

Voter

*The League of Women Voters
Of Fremont, Newark and
Union City*



Happy Easter
April 8



EARTH DAY

Saturday, April 21

Central Park

Teen Center

Saturday, April 21, 10—4

Our League will have a
table there to gather
members and
distribute information
about "Cool" Cities
Come help us celebrate
Earth Day



**Solving Global Warming
One City at a Time
Help Stop Climate Change**



Saturday, April 28

9:30 a.m.

Fremont Main Library
2400 Stevenson Blvd.
Fremont

**Learn about
Green Building, Alternative Fuels
and Solar Energy**

Sponsored by the League of Women Voters®

Fremont, Newark and Union City

www.lwvfnc.org

9:30 Networking

10:00 Program

President's Message

We would like to thank all the Board members who went to City Councils, school boards and other agencies to remind them of Sunshine Week and what we expect from our elected officials. We presented each agency with a laminated Sunshine Week poster. Some of these agencies could serve as models of Sunshine while a few of them need to read the Brown Act again.

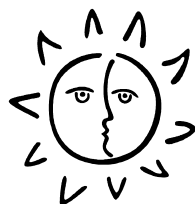
This month we switch gears and attempt to get our Cities and their residents to be "cool". We will have a booth at Earth Day that features what residents can do to use less energy and produce less carbon dioxide. We will also stress joining the League. That will be followed by a forum on April 28 at the library to get out the word to even more people. Come to both of these functions and see what it takes to be "cool."

Board Briefs

At the March Board meeting the Board

- ▶ decided that we would again participate in Meeting the Challenge,
- ▶ approved Holly Walter's request to have a "Weekender" fundraiser on March 31, April 1,.
- ▶ voted to send a donation of \$400 to Smart Voter.
- ▶ heard final plans to give testimony about Sunshine Week to all our local elected agencies and present them with a Sunshine Week poster,
- ▶ approved an action plan for our involvement in Earth Day and Cool Cities,
- ▶ heard that Jamie Biggs will be our membership chair and Sister Marjorie Wakelin will take over the Observer Corps, and
- ▶ were informed that our April Board meeting will be at Sam Neeman's home in order for the Board to learn more about our web site.

Sunshine Week, March 11-17, was a local success. Our League members testified on behalf of Open Government before the three city councils, school boards, plus Union Sanitary, Washington Hospital, Ohlone and Alameda County Water District boards. We presented to each group a laminated poster from the American Society of Newspaper Editors celebrating Sunshine Week. Customized comments gave each group praise, a gentle zinger when needed, and support for continuing their support of open government. Thanks go to Miriam Keller, Kay Emanuele, Marilyn Singer, Alex Starr, John Smith, Jean Holmes, and Holly Walter for presenting the testimony. Merna Morse distributed extra posters to high school government teachers. A letter to the editor and a nice article in The Argus filled out the activities.



TRANSPARENCY HAIKU
Brown Act training's great
For all public agencies
Transparency rocks.

—Alex Starr,

Action Committee,

Open Government Specialist,

ACTION AWARDS AT STATE CONVENTION

Action Committee has decided to select our work on AB 537 to submit for an Action Award at State Convention. We will be sending a binder of materials and the supporting documentation listing the League Positions on which the action is based, the goal of the action, the outcomes and a description of the steps taken to achieve the action.

Several other of our actions were suggested but AB 537 may be unique so we chose to submit it.

Nothing ventured, nothing gained. We will wait to see if LWVFNUC is a winner.

—Marilyn Singer, Action Chair

MEETING THE CHALLENGE

Although we did not win the 2006-7 LWVC Meeting the Challenge, our Board decided to try again. A local League must complete 5 of 8 categories, one of which is a 5% growth in membership.

So we all need to think about membership and increase it.

