

REPORT

of the

AD HOC COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITY

Made to the

Los Angeles City Board of Education

on September 12, 1963

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Georgiana Hardy, Chairman

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PREFACE

Before proceeding with the report and recommendations of the Ad Hoc Committee, it seems appropriate to indicate something of the background and philosophy which have influenced the Committee in its deliberations.

The Board of Education reaffirmed its responsibility to provide equal educational opportunity to children of all races, religions and cultures on June 7th, 1962, when it adopted the motion establishing the Ad Hoc Committee. The Board felt and feels that it has followed a policy directed toward the goal of equality in that the pupil-teacher ratio, basic curriculum, books per student, and transportation rules are equally applied throughout the District. It is conceded, however, that this formula falls far short of providing true equality for thousands of children who enter our schools from educationally and economically disadvantaged environments. They are in no way able to compete equally with children living under more favorable circumstances.

The Committee and the Board are aware of the many complex and difficult problems in the community, and outside the immediate educational responsibilities of the schools, which must be solved before the ideal goal of equal opportunity for all can be realized.

We have come to the conclusion that there are no easy answers and no speedy solutions to these problems which include de facto segregation in our schools; the present segregated housing patterns of the community; the high incidence of low economic status among minority people, who for years have been "last hired, first fired"; and the lack of hope or motivation among some of these families which leads them into negative attitudes toward education and the demands the school makes on their children.

These social patterns which have been developed over two-hundred years, cannot be changed by unilateral action on the part of the schools. However, in keeping with their responsibility for education, the School Board and staff must enlist responsible community leaders, important sectors of business and industry, including the Press and Radio-TV,

PREFACE (Continued)

organized labor, religious bodies and others, to work more effectively and sincerely in creating a climate in which no human being is rejected because of race, color or creed.

The Committee feels that all school staff members would welcome this attitude in the total community and we look forward to the day when children of all backgrounds can share the same experiences and profit from the educational program equally, and as friends.

But the school should not be the single target or bear the sole responsibility for achieving this objective. This must be the shared responsibility of all people and organizations who shape public opinion and are willing to sacrifice personal gain or comfort for the public good.

We are aware that our Country needs the productive contributions of citizens of every background, and we are also certain that the Nation is being deprived of the future contributions of students who are not being given an opportunity to develop their full potential either in the school or in the community at large. This is plainly in contradiction to the principles of liberty and justice for all on which this Nation was founded.

In developing the following statements and recommendations, this Committee gave priority to these historic principles, while at the same time recognizing long established patterns of social structure. It urges the community to join with the schools in looking for solutions to problems which must be solved, and quickly.

The Committee believes that the Board of Education is ready and willing to change policies and procedures in order more nearly to attain the goal of equal opportunity and equal education for all. Recommendations follow with this goal in mind. On the other hand, we are not disposed to urge that free citizens of any race be forced into educational environments not of their own choice, even though some may feel it is for their good.

PREFACE (Continued)

In the following recommendations, it will be evident that doors have been opened wider for students and teachers to move into different schools and sections of our school district. These open doors, we hope, will encourage greater integration, and we believe that many will walk voluntarily through them.

Attitudes of mutual respect and acceptance on the part of all must be evidenced by men of good will in order to achieve the unity of purpose and sense of personal involvement which our national heritage requires of us all.

The foregoing statement was unanimously accepted by the members of the Ad Hoc Committee as an introduction to the report which follows.

INTRODUCTION

Ever since the Supreme Court decision of 1954 which held that "separate educational facilities are inherently unequal," many people and organizations have been asking whether this decision should affect northern school districts as well as those in the south where segregation has been a legal requirement. Some have contended that all districts are legally bound to plan and enforce integration in the schools. In most northern cities there has been no claim of deliberate segregation by policy, but it has been pointed out that de facto segregation, stemming from housing patterns and the policy in most school districts of neighborhood attendance areas, does exist.

On June 7, 1962, the NAACP, the ACLU, CORE and the American Jewish Congress made presentations along these lines to the Los Angeles City Board of Education. At this same meeting the Board adopted a motion which read as follows: "That the President appoint an ad hoc committee of Board members to consider the proposals presented today by representatives of the American Civil Liberties Union and the National Association for the Advancement of Colored People and by others, this committee to be authorized to call on outside experts from the State Department of Education or elsewhere and to meet with community leaders in the human relations field, with the responsibility of evaluating present Board policies and practices as they relate to equal educational opportunities for all students, and present their findings to the Board of Education for its consideration whenever they feel it is appropriate."

Mrs. Mary Tinglof was elected President of the Board of Education on July 1, 1962, and shortly thereafter appointed the Ad Hoc Committee consisting of Mr. Arthur F. Gardner, Dr. H. C. Willett, and Mrs. Georgiana Hardy as Chairman. This Committee invited seven community leaders to serve as resource persons in its deliberations. (See Exhibit No. 1.)

INTRODUCTION (Continued)

Beginning on September 5, 1962 and continuing at regular intervals, the Ad Hoc Committee and the citizen resource group heard presentations from interested citizens and community organizations and also received reports from staff members dealing with areas of special concern. These meetings ended on January 16, 1963, at which time the Ad Hoc Committee with the citizens group started deliberations in order to develop recommendations. On May 20, 1963, four recommendations were presented to the Board of Education and adopted. These recommendations were as follows:

RECOMMENDATION No. 1

The Committee recommends that the Board of Education adopt the following statement of policy:

The Board of Education believes that equality of opportunity in the total community for all ethnic groups is a desirable goal for our society. Therefore, the Board establishes a formal policy of providing equal educational opportunity for all pupils regardless of racial or socio-economic background, recognizing that equal opportunity is best achieved in schools which provide pupils an opportunity for interaction with persons of differing cultures and ethnic backgrounds.

In furtherance of this policy the Board recognizes an obligation to act positively within the framework of its educational responsibilities, at all levels and in all areas of the school system,

- a. By encouraging actions and programs designed to maintain in the Los Angeles City Schools a position of leadership in the avoidance of segregation or discrimination in such matters as school boundaries; student discipline; educational and vocational counseling; teacher placement, transfer, and promotion; and any other matter affecting equal educational opportunity,

INTRODUCTION (Continued)

- b. By insuring that all such policies are continuously and clearly communicated to all school personnel and to the public.

RECOMMENDATION No. 2

The Committee recommends that a position concerned with human relations and with compensatory educational activities in the Los Angeles City Schools be established in the Office of the Superintendent. Duties should include, but not be limited to, the following:

- a. Fostering research into the basic causes of current problems in achieving equal educational opportunities for all; working in cooperation with the Los Angeles City Schools Human Relations Council, and with other committees and agencies within and outside the school system; recommending ways for the District to work more effectively in and with the community in relieving these problems,
- b. Encouraging and advising in the expansion and development of classroom programs in the field of human relations, with particular emphasis on materials and projects that will give a true picture of the role of all ethnic groups in American life and emphasize traditional democratic ideals and attitudes,
- c. Strengthening of established human relations and personnel procedures for dealing with questions and complaints of school personnel, parents, and the general public. These procedures should continue to operate within the regular administrative structure of the school system and should provide the most effective means possible for teachers or the public to appeal to higher authorities in complaints or grievances against any school official. The procedures should be given sufficient publicity so that anyone can easily learn of their availability and how to use them.

INTRODUCTION (Continued)

RECOMMENDATION No. 3

The Committee recommends that intensified programs of compensatory education be expanded in schools which have large numbers of low achievers because of differing socio-economic or cultural backgrounds. These programs should include, but not be limited to, increased counseling services and remedial instruction; increased flexibility in local school programming; special training for teachers, counselors, and administrators; projects designed to raise aspiration levels; and pilot projects in culturally disadvantaged areas such as the extension of the school day in selected elementary schools, and others recommended in the Report of the Planning Team for the Expansion of Opportunities for Educationally Deprived Pupils.

RECOMMENDATION No. 4

The Committee recommends that school administrators should give positive implementation to the rules of the State Board of Education regarding elimination of ethnic discrimination in establishment of school attendance areas. These administrators should be guided by the following specific statement of policy adopted by the Los Angeles City Board of Education:

In the establishment of attendance areas for new schools, or in the alteration of existing school attendance areas, the present and projected ethnic composition of the locality will be given consideration, and wherever feasible, boundaries will be selected that will reduce the tendency of a locality's residential segregation to cause school segregation. Special attention to the problem should be given in selecting sites for new schools and in establishing boundary lines of schools near the periphery of minority group concentrations.

This statement of policy is consonant with recent changes in Article 1.5 of Subchapter 8 of Chapter 1 of Title 5 of the California Administrative Code relating to the establishment of school attendance areas and school attendance practices in school districts.

INTRODUCTION (Continued)

Recommendation No. 2 above proposing a position to be concerned with Human Relations and Compensatory Education was implemented by a report on June 24, 1963 from the Superintendent to the Board of Education setting out the responsibilities of an office which he called the Office of Urban Affairs, and recommending that the sum of \$65,000 be provided in the undistributed reserves for the establishment of this office in the Office of the Superintendent, under the immediate supervision of the Deputy Superintendent. (See Exhibit No. 2.)

