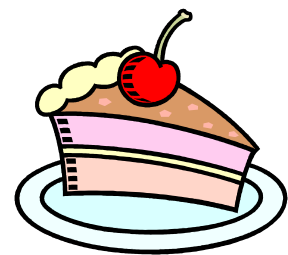
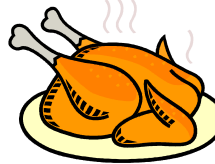


THE LEAGUE OF WOMEN VOTERS OF FREMONT, NEWARK AND UNION CITY INVITES YOU TO:

OUR ANNUAL PROGRAM PLANNING, HOLIDAY PARTY AND POTLUCK

December 10
At Marilyn Singer's home
1123 Washo Drive
Fremont
6:30 PM

John Landers is arranging the potluck. Please call him
to tell him what you will bring. 510-656-8877
jolanders@sbcglobal.net



PRESIDENT'S MESSAGE



The holiday season is upon us, hectic, grueling, but also festive and fun. This is the traditional season for families and friends to gather, share and reconnect. It is also the time for our League members to connect with each other and decide on our priorities. Yes folks - this is the time for Program Planning. Marilyn Singer has graciously offered us her home for this purpose on the evening of December 10, 2007. We will start with a potluck dinner, share a favorite food item with our fellow Leaguers and continue the serious business of the League while having fun. Check the calendar on the website for any changes.

We certainly will not be resting much in December. In addition to program planning, we have a Board meeting, the cable taping, Action committee meeting, Education committee meeting and of course the January Voter needs to be prepared. We expect to be getting the materials for our pros and cons for the upcoming ballot initiatives and so we are forming a Speakers bureau to outreach to the community on upcoming pertinent issues. In addition to all of that, we will be working on marketing for our Homeowners' Association elections and continuing to work to meet our membership goals. Fortunately, to fuel these efforts during an already frenetic month, we will have plenty of necessary "goodies"; so feel free to share and join the fun and bring a friend or family member.

This is also the season to share our blessings with those for whom this is may not be a joyous season but rather a cold, hungry and lonely time. This is the time to remember what many enlightened people have said, "It is in giving that we receive."

I wish you all a safe and happy holiday season.

—Syeda R. Yunus

BOARD BRIEFS

At the November 8, 2007 Board meeting, the Board:

- Reviewed our financial status and discussed Home Owners Association (HOA) elections and other fundraising options
- Planned for programs and events for the next few months such as the November immigration study consensus meetings and December program planning meetings as well as marketing for HOA elections
- Heard the final report for the 50th anniversary gala
- Discussed a voter service speakers bureau for the February ballot initiatives
Looked at the latest membership counts and discussed strategy with our membership chair on how to meet our membership goals.



There are some members of our League who do not come to our meetings because they no longer drive at night. We want everyone who is interested to come to our meetings.

If you need a ride to a meeting, please call Miriam Keller at 683-9377 to arrange for a ride. If you are willing to pick up someone who needs a ride, call Miriam to volunteer.



CALLING ALL SPEAKERS! CALLING ALL SPEAKERS!

Have you always wanted to tell it like it is? Here is your chance. We need members who are willing to talk to small groups who want to know more about ballot measures and also members who want to raise the rafters with information for those interested in joining the League.

Practice includes a run through with Alex Starr, a seasoned speaker and our Leadership Trainer. Your confidence will be raised and your presentation will be polished and so that you are comfortable with

Contact Alex Starr - 656-6877 - apstarr@ix.netcom.com



Action's Actions

Action is preparing testimony to encourage the Ohlone Board to have a full discussion on the issue of numbered seats. The League feels that there are elections under this system that do not allow the democratic process to work. Some board members have never been elected by their constituents because they have been appointed and then run unopposed. Some members are elected with fewer votes than those defeated for other seats.

League will observe Fremont's Green Task Force if we are not chosen to sit on the committee. The committee will meet from November to May under the leadership of Rich Godfrey and will make policy recommendations.

We will be testifying to the Fremont Council and encouraging them to use redevelopment funds to build affordable housing on the old city corporation yard.

We continue to encourage Washington Hospital to post the agendas and minutes of their board Meetings on their web site in compliance with the Brown Act.