This year we have picked 4 others. **Leadership Training.** We will conduct a workshop on "How to Run for an Elected Office. **Communications and League Visibility.** We will increase the use of our web site. We will add a section "for members only." We will add our Voting Matters programs on streaming video. We will expand the Action section by including all observer reports. In the category of **Citizen Education**, we will include our Earth Day booth and our April forum on Cool Cities. And tour the Union Sanitary District facilities. Lastly, for **Voter Service** we will continue our "Today's political issues for tomorrow's voters." That includes working with civics teachers before each election to do a presentation before civics classes.



Please let me know if you would like to work on any of these projects.

—Miriam Keller

ODE TO COMMITTEE MEMBERS
 By Daniel Goodrich

Oh, give me some pity, I'm on a committee.
 Which means that from morning to night
 We attend, and amend, and contend and
 defend
 Without a conclusion in sight

We confer and concur, we defer and demur
 And reiterate all of our thoughts,
 We revise the agenda with frequent ad-
 denda
 And consider a load of reports

We compose and propose, we suppose and
 oppose,
 And the points of procedure are fun!
 But though various notions are brought as
 motions,
 There's terribly little gets done.

We resolve and absolve, but we never dis-
 solve
 Since it's out of the question for us.
 What a shattering pity to end our commit-
 tee,
 Where else could we make such a fuss?

FROM THE EDUCATION COMMITTEE

No Child Left Behind turned 5 years old as in January, 2007. The law aims to improve the basic skills of the nations public school children, particularly poor and minority students. It has changed the way school is taught, according to an article in USA Today, NCLB:

"It drives teachers crazy". Most of the frustration comes from the stress of mandated math and reading tests. The law requires that virtually all children be tested each year starting in third grade and it doles out growing penalties if schools do not raise scores each year.

"Its narrowing what many schools teach" The law's annual testing requirements in math and reading have led many schools to pump up the amount of time they spend teaching these two staples, often at the expense of other subjects, such as history, art or science.

"It's changing how reading is taught". The law gives schools \$1 billion a year to spend on reading and focuses it laser-like on 5,600 schools that serve the nation's poorest 1.8 million kids. It starts with kids as soon as they enter school and, so far, has trained 103,000 teachers on "scientifically based" reading strategies heavy in phonics, step by step lessons and practice, practice, practice.

So how is it working in California?

According to EdSource, in English language arts, all subgroups improved either two or three percentage points. Second and third graders improved the most—five percentage points. In math, each subgroup improved from one to three percentage points. Fourth, fifth and seventh graders as well as all students taking Algebra I showed the most improvement, four percentage points.

NCLB is coming up for reauthorization. It is up to us to decide if the amount of improvement is worth the dollars spent.

—Vesta Wilson

VOTING MATTERS

FEATURE PRESENTATION FOR MARCH FREMONT CITIZENS POLICE ACADEMY

The Fremont Police Academy was founded in 1995. Its aim was to form a lasting relationship with members of the community which was part of community policing efforts. Fremont was rated at one time Number 2 with cities of comparable size. Fremont covers 92 square miles. It is a growing city with growing needs that need to be addressed to regain that position.

Speakers were Lieutenant Gus Arroyo, Coordinator of the Academy and David Bloxom, a graduate of the program and an active member. The moderator is Syeda Yunus.

Lt. Arroyo's educational background includes a bachelors and masters degree, with 26 years of an extensive range of experience in all aspects of police work at an enforcement and administrative level. David Bloxom is a retired junior high school teacher who works with HAPP (Handicap Area Parking Patrol) and has great enthusiasm for his "on the job experience" in the training program for the Police Academy..

From the perspective of the city and the police department, Lt. Arroyo says citizens need to know what the police department does and why. There are three aspects to policing: Prevention, Intervention and Enforcement. Lt. Arroyo says a policeman's job is more than law enforcement; it addresses

quality of life issues for all citizens so that Fremont the city remains a "safe" place to live, work and raise a family. Mr. Bloxom is proud of his work with HAPP. He enjoyed the lectures and practical experience in the training program. He laughs at his experience practicing the capture of an intruder when he and his partner were shot dead.