Several programs in implementation of compensatory education were recommended by the Superintendent and approved by the Board during deliberations on the 1963-64 budget, and are underway at the present time. (See Exhibits Nos. 3 & 4.)

The Ad Hoc Committee was in the process of considering further recommendations when the NAACP-UCRC marches began on June 24, 1963. Although the Committee felt that they had probably heard most of the allegations, requests, and recommendations of the Negro community during the lengthy hearings of the fall of 1962, a new group of Negro leaders were in charge of the marches and wanted a new set of hearings. Therefore the Committee temporarily set aside its own plans for further recommendations in order to consider the views, requests, and demands of the NAACP-UCRC spokesmen. As a result of these special hearings various persons who wished to speak against the NAACP-UCRC recommendations requested a meeting for this special purpose, which was held. Few, if any, new points or facts were introduced in this series of hearings, but both the Committee and the Board felt it necessary to spend many hours listening to repetition of previous allegations.

Late in August, spokesmen for the Mexican-American community presented to the Board a list of fifteen requests. (See Exhibit No. 5.) These requests were received too late for thorough study by the Committee or for recommendations. Several of these requests, however, touch on those made by the Negro community and therefore, to that extent, are alluded to in various sections of this final report.

INTRODUCTION (Continued)

The Committee recognizes that some of its recommendations will require no additional funds, some will involve an immediate transfer of funds and some may have to wait for additional funds before implementation is possible.

The Committee wishes to thank the seven citizens who worked with us. We are grateful for the time they generously gave to hear all the citizen speakers and staff reports throughout our series of hearings. We also greatly appreciate the wisdom, objectivity and understanding of the complex school organization which they displayed. We hope that they will continue to give us their personal views and suggestions in the months ahead.

The Committee intends to bring this report back to the Board for action at a regular meeting on September 26th, in order that citizens may have an opportunity to express their opinions regarding it during the two weeks before action is taken. After the report has been presented for action the Committee believes that it will have fulfilled its obligations under the motion and will ask to be dismissed.

This report has been written in its entirety by the three members of the Ad Hoc Committee on Equal Educational Opportunity and in general is approved unanimously by all three. (Any points of disagreement will be noted in the text.) The Committee, however, gladly acknowledges that many of the findings and recommendations were stimulated by suggestions from the citizens who met with the Committee.

SCHOOL ATTENDANCE AREAS AND BOUNDARIES

The presentations and allegations regarding school attendance areas and boundaries are basic to the entire work of the Ad Hoc Committee since the allegations of de facto segregation in relation to the 1954 U.S. Supreme Court opinion in Brown versus Board of Education Topeka, 347 U.S. 483; 349 U.S. 294, were the point of departure for the deliberations of the Committee. It is, therefore, appropriate that the findings and recommendations of the Committee on this question be set forth early in the report.

Allegation

It is alleged that de facto segregation exists in the Los Angeles City School District and that gerrymandering of boundaries to accomplish or perpetuate segregation has been practiced.

Findings

The Committee finds that under present policies governing the establishment of attendance areas the primary principle is to locate a school as near as possible to the center of the geographic area to be served. This area in turn is determined on the basis of four criteria: a. Pupil capacity of the new school; b. Pupil capacity of the adjacent schools; c. Walking distance; d. Safety factors. (See Exhibit No. 6.) With respect to new or adjusted attendance areas established since World War II this primary principle and its four supporting criteria have been consistently applied.

The fact that certain schools are obviously not in or near the center of their respective attendance areas is due to historical factors, such as annexations and withdrawals, rather than a misapplication of the four criteria above. Each of these situations developed prior to World War II and the organization of the present Educational Housing Branch and its current procedures.

SCHOOL ATTENDANCE AREAS AND BOUNDARIES (Continued)

Attendance areas when established tend to be permanent except in rapidly growing neighborhoods requiring additional schools, and in cases where adjustments to avoid extended or half-day sessions are considered desirable.

In certain circumstances, when no overriding considerations affecting curriculum or staffing of the schools are present, optional areas between two or more schools have been established.

The Committee finds that de facto segregation in the sense in which the term is commonly used to indicate a preponderance of one race, exists in certain schools based on the application of the four criteria above to prevailing residential patterns. The Committee finds no substantiation for the charge that gerrymandering to accomplish or perpetuate segregation has been practiced.

The Committee believes that heretofore existing policies, whether formal or arising out of consistent administrative practice, and staff implementation of these policies, have been generally sound as far as they have gone. Present recommendations of the Committee are made in the belief that past policies need either to be restated, or amended and strengthened to meet the present situation.

Recommendations

The Committee recommends:

Recommendation No. 4 was approved by the Board on May 20, 1963.

4. "In the establishment of attendance areas for new schools, or in the alteration of existing school attendance areas, the present and projected ethnic composition of the locality will be given consideration, and wherever feasible, boundaries will be selected that will reduce the tendency of a locality's residential segregation to cause school segregation. Special attention to the problem should be given in selecting sites for new schools and in establishing boundary lines of schools near the periphery of minority group concentrations.

"This statement of policy is consonant with recent changes in Article 1.5 of Sub-chapter 8 of Chapter 1 of Title 5 of the California Administrative Code relating to the establishment of school attendance areas and school attendance practices in school districts."

SCHOOL ATTENDANCE AREAS AND BOUNDARIES (Continued)

5. That in implementation of the policy adopted in the above recommendation No. 4 as approved by the Board on May 20, 1963, the Superintendent be directed to conduct an extensive survey of all school attendance areas during the 1963-64 school year and that implementation of staff surveys already completed or in progress be accomplished by the second semester of 1963-64 school year unless it is shown to the satisfaction of the Board that this is not practical until September 1964.

(Since this issue is already a matter of Board action of August 15, 1963, on a motion by Dr. Richardson, the Committee now withdraws this recommendation and substitutes therefor the formal Board action of August 15th as follows:

"...that this Board instruct the Superintendent to carry forward current studies of boundaries during the fall semester and to report those instances where schools could be reorganized in a firmer commitment to the philosophy of equal educational opportunity as set forth in Recommendations No. 1 and No. 4 of the Ad Hoc Committee Recommendations adopted by the Board May 20, 1963." (See Exhibit No. 7.)

6. That a formal report of all school attendance areas including those schools involved in the action of August 15, 1963, be made to the Board of Education at the conclusion of these studies and thereafter at three year intervals or oftener as required by attendance considerations. Such report will show all the factors involved in each boundary study. (See Exhibit No. 8 as an example of the kind of report recommended.)

Appendix

The following requests for new policies or practices which are not contemplated in the scope of the recommendations above, are set forth so that all may know the

Committee's reaction to them:

A. Implementation of the so-called Princeton Plan.

The Committee did not include this in its recommendations because it is believed to be a technique rather than a policy, and may have limited application at best to the Los Angeles District because of the geography and size of the District. Further study of specific schools will be required to determine the effectiveness of this technique in Los Angeles.

B. Integration by transportation.

A proposal to this effect made to the Board on July 18, 1963 would have selected and transported groups of B10 students reciprocally between certain predominantly Negro and predominantly white senior high schools. The selection of students would have been made without offering any choice to the students involved and without attempting more than a token exchange. This proposal was defeated by a 6-1 vote of the Board of Education. The Committee supports the action of the majority of the Board on this proposal and declines to recommend a program of integration by transportation. Conceding that there are values in an integrated student body, the Committee feels the advantage of this proposal is outweighed by certain disadvantages, principally the following: (1) The involuntary nature of the pupil selection process; (2) The substantial disadvantage to a student in a long bus ride before and after school which would curtail participation in extracurricular activities and friendships arising therefrom; (3) Detachment of the student during his school day from friendships of his neighborhood without equivalent opportunity to cultivate friendships based on normal school attendance and full participation in student body activities. (4) Aside from

SCHOOL ATTENDANCE AREAS AND BOUNDARIES (Continued)

purely educational considerations it should be noted that it costs approximately \$12,000 to own and operate a 79-passenger bus for one year. The financial implications of transporting a significant percentage of the 580,000 students in the Unified District are therefore considerable.

- C. School District responsibility for moving students as opposed to an optional policy placing the burden on the individual student or his parents.

No specific recommendation in support of this request is offered. The Committee is reluctant to substitute the judgment of school employees or the Board itself for the free choice of students and their parents in an atmosphere conducive to its exercise.

- D. A Citizens' Committee to review staff recommendations for boundary changes.

No recommendation on this request is made by the Committee. It is believed that the complex factors involved in setting boundaries can best be explained and understood when the staff makes a complete report at a public meeting. Board members and citizens will then have an opportunity to study staff recommendations and react before final approval.

The Committee notes that under the provisions of SB 170 adopted by the 1963 California Legislature, a committee of the State Department of Education will be available to all California school districts for consultation on the question of boundaries.

- E. Immediate redrawing of school boundaries to effect a degree of integration by the opening of school in September, 1963.

Even assuming the desirability of redrawing of certain school boundaries, no recommendation on this request is being offered. The Committee feels that sufficient lead time--at least one semester--must be provided to enable the staff to make recommendations which are defensible in the

SCHOOL ATTENDANCE AREAS AND BOUNDARIES (Continued)

light of all educational considerations, and to provide an opportunity to communicate proposed changes to the local community and parents.