Voting Matters will run a program on Ohlone College's new Newark campus in December and tape a program on State Initiatives to run in January before the election.

We will be monitoring the development process of Patterson Ranch and of the A's development.

If you would like to attend our meetings or join the committee, call Marilyn Singer at 657-1969 or send an email to singer756@sbcglobal.net
—Marilyn Singer

WELCOME NEW MEMBERS



**Raquel Andrade
Martha Crowe
Jill Kovacich
Sharon Marshak
Trisha Tahmasbi
Beth Templeton**



People to serve on the FUSD Bond Oversight Committee. For more information, call Ken Ballard at 710-2220 or e-mail ballardken@aol.com

WHAT IS REDEVELOPMENT ?

Redevelopment is a process created to assist city and county government in eliminating blight from a designated area, and to achieve desired development, reconstruction and rehabilitation including residential, commercial, industrial, and retail.

In Fremont we had 4 redevelopment areas: one each in Nilés, Centerville, Irvington and the industrial area. Several years ago they were combined into one legal redevelopment entity. This way the redevelopment dollars that are flowing in from the building in the industrial area can be used to finance projects in all 4 areas.

In a redevelopment area, all the taxing agencies continue to receive the base revenues. But if a manufacturing or R & D industry builds on vacant land, the assessment on the parcel goes up. The Redevelopment agency gets to keep all the **increase** in property taxes and this can be a considerable amount.

In recent years Fremont has used redevelopment dollars to improve the streetscape in Centerville along Fremont Blvd., to build the train station and plaza in Centerville, to prepare the property at the corner of Fremont Blvd. and Thornton for a new mixed use development, to improve the streetscape along Nilés Blvd. in Nilés, to build a new plaza in Nilés, to improve the streetscape of Bay Street in Irvington and build the overpass on Washington, the underpass on Paseo Padre, and the I-880 interchange and Warren Avenue underpass.

The present Redevelopment agreement with other taxing agencies (the county, FUSD, etc.) is expected to reach its cap of \$400 million by 2011. The Fremont Council recently directed staff to begin negotiations with the other taxing agencies to extend the cap.

Also, 20% of the redevelopment funds must be spent on affordable housing. This money has helped non-profit developers to build the Maple St. Apartments, the Irvington Village where Patio World stood, the Lincoln St. Apartments for developmentally challenged, the Mission Vista assisted living project, to rehabilitate apartments on Central Avenue, and many other projects in Fremont.

—Miriam Keller



GROUPS PUSH REDISTRICTING REFORM NOW

Los Angeles, California — Now that the state budget impasse has been broken, California Common Cause and the League of Women Voters of California are ready to seize the opportunity for redistricting reform.

“We support a redistricting process with three major components: an independent commission that will represent the interests of all Californians; an open process that invites participation by everyone interested; and fair criteria for drawing districts,” said Janis R. Hirohama, president of the League of Women Voters of California. “There’s still some work to do, but we’re nearly there with a proposal

that Californians will vote for next February.”

Recognizing that redistricting reform will need an amendment to the state constitution, both organizations have long supported the legislative process as the way to place a reform proposal before the people. With input from all corners, a legislative bill can be improved and honed in ways that an initiative cannot.

A reasonable, workable solution is at hand. The League and Common Cause have been working with legislators and the governor to craft the best possible bill to put before the people.

“Californians’ voices have been heard,” stated Kathay Feng, executive director of California Common Cause. “They want a process for drawing districts that reflect our communities and changing demographics, not incumbents’ political interests.”

“We’re thankful for the Governor’s leadership, and we believe that there is a real commitment from the legislature to follow through,” added Hirohama. “This is the time! Legislators can step up to the plate and act now.”

—LWVC

Did you know that you can receive your voter on line? You can. Go to www.lwvfnc.org and sign up. This saves us mailing costs. And you get your voter in color!

WHAT IS MELLO-ROOS?

Background

In 1978 Californians enacted Proposition 1 which limited the ability of local public agencies to increase property taxes based on a property's assessed value. In 1982, the Mello-Roos Community Facilities Act of 1982 (government Code §53311-53368.3) was created to provide an alternate method of financing needed improvements and services. There are no Mello-Roos districts in Fremont.