Lt. Arroyo says that the police department cannot do their job without the assistance of volunteers and without the support of the community. Neighbors start looking out for one another and the police can concentrate on what they are trained to do. There are other volunteer opportunities with the department in addition to those in the academy .



The next training program for the Academy begins March 29 where participants get a chance to role play being police officers as well as learning about the methods and issues involved in police work. If you are interested, you can call 790-6800 and ask for information or on the internet www.fremontpolice.org at the citizens academy link. You can find an application there.

Once you get in the habit of watching Voting Matters, you will be addicted. The next program will be "Cool Cities" moderated by John Landers. The speakers will be Rich Godfrey, Ecology Circle and Jeff Hobson.

—Muriel Nolan

TRENDS AND COMPARISONS IN CALIFORNIA SCHOOL FINANCE

In California the expectations for public school performance are high. The state has adopted academic content standards widely regarded as the most rigorous in the nation. But to what extent has the school finance system changed in response to these standards-based reforms?

This data-rich report considers the state's allocation patterns since the mid-1990s to see how the amount and types of revenues that school districts receive have changed and to examine the extent to which those changes have been consistent with the state and federal reform agendas. It also looks at district expenditures based on statewide averages to provide a sense of how local districts spend the funds they receive. Comparing that to national data helps illuminate the spending decisions and trade-offs California districts are making. It also raises important questions about school district revenues and expenditures and their relationship to what we expect our public schools to accomplish. Some data highlights:

► In 2004-05 school districts as a whole--but particularly those serving K-8 students--received a smaller share of their total funds from revenue limit sources (used for general purposes) than they had in 1994-95.

► Federal categorical funding now makes up a larger share of total revenues than in the past.

► Categorical programs are increasingly used to support policy decisions, such as the state's K-3 Class Size Reduction Program and federal and state school reform efforts. Less emphasis is being placed on programs specifically targeted to special needs students.

► California continues to report below average expenditures per pupil, above average salary costs, and more students per teacher compared to the nation.

► Changes in state policy and voter support for bonds have increased facility funding.

First Call to the LWVC Convention 2007



WHAT: The 62nd State Convention of the League of Women Voters of California

WHEN: Friday, May 18, through Sunday, May 20, 2007

WHERE: Doubletree Hotel Bakersfield, 3100 Camino Del Rio Court, Bakersfield, California.

This is the first call to Convention 2007 as required by the LWVC bylaws, **Article X, Section 7**

The [official "Call to Convention"](#) is included in this UPDATE mailing. It is not too early to plan for the League of Women Voters of California biennial Convention 2007, "Rally in the Valley," to be held **May 18 -20, 2007** at the Doubletree Hotel in **Bakersfield**. The LWV Bakersfield is eagerly preparing for this event and promises to make it one of the best conventions ever. We are pleased to announce that Dolores Huerta, activist and co-founder with César Chávez of the United Farm Workers, will be the speaker at the Saturday banquet. We are inviting several other special guests and their acceptance of our invitations will be announced in subsequent mailings, LWVC News, and on the Web site, www.lwvc.org/lwvonly/conv_council/2007/.

Convention Business

Convention delegates meet to determine the direction of the League of Women Voters of California for the next two years. Adoption of program for the next two years is an important item of business. Guided by the LWVC program planning materials, local Leagues have reviewed existing positions and suggested issues on which we should focus our education and advocacy efforts in 2007-2009. The LWVC board recommendations and all local League suggestions, even those not recommended by the LWVC board, will be included in the convention workbook and may be considered by the delegates.

The convention delegates will adopt the LWVC budget for 2007-08, necessary to fund the program decisions, and elect the officers and directors who will guide the League during the next two years. The slate of nominees will be announced in a subsequent mailing.