(See 8/15/63 motion adopted by the Board, Exhibit No. 7.)

- F. Development of a plan before the opening of the school term in September whereby, within circles of a 15-mile diameter, Negro and other minority pupils now attending over-loaded schools on half-day sessions may be transported to under-enrolled schools populated predominantly by Caucasian children.

Committee investigation revealed that there are some under-enrolled schools populated predominantly by Caucasian children within circles of a 15-mile diameter enclosing also half-day session schools attended by Negro and other minority group pupils. The Committee feels that the attack on half-day sessions by transportation, to be reasonable and effective, should be on the basis of the shortest transportation distance to empty classrooms. Study reveals that in many cases empty classrooms are in nearby schools populated predominantly by children of the same race as those on the half-day session for which relief is sought. Pupils in some crowded schools which are to receive compensatory education programs would be deprived of the advantage of reduced class size or remedial instruction if moved to other schools.

Because of these considerations, and pending review of school attendance areas, the Committee makes no recommendation on this request.

(One member of the Committee, Mrs. Hardy, wishes to dissent from the above recommendation in the following statement:

"Although I agree with the facts cited I feel that it would be possible and desirable to bus some Negro and Mexican-American students on half-day

SCHOOL ATTENDANCE AREAS AND BOUNDARIES (Continued)

sessions to schools with empty classrooms, and I feel that a deliberate effort should be made to locate classrooms in predominantly Caucasian schools so that affirmative integration would be effected. I believe that such a plan could be considered a special project and should be carefully evaluated on the basis of educational achievement and the personal reactions of children and parents.)"

PUPIL TRANSFER PERMITS

It is not the intent of the Ad Hoc Committee to review in this report the many different kinds of pupil transfers now permitted in the Los Angeles Schools, but rather to present its findings and recommendations regarding those transfers which come under the so-called "open enrollment" policy. This policy is one which authorizes and directs school administrators to transfer a pupil at the request of his parents to any school in the District which has room, regardless of the reasons for the request, provided the parents assume all responsibility for transportation.

It is in regard to transfers under the "open enrollment" policy that allegations and complaints of discrimination in the treatment of Negro pupils have been presented to the Committee.

Allegation

It has been alleged that in the administration of the "open enrollment" policy and the administrative regulations and procedures related thereto, there have been instances of discrimination against and unequal treatment of Negro pupils; and that the Negro community has not been informed of the privileges they have under that policy.

Findings

The transfer of pupils to schools outside the attendance areas in which they reside is governed by Board Rule 2051 which provides that a pupil shall attend a school within the boundaries of the attendance area within which he lives, unless both he and the school system will be served by permitting him to attend a school outside that area.

Within this broad policy, the schools have maintained continuously for more than

PUPIL TRANSFER PERMITS (Continued)

ten years a practice of permitting a pupil to transfer to a school outside the attendance area in which he resides, regardless of the reasons for such transfer, provided.

(1) the request for transfer is made by the pupil's parents who assume responsibility for providing the pupil's transportation; (2) there is room in the school to which transfer is requested; and (3) the transfer is carried out in the manner and under the conditions prescribed in administrative regulations and procedural directives.

This practice has not been challenged in either oral or written presentations to the Committee. Nor has any evidence in support of allegations of discrimination and unequal treatment been submitted. The Committee recognizes, however, that present regulations and directives do not necessarily remove the possibility of discrimination and unequal treatment in their administration.

Because of basic and necessary differences in the organization of the elementary and secondary schools, the Committee presents separately its findings and recommendations regarding transfer permits in the Elementary and Secondary Divisions.

Pupil Transfer Permits - Elementary. The Committee is gratified to note a number of changes for the improvement of pupil transfer procedures which have been incorporated in Division of Elementary Education Bulletin No. 3, effective September 3, 1963. (See Exhibit No. 9.) A comparison of this Bulletin with previous bulletins (See Exhibit No. 10) shows the following significant changes and additions in the administration of the "open enrollment" policy: (1) Prior to the opening of each semester, a list of "open" elementary schools, namely those with anticipated room for transferring pupils, will be issued. All other schools will be classified as "closed"; (2) Parents will obtain a transfer Application Form from the principal of the school in the area in which they reside, but under new regulations will present the Completed Application Form at the school to which transfer is sought, where it will be processed. All such

PUPIL TRANSFER PERMITS (Continued)

applications will be processed in the order of their receipt, until the school's capacity for receiving transfers has been reached. (3) Neither the principal issuing the Application Form nor the principal receiving it may deny the requested transfer, if all the conditions applicable to "open enrollment" permits have been met.

Pupil Transfer Permits - Secondary. The current procedure for the issuance of transfer permits to junior and senior high school pupils who wish to enroll in schools outside the attendance area in which they live, is presented in detail in a bulletin dated April 15, 1963, issued by the Division of Secondary Education (See Exhibit No. 11). Supplementing this bulletin are two memorandums (See Exhibit Nos. 11a and 11b) in which are listed the junior and senior high schools in which there will be either no room at all for transfers in the 1963 Fall Semester, or very limited room, or enough room to meet anticipated transfer demands. These schools are designated as "closed," "marginal," and "open," respectively.

In the course of its review of transfer privileges available to pupils in the Los Angeles Schools, the Committee found that the Superintendent and staff already had under consideration changes in the transfer procedures of the secondary schools designed to simplify and expedite transfers, especially transfers under the "open enrollment" policy.

The Committee notes, however, that the revised transfer procedure cannot be effective for junior high school and senior high school pupils until the 1964 Spring Semester, because all transfers for the 1963 Fall Semester were processed and authorized during the Spring of 1963 under current rules.

The Committee cannot present in this report the details of the projected transfer procedure for the Secondary Division. It has every reason to believe, however, that the new procedure when announced by the Superintendent will show the following significant changes:

PUPIL TRANSFER PERMITS (Continued)

1. Parents will apply personally for the desired transfer permits at the office of the principal of the open or marginal school to which transfer is desired. (Under current regulations, application is made at the school from which transfer is sought.)
2. Applications will be made in the semester preceding the semester of transfer, on a date or dates to be announced.
3. Applications will be time-stamped in the order of their receipt, and permits will be issued in that same order until the capacity of the school for receiving transfers is reached. (This change is an innovation designed not only to expedite the transfer procedure, but also to reduce to a minimum the opportunities for discrimination or favoritism in the issuing of transfer permits.)
4. It is understood that the present limitation of five percent permit exodus from any given home school will be retained for reasons of curriculum balance and school organization.
5. All subsequent details to make the permitted transfer effective at the beginning of the next semester will be processed by the school to which application is made. (The proposed new procedure will make it unnecessary for the parents to contact the school from which the transfer is desired.)

In view of the changes in the transfer procedure already made by the Division of Elementary Education, and the changes now being processed by the Division of Secondary Education, the Committee has no recommendation to make regarding further changes to implement the intent of the "open enrollment" policy.

The Committee finds, however, that there are grounds for the complaint that neither pupils nor parents, particularly those in the Negro community, have been adequately informed regarding their privileges under the "open enrollment" transfer policy. The Committee therefore recommends as follows:

PUPIL TRANSFER PERMITS (Continued)

Recommendation

1. That the Superintendent be requested to develop practical ways by which parents of pupils in the elementary and secondary schools may be informed of their privileges under the transfer policy of the Board, and of their right of appeal, if they feel that the policy is unfairly administered in any case in which they are directly involved.
2. That regular bulletins on permits, beginning with currently effective bulletins including Elementary Division Bulletin No. 3, (Exhibit No. 9), be given wide publicity to the press and community at the time of their preparation and no later than one week before the first date for receiving permit applications.

DISCIPLINE AND DROPOUTS

Allegation

It was alleged that discipline policies of the District were unevenly administered and had a prejudicial effect against minority group students thereby aggravating dropouts from schools attended by predominantly Negro and Mexican-American students.

Findings

Because of the inadequacy of information gathered under present policies it is impossible for the Committee to answer accurately this allegation. However, it is conceded that the problem of discipline and dropouts in schools populated heavily by educationally deprived students is aggravated, although it is impossible to make any finding that unfair administration of discipline policies has been the cause of a high dropout rate among Negro and Mexican-American students.

The Committee commends to the attention of the public the excellent brochure and teacher's handbook on discipline policies of the Los Angeles Unified School District. (1963 Revision of Discipline materials on file.)

Recommendations

The Committee recommends:

1. That present dropout studies be intensified and that the Superintendent consider the need for additional appropriations to provide for effective follow-up study of dropouts. (See Research Report No.252 on file and Exhibit No. 12.)
2. That the Superintendent be directed to make an annual report to the Personnel and Schools Committee on social adjustment transfers by schools with a summation of the reasons involved.

DISCIPLINE AND DROPOUTS (Continued)

3. That the Superintendent consider continuing conferences with organizations of teachers and administrators to discuss ways of making the school district policy on discipline more effective and better understood.

The Committee notes the implementation of the Board policy on compensatory education adopted May 20, 1963, and urges school personnel and the community at large to await the report of results of this program as well as the program of the Youth Opportunities Board as they may relate to this question. (See Exhibit No. 13.) (Proposal for a Demonstration Contract, April 23, 1963, on file.)

