. Ron Gilpatrick

the first educator of the child is the parent. In the final analysis, the parent is probably the most important educator the child will ever have. Parents who abdicate this responsibility — or, at least, give it less than its due, cannot expect schools to compensate fully for the loss.

Happy to say, many San Mateo County families are really pitching in and working closely with school personnel. There is an upsurge of positive relationships being established between home and school. We can do even more. There are a number of specific things parents can and should do to create a better educational environment for their children. May we suggest a few very important ones:

1. Young children (ages 3-8) should be read to — daily, if possible, up to 15 minutes. Reading to a child builds vocabulary and gives children an appreciation for and love of literature.

2. Children need to be included in family discussions. There should be time for consultation with children — daily. Parents

need to ask about school — show interest in school in a positive, non-threatening way.

3. School personnel need parental support. If parents gripe about teachers in front of children, student/teacher rapport can be destroyed. If parents have concerns about instruction, they need to voice those concerns with teachers or administrators rather than complain in front of children.

4. Plan, on purpose, to involve the family in frequent cultural experiences. There are literally hundreds of possibilities throughout the Bay Area. To mention a few — museums, art exhibits, the zoo, the Exploratorium, Children's Theatre, young people's concerts, nature walks, aquariums, planetariums, science halls, tide pools. The term "culturally deprived" refers to children who are seldom or never exposed to these experiences.

5. Control television viewing — in two ways. Limit the quantity of viewing, and help children strive for quality of viewing. A periodic review of the TV Guides will reveal a host of excellent programming for young people. Children should be encouraged to view important scientific, historic, cultural and current event programs. Parents fortunate enough to have VCR's can capture all kinds of great programs for viewing at convenient times for children.

6. Review homework with your children. Offer friendly, positive counsel and advice, short of doing the assignment. Try not to criticize or badger children about their homework, which must be a positive experience. Parental assistance must be of a reinforcing nature.

7. Make sure children have an environment at home that is conducive for promoting school work — a quiet place to study with reference materials, paper, pencils, pens, etc. Establish regular study times.

When parents are positively involved in their children's instructional experiences, learning is enhanced, teachers are reinforced, education takes place and our world becomes just a little more civilized.

Sequoia district may cut sports

By DUANE SANDUL
Times Staff Writer

REDWOOD CITY — Unless it gets another \$45,000 in contributions before June, the sports program in the Sequoia Union High School District might again be jeopardized.

Superintendent Merle D. Fruehling told trustees Wednesday night that he'll renew his recommendation to cut after-school sports unless parents and participants start donating more money.

Sports and physical education dominated the meeting on two additional unrelated fronts:

- Fruehling recommended that the district reduce the physical education graduation requirement from three years to two and chided P.E. teachers for contributing to the deterioration of the program.

- The board adopted rules for athletic eligibility, but the board majority voted 3-2 to consider requiring better classroom performance for participation in after-school sports.

Fruehling recommended cutting the after-school program by one-third last summer, but trustees rejected his bid to cut six boys' sports and four girls' sports, preferring to see if parents would help the beleaguered sports budget.

Fruehling reported Wednesday that donations total only \$15,559, short of the \$59,508 in athletic fees the district received last year.

Fruehling said that the district has maintained a full athletic program since Proposition 13 in 1978 only by raising additional money in student fees.

However, a state Supreme Court ruling earlier this year struck down fees for participation in school activities.

A similar problem of how to fund sports and whether to cut them if donations are lacking is facing the San Mateo Union High School District.

Trustee Sally Stewart told Fruehling, "There are reasons we have athletics that we don't talk about. Athletics help promote

values, and we ought to address that subject before we talk about cuts."

Trustee Richard W. Dorst, whose son Chris was on the silver-medal-winning U.S. Olympic water polo team last summer, helped champion an alternative to dismantling sports in August.

At that time, with Fruehling looking to save \$54,000 by cutting the 10 sports, Dorst suggested and the board agreed to have Fruehling look at assessing San Carlos \$50,000 toward the \$83,000 annual school maintenance and security at the closed San Carlos High.

That factor was overlooked during Wednesday's discussion.

Fruehling said that after the holidays the district will mail another letter to athletes' parents seeking donations.

Those athletes, meanwhile, could face tougher scholastic requirements.

The board adopted a relaxed

policy for eligibility in interscholastic activities, including sports but at least two trustees warlock at raising the standards.

Trustees Stewart, Rosen Smith and Helen Hasman voted to have Fruehling report in January how many student-athletes would be declared ineligible if the district required students to maintain a C average in order to participate. Trustees Richard Dorst and Timothy Welling proposed further study, preferring to keep with the policy enacted Wednesday.

That policy makes eligibility dependent on a student enrolling in at least five classes (it used to be four) and passing a minimum of four classes at the end of a quarter grading period. District also requires a passing grade.

Whether to require students

Millard Fillmore (who's he?)

Carlmont High contest memorializes obscure U.S. leader

S.M. TIMES 12/26/84
By ALAN QAULE
Times Staff Writer

BELMONT — Surely one of the nation's biggest games of trivia pursuit will be played by hundreds of high school students here during the Millard Fillmore Trivia Hunt.

The annual event, sponsored by a Carlmont High School club called Friends of Millard Fillmore, will have teams of students trying to dig up the answers to a host of trivial questions.

This year's contest theme is "Keep Millard Alive in Eighty-Five."

Millard Fillmore was the obscure 13th president of the United States. In addition to sponsoring the contest in Fillmore's name each year,

the Carlmont students hope to one day have Millard Fillmore's face added to Mount Rushmore.

The club also seeks to have Fillmore's birthday declared a national holiday.

Organizers said more than 20 schools will enter teams in this year's search Jan. 11-14 for the answers to trivial questions.

Festivities will begin in the Carlmont High School multi-purpose room Jan. 11 at 3 p.m. As the contest swings into action the student teams will converge on local libraries and other research centers to try find the answers to a host of questions which will not be revealed until the start of the contest.

Students have been known



Millard Fillmore, the 13th president of the United States, is shown above. A student (right) looks over an answer during a previous Millard Fillmore Trivia Hunt.

in years past to beg, borrow and sometimes even steal the answers from other teams. Student teams have also



occasionally fouled up their opponents by leaving false tips at libraries and other research places.

may cut sports program

and we ought to address the subject before we talk about

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For athletes, meanwhile, face tougher scholastic requirements.

The board adopted a relaxed

policy for eligibility in interscholastic activities, including sports, but at least two trustees want to look at raising the standards.

Trustees Stewart, Rosemary Smith and Helen Hausman voted to have Fruehling report in April how many student-athletes would be declared ineligible if the district required students to maintain a C average in order to participate. Trustee Richard W. Dorst and Timothy Wellings opposed further study, preferring to keep with the policy enacted Wednesday.

That policy makes eligibility dependent on a student enrolling in at least five classes (it used to be four) and passing a minimum of four classes at the end of each quarter grading period. D can be a passing grade.

Whether to require students to

maintain a C average triggered a lengthy debate.

Dorst said higher standards lead to dropouts.

Don Hazard, president of the Sequoia Union Teachers Association, said that Woodside High two years ago had a champion-caliber team in which only one senior graduated.

"We may have exploited those kids," Hazard said. "We cheated them by setting the goal too low."

Earl Walker, principal at Sequoia High, disagreed.

He told trustees that many student athletes would drop out of school if the board required them to maintain a C average.

"If playing is a privilege, perhaps it is an incentive for an athlete to do better to get better grades," said Hausman.

Dorst countered that many

students are performing to their capabilities but that those capabilities are insufficient to maintain a C average.

Fruehling agreed. He said that from 25 to 30 percent of the district's incoming ninth-graders — about 540 — have reading and math skills that are two or more grade levels below ninth.

The P.E. requirement also split the board, but the issue was left unresolved until Jan. 16.

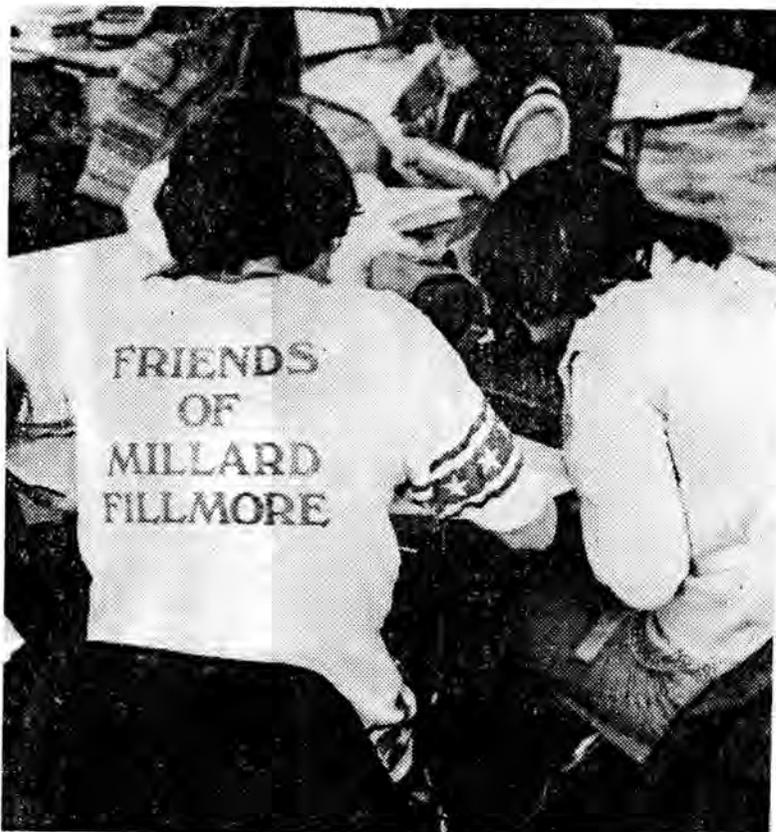
Fruehling made his recommendation to trim it from three years to two amid numerous recommendations concerning electives. The full report will be considered next month.

The board appears split on the issue, with Dorst and Wellings apparently in the minority view of keeping the three-year requirement.

(who's he?) not forgotten



Millard Fillmore, the 13th President of the United States, is shown above. A student (right) looks over an opponent during a previous Millard Fillmore Trivia



judged by Jack Robertson, an attorney from Menlo Park.

An assortment of Millard Fillmore souvenirs are also available in conjunction with this year's hunt, reported Bob Hunter, Carlmont's director of student activities.

The souvenirs include Millard Fillmore glass mugs, buttons, T-shirts, sweatshirts and caps, Hunter reported.

Student teams may preregister for this year's contest by sending the \$9 entry fee to Hunter at Carlmont High School.

Hunter noted that last year several teams expressed an interest in drafting a code of ethics to help improve relations between the teams and local libraries.

A group of students who will participate in this year's contest is preparing the code of ethics and teams that want to give input should call Hunter at Carlmont High School.

By the way, for the trivia buffs, Fillmore succeeded to the presidency when Zachary Taylor died in office. He was born Jan. 7, 1800, in Cayuga County, N.Y.

past to beg, borrow or sometimes even steal the answers from other teams. Some teams have also

occasionally fouled up their opponents by leaving false tips at libraries and other research places.