The Mello-Roos Community Facilities Act of 1982

The Act allows any county, city, special district, school district or joint powers authority to establish a Mello-Roos Community Facilities District (a "CFD") which allows for financing of public improvements and services. The services and improvements that Mello-Roos CFDs can finance include streets, sewer systems and other basic infrastructure, police protection, fire protection, ambulance services, schools, parks, libraries, museums and other cultural facilities. By law, the CFD is also entitled to recover expenses needed to form the CFD and administer the annual special taxes and bonded debt.

Why is a Mello-Roos CFD Needed?

A CFD is created to finance public improvements and services when no other source of money is available. CFDs are normally formed in undeveloped areas and are used to build roads and install water and sewer systems so that new homes or commercial space can be built. CFDs are also used in older areas to finance new schools or other additions to the community.

How is a Mello-Roos CFD Formed?

A CFD is created by a sponsoring local government agency. The proposed district will include all properties that will benefit from the improvements to be constructed or the services to be provided. A CFD cannot be formed without a two-thirds majority vote of residents living within the proposed boundaries. Or, if there are fewer than 12 residents, the vote is instead conducted of current landowners. In many cases, that may be a single owner or developer.

Once approved, a Special Tax Lien is placed against each property in the CFD. Property owners then pay a Special Tax each year. If the project cost is high, municipal bonds will be sold by the CFD to provide the large amount of money initially needed to build the improvements or fund the services.

How is the Annual Charge Determined?

By law (Prop. 13), the Special Tax cannot be directly based on the value of the property. Special Taxes instead are based on mathematical formulas that take into account property characteristics such as use of the property, square footage of the structure and lot size. The formula is defined at the time of formation, and will include a maximum special tax amount and a percentage maximum annual increase.

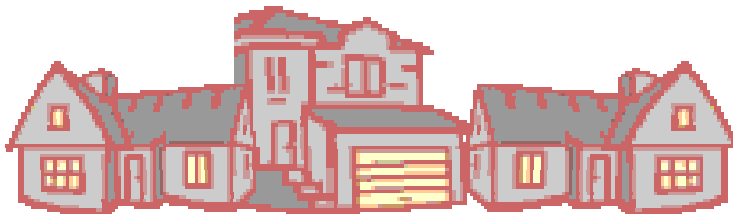
How Long Will the Charge Continue?

If bonds were issued by the CFD, special taxes will be charged annually until the bonds are paid off in full. Often, after bonds are paid off, a CFD will continue to charge a reduced fee to maintain the improvements.

IMPORTANT TO KNOW:

Rights to Accelerated Foreclosure. It is important for CFD property owners to pay their tax bill on time. The CFD has the right (and if bonds are issued, the obligation) to foreclose on property when special taxes are delinquent for more than 90 days. Additionally, any costs of collection and penalties must be paid by the delinquent property owner. This is considerably faster than the standard 5 year waiting period on county ad valorem taxes.

Disclosure Requirement for Sellers (California Civil Code §1102.6). When reselling a property in a CFD, the seller must make a "good faith effort" to obtain a Notice of Special Tax from the local agency that levies the Special Tax, and provide it to the buyer.



Alameda Creek Alliance October 24, 2007

S.F. WATER SYSTEM IMPROVEMENT PLAN COULD DERAIL ALAMEDA CREEK STEELHEAD

RESTORATION *SFPUC Jeopardizes Schedule for Water System Upgrades with Inadequate Environmental Review of Alameda Creek Projects*

CONTACT: Jeff Miller (510) 499-9185
Alameda Creek Alliance

Sunol, CA – The San Francisco Public Utilities Commission (SFPUC) is dismissing consideration of the impacts of three dams on steelhead trout in Alameda Creek as part of a programmatic environmental review for retrofits to San Francisco's water system, and is proposing water supply projects in the Sunol Valley that could further harm fish and wildlife in Alameda Creek. The SFPUC's failure to include Alameda Creek stream restoration as part of a project to rebuild the seismically vulnerable Calaveras Dam and controversial SFPUC proposals to divert more water from Alameda Creek could unnecessarily jeopardize the schedule for water system upgrades.