CENSUSAllegation

It was alleged that Negro teachers are discriminated against in their choice of schools and also in their opportunities for promotion. The Urban League had developed some figures on the number of Negro teachers, supervisors and administrators in various sections of the School District but stated that their poll was informal. They urged that the Board of Education take a formal poll in order that the facts could be ascertained.

Findings

The Committee feels that such a poll could serve several useful purposes. First, it is believed that many charges of unfair treatment would prove to be untrue. Second, it would enable the Board to see what progress has been made through regular Board policies toward equal opportunity for its employees. Third, polls taken at intervals in the future would make it possible to compare and to determine the success or failure of Board adopted programs and procedures.

Recommendations

The Committee recommends:

1. That the Superintendent be directed to develop a procedure in accordance with the regulations of the State Board of Education and the State Fair Employment Practices Commission which will make it routine to identify teachers and other personnel by race or national background after they are employed.
2. That the Superintendent be directed to develop a procedure for making an estimate of the racial and national background of the student enrollment, school by school, in the geographic area of each elementary district, without identifying the schools, but listing them by level, (Elementary, Junior High or Senior High), within whatever percentage brackets he feels to be desirable, and to submit this plan for Board approval.

3. That the information obtained from the two previous procedures be combined into a public report which will make it possible to show the distribution of certificated personnel in relation to the estimated ethnic background of students at each school, without identifying the schools.

TEACHER TRANSFER AND PROMOTIONAllegation

It was frequently alleged that Negro teachers requesting transfer from one school to another met with prejudice and were refused transfer solely on the basis of race.

Findings

The above statement was heard frequently from the beginning of the Ad Hoc Committee hearings in September, 1962 until mid-August, 1963, but no cases were presented to the Committee to substantiate the charge. It is believed that some teachers have brought information to the Superintendent on a confidential basis. Statistical reports show that present transfer policies and procedures have resulted in an extremely high ratio of transfers successfully consummated. The Committee is aware that both the Elementary and Secondary Divisions must consider the educational needs of the school from which the transfer is requested as well as the school to which the transfer applicant wishes to move. Criteria of balanced faculties, in terms of age, experience, sex and special skills, in addition to the basic teaching requirements, are and should continue to be emphasized in order to provide equally capable faculties in all schools and thus offer equal educational opportunity throughout the District.

The Committee is aware that there is a conflict between the desirable goal of encouraging and permitting each certificated employee to be assigned to the school of his choice, and the equally important objective of making certain that no school is deprived of permanent, experienced teachers based on the established criteria of balanced faculties. It is understandable that teachers prefer positions in the more privileged neighborhoods but it is also a fact that there is a great need for the most qualified teachers in the underprivileged areas, regardless of the racial characteristics of those areas. Negro leaders themselves recognized the dilemma when they urged on the

one hand that experienced permanent teachers be encouraged to move out of the central and south districts, and on the other hand protested that schools in these areas had an unfair proportion of inexperienced teachers.

Recommendations

The Committee recommends:

1. That a new transfer policy and rules be developed based on the following guidelines:
 - a. Any teacher wishing to be considered for transfer to another school must file properly completed transfer forms with the appropriate elementary or secondary office. The date of receipt of the application will be recorded and the applicant will be sent an acknowledgment.
 - b. Each applicant will signify the schools to which he requests transfers, six in elementary or three in secondary. His name will be placed on a suitable transfer list which will be developed and maintained in the order in which applicants requested transfers. The secondary lists will also be organized by subject fields, and the teacher's qualifications must be verified either by having passed an examination in the subject field, or by past successful teaching experience in the field.
 - c. If a teacher fails to receive a transfer in the first year he may renew his application annually. However, the original date of application will be kept in effect and will govern his position on the list.
 - d. When a principal anticipates a vacancy on his staff, he will send to the appropriate office a detailed list of specifications for the position to be filled. This information will be available to applicants.

- e. The appropriate elementary or secondary office will arrange interviews with the principal for each of the first three applicants on the list who meet the specifications for the position. If none of these three is selected by the principal, he must send a written statement of his reasons to the administrator. A review committee will consider such statements in confidence. If that committee does not agree with the principal he will be notified, and must make a selection from the original three. If the committee does agree, it will recommend that the next three applicants on the list be referred for interview. If the principal does not select from the second three, the above procedure will be repeated until a selection is made or the request withdrawn.
- f. The principal will notify any teacher who has appeared for an interview whether or not he has been selected.
- g. The principal will send to the appropriate administrator the name of the person whom he is requesting from the transfer list and the teacher to be transferred will be notified of his assignment from that office.

The Committee wishes to point out that the above guidelines relate only to permanent teachers and to established schools. The Committee recommends that current procedures continue to operate where Provisional, Probationary or Substitute teachers are concerned, and when staffing of new schools is in process.

- 2. That limitations be placed on the above policy in order to keep and develop a high quality of education in all parts of the District, and that the Superintendent be authorized to develop rules which will provide that a permanent teacher duly eligible for transfer may be required to postpone that transfer from a given school until an adequate replacement is available. The extent of such postponement shall not exceed three years. The

administration shall make every effort to find a qualified replacement during this period, and at the end of this period the employee must be permitted to transfer whether an adequate replacement has been found or not, provided a vacancy for which he is qualified exists. Not more than five percent of permanent teachers at any school may receive transfers in any one semester.

Allegation

It was alleged that there was discrimination in promotional opportunities affecting Negro and Mexican-American teachers who wished to be appointed to positions such as Counselor, Supervisor, Administrator or other non-teaching classifications.

Findings

Since the Los Angeles City Schools have kept no record of racial identification of employees it was impossible for the Committee to determine how many Negro or Mexican-American teachers have procured the necessary credential qualifying them for these positions, have applied for these positions, and have taken and passed the Los Angeles District examinations. No individual belonging to a minority group presented evidence that he had met all the above requirements and failed in the examination because of prejudice. The Committee therefore does not have sufficient evidence to point to the examination procedure as a factor of discrimination. However, the Committee was disposed to feel that the repeated charges represented a belief on the part of some employees which may, in fact, have discouraged them from applying for these positions.

Recommendation

The Committee recommends:

That present policies providing equal opportunity for promotion to all qualified

personnel be given additional emphasis, and that outstanding teachers of all ethnic backgrounds be encouraged to prepare themselves for these positions. Racial identification on personnel records, as recommended above, should make it possible to determine whether prejudice does, in fact, exist.

CURRICULUMAllegation

It is alleged that schools with a high percentage of Negroes do not offer an equal curriculum as compared to schools in other parts of the District.

Findings

In grades 1-8 the curriculum is developed by the State and by law all schools must teach all required subjects and use State adopted textbooks. Therefore, the basic curriculum is the same in all schools in these grades. The Los Angeles City Board of Education does supplement the basic textbooks with additional books for slower and faster learners. These supplementary texts are equally available to all schools and may be ordered by the principal at the request of teachers.

In grades 9-12 the School District publishes an approved list of courses which may be offered in all schools. (District Publication No. 489, 1963 edition, entitled GRADUATION REQUIREMENTS AND CURRICULA on file.) The courses actually available in any given school are to a large extent determined by what courses are desired by the student body. Certain courses are required by State law and are available in every school, specifically those which lead to the fulfillment of graduation requirements as established by the local Board of Education. Other courses are electives, and an individual school must have enough students to fill a class in order to justify using teacher time to present a given subject.

In certain fields which involve a three year progression, such as a foreign language, there must be enough students in the first year to guarantee enough students in the second and third year so that the course can be completed. Since in a subject such as Latin, we anticipate a certain number of students dropping after the first year and others after the second year, the beginning class must have a sufficient minimum enrollment to provide a full class through the upper levels. Many schools alternate levels of courses between semesters in order to have a sufficient enrollment in those courses.

CURRICULUM (Continued)

For these reasons all courses are not offered in all schools. However, any student who wishes a special subject which is not offered in his own school may receive a permit transfer to a reasonably adjacent school which does offer the subject. Therefore, in theory at least, any student in the Los Angeles High Schools can take any subject on the approved list. It is possible that all students are not aware of this opportunity.

Recommendation

The Committee recommends:

That school administrators be urged to intensify efforts to identify students of Negro or Mexican-American background who are capable of success in an academic curriculum and to take positive steps to encourage them individually to take such courses and, if possible, prepare themselves for college or other higher education. Furthermore administrators are urged to develop methods of communicating with the families of such students so that the parents will cooperate in helping the student to stay in school and to have time and space for homework and other school requirements. The administrator should also work with community groups which can affect the general attitude toward school, and in some cases can assist students, through part-time jobs, scholarships, or other programs, to stay in school and continue into higher education.

The above does not in any sense suggest that there are not many capable students who should and do choose vocational courses, and these courses should provide the same sense of dignity, respect for excellence and challenge as the purely academic courses. It should also be pointed out

CURRICULUM (Continued)

that skilled technicians and craftsmen are necessary to the national economy.

The Committee takes note of the fact that steps have already been taken by the Superintendent and Board in a limited number of schools to implement the above recommendation. Reports on these steps are attached to this report. (See Exhibit No. 4.)

Allegation

It was alleged that too many Negro young people are placed in vocational courses rather than encouraged to take academic subjects. It was further alleged that some or many counselors (the number was never clarified) have a tendency to feel that Negro and Mexican-American young people will be likely to hold semi-skilled jobs during their working years and will be most helped by guidance into a vocational field.