The answers gathered for this year's questions will be judged and scored Jan. 14. The 1985 contest will be

Getting in the spirit at Carlmont

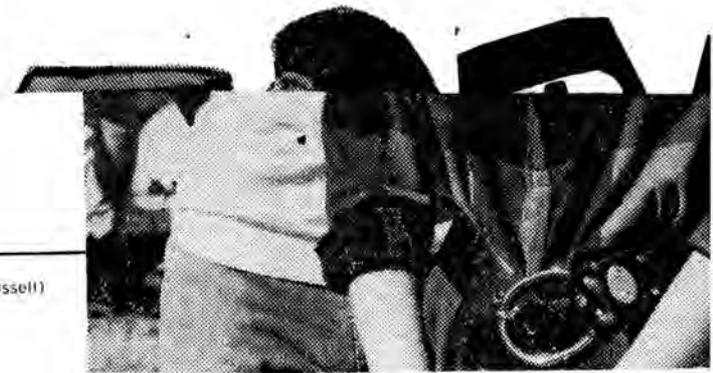
Homecoming Week at Carlmont High School in Belmont is presided over by King Mike Morgan and Queen Laura Teutschel (right). The week's activities included two rallies, a royal banquet and class competitions. The winners of the "pile the shaving cream on your buddy's head" contest (far right, foreground) are seniors John Trawear (kneeling) and Grant Stephens. English teacher Norma Bisignano is the official measurer.





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(Times Photos by Mike Russell)

Belmont studies school land alteri

By Phyllis Brown

Times Tribune staff
SUN. TIMES 11/25/84

A private proposal for building a retirement center is among the proposals being considered by the Belmont School District and the city for putting surplus school land in city hands.

The discussions are the aftermath of the defeat of Measure B, a grass-roots initiated effort to have citizens contribute money to purchase the land that failed at the ballot

box Nov. 6.

The city and district are considering three alternatives that would allow the city to obtain ownership of part of the closed Barrett, McDougal and Cipriani school sites, district Superintendent Ron Gilpatrick said.

The first alternative would be for the city to purchase the property proposed for sale on the November ballot. The stated price for the land was over \$1 million.

A second proposal would allow the city to exchange a change in zoning at the Barrett and Cipriani sites for the open space at all three sites. The exchange for a 'higher' or more lucrative zoning theoretically would bring the district more money on the housing market.

The third alternative would allow the district to have an even higher zoning on only one of the sites, the Barrett site, in exchange for recreation land at the three

sites.

In addition, Gilpatrick said the district has been contacted by a developer who would like to build a senior citizen facility on three acres at one of the sites. He estimated the value of the proposal at \$1.5 million.

Gilpatrick called the offer "extremely appealing and very attractive."

The developer, under that proposal, would pay for the city to obtain the playing

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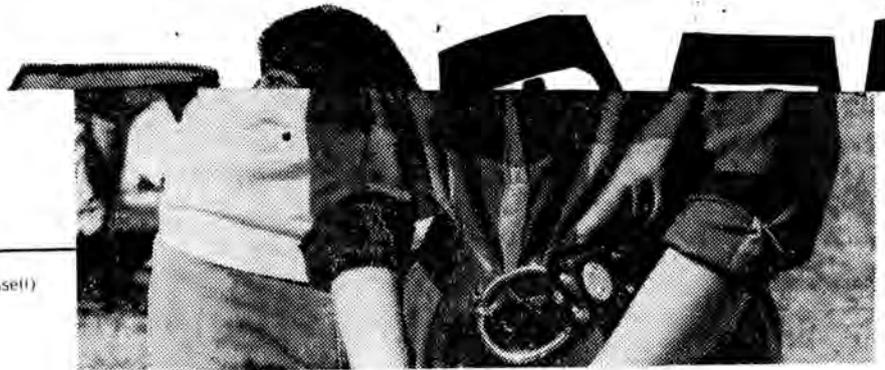
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money is available. All but one
have little or no cash reserves
left from the days before Proposi-
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And, like other schools state-

like bingo games. "But I don't
think it's my job to be the chief
bingo-caller at this time," he
said.

Laguna Salada has no reserve



tos by Mike Russell)

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mated the value of the proposal at \$1.5
million.

Gilpatrick called the offer "extremely
appealing and very attractive."

The developer, under that proposal,
would pay for the city to obtain the playing

fields it wants to acquire.

The district and the city have just begun
discussing the alternatives, and are no-
where near agreement on how the proper-
ty transfer would be accomplished.

"We really haven't done much on this.
We were waiting for the election to die
down," Everett said. Everett speculated
that a decision on the future of the proper-
ties probably will not come until next
year.

Latest state tests' results

Peninsula pupils score

by Robert Rudy
Times Tribune staff

DEAN. TIMES 11/16/84
Peninsula schoolchildren, in general, have scored higher than their counterparts around the state on reading, writing and math tests, results from this year's testing program show.

Results of the California Assessment Program tests were presented today to the California Board of Education by state schools Superintendent Bill Honig.

The tests were taken during the past year by about 1.2 million third-, sixth-, eighth- and 12th-grade students. The legislatively mandated tests cost \$950,000 to administer and report.

The 1983-84 school year marked the first time eighth-graders were tested.

"We felt we needed something to test students at the end of the elementary-school careers," said Pat McCabe, a consultant with the testing program. "There are a lot of

K-to-8 districts in the state."

Third-grade students, both around the state and on the Peninsula, did particularly well on the tests, most dramatically on the mathematics tests.

Statewide math scores also improved for sixth-graders, but reading scores declined for the second consecutive year.

McCabe said third-graders around California may have done better than their sixth- or 12th-grade counterparts because the

material used to test younger students has less to do with critical-thinking or problem-solving skills.

"We think it's easier," he said.

Honig said, "Although the scores leave much room for improvement, they confirm the fact that we are moving in the right direction with SB 813 and other education-reform efforts."

Among Peninsula school districts, scores improved in all test areas in the Redwood City School District. Third-grade scores in the

Mountain View and Whisman school districts also improved significantly.

Some local school officials, however, refrained from using the scores to make pronouncements about the effectiveness of particular school districts.

"These scores are always subject to careful scrutiny and caution said Bill Grafft, superintendent of the Mountain View elementary district. "We tend to take them too much at face value and make too

well

many judgments about schools based on the scores.

"These tests don't test children's ability to solve problems or work with other people and a lot of other things that are needed to succeed in the world. It only tests your ability to answer the questions on the test."

However, Grafft said that a concerted effort by teachers in his district apparently did have an impact

on the district's scores. He noted that written expression scores at Landels School were among the best in California, and part of that is due to a special Power Writing program at the school.

Whisman Superintendent Duane Bay said that even though he has been forced to explain poor tests scores so often in the past, he is hesitant to take credit for this year's increases.

"If they follow this way for the next few years, maybe then I'll say we are making a big difference," he said.

Bay said that in small districts such as his, scores can fluctuate a fair amount on the basis of a good performance by just one or two

classrooms.

"Still," he said, "they (the results) are certainly delightful to see and better than we expected."

School administrators are not the only people who wait each November for the release of the state-

wide tests scores. Many real-estate agents use the scores to help guide prospective buyers — particularly parents — into areas with good schools.

"I look at the scores in the paper and suggest certain areas," said

Helen Low of Lytton Properties in Palo Alto.

Low said she often recommends that people with children check out Palo Alto and Cupertino for their schools, but added that Los Altos and Mountain View also are desir-

able.

Low added that people without children also are interested in seeing test scores because "it helps improve the salability of their homes when they want to sell."

On the other hand, Jim Talley of

Cox Realtors in Mountain View said he does not try to sell one area over another.

"That's not the role of the agent," he said. "It's up to parents to explore schools on their own."

How Peninsula districts scored on state Elementary school scores

San Mateo County School Districts	Year Grade	READING											
		83-84 3	82-83 3	% 3	83-84 6	82-83 6	% 6	83-84 8	% 8	83-84 3	82-83 3	% 3	83-84 6
Belmont Elementary		314W	308	82	309A	306	91	290A	--	337A	326	93	307W
Las Lomas Elem.		364A	377	98	350A	342	98	376A	--	369A	372	98	367A
Menlo Park Elem.		344W	350	94	329A	357	95	376A	--	333W	346	91	337A
Portola Valley Elem.		410A	391	99	336A	396	96	354A	--	418A	391	99	340A
Ravenswood Elem.		225B	212	11	174B	187	1	188B	--	249W	233	24	180B
Redwood City Elem.		260W	257	35	246B	233	29	227B	--	269W	259	46	258W
San Carlos Elem.		334W	345	91	309A	309	91	299W	--	340A	334	94	318A
San Mateo Elem.		298W	301	72	265B	278	52	283W	--	288W	292	67	286W
Woodside Elem.		359W	323	97	332W	320	95	379A	--	385A	313	99	317W
Santa Clara County													
Cupertino Elem.		348A	339	95	312A	313	91	324A	--	354A	340	96	324A
Los Altos Elem.		354A	353	96	346A	354	97	347A	--	335W	354	92	350A
Mtn. View Elem.		342A	319	94	289A	294	79	252B	--	337A	311	93	290W
Palo Alto Unified		352A	320	96	330A	323	95	349A	--	333W	330	91	339A
Santa Clara Unified		298A	292	72	270W	266	57	256W	--	309A	296	82	283A
Sunnyvale Elem.		284W	288	60	275A	293	64	280A	--	291W	283	69	280A
Whisman Elem.		326A	266	88	250W	232	34	273W	--	331A	254	91	259B

High school scores (all 12th grade)

San Mateo County School Districts	Year	READING			MATH			WRITTEN EXPRESSION	
		83-84	82-83	%	83-84	82-83	%	83-84	82-83
San Mateo Union		66.1W	67.8	76	72.5W	73.4	86	67.0W	67
Sequoia Union		68.6A	65.9	91	72.6W	70.9	86	69.7A	67
Santa Clara County									
Fremont Union		69.4A	70.0	95	76.1A	77.0	96	69.1W	68
Mtn. View-Los Altos		66.5B	68.3	79	74.0W	73.6	91	67.9A	67
Palo Alto Unified		73.8A	73.9	99	82.1A	80.7	99	75.4A	73
Santa Clara Unified		62.6W	63.6	45	69.9A	68.8	74	65.8A	62

San Jose districts scored on state achievement tests

School scores

READING								MATH								WRITTEN EXPRESSION							
83-84	82-83	%	83-84	82-83	%	83-84	%	83-84	82-83	%	83-84	82-83	%	83-84	%	83-84	82-83	%	83-84	82-83	%	83-84	%
3	3	3	6	6	6	8	8	3	3	3	6	6	6	8	8	3	3	3	6	6	6	8	8
314W	308	82	309A	306	91	290A	--	337A	326	93	307W	304	90	307A	--	334A	311	93	302W	299	91	299A	--
364A	377	98	350A	342	98	376A	--	369A	372	98	367A	360	99	386A	--	351A	372	97	337A	349	99	356A	--
344W	350	94	329A	357	95	376A	--	333W	346	91	337A	344	97	366A	--	317B	335	86	332A	337	98	383A	--
410A	391	99	336A	396	96	354A	--	418A	391	99	340A	384	97	344W	--	399A	398	99	350A	358	99	345A	--
225B	212	11	174B	187	1	188B	--	249W	233	24	180B	210	1	160B	--	243B	222	18	201B	203	1	184B	--
260W	257	35	246B	233	29	227B	--	269W	259	46	258W	249	40	233B	--	268W	261	44	261W	250	45	234B	--
334W	345	91	309A	309	91	299W	--	340A	334	94	318A	303	93	303W	--	353A	347	97	317A	318	96	296W	--
298W	301	72	265B	278	52	283W	--	288W	292	67	286W	292	77	284W	--	301W	306	77	273B	276	63	285W	--
359W	323	97	332W	320	95	379A	--	385A	313	99	317W	310	93	354W	--	379W	318	99	345A	373	99	336W	--
348A	339	95	312A	313	91	324A	--	354A	340	96	324A	312	95	333A	--	343A	336	96	315A	307	95	328A	--
354A	353	96	346A	354	97	347A	--	335W	354	92	350A	370	99	348A	--	349A	368	97	345A	346	99	336A	--
342A	319	94	289A	294	79	252B	--	337A	311	93	290W	286	80	272W	--	361A	336	98	315A	289	95	281A	--
352A	320	96	330A	323	95	349A	--	333W	330	91	339A	334	97	372A	--	328W	318	91	317A	315	96	340A	--
298A	292	72	270W	266	57	256W	--	309A	296	82	283A	281	74	277A	--	299A	289	75	275W	273	66	253B	--
284W	288	60	275A	293	64	280A	--	291W	283	69	280A	294	71	278A	--	281W	283	58	287A	292	81	275W	--
326A	266	88	250W	232	34	273W	--	331A	254	91	259B	257	42	259W	--	332A	282	91	262W	250	47	273W	--