Workshops

Workshops on Friday and Saturday will provide educational opportunities for all who register, even those who are not voting delegates. A two-part track will focus on the California state budget: Part I will be a presentation by Next Ten on the budget and how we fund infrastructure; Part II--*Follow the Money*--will provide information on how to track the spending in your own community. Both will include information pertinent to our three program areas: government, natural resources and social policy. Other workshop topics being considered include alternate board organizational structures, marketing voter service print materials, maximizing

online voter service outreach, "green" communities, a League study process tutorial, and health care.

Other Activities

During the convention many League members will caucus to promote specific activities for the coming two years. If you plan to sponsor a caucus, plan now. When the convention registration mailing arrives, be sure to fill out the form to reserve space. And check out the list-serve which will be up and running in early March (link on Convention 2007 homepage) for pre-convention discussion and planning.

Local Leagues and ILOs are invited to sell League publications and merchandise in the Convention Marketplace. Reservation information will be included in the registration packet.

Arrive on Thursday afternoon, May 17, to attend one of our special activities. There will be a half-day training with certification for Neighborhood Association Election Management and a visit to the Kern County Water Agency hosted by the LWV Bakersfield. In addition, the Smart Voter team invites everyone to a pre-convention dinner.

Representation

The [First Call to Convention](#) gives details of the representation at convention and the applicable bylaws provisions. Each local League and ILO is entitled to send its president or an alternate as a voting delegate. In addition, each local League may send voting delegates based on the size of its member-

ship. Each member-at-large unit is encouraged to send its president as a nonvoting member. Other members, in addition to your voting delegates, may attend as nonvoting members. Nonmembers are welcome to attend as guests.

Registration

For the first time, there will be an inclusive registration fee (\$300) that will include attendance at plenary sessions, workshops and all meals (except Friday dinner). Basic registration and daily registration that do not include meals are also available. The registration kit will be mailed around the first of March. You will have the option of registering online, using a credit card, at www.lwvc.org/lwvonly/conv_council/2007/ beginning on March 5.

Detailed information about hotel reservations will be on the reservation form. Room rates begin at \$89 per night plus taxes. Reserve by April 17, 2007 to receive the special convention rate. Contact your neighboring Leagues if you need a roommate.

Important Dates:

March 5, Online registration available
 April 17, Deadline to register without incurring late charge
 Deadline for hotel guarantee rate of \$89
 Deadline to register for Marketplace table
 Deadline to pre-register for caucus room (assigned on first come basis)
 May 10, 2007 Deadline to submit Local League and ILO Convention Registration Master Form
 —LWVC

AIR DISTRICT COMPLETES PHASE 1 OF CARE PROGRAM

By Adelia Sabiston, Bay Area Monitor

In July 2004, residents and local health agencies welcomed the announcement from the Bay Area Air Quality Management District (Air District) that it was embarking on the Community Air Risk Evaluation (CARE) program. Through this program, the Air District planned to first identify locations in the region with high levels of toxic air contaminant emissions and high densities of susceptible residents, and then from the collected data apply its resources more effectively to mitigate health risks. Phase I of the three-phase program is now virtually complete, and the Air District has issued a report with findings and policy recommendations.

The studies in Phase I of the CARE program include an annual emissions inventory of TACs in the Bay Area. Using data from the year 2000, Air District staff calculated TAC emissions from stationary sources, on- and off-road mobile sources, and area sources. Each TAC emission was weighted by its toxicity to reflect the risks it presented. Diesel PM emissions formed 80% of the total cancer-risk-weighted inventory of emissions.

The Air District also carried out additional studies to reinforce the TAC inventory. A telephone survey of the wood-burning habits of Bay Area residents allowed staff to estimate the amount of wood smoke for a particle matter (PM) inventory. Carbon isotope studies of PM samples determined how much carbon is coming from fossil fuel combustion, and how much is coming from other sources. Chemical mass balance studies also gave further definition to PM sources.