Findings

It is extremely difficult to determine the basis for these allegations. An evaluation of all the influences on a student might well prove that he chose his courses because of his parents' interests, his friends' opinions, or his personal aspirations, (such as choosing a course involving little homework), and that this decision may have little relation to the counselor's suggestions. Certainly, as mentioned under curriculum, there need be no apology for choosing a vocational course and there are many personal and economic rewards waiting for the skilled craftsman. If there is any validity, as assumed, in the allegation that counselors are persuading students who want to do academic work to elect vocational courses instead, we would be guilty of prejudice. But the Committee has found no proof that this is true. The fact that more students in some schools take vocational

CURRICULUM (Continued)

courses than in other schools, seems more likely to be a product of home environment than of school policy or counseling practices.

The Committee makes no recommendation.

Requests

Many different groups urged that books be found or developed which would give a more accurate picture of Negro and Mexican-American history and a more positive image of the role of the Negro and Mexican-American in society today. These requests varied in emphasis. Examples include the desirability of having elementary textbook illustrations include non-Caucasian children and parents; the importance of pointing out that Mexicans held California legally before the American came, and that Mexicans who fought for their land should not be depicted as "outlaws"; and the fact that Negroes voluntarily fought in the Revolutionary War, the Civil War and all wars through World War II and Korea. Many Negroes and Mexican-Americans have not only been war heroes but also have contributed to the scientific and cultural advancement of the Nation.

Findings

The Committee recognizes the validity of these requests and the desirability of providing more materials of this type. It is also aware that textbooks are prepared by firms anxious to have nationwide sales and under pressure from certain sections of the Nation to omit any pictures of mixed racial groups and to keep editorial material non-controversial. Los Angeles, as a member of the Great Cities Research Council, joined with other northern cities on March 8, 1963 in urging publishers to change present policies. In addition, Los Angeles is searching for library, audio-visual, and other teaching aids which will assist in helping different ethnic groups to develop pride and in instilling respect and appreciation in children of the

CURRICULUM (Continued)

so-called majority group. When such materials are not available, our own staff is preparing special publications. It is gratifying to note that the 1963-64 budget includes \$20,000 for library books and magazines selected for this program, and, in addition, \$10,600 for a consultant to write materials intended to fill this vacuum, all such materials to be provided to all schools.

Recommendation

The Committee recommends:

That the staff of the Los Angeles City Schools, including its Human Relations Council, continue vigorously to search for, or to develop, appropriate teaching materials which will depict the Negro and Mexican-American, as well as Americans of all religious and ethnic backgrounds, in a more positive light, and that leaders in the community be consulted in the development of these projects.

Addendum

Several other suggestions were made to the Committee and will be commented upon here briefly.

1. It was urged that libraries be kept open evenings as study halls for those students who have no place to study at home. Beginning with the 1963 Fall semester, certain secondary school libraries will be kept open and supervised for two hours, three days a week, after school. This program is limited by lack of funds and is experimental. On the basis of its success extension of the program will be evaluated. (See Exhibit No. 4.)
2. Emphasis was placed on the lack of special training of many teachers assigned to lower socio-economic areas. It was urged that they be given increased understanding of the different problems and mores of the children whom they will teach. The Board of Education has been aware of this need for several years and has increased pre-service and in-service

CURRICULUM (Continued)

training. In the 1961-62 school year, 835 certificated personnel enrolled in Point Project classes which met for 16 hours and which also involved outside study and reports totaling 32 hours, on this subject. This In-Service Training activity totaled 40,080 hours of study, consideration, and reflection regarding this topic. Although a few such courses were offered beginning in the school year 1949-50, it is interesting to note that 10 years ago, 1952-53, 116 certificated personnel enrolled in Point Project classes which met for 16 hours and involved 2 hours of outside study. This represented 5,568 hours. The increase in this 10-year period of 34,513 hours shows the importance of these courses in the mind of the administration. The Committee is proud of the present program but is aware that this does not indicate a complete or sufficient effort. (See Exhibit No. 14.)

The Board recognizes that much of the responsibility for this special training should be assumed by the teacher training institutions. Conferences with these institutions are in progress.

3. In the course of public meetings and conferences held by the Committee, suggestions were received regarding the establishing of "special schools" in the Los Angeles School System, which would (1) provide opportunities for gifted pupils to progress faster and further in science and technology or in music and the fine arts than they could in local comprehensive high schools; and (2) at the same time contribute to the integration of schools by bringing together talented boys and girls of different ethnic groups. The High School of Music in the New York City Public School System was cited as an example of the kind of special school suggested.

CURRICULUM (Continued)

The Committee sees in this proposal a conflict with the philosophy of secondary education which currently prevails and has for years prevailed in the Los Angeles Schools. The Committee is unanimously of the opinion that it is not educationally advisable for a public school system to segregate highly talented pupils in schools away from the mainstream of public secondary education and thus deprive the schools they would leave of their leadership and example. The Committee believes rather that reasonable opportunities for gifted pupils to exercise and develop their talents should be provided in all comprehensive high schools.

Furthermore, even if the conflict between the prevailing philosophy and the proposal should be resolved, the Committee believes that there would remain problems of finance and priority of needs that would postpone the establishing of special schools of the kind proposed to some distant future date.

Therefore, except for the findings and recommendations that may be implied in the above statement, the Committee has no formal finding or recommendation to present to the Board.

COUNSELINGSuggestions

Many suggestions were made concerning counseling in the educationally deprived areas. It was urged that more counseling time should be budgeted at the elementary level. It was also urged that increased counselor time be allocated at the secondary level in these areas. It was further emphasized that improved counselor training was imperative in order that counselors working with children of low socio-economic families should develop a better understanding of and attitude toward these young people.

Findings

The Committee found this an extremely difficult aspect of its study to evaluate since there was no documentation of prejudice on the part of counselors. Nevertheless, there seemed to be some basis for the feeling on the part of speakers that there was, perhaps not intentionally, a tendency on the part of some counselors to "give up" too easily on students who had no clear idea of what, if anything, they wanted to learn or do with their lives. It was pointed out that many of the parents of such youth have a limited education themselves and are unable to counsel their children since their concepts of what future jobs or careers may be available to a son or daughter are extremely limited. The children from the so-called middle-class family usually have parents who have attended college or at least have friends who are college graduates. They therefore have high aspirations for their children and are able to advise them on what courses to take and what goals to pursue. These same parents also have an economic base which makes it possible to finance further education. This is not true of educationally or economically deprived parents and therefore it seems desirable that the school make additional counseling efforts for their children.

Recommendations

The Committee recommends:

1. That the Superintendent and staff be urged to recognize the difference between the duties of the "course-scheduling" counselor and the "personal" counselor in high schools. One individual can act in each role according to need. Many students do not need personal counseling to assist them in making curriculum choices since they know what courses they need to achieve their goals. Others need advice, personal interest, and frequent contact, which requires additional counseling time. It should be noted that such concern is not limited to the position of counselor but is included in the responsibilities of classroom teachers and other personnel. The Superintendent is urged to develop new procedures to meet these needs. A limited number of schools have already been given extra counseling time. (See Exhibit No. 4.)
2. That the Superintendent be urged to increase the emphasis in counselor training on the human relations aspects of the position and on the interpretation of special aspirations and needs of the Negro and Mexican-American segments of our School District. The Superintendent is further encouraged to study the possibility that some counselors adhere too closely to early I.Q. ratings and may not sufficiently take into consideration future development of the student and a later identification of his ability and achievement.
3. That the Superintendent be requested to instruct the Personnel Division to give additional weight in counselor examination to the personal qualifications of applicants in terms of warmth, imagination and understanding of the special needs of certain young people as well as to their academic and professional qualifications. At least certain of these counselors should be proficient in vocational guidance. Where a school has a large Spanish speaking enrollment it is desirable that at least one counselor will have mastery of

the Spanish language. The above should be given consideration in appointing part-time counselors or advisors as well as full-time counselors.

4. That the Superintendent be instructed to consider the educational and financial implications of more elementary counselors in the educationally deprived sections of the school district and to report back to the Board as soon as possible.
5. That the Superintendent be encouraged to develop means of reaching parents of educationally deprived students through Adult Education. New courses, formal or informal, should be developed in cooperation with community leaders, to reach these parents and to help them to understand the community in which they live and the importance of education for their children, and to assist them in planning for themselves and their families. Whenever the parents are Spanish speaking these courses should be conducted in Spanish in order to provide the greatest understanding and sense of acceptance on the part of the parents.

Allegation

It was alleged that improper I.Q. tests were administered to pupils with a limited English vocabulary and low verbal ability. It was charged that students in this group were "labeled" as low I.Q. although the tests were not a valid measure of ability, since the I.Q. tests were built for middle-class Anglo-American students and are unfair to students coming from economically depressed homes.

Finding

The Committee finds that both group ability and group achievement tests, approved by the State and selected by the district, can be inadequate to measure accurately ability and achievement when administered to some children. However, the Committee further finds that teachers, counselors and administrators are well aware of this

problem and make a conscious effort to evaluate students by the use of individual tests, performance tests, teacher observations, marks, and other criteria.