High school scores (all 12th grade)

	Year	READING			MATH			WRITTEN EXPRESSION		
		83-84	82-83	%	83-84	82-83	%	83-84	82-83	%
San Mateo County										
School Districts										
San Mateo Union		66.1W	67.8	76	72.5W	73.4	86	67.0W	67.8	81
Sequoia Union		68.6A	65.9	91	72.6W	70.9	86	69.7A	67.9	95
Santa Clara County										
Fremont Union		69.4A	70.0	95	76.1A	77.0	96	69.1W	69.9	93
Mtn. View-Los Altos		66.5B	68.3	79	74.0W	73.6	91	67.9A	67.7	88
Palo Alto Unified		73.8A	73.9	99	82.1A	80.7	99	75.4A	73.3	99
Santa Clara Unified		62.6W	63.6	45	69.9A	68.8	74	65.8A	62.6	75

The accompanying charts indicate achievement test results from the California Assessment Program. On the chart, third-, sixth- and eighth-grade scores are based on a 100-400 scale, while 12th-grade scores were based on the number correct out of 100. The percentile rank is for all districts in the state. For example, if a grade received a 99th-percentile mark, it performed better than 99% of the corresponding grades in the state. The letters following the numbers indicate whether scores were within (W), above (A) or below (B) the normal range of scores for districts with similar socio-economic characteristics. The percentile rankings are approximate but within 4 to 5 points of accuracy, according to the state Department of Education.

%=Percentile. Percentiles for eighth-grade scores were not released

Central graduates praised

Carlmont principal cites achievements

Times Tribune staff
PEN. TIMES 11/25/84

It was a glowing report card, the kind every parent wants sent home with his youngster. But this report card did not reflect the achievements of one student alone.

The report card was one for all of the students who matriculated from the Central Intermediate School of the San Carlos School District to Carlmont High School in Belmont.

The report card came from the school principal himself. At a recent meeting of the district Board of Trustees Principal Peter Newton had this to say of San Carlos students: "I would love to have all of your graduates."

But Carlmont does not. The school receives only a small percentage of the students who attend intermediate school at Central. The majority, perhaps 75 percent, of San Carlos students attend Sequoia High School.

Newton said the San Carlos district ranks high in academic achievement at Carlmont.

"When they come to us, they are very well prepared and have had excellent counseling," Newton said. Newton added that the students' achievements show that the school district has "a very excellent staff" that the trustees "can be proud of."

In the 1982-83 school year Carlmont got only 55 of 285 graduating Central School students. The majority of Carlmont students come from the Ravenswood and Belmont school districts.

The trustees thanked Newton for visiting the district and sharing the matriculation findings.

□ Peninsula school officials say local efforts have been mostly successful and uneventful

By Robert Rudy PEN. TIMES
Times Tribune staff 12/7/84

Busing to achieve racial integration in Peninsula schools is both a fairly rare phenomenon and a voluntary one. Still, none of the officials involved in those busing programs said they would dismantle their programs, even if future court cases allowed them to do so.

Busing programs exist in the San Mateo City Elementary and Sequoia Union High school districts that involve 10 percent or less of the total population in those districts.

The San Mateo district was one of the first in the state to initiate a voluntary busing program when it did so in 1967. Today, said administrator Tish Busselle, the district has about 3,000 minority students out of a total population of 8,000 children. Of those 3,000, she added, only 800 are bused.

Although roughly half the minorities in the San Mateo district are Asians or Pacific Islanders, Busselle said it is primarily blacks and Hispanics who are bused. Almost all of them come from the area north of Fifth Avenue in San Mateo, where there has never been a neighborhood elementary school and where the area's only middle school recently closed.

Busselle said there are no plans to alter the district plan, adding that the current school board favors integration and multiracial school experiences.

Similarly, Sequoia district Superintendent Merle

Fruehling said his district values its desegregation program and would not disband it even if it could. With a districtwide enrollment of close to 7,000 students, the Sequoia district buses only 400 students, all from the East Palo Alto area.

Of the 400 students bused, 240 attend Carlmont High School and 160 attend Woodside High.

The Sequoia district adopted a desegregation plan in 1976 after a San Mateo County Superior Court judge ruled the district should balance its minority enrollments more evenly.

Meanwhile, the Peninsula district considered most segregated — the San Jose Unified School District — only buses students who are involved in so-called magnet schools. Magnet schools are schools with special programs that are designed to attract students from a wide geographical area and, in San Jose Unified's case, have been used to integrate schools.

A spokeswoman for the San Jose district said slightly more than 700 students currently are being bused to five magnet schools.

The San Jose district, though, has more than 60 percent minority enrollments in nearly one-third of its schools. A federal appeals court earlier this year ruled that school officials in the past purposefully kept their schools segregated and ordered a federal trials court to find ways to desegregate the district.

San Jose trustees are now in the process of deciding whether to appeal that decision.

Deadline set for school sale

By Phyllis Brown

Times Tribune staff

DEVELOPER TIMES 12/18/84

The Belmont School District, faced with two potential buyers, has given city officials a February deadline to come up with a plan to buy land for recreation at its three closed school sites.

The two other possible buyers are a developer, who

wants to build senior housing, and the San Mateo County Office of Education, which has discussed moving at least some of its administrative offices from Redwood City, district Superintendent Ron Gilpatrick said Monday.

The senior housing devel-

oper has offered more than \$2 million for the Barrett School site, located near the intersection of Ralston Avenue and Alameda de las Pulgas. The county has not specified what site in which it is interested or how much it is willing to pay, Gilpatrick said.

The two other possible buyers are a developer, who

needed recreational space since the schools were closed in July 1983 due to declining enrollments. However, there has not been enough cash in the city coffers.

The most recent city effort at buying the land was a November ballot measure that would have taxed residents to buy the land for \$1.03 million. Voters rejected the proposal by an overwhelming margin.

The city still does not have the cash to buy the properties. Mayor William Hardwick said the city is considering a number of different financing schemes, including a lease/purchase arrangement, to acquire the playing fields.

The city also is considering of-

fering a zoning change that would allow denser, and thus more lucrative, development on a part of the Barrett site in exchange for the playgrounds, Hardwick said.

The February deadline "doesn't appear unreasonable" Hardwick said.

Hardwick said the city still is attempting to purchase the land for the \$1.03 million price voted on in November. However, Gilpatrick said the district can't be held to sell at that price.

If the city is unsuccessful in its efforts, the district can turn to a \$2.27 million offer for the entire Barrett site from Everett Berg of the Senior Living Co. of Emeryville. Berg wants to build a retire-

ment and living center on the land.

"We will not negotiate with him directly yet. But we are listening," Gilpatrick said.

In addition, the Redwood City-based San Mateo County Office of Education has expressed interest in the district's closed sites.

"The county is looking down the road for new facilities for the county office. They have looked at both the Barrett and Cipriani sites. They have talked about moving all of their facilities or only their special education facilities. But there has been no talk about price," he said.

Gilpatrick stressed that before negotiating with buyers other than the city, the properties would be put up for public bid.

Carlmont sends latter-day 'message in

imes Tribune staff
THES TRIB. 12/23/84
Students at Carlmont High School in Belmont are attempting to bridge the communication gap with the Soviet Union by writing letters to Russian citizens in their own language.
The letters are part of a project to establish communication with citizens of the So-

viet city of Sabor.
The letters contain the students' hopes for peace and friendship, along with information about themselves, their families and their homes.
Carlmont English instructor Bill Evans got the idea from Ground Zero, a national pacifist organization that has sponsored similar programs.

"We can end the arms race if everyone contributes in a small way like this," Evans said.
Using some simple Russian words and phrases and the 33-letter Russian alphabet, each student in Evans' five classes prepared letters to mail to the Soviet Union.
Pictures of all the students in the five

a bottle' to Soviet city

classes will be mailed with the letters.
Sabor, Belmont's sister city for the project, is about the same size as Belmont, which has a population of 29,000.
Because communication with Soviet cities is so unusual, Carlmont students wonder whether they'll hear from their sister city.
"Even if we never hear from anyone,

we're letting the Russians know that an increasing number of Americans want to avoid war," Evans said.
"The fact that the Russians live under a government that is not acceptable to us disturbs me, as it does most Americans. But that doesn't mean that we can't get along with them in order to save the world," he said.

EDITORIALS

Students and athletes

REN. TIMES TRIB. 12/24/84
IT'S A FAMILIAR pattern at several universities with big-time athletic programs: So-called students put in their four years on the football or basketball teams, then leave without graduating. If they become professional athletes, they'll make a lot of money; if not, they're rarely prepared for any other productive activity.
So many athletes have followed that path that it's become more notable when an athlete gets his degree before heading for the pros. But the pattern still has the capacity to produce shock when it happens at the high school level — as it did on a successful Woodside High School basketball team that had four stars who failed to graduate.

The story of that Woodside team was told last week by Don Hazard, president of the Sequoia Union High School District teacher's association, as he urged the Sequoia trustees to raise academic standards for athletes. He said the basketball players who didn't graduate had been "cheated" by low academic standards.

Indeed they had, but the Sequoia trustees didn't do much to rectify the situation by their hesitant approach to raising the standards. They finally adopted new rules allowing students to participate in athletics only if they take at least five classes and receive passing grades in four of them.

Since a passing grade is D, a student can participate in sports by getting four D's and an F. Many other districts in this

area require a C average for participation in athletics, and Sequoia Trustee Sally Stewart suggested the same standard for Sequoia. But the board decided to wait until the results of a study on student athletes are in before deciding on tougher standards.

Superintendent Merle Fruehling, questioning the practicality of higher standards, said, "We have kids who, working at the top of their capabilities, may not be able to squeeze out more than a D."

That's a real shocker, if it's true. After all, we're talking about average high school courses here — not calculus, physics or advanced English composition. If students have trouble squeezing out more than a D, they shouldn't be wasting time — any time at all — on the practice field. They should be studying.

Frankly, we think that the student-athletes can get grades higher than D, at least in some courses. What they need is motivation, such as higher academic standards before they can participate in athletics. Sequoia administrators may be pleasantly surprised to find how many athletes can raise their grades if they need to in order to compete in sports.

Perhaps a C average is too high, at least immediately, but four Ds and an F in five courses is too low a standard. The Sequoia district should experiment with gradually increasing standards for athletes, aiming at that C average. If it can work for other schools in the area, it can work for Sequoia.

Decision on counseling prompts teacher labor

By Robert Rudy
Times Tribune staff
PEN. TIMES 11/13/84
An unfair labor practices charge has been filed with the state by the teachers' union in the Sequoia Union High School District over a decision to eliminate counseling in the district.

counselors made earlier this year by the school board represents the kind of unilateral decision prohibited by law during collective bargaining.

Don Hazard, president of the Sequoia District Teachers Association, said the previous contract, which expired June 30, called for a staffing ratio of roughly 410 students for each counselor. Because

the southern San Mateo County district eliminated counselors and because staffing ratios must be negotiated, Hazard said the district violated bargaining rules.

However, Superintendent Merle Fruehling said that "we believe we can wipe out a service. The education code says we can eliminate it."

The district, in place of counsel-

ors, created a new job classification for guidance advisers.

Within the next few weeks, a hearing officer from PERB will decide if the union's charge has enough merit to pursue the matter. If the officer decides there is a case, both sides will be involved in a hearing process that could take up to a year to resolve.

In the meantime, both the teachers and district will continue nego-

tiating. Their next bargaining session is scheduled for Friday.