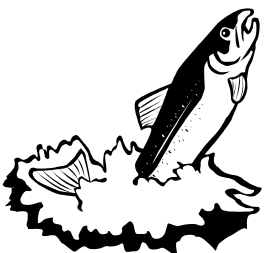
"We support San Francisco making needed retrofits to its water system, however the new Calaveras Dam and reservoir must be operated to allow restoration of steelhead trout to Alameda Creek," said Jeff Miller, Director of the Alameda Creek Alliance. "SFPUC dams currently operate in violation of state wildlife protection laws, and to rebuild a major dam without providing adequate water for fish and wildlife below the dam is unacceptable."

The San Francisco Planning Department last week finished accepting public comments on the Draft Program Environmental Impact Report (DPEIR) for the SFPUC's Water System Improvement Program (WSIP), a \$4.3 billion S.F. water system upgrade plan through the year 2030. Formal comments submitted by the Alameda Creek Alliance, California Department of Fish and Game and Alameda County Water District noted the inadequacy of the DPEIR in addressing potential impacts to steelhead trout. The Alameda Creek Alliance is insisting that water system infrastructure in the Sunol Valley (including Calaveras Dam and Reservoir, Alameda Diversion Dam, and San Antonio Reservoir) be operated to allow steelhead trout to thrive in Alameda Creek.

The DPEIR failed to address impacts of WSIP projects on migratory fish in Alameda Creek, dismissing the planned restoration of steelhead trout to Alameda Creek as "speculative." The proposed Calaveras Dam Replacement and Alameda Creek Fishery "Enhancement" projects include provisions that could allow the SFPUC to divert additional stream flow from Alameda Creek, which would impact native fish and other aquatic wildlife in Alameda Creek.

The SFPUC already diverts 86 percent of the stream flows of the upper Alameda Creek watershed and operates Calaveras and San Antonio Reservoirs with no minimum bypass flows to keep native fish downstream in good condition. The WSIP contemplates diverting almost all of the winter and spring stream flows from upper Alameda Creek at the Alameda Diversion Dam.

Seventeen public agencies and nonprofit organizations, including the SFPUC, signed a formal agreement in October 2006 to collaborate on a study of the stream flows and fish habitat needed for Alameda Creek steelhead trout restoration. In 2006 the SFPUC adopted the Water Enterprise Environmental Stewardship Policy, which states: "it is the policy of the SFPUC to operate the SFPUC water system in a manner that protects and restores native fish and wildlife downstream of SFPUC dams and water diversions, within SFPUC reservoirs, and on SFPUC watershed lands."



SUCCESSFUL APPROACHES TO HELPING STUDENTS-INCLUDING ENGLISH LEARNERS— SUCCEED IN ELEMENTARY SCHOOLS

FROM EDSOURCE:

NEARLY 1.6 MILLION PUPILS IN CALIFORNIA—about a quarter of all students—are English learners (ELs). At the same time that they are acquiring a new language, EL students also need to learn the curriculum determined by the state's academic content standards. These standards define what each student should know and be able to do in each academic subject at each grade level. In order to monitor how well EL students are doing, the state created a school-level Academic Performance Index (API) that measures their results separately. Each school receives an EL-API score. The first EL-API scores were released in early 2006 based on STAR (Standardized Testing and Reporting program) and other state tests that students took during spring 2005 in English, math, science, and social studies.

Education researchers found that elementary schools with similar—and fairly large—numbers of low-income and EL students performed differently on the EL-API. Teachers and principals in some of these schools participated in a spring 2005 EdSource survey that examined a large number of district, school, and classroom practices and policies. The survey also included specific questions about how English learners were taught.

The researchers used statistical techniques to compare the answers of educators in schools that had relatively high EL-API scores with those that had lower EL-API scores. Based on the results, the researchers found four strategies that were more common in the schools with higher scores:

- Using test data to improve student achievement and teaching;
- Making sure the school has well qualified teachers, current text books and materials, and well-maintained and good quality school buildings, classrooms, and grounds;
- Making sure that teachers in every classroom are teaching the state's academic content standards for their grade in an or-

ganized and understandable way, and

- Making it a high priority that every student is learning, which includes setting goals that can be measured objectively and monitored.

The study's findings suggest some important questions parents can ask their child's elementary school teacher or principal to see if their school is using these strategies.