Bringing the human element into the picture, Air District staff created maps of the Bay Area showing the distribution of populations sensitive to injury from TACs: children under the age of 18, people over the age of 64, families with incomes less than 185 percent of the federal poverty level (and thus likely to have limited access to health care), and children under the age of 14 suffering from asthma (measured by frequency of hospitalization). To identify areas with both high TAC emissions and sensitive populations, additional maps were developed of diesel emissions weighted by the target populations. These maps show that both TAC emissions and sensitive populations are concentrated in urbanized areas, particu-

larly rimming San

Francisco Bay and along transportation corridors, with eastern San Francisco and West Oakland incurring the greatest impact.

The Phase I report recommends that the Air District can use the findings to aid in distributing grant funds to clean up emissions from diesel engines, developing a set of suggested regulations, work with CARB to de-



velop mobile source standards, and support legislation to reduce TAC emissions.

The report also recommends that the Air District should continue its practice of conducting informational meetings and workshops, particularly in the impacted communities to seek local input and engage the public. It further suggests the Air District should use the Phase I findings to help guide its collaboration with other agencies. In reducing the air quality impacts from goods movement, the Air District is already working with the California Environmental Protection Agency, the Metropolitan Transportation Commission, and the Port of Oakland, among others. To reduce emissions

from locomotive idling, the Air District is helping to implement a Memorandum of Understanding between CARB and two railroads, the Union Pacific and the Burlington Northern & Santa Fe.

In the past, the Air District has developed a draft model ordinance on wood burning and a draft model air quality element for general plans to be modified and adopted by local governments. The report notes that the Air District could investigate using Phase I findings to aid local governments to reduce TAC emissions in their jurisdictions. For example, a draft model ordinance could be designed to limit idling of diesel vehicles. The Phase I findings could also be useful in advising local governments on land use decisions that involve limiting TAC exposures, like creating buffer zones around high-emitting facilities or preventing incompatible development.

In Phase II of the CARE program, the Air District will use modeling and measurements to estimate TAC concentrations, while continuing to develop the TAC inventory. Modeled concentrations will be estimated using the TAC emissions plus data on such factors as wind and transport.

Already under way is a project by the Air District, CARB, and the Port of Oakland to conduct a health risk assessment (HRA) for the West Oakland community. Currently, an inventory of TAC emissions, especially estimates of diesel PM, is being prepared for the area. Later, modeling will be developed using this inventory and data on wind, temperature, and transport of pollutants. After that, Air District staff will conduct the HRA in an area bounded by highways I-880, I-980 and I-580 and including the Port of Oakland and the Union Pacific rail yard, using information on where PM is being deposited. In Phase III, HRAs may be prepared for other communities using tools developed in the West Oakland study, and more detailed analyses will be conducted to estimate actual population exposures to TAC.

At the end of each phase, policy recommendations will be prepared to enable the Air District to achieve the goal of the CARE program: to substantially reduce the health risks from TACs to Bay Area residents through effective use of targeted mitigation programs.

February 2007

B R I E F



Quality Education Investment Act embodies a new approach to interventions

During March 2007, hundreds of low-performing schools can line up to apply for state support through California's latest intervention program—the Quality Education Investment Act (QEIA). The program provides more money to help these schools meet performance and resource benchmarks. This brief explains the selection and funding processes, details the expectations for schools and districts, and discusses issues potential applicants will need to consider.

QEIA provides from \$500 to \$1,000 per student depending on grade level

The state will allocate close to \$2.7 billion over the life of this seven-year program. Participating schools will receive \$500 for each K–3 pupil, \$900 for each student in grades 4–8, and \$1,000 for each high school student per year beginning in 2008–09. (Two-thirds of this amount will be provided in 2007–08, a planning and preparation year.) K–3 students receive less because a large component of QEIA is smaller class sizes, and the vast majority of K–3 students are in classes of 20 or fewer due to the state's Class Size Reduction Program.