In addition to the counseling conflict, the primary issue that remains unresolved concerns money for salary increases.

"I don't think we have any money, and they (teachers) think we do," Fruehling said.

Fruehling did say, though, that both sides are getting closer on salary issues. He said in addition to an

charge

extra 2.1 percent raise for teaching a longer school day and year, the district is offering a 1.5 percent cost-of-living raise. Teachers, he said, are asking for a 2.5 percent cost-of-living raise.

Fruehling said the district's offer to teachers, who did not get a raise last year, was comparable to what teachers already have received in

other San Mateo County high school districts.

An earlier issue involving how teachers can use their preparation periods may have been resolved, Fruehling said, by giving teachers more freedom to use that time period as they wish. However, there is no final agreement on use of preparation periods.

Hazard said teacher morale in the high school district has suffered because of the length of contract talks. Teachers at Woodside High School recently voiced their concerns by passing out explanatory letters to parents at Back-to-School night.

Although discontent is greatest at Woodside High, Fruehling said low morale apparently is spreading to other district schools.

Playing favorites? CALL ENR 11/25/84

Repairs planned

By Steven Stark

Is the Belmont Elementary School District favoring some schools over others?

For the past two board of trustee meetings, district-wide needs in the four schools have been brought to the fore as the board continues its tour of neighborhood schools.

"We care about every school equally," Board President Catherine Mason declared at the Nov. 19 meeting, held at Nesbit School.

The declaration followed some Sterling Down neighborhood comments concerning the repainting of the Fox School roof trim. The board voted Nov. 5 to repaint the roof at a meeting held in the Homeview neighborhood. Residents surrounding the Fox School had complained the roof's trim was much too bright.

Trustee A. Gutierrez was the lone dissent in the Nov. 5 decision, citing what he considered more pressing needs throughout the district, but especially at Nesbit.

"We'd like to see everything done this year, but it's just not possible," Trustee Michael Garb said in reference to the maintenance needs of the district schools.

The district is involved in a continuously renewed deferred maintenance plan, according to business manager James Hall.

"It takes time to get a program geared up and moving,"

Hall said.

"It's been a long time since major maintenance has been done. We have four sites and there's lots to pick up."

District Superintendent Ron Gilpatrick said the district should have involved itself long ago with the state-matching deferred maintenance plan.

The district has \$26,000 invested in deferred maintenance this year. These monies are to be matched by the state to be used next year, Hall said.

The board adopted its present 5-year deferred maintenance plan last March, with \$385,000 budgeted during this time. Under this budget, Ralston Intermediate will get \$186,000 worth of repairs and upkeep during the coming five years; Nesbit, \$119,000; Fox, \$41,000; and Central, \$35,000.

Of the \$26,000 budgeted for this year, Fox leads the way with \$12,250 budgeted for repairs, followed by Ralston with \$8,750, Nesbit with \$3,100 and Central with \$2,400.

"We have to keep our fingers crossed the state doesn't cut back its program, however," Hall said.

In other board action:

• Dec. 10 has been set for the date of a special meeting to discuss the disposition of vacated surplus properties and to discuss the district's school beautification program.

The meeting will convene at 7:30 p.m. at the district headquarters, 2960 Hallmark Drive.

A ballot measure lamented

Minister suggests a way city can buy school land

By Phyllis Brown

Times Tribune staff

VEN. TIMES 01/14/84
A Belmont minister, who from the pulpit lamented the demise of a failed ballot measure to purchase school land for use as a park, suggested Tuesday that citizens still should contribute money to buy the property.

The minister's suggestion came as the proponents of Measure B, which asked citizens to pay to buy from the Belmont School District land at three closed school sites for parks, expressed dismay at the measure's Election Day defeat at Tuesday's City Council meeting.

The special tax proposal asked residents to pay a one-time fee of \$160 to raise \$1.25 million to buy 11 acres of playing fields at the closed Barrett, McDougal and Cipriani school sites. The Barrett buildings also would have been purchased for community use.

Belmont is badly in need of parkland. Much of the recreational land, especially for sporting activities, belongs to either the Belmont School District or the Sequoia Union High School District (Carlmont High School). The city's parkland consists primarily of rustic Twin Pines Park.

In a sermon on values last Sunday which also was read at the City Council meeting, the Rev. John R. Brooke, pastor of the Congregational Church of Belmont, addressed Measure B.

"What does the defeat of Measure B in Belmont last Tuesday say about our values, the values of the people of Belmont at large? It seems to say that \$160 out of our pockets once during a year is more important to us than providing 11 acres of playgrounds and space for leisure activities for our children, for our seniors and for us all," Brooke said.

"I'm just unhappy enough about that decision to wonder what we who disagree with it can do to ensure that at least some of that goal is reached ... through what some of us choose freely to give, so that which we believe in may happen. That's how it works in the church. That could be how it works in the community," Brooke said.

A citizens' group — the Park People — had proposed the park tax because the city, though it wants the land, cannot afford to buy it.

Though he expressed his discouragement with the vote in church, Brooke said he was speaking to the council as a private citizen.

"I am suggesting that we could deposit money in a special fund to be reserved for purchase of the 11 acres," Brooke said.

The measure required approval of two-thirds of the voters to pass. About 4,662 persons voted to approve Measure B; 5,823 voted against it.

"If the people in the households who voted to approve it donated \$200, that would be about \$500,000," Brooke said.

Park People member Geoffrey Fernald said he is more convinced than ever that Belmont needs the school land. He urged the city to try to find a way to acquire the land and keep it available for public use.

"You are the chosen leaders for the city. You can't always say that the voters know what's best. You must sometimes have more vision than the voters," Fernald said.

A year of gym class may yield to

By Robert Rudy

Times Tribune staff

PEN. TIMES 12/10/84

Stronger minds may triumph over stronger bodies if officials in the Sequoia Union High School District adopt a proposal to require students to take two years of physical education classes instead of three.

The plan to cut the physical education requirement by one-third is being proposed by an advisory committee that has been studying the district's elective course program.

Sequoia Union district proposal would cut requirement

Nancy Peterson, a district parent who serves on the committee, explained that since the Sequoia district stiffened its graduation requirements in 1982 by requiring an additional year of math, science and English, students have been unable to take as many elective courses as before.

Peterson said the committee figures that if students have two fewer physical education classes to

take, they can enroll in elective classes instead.

"It may also give more flexibility to students who have tight academic schedules," Peterson said.

Among Peninsula school districts, Sequoia is the only one that now requires three years of physical education classes. Students in the Palo Alto, Mountain View-Los Altos, and Fremont Union districts are required to take just two years

of physical education.

Whether students actually would take more elective courses if they had the chance is something the district's administration will study in coming weeks. Bill Walti, director of curriculum, said he thinks students may prefer to find jobs if they have the extra time to do so.

"That has become a major social issue in the schools today that I don't recall being as important in

past decades," Walti said.

Walti said he does not expect too much opposition to the proposal from students. He said over the years there always have been students who do not like physical education courses. Walti noted that there is more cutting from physical education classes than others.

In addition, he said, there are a fair number of complaints about physical education courses because of how they are run. He said that with many classes having up to 50 students or more, physical edu-

elective

cation courses often become a matter of "throwing out the ball and start playing."

"We have more classes than we like to admit that are strictly recreational," Walti said.

All general physical education classes, however, do require students to participate twice a week in cardiovascular oriented activities such as swimming or running.

"That is needed by growing bodies," Walti said, adding that "without a structured high school

program, the fitness of American youth will drop."

Superintendent Merle Fruehling, who opposed reducing the physical education requirement when it was proposed two years ago, said the issue now involves balancing priorities.

"The problem I have is I think physical education is important," he said. "Being physically fit is important. But we are in a financial situation where we have to make some decisions about what is important."

Reducing the physical education requirement will not entirely solve the problems facing the district's elective program, Fruehling said. He said elective classes often require small teacher-to-pupil ratios and those small classes are getting harder to afford.

Fruehling said he may propose an alternative plan that would re-

quire students to take three semesters — or 1½ years — of general physical education in their freshman and sophomore years and an additional year of a more specialized sport class such as tennis or badminton during their junior or senior year.

Along with the physical education requirement, Fruehling said he and his staff are considering separating athletics from the regular physical education program. Students involved in team sports would practice after school rather than during the last period of the day.

District trustees are not expected to vote on the matter until next year after more specific information has been gathered. However, four of the five current trustees were on the school board when the district lowered the physical education requirement from four years to three. At that time, trustees Helen Hausman and Rosemary Smith voted for the reduction while trustees Richard Dorst and Ted Wellings voted against it.

District's new rules on sports

By Robert Rudy
Times Tribune staff

VEN. TIMES 12/20/84
Trustees of the Sequoia Union High School District voted Wednesday night to raise academic standards slightly for student athletes and said they will consider making such requirements even more demanding in the future.

The trustees, who also reviewed physical education requirements for all students, adopted new rules stating students can participate in athletic programs if they take at least five classes — four of which must be five-unit classes — and receive passing grades in four of them.

A passing grade is a D or higher, so that means a student can get four D's and one F and still participate.

The board agreed, however, to undertake a study of student athletes and to consider making the academic policy tougher in April. Trustees Ted Wellings and Richard Dorst, two longtime advocates of school sports, voted against the study.

Academic standards for student athletes vary in Peninsula high school districts. The California Interscholastic Federation recommends that student athletes be required to maintain C averages in four out of five classes, and both the Palo Alto Unified School District and the Mountain View-Los Altos Union High School District go along with that policy.

Trustee Sally Stewart raised the possibility of requiring Sequoia students to maintain a C average to be eligible for school sports programs. She said she hoped that students who were struggling academically would seek help to improve their grades.

Superintendent Merle Fruehling, noting that the Sequoia district students represent a wide range of academic abilities, questioned how much a higher standard would motivate some athletes.

"We have kids who, working at the top of their capabilities, may not be able to squeeze out more than a D," he said.

Fruehling noted that the Los Angeles City School District, which recently implemented a C-average requirement for students, has found that students who cannot maintain academic standards tend to drop out rather than work harder.

That fear was shared by Dorst. "If the requirements are too high and they don't go to school at all, what do we gain?" he said.

Don Hazard, president of the district's teachers association, said schools are in danger of exploiting students by keeping academic standards low. He cited a highly successful Woodside High School basketball team from 1983 that included four star players who failed to graduate.

"I think we cheated those kids," Hazard said.

Helen Hausman, who said the discussion on eligibility standards posed "difficult philosophical questions," countered by saying that "if playing is a privilege, perhaps it (higher standards) is an incentive for him to do better."

On the question of required physical education classes for all students, Fruehling endorsed an advisory committee's recommendation that the district lower its requirement from three years to two. The recommendation was made with the hope that students would use the extra time to take electives instead.

The district's elective program has shrunk dramatically in recent

years, partly because students have more required academic courses to take and partly because of a lack of funding to support elective programs.

Fruehling said the district's physical education program, once a model for districts throughout California, has deteriorated considerably in recent years. He also noted that there are more failing grades given in physical education courses than any other type of class.

Both Stewart and Dorst suggested that the district make a thor-

ough study of its physical education program and consider ways to improve it and make it more attractive to students before deciding to cut the course requirement. Both suggested that cutting the requirement be delayed for at least a year.

Stewart said that the district cannot blame Sacramento and the lack of funds for the deterioration of the program, adding that "making programs better is not just a function of more dollars."

Dorst, who was on the school board when it decided to cut the physical education requirement from four to three years, said there is no guarantee that students will take more elective courses just because they have fewer physical education classes to take.

'Report card' is challenged

State officials explain California schools' poor showing in national survey

By Robert Rudy
Times Tribune staff

Peninsula 5/12/20/84
California Superintendent of Schools Bill Honig does not appear too concerned about statistics released earlier this week by U.S. Education Secretary Terrel Bell which ranked California schools below several other states on a variety of measures.