There was no evidence that these were used deliberately to downgrade any ethnic group. New test instruments are being explored and, if funds were available, more personal tests of different types would be administered.

The Committee recognizes that this allegation has existed for many years. Two items of evidence must be considered. One is that the distribution of I.Q.'s for more than 75,000 fifth and eighth grade pupils, as of October-November, 1962, approximated a normal distribution. If anything, there were fewer low ability pupils than would be found in a normal distribution, and the average tended to be just a bit higher than would be expected. The second is that a study which compared the I.Q. yielded by a so-called "Culture-Fair" intelligence test with that yielded by a test commonly used showed that there was no difference between them. (Research Report No. 251 on file.)

Recommendation

The Committee recommends:

That every effort be made to identify students of low verbal ability who may be more capable than present tests reflect, and that there be continued exploration of measures which will permit such identification. Meanwhile, such identification may be achieved by a combination of observation, special testing, and other means which may be appropriate. The Committee urges that the Superintendent continue to emphasize to the staff that there is more than one way in which ability may be demonstrated, and that measures of academic ability be interpreted with due regard to their possible failure to take into account all facets of a pupil's potential.

COMMUNICATIONS

Allegation

It was alleged by speakers, after they had heard staff reports, that parents, students and teachers, especially those of minority background, were not informed of their rights and privileges, especially in such matters as curriculum changes after a student had started on a chosen track, the open enrollment policy where a school can absorb additional students, and the review procedures in the Personnel Division when a teacher feels he has been unfairly treated.

Findings

The Committee finds, and has noted in previous sections of this report, that many policies of this School District which are in effect and helpful to the objective of equal educational opportunity are not known by parents, students or teachers. On many occasions speakers requested changes when no change was necessary, and the very privilege they were seeking was already granted as a part of on-going practice.

The Committee further finds that most of this information is available in the schools and is understood by many. Nevertheless, a significant number of persons seem to remain uninformed. The responsibility for improving this situation must be shared by parents and children as well as teachers and administrators, for some messages sent home with children never reach home, or, if they do, are not read by parents. Bulletins are not taken seriously and the complaint that "nobody told me" becomes an excuse. The Committee finds no evidence that some parents are given information withheld from others.

Recommendations

The Committee recommends:

1. That administrators be urged to develop bulletins which are more meaningful to the general public, and more interesting in format, especially when they are intended to be sent home.

COMMUNICATIONS (Continued)

2. That administrators in the Central Offices and in the separate schools call upon the press and other media of mass communication to take a more positive responsibility for disseminating school information, and that an increased effort be made to involve neighborhood papers in order that they may assist in giving information about neighborhood schools. It is also hoped that coordinating councils, ministers and other community leaders will take time to learn the facts and will pass on important information to those who need such assistance. Teacher organizations are urged to assist their members to understand school policies and to take full advantage of the many procedures which protect their rights.

CONCLUSION

The Committee wishes to state that it has found the past year, during which it has confronted and considered many problems, most challenging. The issues presented are urgent, and of tremendous importance to our society. They are issues which involve principles and conscience, not convenience.

At the same time the members of this Committee have experienced a sense of frustration, because decisions had to be made for today, for this school year, and could not be set aside until all conflicting opinions were resolved.

It is our belief that a sincere effort has been made to consider all points of view as they relate to these difficult problems. We submit this report with full confidence that the Board will continue to recognize its duty to look for further solutions to complex problems and will explore new avenues which may lead to improvement in our educational program.

CITIZEN RESOURCE COMMITTEE
Appointed by
Ad Hoc Committee
EQUAL EDUCATIONAL OPPORTUNITIES

MRS. SUSAN ADAMS DONOVAN - Community Service Representative, L.A. County Federation of Labor, AFL-CIO, 729 S. Figueroa St., L.A. Honors or Awards: Community Services Organization Award, Welfare Planning Council, L.A. Positions Held: Welfare Planning Council Board of Directors; Community Relations Conference of Southern California; Church Federation of L.A. (past Secretary); L.A. County Federation of Labor, AFL-CIO; United Nations Assn., and others.

MR. STANLEY GEWIRTZ - Past President and Consultant, Westland Capital Corp., 9229 Sunset Blvd., L.A. Positions Held: Vice Chairman, Task Force on National Aviation Goals (March 1961-Sept. 1961); Vice President, Administration for Western Air Lines; Vice President and Asst. to President of Air Transport Assn. of America; Member of the Bars of New York and Utah and admitted to practice before the Supreme Court of the U.S.; Director, Reiss-Davis Child Guidance Clinic of L.A.; Vice Chairman, L.A. Chapter of the American Jewish Committee; Member of the Community Relations Committee of the L.A. Jewish Federation Council.

DR. ABBOTT KAPLAN - Director, University Extension, Southern Area, Associate Dean, Statewide; Professor of Education, University of California, Los Angeles, 1237 Administration Bldg., U.C.L.A., L.A. 24. Honors or Awards: Fellow, International Institute of Arts and Letters; Fulbright Fellow; Member, National Academy of Arbitrators. Positions Held: Member, Mayor Yorty's Committee on Human Relations (current); Calif. Dept. of Industrial Relations; Chairman of the Wage Board, Hotel and Restaurant Industries; President, Adult Education Assn. of the U.S.A.

MR. KARL R. KUNZE - Manager, Personnel General Dept., Lockheed-California Company, Honors or Awards: Distinguished Service Award, Soc. Advancement of Management 1956. Positions Held: American Psychological Association; American Society of Training Directors; Industrial Relations Research Assn.; Urban League; National Vocational Guidance Assn., Los Angeles (Pres. 1961); San Fernando Valley Symphony Assn. (Pres. 1956-61); Board of Directors L.A. Industry Education Council; Member, Governor Brown's Committee on Automation and Technological Developments.

MR. ARTHUR J. RENDON - Associate Member, Kistner, Wright & Wright Architects-Engineers, 1125 West Sixth St., L.A. Honors or Awards: Bronze Medal, Boys Clubs of America National Award 1962. Positions Held: Secretary-Vice President Council of Mexican American Affairs; Member, Governor's Advisory Committee on Children & Youth 1961-62; Special Adviser on Metropolitan Problems of Youth to the President's Committee on Juvenile Delinquency and Crime, appointed 1962; Vice President, L.A. City Board of Health; Member, Eastside Boys Club and Southern Area Boys Club.

MR. ROBERT B. YOUNG - Manager of Labor Relations, Southern California Gas Company, 810 S. Flower St., L.A. Positions Held: Board of Directors, Urban League.

DR. LAWRENCE B. WILSON - President, Superior Escrow Company, 1712 West Jefferson Blvd., L.A. Positions Held: Chairman, Board of Trustees, Holman Methodist Church 1958-61; Chairman, MEN of TOMORROW; Member, Board of Directors, L.A. Urban League; Past Member, Board of Managers, 28th Street YMCA; Board of Directors, Phyllis Wheatley Home for Girls; U.S. State Dept. (1951-54) Cultural Affairs Officer, Bombay, India.

TO: LOS ANGELES CITY BOARD OF EDUCATION

FROM: SUPERINTENDENT OF SCHOOLS

Los Angeles, California
June 24, 1963

SUBJECT: PROPOSAL TO ESTABLISH AN OFFICE OF URBAN AFFAIRS, ATTACHED TO THE OFFICE
OF THE SUPERINTENDENT

A. Background

The Los Angeles City School System, like school systems serving other large and rapidly growing metropolitan areas, is faced with the problem of providing an educational program that will successfully meet the many impacts of urbanization such as high transiency, rapidly increasing enrollment, pupil dropouts, employability of youth, intercultural relations, ethnic concentrations, and the in-migration of pupils with limited previous schooling.

These problems are not new. Over the years, and in ways that have proved effective, our schools have achieved reasonable success in coping with situations that have existed in the areas they serve. In addition to the resources in each school, the various divisions of the school system have provided special services and resources which have been drawn on by each school as the need has arisen.

Although the problems are not new, they have brought new concern because of the increase in their complexity and magnitude, and because of the increase in numbers of pupils involved.

This concern manifests itself in many ways, from the proposals of coordinating councils and other local civic groups all the way to actions and pending actions in the local, state, and national legislative bodies.

Many of these actions and proposals naturally center on the schools, even though the responsibilities involved frequently do not come within the legal scope of the public school's primary functions. Although some of the proposals have merit, they are often viewed with reservations by public school officials and by members of boards of education who are mindful of budgetary limitations, and who have reason to fear that new programs may force the dilution of existing programs. Even when new legislation provides partial or full funding for special programs, the "crash" nature of many of these programs has to be coped with.

In the community, various individuals and organizations have evidenced great interest in how the schools are meeting the problems of urbanization, and in a majority of instances have indicated a sincere desire to help. Often they propose specific plans to solve these problems. School staff members, while welcoming this increased interest, are finding that in attempting to cooperate, much of their time is being preempted at the expense of performance of regularly assigned duties. The problem of communication has increased. Attempts to deal with proposed new projects and programs tend to scatter among the administrative offices and throughout the school system with questionable efficiency, increasing the problems of coordination and control. To find ways to channel constructively the many manifestations of increased community interest is an important new challenge to public school personnel.