Schools are required to integrate QEIA funds into their Single Plan for Pupil Achievement, in which they document how they plan to direct a multitude of funding sources toward improving student performance.

Eligibility is based on school performance

Like the rest of California's intervention programs, eligibility for QEIA is based on school performance. It targets schools in the bottom 20% of the 2005 Academic Performance Index (API) rankings whether or not they are making progress. Schools that have not exited the High Priority Schools Grant Program (HPSGP) are also eligible, though they will have to undergo a "rigorous review" of their educational program before being

accepted and must meet the requirements of both programs. Altogether more than 1,450 regular public schools and charter schools are eligible, but funding is enough for only 450 to 500 schools, according to the California Department of Education (CDE). Schools chosen for the program are expected to represent a proportionate number of students at each grade span—a total of about 500,000 students, according to State Board of Education staff. Selected schools are also supposed to be distributed geographically. The state's plan is to choose at least one school in each county.

Local school boards are expected to hold a hearing before submitting their applications, which are due by March 30. Grantees will be selected by May and 80% of funding for next year awarded as of July 1, 2007 (the other 20% in January 2008). Selection will occur through a random draw of schools nominated by district superintendents, with geographical and grade-level considerations taken into account. (In districts with multiple eligible schools, superintendents determine priority for funding no matter which school wins the random draw.)

QEIA sets benchmarks

QEIA sets benchmarks for performance and a variety of resource measures that schools and districts must meet in ways that work best for them. Schools must exceed their API targets averaged over the first three years of full funding and meet annual targets thereafter. They must also agree to teacher qualification criteria. Schools will lose funding if they do not reach their three-year goals by 2010–11. They are also expected to meet two interim benchmarks.

QEIA offers a standard program, which will fund at least 85% of the participating students, and an alternative program, which will cover up to 15% of pupils in QEIA schools. (See the box on page 2.) Schools participating in the standard program must agree to specific staffing requirements.

QEIA funds are part of a legal settlement

Supported by Gov. Arnold Schwarzenegger, Superintendent of Public Instruction Jack O'Connell, and the California Teachers Association (CTA), QEIA is the result of an out-of-court settlement in 2006.

In the lawsuit, CTA and O'Connell alleged that the state had not met its financial obligations in past years under both Proposition 98 (the minimum funding guarantee for K–12 schools and community colleges) and Senate Bill 1101 (2004). The latter measure—often referred to as "the deal"—set Proposition 98 funding at \$2 billion below what it otherwise would have been. When state revenues rose, education advocates argued that the state owed K–14 education a total of about \$3 billion for 2004–05 and 2005–06.

To settle the matter, the state agreed to repay the \$3 billion (which increased the Proposition 98 base) over seven years beginning in 2007–08. K–12 education's close to \$2.7 billion share will be distributed through the QEIA program. Community colleges will receive roughly \$320 million over the same period to support career technical education.

In addition to the settlement money, state revenues were higher than anticipated in 2005–06, allowing lawmakers to add another \$2.3 billion to the Proposition 98 base that was not earmarked for QEIA.

The standard program emphasizes more adults per student

Elementary schools that seek a QEIA grant must participate in the existing K–3 Class Size Reduction program. Schools with self-contained classrooms in grades 4–8 and/or classrooms for grades 4–12 in which core academic subjects are taught (English, math, science, social science) must provide an average class size that is the lesser of:

- 25 pupils per classroom per grade or
- five pupils fewer than the school's 2006–07 classroom average; however, if the 2005–06

The alternative program does not require lower class sizes

Under QEIA, up to 15% of pupils can be in schools that participate in an alternative program. The selection process for these schools will also be based on a random draw, but priority will be given to high schools that cannot decrease class size because of extraordinary facility issues.