In a telephone interview from his office in Sacramento, Honig said it will take another three or four years before California's comprehensive package of educational reforms, enacted in 1983, take hold.

"I think the public understands that," Honig said. "People make a lot of hoopla about these numbers from one year to the next, but as

long as the trend is up I think the public will respond."

Bell's report on the nation's schools, his final one before leaving office, compared states in 36 categories. California's schools produced mixed results.

For instance, California's average score on the Scholastic Aptitude Test — a combined total of 897 — ranked sixth among states that give the SAT. However, California's ranking was fourth in the nation just two years ago.

Honig said the report of SAT scores does not present an entirely accurate picture because of the number of students who take the test. In California, about 30 percent of all seniors take the test, while other states that score higher do so in part because fewer — and usual-

ly only the brightest — students take the test.

In addition, Honig said California has some unusual factors involved. As one example, he noted that Asian students in the state score an average of 50 points higher than their counterparts in the state on the math portion of the test but 50 points lower on the verbal.

In general, Honig said Bell's report is a positive step in that it will motivate schools to improve, but it also is "too narrow" because it does not take into account variations in students' family income levels and ethnic backgrounds.

Michael Kirst, a professor of education at Stanford University and former president of the state Board of Education, also cautioned against taking the numbers too

seriously.

"Unfortunately, the public tends to be infatuated with shorthand statistics like miles per gallon," Kirst said.

California schools also ranked relatively high on average teachers salaries, placing seventh in the nation with an average salary of \$23,614 — a jump of roughly \$4,000 since 1982. But even that relatively high salary pales when compared to average teaching salaries in Peninsula school districts, which are considerably higher.

On the other end of the spectrum, California ranked 31st in the nation on the amount of money spent on each student — \$2,733. That figure is about \$215 lower

than the national average. In 1982, the state ranked 27th at \$2,671 per student.

Counting the District of Columbia, California ranked 50th in class size, with an average class size of 23.3.

Kirst said that three factors — teacher salaries, spending per pupil and class size — have been comparatively high in California for at least 20 years.

Part of the reason California ranks so low on spending per pupil is that the state spends far more than average on higher education, a situation Kirst partially credited to the state's extensive community college system.

and class size, which is illustrated clearly on the Peninsula, where both salaries and class sizes are among the highest in the state.

Many local districts have been financially squeezed since the passage of Proposition 13 in 1978. With large salaries taking up a larger proportion of school budgets, districts have been forced to cut programs and put more students in each class.

Both Kirst and Honig said class sizes are important and make a particular difference is some specialized classes such as writing. Honig said that if the state is going to respond to the growing number of Hispanics in California schools, class sizes will have to come down.

Hispanics have the highest dropout rate of any ethnic group in the state and score an average of 40 points lower on both the verbal and math portions of the SAT than

How Peninsula districts did

School District	SAT score*	Teacher Salary	Dollars per pupil	Class size
Sequoia High School	1007	\$31,500	\$3,100	29
Redwood City elementary	—	\$28,300	\$2,070	29
Palo Alto unified	1130	\$33,500	\$4,060	(K-6) 27.5 (7-12) 28.5
Portola Valley elementary	—	\$28,717	\$3,039	24
Mtn View-Los Altos high school	1070	\$32,056	\$3,200	27
Cupertino elementary	—	\$29,090	\$2,180	(K-6) 29.1
Fremont high school	1002	\$38,282	\$3,200	29

A plea to stop fighting

School chief says battles hurt Belmont

By Phyllis Brown

Times Tribune staff

VEN: TIMES 8/22/84
The superintendent of the Belmont School District Tuesday made an unusual plea to the community's warring factions to put aside their long-standing differences for the city's best interests.

Superintendent Ron Gilpatrick's uncommonly forthright statements came during a luncheon speech before a small group of members of the Belmont Chamber of Commerce.

The topic of Gilpatrick's speech was "Education in Belmont: The Changing Scene." In the speech, Gilpatrick outlined what he believes are some promising new district programs.

But Gilpatrick also said he did have concerns for the future — and chief among them is the "historic squabbling" that is "a continuing problem" for the school district.

"We have got to learn to talk to each other. We have got to learn to compromise," Gilpatrick said.

Gilpatrick has been the chief administrator for the elementary school district since 1975 and has weathered the controversial closure of three schools and a lawsuit that has pitted members of the school board against one another.

He is not the first public administrator in Belmont to use the monthly chamber of commerce luncheons to suggest it is time for Belmont residents to stop fighting and start working together.

City Manager Edward Everett made similar comments, also aimed at prodding the city toward better communication, at the monthly luncheon in July.

"In other cities there are issues and controversies, and it's OK to disagree. Whereas here I sometimes feel that the purpose of disagreement is to continue the personal battles that individuals are fighting. And they are not always trying to reach agreement. I don't blame that on any one group," Everett said.

"Around here, neither side likes to lose, and, if they lose, they keep fighting the issue. It's never dead. There is never a dead issue here," he said.

Both public officials are referring to the endemic political infighting that seems as much a part of the town as Twin Pines Park.

Conflict and disagreement are part of political life, and all communities have their share. But few see as much controversy as Belmont has experienced in the past year.

The most outstanding recent debates have included:

- A proposed storm drain assessment district that resulted in public protest by nearly 4,000 citizens.

- A recall drive to remove four of five city councilmen from office for mismanaging city funds.

- An on-going legal battle pitting the district board of trustees and one of its members against one another.

- A massive mixed-use development proposed for land east of the Bayshore Freeway that has divided the city along pro- and anti-development lines.

The skirmishes over these and other issues seem to have exploded into full-scale warfare in recent months.

"There is so much contentiousness in the city, there seem to be so many warring factions, there's a tendency to be more divisive than unific," Gilpatrick said in an interview following the luncheon.

For example, a relatively small conflict, for Belmont, recently erupted when a homeowners' group opposed the school district keeping its offices in their neighborhood.

Members of the Hallmark Homeowners Association even suggested that the district merge with the San Carlos School District, in hopes the administration would move there, too.

"Homeowners groups need to be aware that it isn't only the value of their homes that needs to be considered, but the education and the future of their children," Gilpatrick said, referring to the incident.

Whether it involves the City Council, the school district, or other aspects of city affairs, when an issue arises, so does finger pointing and accusation, Gilpatrick said.

"For whatever reason, there are a number of people in Belmont who approach things from a point of view of distrust and suspicion, rather than a point of view of, 'Come, let us reason together,'" Gilpatrick said.

"It has become sort of a habit with people," he said.

The school administrator said he does not differ with the right of citizens to have input into the city or school district business. It is the hostile manner in which it frequently is offered that bothers him, he said.

Better communication about city and school district business could go a long way to help resolve the problem, diffusing suspicion by allowing citizens to be involved in decision making.

"Any administration, including mine, can make mistakes. School people are trained to educate, they aren't trained in public relations. In the past, the community hasn't been well informed as to what the school board was doing," Gilpatrick said.

"The best-laid plan will go amok in this community if the citizens aren't given sufficient information about it. That is hindsight and Monday morning quarterbacking, but I think it's true," he said.

CARL MONT *Enquirer Bulletin* Opinion Page

Belmont School Report

The closing of any school is always a painful experience.

Regardless of the justification, and no matter how well a community is prepared for school closure, when it finally happens, it's like losing a life-long friend. The "Why my school?" phenomenon is most difficult to combat.

Yet, schools do close—life goes on, and it is important, at some point, to take stock of the situation—to evaluate what was accomplished by closing a school. Was closure worth it? Did anything worthwhile transpire because schools were closed?

It has been a year since the Belmont School District closed three of its six elementary school sites—all at the same time. McDougal, Cipriani and Barrett Elementary Schools closed their doors permanently in June of 1983. In addition, grade levels were realigned in the remaining schools, sending the sixth graders to Ralston Intermediate School—which became Ralston Middle School, a 6-8th grade program. The elementary schools are now K-5 programs.

Many problems had to be faced by the sending and receiving schools—let's name a few:

1. Safe transportation was a primary concern. New bus routes had to be established. Many families had to work out new car pool arrangements.

2. New faculties had to be created, transferred and integrated into new schools.

3. A new curriculum had to be created for the sixth graders new to Ralston.

4. PTA reorganization had to take place, merging old/new groups, working out parent leadership problems.

5. Many students had to adjust to new traffic routes and to a new school environment.

6. Movement of furniture, equipment, supplies, texts, materials all had to be orchestrated in time for school to begin in September.

7. The "neighborhood school" concept had to undergo considerable psychological adjustment for many families.

8. The community has had to deal with the issue of what to do with a vacated, surplus school site.

There may be other issues which impacted the community—but those mentioned seemed to generate the greatest concerns. Somehow, each of those issues has been dealt with or is in the process of being resolved.

Of greater significance, however, is what Belmont School District has been able to do with some of the funds it has saved by consolidation and because of the reorganization which has taken place. These factors are certainly worth noting:

1. Perhaps the most notable singular achievement is the remarkable success of the realigned 6-8 middle school program at Ralston school. The new "core" program, with elective options for sixth grade students, has been very well received by parents and students. Ralston staff members have worked exceedingly well together to assure a solid program for incoming sixth graders.

2. A counseling program was restored at Ralston—a program abandoned many years ago because of fiscal problems.

3. A Library Resource person was brought to Ralston and a librarian was provided for the elementary schools—long without any paid assistance for the past several years.

4. Instrumental music was expanded to include string instruction at all levels.

5. Custodial and maintenance programs were strengthened.

6. Paid noon duty supervision was restored, giving teachers a duty-free lunch hour.

7. Inservice training was provided for nearly 85 percent of the instructional staff in computer literacy. Nearly one-fourth of the teaching staff and every administrator received training in mastery teaching/clinical supervision.

8. New Language Arts and Science materials were purchased for all students and for

the libraries.

In addition, the district took steps to reorganize its operational procedures. A new homework policy was adopted, and a new report card and parent reporting procedure has just been completed and will be launched next year. District goals and objectives have been streamlined and revised.

PTA groups have begun to take an active interest in school beautification projects. One vacated school site has now been leased with an option to purchase, which could result in \$1.3 million coming into the district coffers.

A major effort was made by staff this year to beef up state test scores, the results of which

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A major effort was made by staff this year to beef up state test scores, the results of which

should prove interesting next Fall.

Closing schools was a challenge—but the Belmont community faced it, moved to get on with it—and a year later, the positive results can be noted at every school site. Was it worth it?

We think so!

Referendum On Parks Approved For Belmont

CARL ENO 8/1/84
Steven Stark

To the applause of its proponents, the Belmont City Council approved a November ballot measure asking citizens to approve a one-time assessment of \$160 to buy the playfields of three closed schools and one school building.

The special tax referendum, initiated by the citizen's group called the Park People, will go to the voters for approval during the general election November 6. Funds raised by the assessment, estimated to generate \$1.25 million if approved by two-thirds of the voters, will go toward purchasing the playfields of the closed McDougal, Cipriani and Barrett School sites and the building at Barrett.

A poll conducted by the Park People earlier in the month revealed that 74 percent of those responding were in favor of buying the surplus school lands for park and recreation uses.

The council's unanimous vote brought applause by the measure's proponents, and council member Donald Heiman said the acquisition of the sites "will enhance the entire city."

Rick Haffey, city recreation supervisor, called the need for additional parks and open space "overriding."

"There's truly a shortage of playfields in Belmont, and this is an excellent opportunity for the citizens to do something about this," Haffey said.

Haffey said the 8-10 groups who use the city playfields actually fight among themselves for field time. Field use is booked year-round, Haffey said, and rehabilitation and improvement on city fields are seldom achieved due to the heavy use on them.

In other council action:

Meeting as the directors of the Belmont Fire District, the council adopted a \$600,000 property tax reduction for the fiscal year 1984-85. Originally slated in the budget was a \$300,000 reduction.