How are test data used to improve instruction and monitor how well my child is learning? Students in every elementary school in California take STAR tests each spring in English, math, science, and social studies. Each year, schools are supposed to include some test result information in School Accountability Report Cards (SARCs) that provide basic information about the school. Schools are expected to provide the SARC to parents. Principals and teachers can also use the STAR tests and other tests—such as questions at the end of textbook chapters or tests provided by publishers—to evaluate teaching and regularly check student progress. Parents can learn more about how their child's teacher and principal are using test results by asking:

- How do you analyze and use test data? Do you consider data analysis a high priority?
- How many different tests are used to check my child's progress?
- Are teachers and the principal trained in how to use test data? To what extent?
- Do teachers receive test data broken down by student groups, such as English learners, and for each pupil?
- Based on test results, does the school set progress goals for my child and regularly check to see if my child is reaching those goals? Can you give me an example?
- Do the results of these tests change how the class or my child is taught? Can you provide examples?
- What do these tests say about how well my child is learning? Are there particular areas in which

my child is struggling? Are there areas in which my child is doing very well? Does my school have well-qualified teachers, up-to-date textbooks, and adequate facilities?

The SARC should also provide information about the condition of school buildings and whether there are enough textbooks for each student. In addition, it indicates whether there are classrooms without credentialed (state certified) teachers.

Other attributes of teachers cannot be put on a SARC but are also important. Parents should note whether the teacher appears excited about teaching and seems to feel part of the school community. Principals at schools with higher test scores tended to describe their teachers that way. At schools with higher scores, principals were also more likely to report that most of the school's teachers were state-certified and had five or more years of experience.

Parents can ask the principal:

- Is my child's teacher state-certified?
- How many years of experience teaching does he or she have?
- Are the teachers trained in the curriculum (what is supposed to be taught)?
- How long have you been a principal?

Because district support of a school is also important, parents can ask the principal:

- Does the district supply enough textbooks so that each child has an updated, standards based book for each subject?
- Does the district support upkeep of school buildings and grounds? How?
- Does the district provide extra help for struggling students? If so, what does the school do to help students who fall behind?
- Does the school have in-class tutors, an after-school tutoring program, or Saturday school to prepare students for the upcoming week?

Parents can also ask the teacher:

- What are the academic content standards for each subject? Are you fully credentialed? How long have you been teaching?
- Are the teachers in every classroom in my school teaching the state's academic content standards for their grade in an organized and understandable way?

When parents understand what is being taught in their children's classrooms, they can do a better job of helping with homework and talking with their children about what they are learning. Teachers in a school often rely on standards maps and pacing calendars to ensure that they are all covering the essential topics in a timely manner. Parents can ask to see these maps and calendars. For example, a standards map shows how one chapter in a fourth-grade social studies textbook on the history of California meets social studies academic content standards and also reading and writing standards. The chapter on California's first pioneers covers the social studies standard that says fourth graders should be able to "identify the early land and sea routes to California noting especially the importance of mountains, deserts, ocean currents, and wind patterns." The standards map suggests that students write an information report about the first pioneers, which also meets writing standards.

A pacing calendar describes what teachers at a certain grade level are expected to teach their students at any point in time. For example, in the second week of school, one pacing calendar has all third-grade teachers reading aloud from the same book, *Roadside America*. Such an approach ensures uniformity across classrooms at each grade level in a school or district.

How is the school meeting the needs of English learner students? Schools also use certain techniques for teaching English learners. Parents can ask:

- What kinds of learning techniques are being used with EL students?
- Is the school using English as a Second Language (ESL) or immersion? Is the program for English learners?
- Is a new program based on up-to-date information about how best to teach

EL students?

- Are there resource teachers who work just with English learners? What is their training?
- Are there instructional aides in the classroom who speak the student's native language to help explain, when necessary, what is being taught? Does the teacher speak the student's native language?
- If help with English is provided in a "pull-out" program (the student leaves the class), what is the teacher doing to make sure the student does not miss out on classroom discussions in important academic subjects, such as English, math, social studies, and science? What is the school doing to make student achievement a high priority?

The researchers found that in successful schools, the district, principal, and teachers have a shared vision that is focused on student learning and have well-defined plans to improve teaching.