These schools do not have to lower class sizes, and high schools do not have to provide a counselor for every 300 students. But the application is more involved and must show how the alternative program will improve learning and be consistent with sound, scientifically based research. These schools must also reach the same API targets and teacher qualification requirements as the standard program.

How can I find out more?

For information on QEIA, including a list of eligible schools, go to: www.cde.ca.gov/ta/lp/qe

To learn more about California's intervention programs, see the EdSource publication, *Worthy Goals, Limited Success: Intervention Programs in California* (2/07) at: www.edsource.org

Our thanks to School Services of California, Inc., www.sscal.com, for sharing with us information from the QEIA workshops they jointly present with the California School Boards Association (CSBA), www.csba.org.

classroom average was less than 25, then that year's average will be used.

In addition, classes of more than 27 pupils are prohibited, and non-core classes may not be larger than their 2005–06 size.

Besides ensuring more teachers per pupil, QEIA high schools must provide at least one

counselor for every 300 students. That counselor must have a services credential with a specialization in Pupil Personnel Services. (For many years, California has ranked at the bottom among the states in the ratio of guidance counselors to students. In 2006–07 policymakers appropriated \$200 million to bolster the number of counselors serving students in grades 7–12.)

Attracting and retaining highly qualified teachers is key for both programs

Schools in both programs must ensure that their teachers are highly qualified based on federal No Child Left Behind (NCLB) criteria. The average teacher experience level must also meet or exceed the average level at other schools of its type in the district. To ensure that this happens, the superintendent of public instruction is expected to develop a Teacher Experience Index by June 30, 2007 that will be based on 2005–06 data from the teacher assignment form collected by the California Basic Educational Data System (CBEDS).

Experience beyond 10 years counts as 10 years. This means that schools cannot meet the requirement by having one highly experienced teacher and several beginning ones.

Districts are expected to be full partners with schools in QEIA

County offices of education will monitor schools for their progress on benchmarks. In addition, districts are expected to play a strong role in this program. As a condition of their schools' participation, districts must:

- Complete an academic review for each participating school;
- Ensure that school administrators have exemplary qualifications and provide professional development;
- Provide fiscal and evaluation data for annual reviews by the superintendent of public instruction;

- Consult with union representatives;
- Ensure that QEIA funding is spent on QEIA schools;
- Ensure teacher experience levels are met and professional development—defined broadly to include such activities as time to collaborate or analyze pupil data—is provided at an average of 40 hours per year per teacher;
- Meet all requirements (such as for facilities and textbooks) under the *Williams* lawsuit settlement;
- Focus on conditions that improve instruction and achievement.

Districts and schools have a number of issues to consider

Some districts may have only one school that would be eligible for a QEIA grant. In fact, seven counties have only one school each that qualifies. But considering that funds are limited statewide, administrators in districts with more than one candidate that wants to participate in the new program will need to prioritize the eligible schools, perhaps based on need or on a school's ability to use the funding well.

With class size such a significant part of the QEIA program, schools that want to apply for a standard grant also have to consider how to handle teacher recruitment and an increased strain on facilities. The 2007–08 funding component can be used to meet some, but probably not all, facility needs.

In addition, QEIA requires districts to consult with union representatives for both teachers and classified employees. Particularly on the important goal of attracting highly qualified teachers to these low-performing schools, incentives—such as higher salaries or better working conditions—would likely have to be bargained.

Finally, QEIA authorizes funding through 2013–14. At this point, it is unclear whether schools that are successful under QEIA will continue to receive additional support from the state. ■



EdSource® is a not-for-profit 501(c)(3) organization established in California in 1977. Independent and impartial, EdSource strives to advance the common good by developing and widely distributing trustworthy, useful information that clarifies complex K-12 education issues and promotes thoughtful decisions about California's public school system.