City finance director Michael Shelton said the reduction to homeowners would amount to 5.4 cents on every dollar of property tax paid. Prior to the reduction, property owners were assessed 17 cents on every dollar of property tax paid; with the reduction, it is now 11.5 cents to every dollar of property tax paid, Shelton said.

Rates for sanitary sewer services for restaurants, public facilities and commercial/industrial sites were set, with increases ranging from 3.5 percent for commercial establishments to 23 percent for restaurants. The new rates, effective retroactively July 1, reflect the actual costs of services, as calculated by the South Bayside Sanitary System.

Rates for residential users remains unchanged.

The Belmont City Council next meets August 14 at 8 p.m. in council chambers, 1365 Fifth Ave.

Accuracy of petition questioned

Times Tribune staff
DEN. TIMES 7/5/84

Belmont city officials are questioning the accuracy of a petition that indicates additional parkland can be obtained for a one-time price of about \$200 per taxpayer.

The Park People, a residents' group advocating more parks, is collecting signatures for the petition, which calls for the acquisition

Belmont

and development of more parkland areas. The petition asks the City Council to put a measure on the November ballot to purchase playfields at three schools that have been closed. The areas would be designated for community use.

The fields under consideration are at Cipriani, McDougal and Barrett schools. The Park People also want to have access to the buildings at the Barrett site.

According to a statement from the Park People, Belmont residents would be required to pay for the purchase of the land and buildings at a one-time cost of about \$200 per taxpayer.

Densel Lawhere, chairman of the Planning Commission questioned the accuracy of the \$200 figure. He said the proposed fee was no more than a "guesstimate" on what taxpayers will be charged if the initiative is passed by voters this November.

David Frydenlund, president of Park People, was not available for comment last week.

Belmont studies tax to buy land at three schools

Phyllis Brown
Times Tribune staff
EN. TIMES 7/24/84

Belmont residents apparently want more parks and the City Council probably will give them the chance to prove just how much a new park means to them.

The city's voters in November probably will be asked to tax themselves to buy land at three school sites for recreational use.

The one-time tax, proposed by a citizens' group called the Park People, is expected to be placed on the general election ballot by the City Council in a meeting tonight, City Manager Edward Everett said Monday.

"I don't like to predetermine what the council will do, but I think it is fairly impressed with the Park People proposal," Everett said.

The group wants to raise \$1.25 million to buy land at the closed Barrett school site and the ball fields at the Cipriani and McDougal school sites.

If placed on the ballot, the tax would be the second special measure

from the Belmont School District the playing fields and buildings at the 5.2-acre Barrett School site, the three acres of fields at Cipriani School and the 2.8 acres of fields at McDougal School.

Park People spokesman Geoffrey Fernald said the tax would secure, at little cost, something Belmont needs and protect a city resource for generations.

The city has wanted to buy the school sites since they closed in June 1982 because of declining student enrollments, but it doesn't have the cash to do so.

Belmont's 10 organized youth and adult sports leagues need the land desperately, Park Superintendent Karl Mittelstadt said Monday. Loss of the playing fields by sale to a developer would be disastrous, he said.

"There is always a battle for practice and playing space when we schedule the fields. There just isn't enough

land to accommodate all the groups," Mittelstadt said.

To protect the fields from sale to a developer, the city in June proposed trading an improved zoning at Barrett, which sits on Ralston Avenue, Belmont's chief commercial strip, for the ball fields.

The higher zoning, for commercial or condominium development, would make the site more attractive to builders and more valuable to the school district.

That proposal did not sit well with Barrett neighbors, including Fernald, who want the school preserved for open space. The Park People was formed to find an alternative to the city proposal.

"It seemed that the idea wasn't going to leave much of the Barrett site, and there was no clear proposal for paying for the Cipriani and McDougal sites, except for the land exchange, so we

formed the Park People. Necessity is the mother of invention," Fernald said.

Whether it pays for it with tax money or trades zoning for it, the city would acquire the ball fields at a discount it is entitled to by state law. The law, the Naylor Bill, allows public agencies to buy school sites for three-quarters of their market value.

In the past year, two special taxes in San Mateo County were defeated. Both were to fund education, in the Sequoia Union High School District and in the San Mateo Union High School District.

However, this past year also saw two special taxes meet voter approval. The citizens of Atherton, after dropping their longstanding special tax for police services in the November 1983 election, approved its reinstatement in April. Also in April, a special tax to fund education in the Woodside School District was approved.

facing Belmont voters this fall. Voters in November also will decide whether to recall four city councilmen for misusing public money.

The tax, if passed, would be one of the few special taxes approved on the Peninsula since the passage of Proposition 13 in 1978. It could solve one of Belmont's biggest problems: a lack of parkland that causes amateur and youth sports groups to vie with each other for practice and playing fields.

Because of Proposition 13, all special taxes require approval by two-thirds of those voting in the election. If passed, it would assess the city's 7,810 parcels \$160 each.

The money would be used to buy

Park tax will go on ballot

Citizens' group wants funds to buy school sites

By Phyllis Brown

Times Tribune staff

THE TIMES 7/25/84

A one-time tax to buy recreation land at three closed Belmont school sites was approved for the November ballot on a unanimous vote of the City Council Tuesday night.

The council approved with little discussion putting the tax measure on the ballot. Its proponents, a citizens' group called the Park People, applauded the action.

"I'm excited. We are just a vehicle for people who want to preserve our open space. I think it's great," Geoffrey Fernald, Park People steering committee member, said.

The special tax is the second special measure facing Belmont voters this fall. Another citizens group, the Alert Belmont Citizens, has targeted four of five councilmen for recall for mishandling city money.

If the tax succeeds at the polls, it would be one of few to do so on the Peninsula since the passage of Proposition 13. Such taxes are difficult to pass because they must be approved by two-thirds of the voters.

The proposed tax would assess each Belmont parcel \$160 to finance purchase of the Barrett School site and parts of the McDougal and Cipriani sites from the Belmont School District.

The district closed the three schools because of declining student enrollment in 1982. The district has put them on the market for sale or lease.

The Park People have estimated that the cost of the land, which totals about 10 acres, would be about \$1.25 million.

Fernald said that is little to ask to prevent development on what little parkland the city still has.

"People love parks. They give a feeling of community. Children can play there. Senior citizens can enjoy them," Fernald said.

Fernald's enthusiasm apparently is shared, not only by the City Council, but by the landowner, the school district.

Michael Garb, a district trustee, said he believes the entire school board backs the plan. "I think this presents a great opportunity. I don't think there are any problems," Garb said.

The Park People are "in the ballpark" on the price of the three sites, though the district and city have not agreed on an exact figure.

"We will work with the city to establish a price before the election. The price is not an obstacle," Garb said.

Still, David Frydenlund, president of the Park People, was cautious.

"I think everyone in the organization is aware that all we have done is jump through the first hoop. Now we must make sure that 67 percent of the voters are with us," Frydenlund said.

A Park People poll of about 350 voters found that 74 percent of them would approve a special tax for park purchase.

The poll was largely responsible for convincing the council and school board members to support the effort, because it suggests broad-based support throughout the city.

Rick Haffey, recreation superintendent, said he believes the tax has a good chance of passing. The devotees of the nearly one dozen youth and adult team sports leagues, which must fight for practice and playing space, are likely backers.

The city has wanted to purchase

quarters of their market value.

In the past year, three special tax measures for education on the Peninsula were defeated.

However, this past year also saw two special taxes meet voter approval. The citizens of Atherton, after dropping their longstanding special tax for police services in the November 1983 election, approved its reinstatement in April. Also in April, a special tax to fund education in the Woodside School District was approved.

That plan still has not been abandoned, and it may progress, if the special tax fails at the polls.

Whether it pays with tax money or trades zoning, the city would acquire the ball fields at a discount it is entitled to by state law. The law, the Naylor Bill, allows public agencies to buy school sites for three-

times the higher zoning, for commercial

development, would make the site more attractive to developers, and therefore more valuable to the school district, the city reasoned.

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times the higher zoning, for commercial

Belmont school trustees are opposing proposition 36

By Steven Stark

The Belmont School District Board of Trustees went on record in opposition to Proposition 36, the proposed Jarvis 4 initiative, at their Oct. 1 meeting.

By a 3-0 vote (members Chuck Paetzke and Josephine DeLuca abstaining) the board passed a resolution describing the initiative as "detrimental to the welfare of public education in California" with "a very high probability of creating fiscal chaos for schools."

Board members concurred that passage of Proposition 36 would not only eliminate local citizen options in raising local property taxes, but would also invalidate any property tax measures passed by citizens since July 1, 1978.

Superintendent Ron Gilpatrick said an estimated \$1.7 billion expected to be refunded to homeowners could result in an approximate \$120 cut per student in average daily attendance funds for schools.

In presenting the resolu-

tion to the board, Gilpatrick described the fee setting regulations as "an absolute nightmare."

Under the proposed proposition, fees can only be set to cover the direct costs of the service. This excludes moneys collected to cover retirement and other benefits to employees providing the services.

Also, fees may only be raised according to cost of living increases of the previous year. Gilpatrick raised the specter of costs rising greater than the cost of living in services such as cafeteria and transportation services in school districts.

For fees to be raised over the cost of living increase, a voter approval of two-thirds is necessary.

Board president Katherine Mason said gaining two-thirds voter approval has been historically tough to achieve.

Paetzke and DeLuca abstained from voting because both were still studying the bill.

Belmont district approves budget

REVISED 9/5/84
The Belmont School District board Tuesday night approved a budget that allows only a small reserve for raises.

The \$5.4 million budget includes an undistributed \$207,000 reserve, which is all from which the district can draw for raises, according to Supt. Ron Gilpatrick. He said that 85 percent of the budget is already invested in employee salaries and benefits.

Board Delays Sports Cuts

CARL. ENQ. 8/29/84

A plan supported by the Sequoia Union High School District to save 10 boys and girls sports programs could end up costing the city of San Carlos tens of thousands of dollars.

The elimination of one-third of the district's sports programs was recommended to the trustees by School Superintendent Merle Fruehling as a means of saving the financially-strapped district approximately \$50,000.

After a public hearing and board discussion, however, the decision was made to retain the sports programs, while negotiating with the city of San Carlos on upkeep costs for the now vacant San Carlos High School.

The district currently budgets \$83,000 to pay for security, electrical and water costs, maintenance of the school gymnasium and of the playing fields on the site.

Both the playing fields and gymnasium are used by city sports organizations, but only roughly \$200 is put into the site by San Carlos each year.

Since the high school closed in 1982, the district and the city of San Carlos have been at odds over what type of housing development is appropriate for the area. Although



EXPECTING A LARGE CROWD for discussion of the proposed cutback in 10 boys and girls sports programs, the Sequoia High School District Board of Trustees met in the gymnasium of Sequoia High School last Wednesday. Attendance at the meeting was far below that expected.

High School Sports

From page 1

a Los Altos developer has put a \$8 million bid on the site, the proposals have been described as "inappropriate" by city staff.

Specifically, assistant city planner Ron Glas has said the density of the proposed development exceeds the acceptable level, particularly because of the steep slopes that would be built on.

A confrontation between the city and school district over the site has been brewing for several months, as staff

have proposed rezoning 12 acres of the site to open space to allow for the much needed playing fields.

The city has also expressed interest in purchasing the fields under the Naylor Act (allowing public agencies to purchase the playing fields of schools for a minimum of 25 percent of the market value).

A meeting is scheduled for this week between city and Sequoia Union High School District staff, with the trustees scheduled to vote on the up-

keep of the site next month.

Should the trustees approve the change in policy, the district would no longer pay maintenance of the fields, the buildings on the site would not repair any vandalism to the premises.