The increasing complexities of urban life have also brought greater recognition by public, quasi-public, and private agencies of the need to coordinate their efforts and their programs if they expect to be successful. Our Board of Education specifically demonstrated this understanding when, on April 5, 1962, it adopted a joint powers agreement to establish the Youth Opportunities Board of Greater Los Angeles; when, on July 19, 1962, it established the new position of Coordinator of Youth Opportunities; and when on May 20, 1963, it accepted a recommendation of the Ad Hoc Committee on Equal Educational Opportunities that there be established in the Office of the Superintendent "a position concerned with human relations and with compensatory educational activities..."

These changing conditions call for two major adjustments in emphasis and in operations within our school system:

First, the efforts of individual schools in meeting the impacts of urbanization must be augmented by areawide and systemwide inter-divisional coordination of planning and administration of programs and services.

Second, the school system must augment its means for coordinating its own program with the programs of other agencies in the community, in order that there may be a greater understanding in the community of the total job to be done and of the schools' part in it, and in order that we may achieve more effectively our primary purpose, stated in Point of View as follows:

"The primary purpose of the Los Angeles City Schools is to help each learner to develop his potential capacity, that he may make the most of himself as an individual and make his best contribution to society.

"Homes, churches, mass media of communication, and community agencies share with schools the responsibility for realizing this goal."

B. Examples of Staff Activities Arising from Impacts of Urbanization

Exhibit #1 presents in summary form two examples of staff activities arising from the impacts of urbanization.

C. Summary of Significant Events Related to Interracial Opportunities in the Los Angeles City Schools

The establishment of an Office of Urban Affairs at this time would appear to be in a natural sequence of events that reflect the fact that our staff and Board of Education for some time have had a strong and continuing concern for the opportunities of educationally disadvantaged pupils, including those who may have been disadvantaged because of their race. This concern, and efforts to improve our program for these pupils, date much farther back than June 6, 1963, when specific demands by leaders of the Negro community were presented at a meeting sponsored by the County Human Relations Committee.

A chronological summary of significant events related to interracial opportunities in the Los Angeles City Schools is shown in Exhibit #2.

D. Proposal

In submitting the following proposal, the Superintendent is of the opinion that new positions in central administration to meet the new challenges brought by problems of urbanization can be justified only when it is reasonably clear that the tasks involved, by their nature, cannot otherwise be effectively accomplished.

It is proposed to establish an Office of Urban Affairs, attached to the Office of the Superintendent, and under the immediate supervision of the Deputy Superintendent.

The following guidelines are suggested for consideration in the establishment and operation of this office:

1. It is the intent that the Office of Urban Affairs will serve in a supporting role to the several divisions in carrying out their responsibilities. It is not the intent that such responsibilities be shifted or concentrated, or that existing line and staff relationships be altered. It is assumed that these relationships will be maintained through the Deputy Superintendent and the Conference of Educational Divisions.

When special projects or programs are initiated, caution should be observed to avoid any tendency toward the creation of an administrative superstructure in the Office of the Superintendent. If new positions become necessary it is preferable to attach them to existing divisional staffs.

2. Operation of the Office of Urban Affairs should be geared to deal effectively with the unique characteristics of special projects and programs, many of which are of a pilot or experimental nature. Services of staff persons will often be required for limited periods away from regularly assigned duties, and should be terminated when the special program is terminated, or when it becomes incorporated as part of the regular program.

It should be recognized that many aspects of urbanization problems overlap: intergroup relations, dropouts, youth employment, compensatory programs, delinquency. It is particularly important that the individuals employed in this office work as a unit in carrying out their respective assignments.

The Office of Urban Affairs should function to preserve a balanced approach in the application of special programs to urbanization problems. Special programs should support and stimulate, not distort, the basic educational program.

Since many of the activities of the Office of Urban Affairs will be new and developmental, and since contacts with many community agencies will be involved, a close working relationship should be maintained with the Office of Public Information.

E. Budget Implications

This proposal for establishment of an Office of Urban Affairs calls for a new position to administer this office, with supporting staff and expenses other than salaries.

On May 20, 1963, the Board of Education adopted a recommendation that there be established a position concerned with human relations and with compensatory educational activities. It is contemplated that this position will be placed in the proposed Office of Urban Affairs.

Establishment of an Office of Urban Affairs at this time will provide a more effective framework for determination of future budgetary needs with respect to urbanization problems, and for maintenance of proper organizational controls.

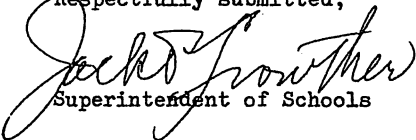
It may be anticipated that some special projects and programs will involve partial or total reimbursement from other agencies, as is now the case with the Manpower Development and Training program. Positions established under such circumstances will involve temporary assignments to avoid the implications of long-term financial commitments by the districts.

F. Recommendation

It is recommended that the sum of \$65,000 be provided in the undistributed reserves in the Final Budget for 1963-64, for the establishment of an Office of Urban Affairs in the Office of the Superintendent, under the immediate supervision of the Deputy Superintendent.

It is understood that the implementation of the proposed new office, including the classification of new positions involved, will be referred to the Law and Rules Committee, in accordance with Board action on May 20, 1963.

Respectfully submitted,


Superintendent of Schools

Statement of Duties
for proposed position of
Director of Office of Urban Affairs

Line of Responsibility:

Assists the Superintendent by processing grievance cases involving alleged discrimination based on race. Serves as staff adviser to the Superintendent and provides leadership in helping in the strengthening of personnel and administrative procedures designed to eliminate discrimination because of race in such matters as school boundaries, student discipline, educational and vocational counseling, teacher placement, transfer and promotion, and other matters affecting equal educational opportunity; and in the coordination of intergroup relations, of experimental and special educational projects and programs designed to meet problems of urbanization including "compensatory" programs for educationally disadvantaged pupils, and of activities designed to improve working relationships between the school system and other community agencies.

Duties:

1. Assist the Superintendent in processing cases of employees or patrons of the school system who claim grievances involving discrimination because of their race, by
 - a. Gathering pertinent facts
 - b. Determining if there has been an inappropriate action on the part of employees
 - c. Attempting a solution by education, conciliation, and persuasion
 - d. Failing a solution, preparing recommendations based on written findings and conclusions for review by the Superintendent
2. Provide leadership in the administration of the Office of Urban Affairs in carrying out functions assigned to it, including
 - a. Assisting in strengthening personnel and administrative procedures designed to eliminate discrimination because of race, and in effecting wide dissemination of these procedures throughout the school system and the community
 - b. Providing assistance in the interpretation and evaluation of new developments and programs in the field of intergroup relations
 - c. Assisting, encouraging, advising, and coordinating pupil activities designed to strengthen intergroup relations
 - d. Coordinating programs and activities of groups concerned with the strengthening of intergroup relations both within the school system and in the community
 - e. Advising, encouraging, and assisting in the coordination of in-service education programs for teachers, administrators, and other staff members, to strengthen intergroup relations, and to improve the effectiveness of the educational program and of the educational and vocational counseling program for educationally disadvantaged pupils

- f. Maintaining an awareness of the educational problems and opportunities arising from the impacts of urbanization, and assisting, encouraging, and advising in the development of compensatory and other instructional programs designed to meet the needs of pupils who may be educationally disadvantaged because of race, bi-lingual families, limited socio-economic status, or inadequate previous schooling
- g. Advising, encouraging, and assisting in research and self-study projects within the school system to identify problems with respect to intergroup relations and educationally disadvantaged pupils, and to marshal resources in the schools and in the community to deal with these problems; and advising, encouraging, and assisting in the establishment and evaluation of pilot programs designed to strengthen educational opportunities for disadvantaged pupils
- h. Encouraging, advising, and assisting in the development of courses of study and in the selection, collection, and preparation of instructional materials that reflect the contributions to our society of all ethnic groups, and that are designed to improve attitudes, understandings, and skills in intergroup relations
- i. Assisting, encouraging, and advising in strengthening coordination of the school system's program with the programs of other community groups and agencies in order to achieve more effectively the primary purpose of the school system, and to effect greater understanding of the school system's part in the total responsibility of the community for the education of its youth

These alternative programs were presented to the Board of Education by the Division of Elementary Education. Program B. was approved by the Board and will start at the opening of the 1963-64 Fall Semester.

LOS ANGELES CITY SCHOOLS
DIVISION OF ELEMENTARY EDUCATION
July 18, 1963

PROPOSED PLAN FOR COMPENSATORY EDUCATION PROGRAM

In response to the request of Members of the Board of Education at the Augmented Budget and Finance Committee meeting of July 15, 1963, for an analysis of what might be undertaken in the elementary schools in the way of a compensatory educational program, the following plan is suggested:

79 schools have been selected as schools within which a compensatory educational program can most effectively operate. (However, the number of schools involved immediately may be somewhat less than 79.)

Within these 79 schools, it is proposed that additional teachers beyond the established norm be assigned for one or more of the following purposes:

1. To reduce class size
2. To provide remedial instruction
3. To teach English to non-English-speaking pupils

Three possible programs are suggested below, with estimates of cost:

A.
(Operative in 58 Larger Schools Only)

1. Authorize assignment of 116 teachers above established norm (116 x \$5100) \$ 591,600
2. Allocate \$500 per school for added supplies and materials of instruction (58 x \$500) 29,000
- TOTAL \$ 620,600

B.