Parents can ask their principal:

- What academic goals do you have for the school?
- How do you plan to raise schoolwide student achievement?
- How does the school district support your efforts?
- What does the district expect from your school?
- What qualities and experience do you look for in teachers? How do you determine if they are doing a good job?

Parents can also ask teachers:

- What is your vision for the school, your class, and my child?
- What do you hope my child will achieve this year?
- How can I help?

Principals at higher-scoring schools in the study report that they provide opportunities for parent involvement. One principal notes that everyone at the school works hard and is committed, including "active parents" who "take on responsibilities in an effort to improve the school."

Another good question for the principal is:

How can I get involved?"

EDUCATION COMMITTEE

The Education Committee is planning a media contest for Middle and High School Students. Students will be asked to produce a one minute (or less) "commercial", "Why Vote"

Entries will be either videos, DVD's or posters.

We are looking into the possibility of receiving prize money, either from our League or local businesses, or both.

We are looking at our April League Meeting to display and judge the entries. We are also looking at the possibility of a "Voting Matters" program highlighting the winners.

First judges will be League members. Then we would ask elected officials of the three cities to judge.

We are tracking developments in the No Child Left Behind legislation. It will probably not come up for reauthorization until 2008.

We are looking at Proposition 92 Provisions:

Education Funding Level

Changes current minimum education funding requirement into two separate requirements: one for K-12 schools and one for community colleges.

Student Fees

Lowers community college education fees from \$20 per unit to \$15 per unit. Significantly limits the state's authority to increase fee levels in future years.

Governance

Formally establishes the community colleges in the State Constitution

Increases the size of the community colleges' state governing board and the board's administrative authority.

—Vesta Wilson



At our December 10 Program Planning meeting, we will be asked if we want to retain, discard or amend our present LWVUS positions. Here are the present positions.

PUBLIC POLICY POSITIONS

League of Women Voters of the United States

REPRESENTATIVE GOVERNMENT

Promote an open governmental system that is representative, accountable and responsive.

Voting Rights

Citizen's Right to Vote. Protect the right of all citizens to vote; encourage all citizens to vote.

DC Self-Government and Full Voting Representation. Secure for the citizens of the District of Columbia the rights of self-government and full voting representation in both houses of Congress.

Election Process

Apportionment. Support apportionment of congressional districts and elected legislative bodies at all levels of government based substantially on population.

Campaign Finance. Improve methods of financing political campaigns in order to ensure the public's right to know, combat corruption and undue influence, enable candidates to compete more equitably for public office and promote citizen participation in the political process.

Selection of the President. Promote the election of the President and Vice-President by direct-popular-vote and work to abolish the Electoral College. Support uniform national voting qualifications and procedures for presidential elections. Support efforts to provide voters with sufficient information about candidates.

Citizen Rights

Citizen's Right to Know/Citizen Participation. Protect the citizen's right to know and facilitate citizen participation in government decision making.

Individual Liberties. Oppose major threats to basic constitutional rights.

Public Policy on Reproductive Choices. Protect the constitutional right of privacy of the individual to make reproductive choices.

Congress and the Presidency

Congress. Support responsive legislative processes characterized by accountability, representativeness, decision-making capability and effective performance.

The Presidency. Promote a dynamic bal-

ance of power between the executive and legislative branches within the framework set by the Constitution.

INTERNATIONAL RELATIONS

Promote peace in an interdependent world by working cooperatively with other nations and strengthening international organizations.

United Nations

Support a strong, effective United Nations to promote international peace and security and to address the social, economic and humanitarian needs of all people.

Trade

Support U.S. trade policies that reduce trade barriers, expand international trade and advance the achievement of humanitarian, environmental and social goals.

U.S. Relations with Developing Countries

Promote U.S. policies that meet long-term social and economic needs of developing countries.

Arms Control

Reduce the risk of war through support of arms control measures.

Military Policy and Defense Spending

Work to limit reliance on military force. Examine defense spending in the context of total national needs.

NATURAL RESOURCES

Promote an environment beneficial to life through the protection and wise management of natural resources in the public interest.

Natural Resources

Promote the management of natural resources as interrelated parts of life-supporting ecosystems.

Resource Management

Promote resource conservation, stewardship and long-range planning, with the responsibility for managing natural resources shared by all levels of government.