Funds for partial maintenance of the site, said Fruehling, president of the American Youth Soccer Organization (AYSO) could be raised through tournaments at local schools throughout the course of the season.

Belmont school officials endorse sale of property to city for parks

By Phyllis Brown

Times Tribune staff

School district officials have stamped their seal of approval on a popular taxpayer school purchase proposal on the Belmont ballot.

Measure B, which would buy parts of three closed school sites for park land, has had veiled Belmont School District support until recently.

District trustees last week gave their formal support to the measure, and set the purchase price for the land at \$1,025,000.

Barrett, McDougal and Cipriani school site land would be

purchased by using a one-time tax assessment of \$160 against the property of Belmont's 7,810 landowners.

Support from the trustees is important because they must agree to sell the land, though it already has been placed on the ballot for voter approval.

"It's not just a technicality," district Superintendent Ron Gilpatrick said. "The school district must agree to sell the land to the city," he said. Board members called the plan a "good compromise" that would pay the district for its land and give the city badly needed playing fields.

The district's trustees asked school officials to work out a deadline for the city to pay for the property if the measure wins approval at the polls.

The trustees said that a deadline for paying for the school land should be set, and, if the city is unable to meet the deadline, the district should then be able to offer the property to other buyers.

The City Council is scheduled to discuss the deadline Tuesday.

The trustees also expressed concern over the possible effects of statewide Proposition 36 on the same ballot.

Belmont tax faces threat

Would be canceled if state Prop. 36 passes

by Phyllis Brown

Times Tribune staff
DEN. TIMES 9/18/84

A seemingly popular local tax measure on the November ballot to authorize buying school land to be used as parkland could be scuttled by a state tax measure on the same ballot.

The only local tax measure on the Peninsula election ballot, Measure B, would institute a one-time tax on all Belmont parcels to buy land at three closed school sites.

It could be approved by Belmont voters and simultaneously cancelled if the state's voters approve Proposition 36, popularly known as Jarvis IV, after its author, veteran tax protestor Howard Jarvis.

Jarvis' Proposition 13 established a 1 percent limit on state-set property taxes. Proposition 36 would extend that limit to all taxes related to property ownership.

If passed, it would invalidate many taxes levied since July 1, 1978, and would refund an estimated \$2.8 billion in taxes statewide, a school finance researcher said.

"Since every area of the state is taxing up to the 1 percent limit, Proposition 36 would seem to invalidate all tax measures that have been passed, even those passed by two-thirds of the voters," said Barbara Miller, a researcher with the Menlo Park-based Californians for Fair School Finance.

Ironically, citizens seem willing to tax themselves for Measure B, proffered by the Park People, a citizens' group organized to promote the city purchase of the Barrett and parts of the Cipriani and McDougal school sites.

A Park People survey shows 74 percent of Belmont residents favor the measure and the City Council raised the idea and put it on the ballot. School board members have said they support the measure.

The proposal would institute a one-time tax of \$160 a parcel on all of the city's 7,906 land parcels. The special tax must be passed by two-thirds of Belmont's voters. It would be paid in two \$80 installments.

The money raised, approximately \$1.25 million, is about what the school district would like to receive for 11 acres of land on the three properties, property advisor Geri Steinberg said.

The Belmont School District Board of Trustees declined Monday to endorse the proposal outright because of a possible perceived conflict of interest, but its individual members indicated their enthusiasm for the idea.

"I think it's a good idea, and I certainly want to see the playing fields stay in the community," board President Catherine Mason said.

"Belmont is deficient in park land — that is not a revelation," Trustee Chon Gutierrez said. "I support the Park People's efforts," he said.

The Park People organization was formed to save the parks at the three schools, closed in 1983 because of declining student enrollments, from being removed from public use by private buyers.

City officials have indicated to the school district that they want to buy the playing fields, but they have no cash for the purchase. They have offered a trade of better zoning at the Barrett site, which sits on commercially developable

land on busy Ralston Avenue, but that idea is on hold until after the election.

Geoffrey Fernald, a member of the Park People, said a two-thirds vote for the citizens' proposal should be enough to protect the citizens from unfair taxation.

"I feel that the two-thirds of the local citizens voting in the election provides for everyone the democratic influence over local funds that is necessary," Fernald said.

He added that, should Jarvis IV pass, he is certain it will see legal challenges. "I am certain it will be taken to court if it passes," he said.

Sale price agreed upon by trustees

CAL. ENP. 10/24/84

A selling price for three closed Belmont schools has been set and it's within the assessment earnings proposed by Measure B.

The Belmont Elementary School District Board of Trustees unanimously agreed to the \$1.025 million selling price to the city for the entire Barrett School site and the McDougal and Cipriani playfields at their Oct. 15 meeting.

Measure B, set in motion by the citizen's group called the "Park People," will generate \$1.25 million if approved by the voters Nov. 6.

The board's agreement assumes passage of Measure B and complications arising from state-wide voter approval of the Jarvis 4 initiative. Jarvis 4 would invalidate any local property tax assessment that exceeds 1 percent.

District superintendent Ron Gilpatrick said that the two staffs "felt with confidence" that the price agreed to was consistent with separate appraisals conducted by the two parties.

The district declined to disclose their appraisal to allow flexibility should Measure B fail. The city, suffering a lack of adequate playfields, sought to trade the playfields for rezoning in order to allow the district to get top dollar for the remaining sites.

Part of the tentative agreement calls for the city to maintain all remaining district-owned playfields as currently practiced in a city/school district maintenance agreement for three years beyond the current contract.

Geraldine Steinberg, president of Enshallah Developers and the district's representative in the negotiations, called the agreement "the fruition of a lot of patience."

Both sides can live with this, Steinberg said.

Public schools not so bad, after all

S.M. TIMES 12/4/84

BELMONT — School officials heaped praise on the public schools here Monday and took a few swipes at private schools in the area.

"Belmont (School District) is a very good district and it turns out an excellent educational product," said Peter H. Newton, principal of Carlmont High School.

In a report to trustees, Newton said students from Belmont's Ral-

ston School who entered Carlmont High School scored very well on recent tests.

"Two-thirds of the Ralston students coming to Carlmont were at or above their grade level average," Newton said. He added that the tests also showed that the Belmont students had good writing skills and they also scored well on mathematics portions of the tests.

"As a report card, you get an outstanding grade," Newton told the Belmont trustees.

Newton said about 100 of the students graduating from Ralston each year are enrolled in private high schools.

Belmont School District Superintendent Dr. Ron Gilpatrick noted that Belmont and San Carlos are similar socio-economic communities but a larger percentage of Belmont students enter private high schools than the students from San Carlos.

"There has been a traditional feeling in Belmont that there is something wrong with Carlmont," Gilpatrick said, adding that parents in past years believed there were discipline and other problems at the local high school.

Gilpatrick said Carlmont has evolved into an excellent high school under Newton's administration. "Carlmont's program is solid and academically strong," Gilpatrick said.

Gilpatrick claimed that Carlmont High School students today score higher than students in nearby private schools on Scholastic Aptitude Tests and he said the Belmont district has started a

campaign to make local parents more aware of the virtues of Carlmont.

"We are going to let parents know, by golly, that this (Carlmont) is a school that produces," Gilpatrick said.

Newton claimed that Carlmont High School has "programs that private schools can't match."

Belmont Trustees Michael Garb said many Belmont parents remain suspicious of Carlmont High School and these parents should visit Carlmont to look at the high school's programs first hand.

Trustee Charles Paetzke said, "I have twin daughters attending Carlmont High and I am one satisfied customer."

In other business, the Belmont trustees:

- Accepted an audit report of the district, prepared by C.G. Uhlenberg and Co.

- Scheduled a special study session for next Monday to discuss disposition of surplus school sites. Voters recently rejected a proposal for the city to purchase the playing fields at three closed schools, plus the school buildings at Barrett. The district must look at several options for disposing of the property, Gilpatrick said.

Belmont district may take money from property sales

S.M. TIMES 10/16/84

BELMONT — City School District trustees agreed Monday to accept a total of \$1,025,000 for Barrett School and the playing fields at Cipriani and McDougal schools.

The money will only be guaranteed, trustees said, if two things happen:

- City voters must approve Measure B on the Nov. 6 ballot. Measure B calls for a one-time levy of \$160 per land parcel to raise a total of \$1.25 million to buy the 10 acres of playing fields at the three closed schools, plus the buildings at Barrett.

- State voters must defeat Proposition 36 (the Jarvis Initiative), which could make Measure B illegal. At best, the district could be tied up for years in litigation over Measure B if Prop. 36 passes, they said.

Geraldine Steinberg, the district's consultant on surplus properties, said city officials agreed to pay \$1,025,000 for the school

lands only after lengthy negotiations.

The city also agreed to maintain all remaining district-owned school fields for three years beyond the current contract. Superintendent Dr. Ron Gilpatrick said this maintenance agreement is worth more than \$100,000 to the district.

School Board President Katie Mason described the proposed agreement as "a win, win, win. It's good for the city and it's good for the school district."

Other trustees agreed to accept \$1,025,000 for the surplus properties, but Trustee Chon Gutierrez added a schedule should be set for the city to pay the district.

"If they don't pay us (within a specified schedule) the whole thing falls apart," he said.

This stipulation, he added, would insure that the district and city would not be locked in years-long court battles over the payment if Prop. 36 becomes law.

Trustees then voted to accept

the \$1,025,000 for the properties, but they stipulated that a payment schedule must be negotiated between the district and the city.

In other business, the trustees:

- Voted against renewing the Neighborhood Montessori lease of three classrooms at Central School. District rental facilitator Owen Bruce said the district needs the classrooms for instruction and an expansion of the computer room.

- Learned that legal costs stemming from the lawsuit filed by Charles Petzke, and other related lawsuits, total \$23,323.96. Paetzke's suit alleges that education codes were violated when the district paid a broker who had arranged for private organizations to lease vacant classrooms.

Gutierrez said all parties involved in the lawsuits are continuing to negotiate in hopes of reaching an out-of-court settlement.

Sequoia says thefts, vandalism dropping

S.M. TIMES 10/18/84

REDWOOD CITY — Vandalism and theft losses in the Sequoia Union High School District last year were the lowest in 14 years, trustees were told Wednesday.

The decrease is the result of a concerted effort by students and staff members on each of the district's campuses to put an end to theft and vandalism, Assistant Superintendent Sherrill Houghton said.

The dollar loss for the 1983-84 school year was \$80,503, a 35.5 percent drop from the year before. That year the district's loss from thefts and vandalism was \$124,806.

The 1983-84 figures were the lowest since 1970-71 when \$80,442 was reported lost in the two categories.

The losses were much greater then, though, because of inflation, Houghton pointed out.

A reported decrease in loss of personal property is encouraging since it holds true at Woodside, Sequoia, Menlo Atherton and Carlmont high schools, the district's four comprehensive schools, he said.

Most of the personal property thefts in the district's schools occurred out of hall and physical education lockers and locker rooms. The theft of bicycles and mopeds was also a major problem, Houghton said.

The only discouraging note, he said, was that the district's equipment losses increased from \$276 in 1982-83 to \$4,010 in 1983-84.

EDITORIALS

Yes' on Belmont's B

PEN. TIMES 10/19/84

OPPONENTS OF Measure B in Belmont pose a question that should grab the attention of every property owner there: Why should we pay a \$160 special tax to buy schools' playing fields when the school district has already said the city could have the fields free?

But the issue isn't quite that simple. Last spring the City Council, anxious to add to the city's scarce supply of recreation land, agreed to rezone Barrett school to allow high-density development, in exchange for the Belmont School District's transfer of three playing fields — at the Cipriani, Barrett and McDougal school sites — to the city. What Measure B proposes is that the city buy the school district for the entire Barrett site, including the buildings, as well as the Cipriani and McDougal fields, for about \$1 million. The money could be raised through a one-time-only tax of \$160 per parcel.