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It's easy to JOIN the LEAGUE OF WOMEN VOTERS

Any person, man or woman, who subscribes to the purpose and policy of the League may join. To be a voting member, one must be at least 18 years of age and a U.S. citizen

Annual dues includes membership in Local, Bay Area, California and National Leagues.

Make your check payable to: LEAGUE OF WOMEN VOTERS and mail it with this form to:

LWVFNUC-MEMBERSHIP, P.O. Box 3218, Fremont, CA, 94539



_____ Individual Membership - \$50 _____ Household - \$75
 Donate to LWVNUC \$ _____ Donate to Ed. Fund \$ _____ Total enclosed\$ _____
 Name(s) _____
 Address _____ Phone _____
 E-mail _____ New Member _____ Renewal _____ Transfer
 from _____

Dues and contributions to the League are not tax deductible. Contributions to L.W.V. Ed Fund are deductible to the extent allowed by law. For more information, or for confidential financial dues assistance, please contact: Marjorie Wakelin: 510-624-4500, marjorie@holyfamilysisters.org

Mission Statement

The League of Women Voters of Fremont, Newark, and Union City, a nonpartisan political organization, encourages the informed and active participation of citizens in government, works to increase understanding of major public policy issues, and influences public policy through education and advocacy.

Diversity Policy

LWVFNUC affirms its commitment to reflect the diversity of our communities in our membership and actions. We believe diverse views are important for responsible decision making and seek to work with all people and groups who reflect our community diversity.

ELECTRONIC CORNER

An interesting site for those of us who enjoy history is
www.winningthevote.org

This site was developed by the Rochester Regional Library Council (RRLC) and supported by Federal Library Services and Technology Act (LSTA) funds, awarded to The New York State Library by the Federal Institute of Museum and Library Services.

At this site you will find biographies of the Women's Suffrage Movement in Western New York.

Most of the biographies are accompanied by images of the people (not all women).

You can find their birthdates, death dates, grave sites, contributions and sometimes quotes. (see quote below)

Also, there are bibliographies of related websites and suggested readings.

Many of the names are familiar, but there are some that are not so well known, including one African American woman who worked for voting rights.



—Vesta Wilson

LWVFNUC Voter
 Published 10 times a
 year by the League of Women Voters
 of Fremont, Newark and Union City.

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The LWVFNUC storage office address is:
 4368 Enterprise St., off Grimmer, near
 Automall.

Materials are available 7:30 AM to 5:00 PM with
 permission of a board member.

QUOTE: "It has seemed long in coming, but I think the time draws near when women will be acknowledged as equal with man" —Emily
 Parmely Collins, 1814 –1899 and
 "Possum Volo" a Latin expression meaning "I can if I will"
 —Kate Gleason, 1810-1899



**LEAGUE OF WOMEN
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Fremont, Channel 29, every Wednesday at 7:30 PM

Newark, Channel 6, every Thursday at 7 PM

Union City, Channel 15, every Thursday at 9:30 PM

Visit our website:

<http://www.lwvfnuc.org>

CALENDAR

Date	Event	Time	Place
Tues., Apr. 3	Home Owners Committee	9:30 AM	Jean Holmes home
Thurs., Apr. 12	LWVFNUC Board Meeting	7:15 PM	Sam Neeman's home
Wed., Apr. 18	Cable Taping	2:00 PM	Comcast Studios
Thurs. Apr. 19	Education Committee Voter Deadline	9:30 AM	Miriam Keller's home
Fri., Apr. 20	EdSource Conference	All day	
Sat., Apr. 21	Earth Day	10 AM – 4PM	Central Park, Teen Center
Wed., Apr. 25	Action Committee Brown Bag	12:30 PM	Marilyn Singer's home
Sat., Apr. 28	"Cool Cities" General Meeting	9:30 AM	Fremont Main Library
Sat., May 5	Alameda County Council	TBA	TBA
May 18—20	LWVC CONVENTION		Bakersfield, CA
Saturday, June 2	Annual Meeting	TBA	TBA