Environmental Protection and Pollution Control

Preserve the physical, chemical and biological integrity of the ecosystem, with maximum protection of public health and the environment.

Air Quality. Promote measures to reduce pollution from mobile and stationary sources.

Energy. Support environmentally sound policies that reduce energy growth rates, empha-

size energy conservation and encourage the use of renewable resources.

Land Use. Promote policies that manage land as a finite resource and that incorporate principles of stewardship.

Water Resources. Support measures to reduce pollution in order to protect surface water, groundwater and drinking water.

Waste Management. Promote policies to reduce the generation and promote the reuse and recycling of solid and hazardous wastes.

Nuclear Issues. Promote the maximum protection of public health and safety and the environment.

Public Participation

Promote public understanding and participation in decision making as essential elements of responsible and responsive management of our natural resources.

Agriculture Policy

Promote adequate supplies of food and fiber at reasonable prices to consumers and support economically viable farms, environmentally sound farm practices and increased reliance on the free market.

SOCIAL POLICY

Secure equal rights and equal opportunity for all. Promote social and economic justice and the health and safety of all Americans.

Equality of Opportunity

Equal Rights. Support ratification of the Equal Rights Amendment and efforts to bring laws into compliance with the goals of the ERA.

Education, Employment and Housing.

Support equal access to education, employment and housing.

Fiscal Policy

Tax Policy. Support adequate and flexible funding of federal government programs through an equitable tax system that is progressive overall and that relies primarily on a broad-based income tax.

Federal Deficit. Promote responsible deficit policies.

Funding of Entitlements. Support a federal role in providing mandatory, universal, old-age, survivors, disability and health insurance.

Health Care

Promote a health care system for the United

States that provides access to a basic level of quality care for all U.S. residents and controls health care costs.

Meeting Basic Human Needs

Support programs and policies to prevent or reduce poverty and to promote self-sufficiency for individuals and families.

Income Assistance. Support income assistance programs, based on need, that provide decent, adequate standards for food, clothing and shelter.

Support Services. Provide for essential support services.

Housing Supply. Support policies to provide a decent home and a suitable living environment for every American family.

Child Care

Support programs and policies to expand the supply of affordable, quality child care for all who need it.

Early Intervention for Children at Risk

Support policies and programs that promote the well-being, development and safety of all children.

Violence Prevention

Support violence prevention programs in communities.

Gun Control

Protect the health and safety of citizens through limiting the accessibility and regulating the ownership of handguns and semi-automatic weapons. Support regulation of firearms for consumer safety.

Urban Policy

Promote the economic health of cities and improve the quality of urban life.

Death Penalty

The LWVUS supports the abolition of the death penalty.

Whatever the issue, the League believes that efficient and economical government requires competent personnel, the clear assignment of responsibilities, adequate financing, coordination among levels of government, effective enforcement and well defined channels for citizen input and review.

At our December 10 Program Planning meeting, we will be asked if we want to retain, discard or update our present LWVBA positions. Here are the present positions:

LWVBA POSITION 2004-2006 REGIONAL GOVERNMENT (updated 5/2000)

Support legislative action to establish a multi-purpose regional planning agency for the nine Bay Area counties with directly elected representatives from newly established districts

Support, in the interim, state or local government action to consolidate existing regional agencies

Support measures to make regional decision making bodies representative of the population distribution and region-wide governmental, environmental, social equity, and economic interests

REGIONAL PLANNING (updated 5/2000)

Support legislation to establish state/regional/local comprehensive planning criteria that promote compact growth, natural resources protection, and social and economic equity

LWVBA POSITION 2004-2006 ENVIRONMENT Air Land Use Water Solid Waste (Updated 5/2000)

Support regional solutions to environmental pollution that provide effective air and water quality control and regional planning for solid waste management

Support measures for conservation and environmentally sensitive development of San Francisco Bay that promote enhancement and preservation of the Bay and its shoreline, tributaries, native vegetative communities and habitats

Support measures that ensure adequate parks and the protection of natural resources, open space, and agricultural land, both outside urban growth boundaries and in urbanized areas

NATURAL RESOURCES* CEQA MITIGATION (condensed)

Support effective legislation, guidelines, and criteria for governmental decision making on mitigation of the negative environmental impacts of a project under the California Environmental Quality Act (CEQA) that take into account whether: 1) the deci-

sion to proceed or not is environmentally sound and gives particular attention to cumulative impacts; and 2) the mitigation plan

is properly implemented under an acceptable process for meeting legal requirements and public need.