The original, special-tax-free plan looks fine, except for some important, hidden uncertainties. No deal was formally struck between the school board and the council, so no one really knows how much of the playing fields the school board, anxious to maximize its revenue potential, would offer. Nor does



the city know how much of the Barrett site the school board would want rezoned and how much would be left for open space.

But if Barrett were developed, this much would be certain: The City Council would have a fight on its hands over the impact of a high-density complex in that neighborhood. And with the services the new development would require, the swap would no longer appear "free" to the city.

A vote for Measure B is a vote for playing fields and the Barrett buildings, which the city presumably could use for expanded community activities. More importantly, it is a vote for a certain outcome to the city's quest for open space — without changing Barrett or any other neighborhood. If voters feel that that certainty is worth \$160, as we believe it is, they should vote "yes" on Measure B.

Meeting of minds on land

Belmont to sell portion of school site to tenants

Times Tribune staff
PEN. TIMES 10/16/84

Belmont school officials agreed Monday night to sell part of the former Cipriani school for more than \$500,000 to the site's current tenants.

Under the contract approved by trustees of the Belmont School District, Robert and Beth Kane can purchase the 2½-acre site for \$557,000 if they buy it by December 1985, according to Superintendent Ron Gilpatrick. The price of the land increases by \$25,000 for each additional year it remains unpurchased.

The Kanes will continue to lease the land for \$3,264 a month until they buy the site, where they operate a Montessori school, Gilpatrick said. The Kanes opened the school at the site several years ago and continued to lease five classrooms, a playground and laboratory facilities after the school was closed by the district in June 1983, Gilpatrick said.

The Kanes were the sole bidders on the site. The superintendent said he was pleased with the sale.

"We think we got an extremely good price," he said. Gilpatrick did not know when the Kanes would purchase the site.

The school operated by the Kanes already is compatible with Belmont zoning laws, Gilpatrick said.

Under the contract, the tenants must pay the district a \$60,000 down payment when they decide to buy.

Money from the sale of Cipriani will go toward \$1 million in repairs and maintenance needed at all the district's schools. Gilpatrick said the schools need a new paint job, flooring and tiling.

The fate of the remaining 7½ acres of the site will be determined by the outcome of Measure B in today's election. If the measure is approved, the city of Belmont will buy the land for a park.

Trustees set deadline for school sites purchases

By Steven Stark

Following the defeat of Measure B at the polls in Belmont, long-term financing for the purchase of three closed school fields and the entire Barrett school site will be explored by the city. Meanwhile, the Belmont Elementary School District Board of Trustees said an "agreement in principal" must be reached with the city by February.

Recreation Superintendent Rick Haffey presented the school board possible options the city may pursue to finance the purchase of the closed Cipriani, McDougal and Barrett playfields and the Barrett school building at a special board meeting held on Dec. 10.

The options were approved by the Belmont City Council the following night and include asking the school district to provide a long-term payment plan, borrowing the funds from the Belmont Fire Protection District or using Association of Bay Area Governments (ABAG) funds.

Measure B, which would have raised \$1.25 million toward the purchase of the playfields and school site by imposing a one-time tax of \$160 per parcel on taxpayers, was defeated at the polls in November. The city and school district had agreed to a \$1,025 million sale price for the properties, which would have left money available for restoring the Barrett building.

Under the present city negotiating position, funds for the Barrett building

been offered in excess of \$2.3 million for the entire Barrett site by a developer who wants to build a senior citizen condominium/apartment complex. Zoning charges would have to be changed for this offer to fly, however.

Haffey, in defending the city efforts to purchase the playfields despite the results of Measure B, said the poll results were not against obtaining the fields and school building as much as they were against the one-time

tax.

With Measure B and the money to renovate the Barrett site immediately, Haffey said, the city had hoped to be able to open a community center within the year.

"Now, we want to explore long-term financing but

we will have to mothball a large portion of Barrett," Haffey said.

Owen Bruce, district rental facilitator, told the council the school district is committed to the city acquiring

the fields, but an answer must be made by Feb. 1.

Gilpatrick said the school district is "not adverse" to lending the city the money for the purchases, citing the beneficial result of having a steady stream of income to the district from the loan.

Gilpatrick added funds

earned from the sale and lease of vacant school sites will be spent in renovating and maintaining other district buildings. While the district is in good fiscal condition from an operating standpoint, Gilpatrick said, the district does not have sufficient funds to attend to its building needs.

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Under the present city negotiating position, funds for restoring the Barrett building will not be available. Parts of the site will probably be mothballed with renovation held off for some time, Haffey said.

Superintendent Ron Gilpatrick said the sale price for the sites will have to be higher than the previously negotiated price of \$1.025 million.

"It can't be a gift to the city" Gilpatrick said, "We've

received other offers that are so attractive that we have to rethink how we are looking at that original \$1.025 million offer.'

The school district has

District receives good grades

By Steven Stark

It was a night of good news, all around, for the Belmont Elementary School District.

Students graduating from the district's Ralston Intermediate School are doing better than average at Carlmont High School and an audit of the books shows the district to be accountable and healthy, the Belmont School District board of Trustees were told at their Dec. 3 meeting, held at the Central School.

"Belmont is turning out an excellent educational product," Carlmont High School

Principal Peter Newton told the board, interpreting results given to eighth graders in reading, math, science and social studies.

"As a report card, your staff would get excellent grades," Newton said.

An overview of test results given to all eighth graders at Carlmont shows Belmont students' test scores exceeding those from both San Carlos and Ravenswood students attending the high school. Fully two-thirds of all Belmont students attending Carlmont are

at or above grade level in all areas tested, Newton said.

In reading, 70 percent of Belmont-graduated students at Carlmont are at or above grade level, an achievement described by Newton as "excellent." Similarly, more than half of Belmont's students are above grade level in math and English achievement and one-fourth of all Ralston graduates are enrolled in advance science classes, Newton said.

"As a system, Belmont is doing an excellent job preparing their students to go on to high school," Newton said.

Newton said Belmont students entering Carlmont show strong study skills as well as good time management and priority setting skills, contributing factors in their above-average success at the high school.

An audit, prepared by the C.G. Uhlenberg and Co. Certified Public Accountants firm of Redwood City, for the year ending June 30 was adopted by the board.

In general terms, the board was told, the district is accountable and healthy.

In other board action, the members re-elected Catherine Mason to serve a second term

as board president. They also re-elected Josephine DeLuca as vice-president and Michael Garb as clerk. The board also is composed of Trustees A. Gutierrez and Chuck Paetzke.

Pursuit of surplus school land still

S.M. TIMES 12/19/84

By ALAN QUALE
Times Staff Writer

BELMONT — The city staff will continue to search for ways for the city to acquire surplus school properties, following the voters' rejection of a plan for taxpayers to pay for the properties.

Belmont Recreation Superintendent Rick Haffey — who maintains that Belmont voters still want the school lands even though they refuse to pay for them — was recently instructed by the City Council to proceed with his study of how Belmont might acquire all of Barrett School site, plus the playing fields at Cipriani and McDougal schools.

Haffey recently told the council that the guidelines for acquisition would be as follows:

- A conceptual agreement with the school district is needed by Feb. 1, 1985.
- Cipriani, McDougal and Barrett school playing fields will be purchased at "Naylor Bill prices."
- The city will lease Barrett School with an option to purchase the property at any time. The purchase price for Barrett School would be calculated by taking the difference between the \$1,025,000 previously negotiated (under the ballot measure rejected by voters) and the Naylor Bill price.
- Should the city decide not to purchase all of Barrett School and the property is rezoned to a higher density by the city, the

city will receive full reimbursement for its Naylor Bill purchase of the play fields.

Haffey said the city staff has come up with three alternatives for financing which the City Council may want to consider:

1. The city can ask the school district to provide a long-term payment plan.
2. The city might borrow funds from the Belmont Fire Protection District and repay the loan on a long-term basis.
3. The city might use Certificates of Participation through the Association of Bay Area Governments, another long-term financing plan which Haffey said is currently being used by many Bay Area municipalities.

Council members said they appreciate Haffey's efforts because the Belmont community has grown accustomed to using the open space at the closed school sites.

"If it (the school land) is developed it is lost forever," commented Councilman Joe Green.

"The community needs the open space," added Councilman William Moore.

School District representative Owen Bruce said the district needs a firm commitment that is "signed, sealed and delivered by Feb. 1."

Bruce noted that the school district also has been given an offer by a private developer to purchase Barrett School. Bruce said that the school district is not favoring "one proposal or the other."

The private developer, Roger Berg, recently told the school district's Board of Trustees that he would like to purchase the 5-acre Barrett site and build a residential development for senior citizens, including a 100-room retirement hotel and 84 condominiums.

Berg offered to immediately

begin leasing the Barrett site for \$10,000 per month. He said he also would approach City Hall and try to get the land rezoned for the residential construction.

If City Hall gave Berg the rezoning to allow the development, Berg said he would then offer to purchase Barrett School for \$2.2 million.

Bruce told the City Council that the school district has been planning to dispose of the surplus schools for several months after the facilities were closed due to declining enrollment.

He reminded the City Council that the school district is anxious to sign a contract for the properties no later than Feb. 1.

goes on

City Manager Ed Everett said Haffey and other staff members wanted to know from the council whether "you want us to pursue it or not?"

The council adopted a motion, directing the staff to proceed with its study of various alternative for acquiring the surplus school lands.

County may want vacant school site

S. M. TIMES 12/18/84

By ALAN QUALE

Times Staff Writer

BELMONT — The San Mateo County Office of Education is interested in moving into a vacant school here.

Dr. Ron Gilpatrick, Belmont schools superintendent, told the school board Monday that county officials have looked at Cipriani and Barrett schools.

The county Education Office's lease on space at 333 Main St., Redwood City, will expire soon. When it does, the county wants to move, Gilpatrick said.

Belmont's surplus schools have garnered the attention of several parties in recent weeks as trustees announced they're eager to dispose of some of them.

Barrett, Cipriani and McDougal schools closed in 1983 because of declining enrollment.

A private school has since leased McDougal with an option to purchase the property. Trustees have also leased the lower campus of Cipriani to a pre-school.

Still undecided is the use of the rest of Cipriani, the playing fields at all three schools and the buildings at Barrett School.

Only last week a private developer, Roger Berg, told trustees that he would like to buy Barrett for \$2.2 million and build a residential complex for senior citizens. Berg offered to lease the property for \$10,000 a month while he gets his plans through city Hall.

City officials have told the district they are still interested in acquiring the playing fields at the schools, plus the Barrett school buildings, to ensure that the open space remains available for public use.

Voters having rejected a plan for a one-time tax to buy the school lands, the city is studying financing options.

County school officials also are

interested in a lease with option to buy.

Gilpatrick said that the added interest in the properties might increase their value.

He said the district might consider disposing of all of its surplus properties despite a previous plan to keep at least one of the sites in case enrollment starts rising.

He added, however, that he sees little possibility of enrollment increases that would require the district to reopen a school.

Board chairperson Katie Mason said the city's plan to acquire the playing fields looks good, but Trustee Chon Gutierrez was critical of the city for not making a definite offer to acquire the school lands.

Trustee Josephine DeLuca agreed, saying, "We cannot afford to wait too much longer."

Gilpatrick said the district should seek a contract for the disposition of the surplus properties that is "signed, sealed and delivered by April 15."

In other business, the trustees:

- Received a proposal from Belmont Recreation Superintendent Richard Haffey to bus students involved in after-school sports at Ralston School. Haffey said problems have developed with car pools. Trustees will place the proposal on their agenda in January.

- Heard Belmont police officer Richard Enea describe the student safety program. He said he is emphasizing student conduct on buses and advising students on how to walk safely to school.

- Received plans for a drug education program from Margaret Taylor of the San Mateo County Health Department and Judy Earl of Pyramid Alternatives, the organization selected by the county to implement the program.