:

LWVBA POSITION 2004-2006

***HAZARDOUS MATERIALS MANAGEMENT**

Support a hazardous materials management program that protects the public health and the environment from the adverse effects of hazardous materials in the Bay Area

LWVBA POSITION 2004-2006

SOCIAL POLICY* HOUSING (Updated 5/2000)

Support a regional housing plan that provides for balanced and equitable housing throughout the region

Support federal and state legislation that facilitates the implementation of regional housing goals

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LWVBA POSITION 2004-2006

TRANSPORTATION* SURFACE (Updated 5/2000)

Support a long-term, comprehensive planning process consistent with the comprehensive Bay Area plan and growth management framework (currently ABAG's plan) to promote compact, transit-oriented growth patterns served by an efficient, interconnected, multi-modal transportation network

Support multi-modal, efficient, convenient, cost-effective, equitable, safe transportation planned in concert with land use and viable alternatives to reduce vehicle miles traveled (VMT) and single-occupancy vehicle use

TRANSPORTATION* AIRPORTS

Support coordination between environmental and land use concerns, and the need for aviation services in the Bay Area.

***Vertical Positions – Local Leagues are authorized to take local action on the basis of these positions.**

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 _____
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Dues and contributions to the League are not tax deductible. Contributions to LWV Ed Fund are deductible to the extent allowed by law. For more information, or for confidential financial dues assistance, please contact: Judy Keller—jkeller@genelabs.com

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.

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.

An ongoing series...

A History of the American Suffragist Movement

1850 A women's rights convention is held in Salem, Ohio.. Men are not permitted to speak at the meeting.

The National Women's Rights Convention is held in Worcester, Massachusetts. Among the attendees are Paulina Wright Davis, Frederick Douglass, Abby Kelly Foster, William Lloyd Garrison, Lucy Stone and Sojourner Truth.

1851 Sojourner Truth delivers her "Ain't I a Woman?" speech at a women's rights convention in Akron Ohio. The second National Women's Rights Convention is held in Worcester, Massachusetts: celebrities new to the list of endorsers include Horace Mann, New York Tribune columnist, Elizabeth Oakes Smith and Reverend Harry Ward Beecher, one of the nation's most popular preachers. Lucretia Mott presides. Westminster Review publishes John Stuart Mill's article, "On the Enfranchisement of Women" Mill later admits that the piece is the work of his companion, Harriet Hardy Taylor.

1852 Newspaper editor Clara Howard Nichols addresses the Vermont Senate on the topic of women's property rights, a major issue for the suffragists. Harriet Beecher Stowe's *Uncle Tom's Cabin* is published.

1853 On the occasion of the World's Fair in New York City, suffragists hold a meeting in the Broadway Tabernacle. It will go down in history as "The Mob Convention" marred by "hissing, yelling, stamping and all manner of unseemly interruptions."

The World's Temperance Convention is held also in New York City. Women delegates, including Rev. Antoinette Brown and Susan B. Anthony are not allowed to speak.

1854 The Massachusetts legislature grants property rights to women.



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VOTERS OF FREMONT,
NEWARK AND UNION CITY**
P.O. Box 3218 Fremont, CA, 94539
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WATCH VOTING MATTERS

Watch Syeda Yunus interview Dan Schoenholz. Topic:
Fremont General Plan.

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

Mon., Dec. 10	Program Planning and Potluck	6:30 PM	Marilyn Singer's home
Thurs. Dec. 13	LWVFNUC Board Meeting	7:15 PM	Sisters of the Holy Family Auditorium
Fri. Dec. 14	Education Committee	9:30 AM	Pancake House across from the Hub
Wed., Dec. 19	Action Committee and Cable Crew Lunch	12: noon	T BA
Wed., Dec. 19	Action Committee	12:30 pm	Marilyn Singer's home
Wed., Dec. 19	Voting Matters Cable Taping	2:00	Comcast Studios
Thurs., Dec 20	Voter Deadline		