**

APPROVED BY THE
BOARD

1. Authorize assignment of 137 teachers above established norm (137 x \$5100) \$ 698,000
2. Allocate \$500 per school for added supplies and materials of instruction (79 x \$500) 39,500
- TOTAL \$ 737,500

C.

1. Authorize assignment of 216 teachers above established norm (216 x \$5100) \$1,101,600
2. Allocate \$600 per school for added supplies and materials of instruction (79 x \$600) 47,400
- TOTAL \$1,149,000

In all plans listed above it is proposed that the schools involved be allocated 10 additional curricular trips per year. This can be handled with available equipment and personnel.

RJP:dvh

TO: LOS ANGELES CITY BOARD OF EDUCATION

FROM: SUPERINTENDENT OF SCHOOLS

VIA: PERSONNEL AND SCHOOLS COMMITTEE

Communication No. 1
prepared by the Division of Secondary Education
and the Personnel Division
for presentation to the Committee of the Whole
on July 25, 1963

SUBJECT: EXPERIMENTAL PROGRAMS IN SPECIAL COUNSELING, SUPPLEMENTAL STUDY ASSISTANCE,
AND SCHOOL-COMMUNITY LIAISON WORK IN THE DIVISION OF SECONDARY EDUCATION

A. Background

1. The sum of \$29,333 has been approved for inclusion in the 1963-64 Final Budget to provide additional hours of counseling time for selected junior and senior high schools.
2. The sum of \$15,926.40 has been approved for inclusion in the 1963-64 Final Budget to provide supplemental study assistance in selected secondary schools.
3. The sum of \$30,316 has been approved for inclusion in the 1963-64 Final Budget to provide off-the-norm teachers and 300 hours of supplemental time per teacher to each of 4 selected secondary schools.

B. Bases for Recommendations

1. It is proposed that the counseling services of qualified personnel be made available after six p.m. at selected junior and senior high schools to provide special counseling assistance. Such additional time for evening conference should increase the opportunity for improved communication with parents and should heighten, on the part of parents, understanding of and desire to cooperate in the solution of individual educational problems.

In order to provide special evening counseling assistance to parents of youth in selected schools, it is proposed that limited to the 1963-64 school year:
 - a. A new certificated class of Conference Advisor be established in the Division of Secondary Education to serve at a flat rate equivalent to the first step paid hourly rate adult education teachers serving as counselors.
 - b. Assignments, totaling a maximum of nine hours per week, to serve in such proposed new certificated class at each selected junior and senior high school after six p.m. be distributed between two or more qualified certificated personnel for 16 weeks each semester.
 - c. The number of hours for which salary is received for an assignment in the proposed new class of Conference Advisor be exempted from the limitation on multiple assignments imposed by Administrative Regulation 1910-1.
2. It is proposed to provide a supplemental program of study assistance in selected schools by opening the libraries beyond the regular school schedule. The opening of these libraries would provide opportunity for students to use research facilities of the school, to do free reading, carry out classroom assignments, and have a place to study under good conditions and supervision.

It is believed that such a program, together with the expanded counseling and an intensified basic reading program, will help to overcome the disadvantages which are characteristic of a large portion of the youth in certain sections of the District.

In order to provide the environment and supervision necessary for effective supplemental study assistance for secondary pupils in selected schools, it is proposed that limited to the 1963-64 school year:

- a. Libraries in selected secondary schools be open for three afternoons per week, 16 weeks per semester, for two hours beyond the regular school schedule.
 - b. Continuing supplemental classroom teaching assignments for study assistance and supervision @ \$5.53 per clock hour be made in accordance with Rule 3190, not to exceed three days per week and a total of 6 hours per week per school in selected secondary schools.
3. It is proposed to initiate an experimental program of intensive school-community liaison activity in each of four selected secondary schools which would involve the addition of one teaching position in each of the four schools for work with new students, their families, and community agencies. It is believed that regular and heightened attention to new students and their families in the adjustment to school and community will beneficially affect the student's educational achievement, and improve both discipline and holding power.

In order to provide the individual liaison efforts required for such a program of orientation and assistance to new students and their families, it is proposed that limited to the 1963-64 school year:

- a. One off-the-norm teacher position be assigned by the Associate Superintendent, Division of Secondary Education, or his designated representative, to each of four selected secondary schools.
 - b. Rule 3190 subsection b.1 be modified to add as a supplemental teaching assignment "other approved experimental, pilot, or recognized school programs not included within the full-time assignment of organized classroom activity when approved by the Superintendent or his designated representative."
 - c. 300 hours of supplemental teacher time be allotted to each of four selected secondary schools at the pay rate of \$5.53 per clock hour.
 - d. The number of hours for which salary is received for such supplemental teacher assignment be exempted from the limitation on multiple assignments imposed by Administrative Regulation 1910-1.
4. At the conclusion of the three experimental programs described in Part B of this report, it is proposed to provide the Board of Education with a report evaluating the results of each program.

C. Recommendation

IT IS RECOMMENDED that limited to the 1963-64 school year and effective September 16, 1963:

1. A new certificated class in the Division of Secondary Education be established and classified as follows:

Title:	Conference Advisor
Division:	Secondary Education
Salary:	\$6.79 per hour flat rate
Assignment Basis:	Limited to a minimum of two assignments and a maximum of 9 hours per week per school for 16 weeks each semester after six p.m. in selected junior and senior high schools.

Libraries in selected secondary schools be opened for three afternoons per week, 16 weeks per semester, for two hours beyond the regular school schedule to provide a suitable study environment for secondary pupils in such selected schools.

3. Assignments to positions which provide study assistance to and supervision of secondary students in school libraries for two hours beyond the regular school schedule be considered as continuing supplemental classroom teaching assignments governed by Rule 3190 and be classified as follows:

Title: Supplemental Teacher
Division: Secondary Education
Salary: \$5.53 per clock hour
Assignment Basis: Limited to two hours per day beyond the regular school schedule, three days per week per school, 16 weeks each semester in selected secondary schools.

4. Rule 3190 relating to assignment and payment of salary to supplemental teachers be modified as follows:

3190. Supplemental Teachers - Assignment and Payment of Salary. The assignment of teachers and instructors including substitutes, as supplemental teachers and instructors shall be in accordance with the following provisions:

a. * * *

- b. Junior and Senior High School Teachers. Junior and senior high school teachers may be given:

1. Supplemental teaching assignments in junior and senior high schools in an after-school activity in the fields of drama, instrumental music, choral music, stagecraft, journalism, year book, speech, and student government, and in other approved experimental, pilot, or recognized school programs not included within the full-time assignment of organized classroom activity when approved by the Superintendent or his designated representative.

2. - 4. * * *

c. - f. * * *

Respectfully submitted,

JACK P. CROWTHER

Superintendent of schools

Presented by:

Robert E. Kelly

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

William B. Brown

WILLIAM B. BROWN
Associate Superintendent
Personnel Division

TO: LOS ANGELES CITY BOARD OF EDUCATION
FROM: SUPERINTENDENT OF SCHOOLS
VIA: PERSONNEL AND SCHOOLS COMMITTEE

Communication No. 1
prepared by the Personnel Division
for presentation to Committee of the Whole
on August 8, 1963

SUBJECT: AMENDMENT IN DATE OF IMPLEMENTATION OF EXPERIMENTAL PROGRAMS IN SPECIAL
COUNSELING

IT IS RECOMMENDED that Recommendation No. 1, page 2, in Section No. 1, Personnel and Schools #2, adopted on July 29, 1963, become effective August 5, 1963, instead of September 16, 1963, and that the assignment limitations for the certificated class of Conference Advisor be removed in order to implement such programs as the pilot project to provide field counseling assistance to dropouts and potential dropouts, adopted Sec. 1, Personnel and Schools #3, on August 1, 1963, and such other programs which require the services of positions in such class of Conference Advisor.

Respectfully submitted,

JACK P. CROWTHER

Superintendent of Schools

Presented by:

William B. Brown

WILLIAM B. BROWN
Associate Superintendent

TO: LOS ANGELES CITY BOARD OF EDUCATION
FROM: SUPERINTENDENT OF SCHOOLS
VIA: PERSONNEL AND SCHOOLS COMMITTEE

Communication No. 3
Prepared by the Division of Secondary Education
and the Personnel Division
for presentation to Committee of the Whole
on August 15, 1963

SUBJECT: EXPERIMENTAL PLAN FOR EXTENDED USE OF TEACHING PERSONNEL IN CRITICAL SHORTAGE AREAS

A. Background

Areas of special need vary from year to year in teaching level as well as in subject area.

At the present time there is a critical shortage of qualified teachers in many secondary subject areas.

B. Basis of Recommendation

1. In order to help relieve the teacher shortage, should it continue through the opening of schools in September, it is proposed, within secondary schools affected by the critical teacher shortage and designated by the Associate Superintendent, Division of Secondary Education, that the following plan be approved on an experimental basis only for the 1963-64 school year:
 - a. The principal of the designated secondary school in which the critical teacher shortage exists will determine whether there is on the faculty of the school a qualified teacher regularly assigned in a shortage field who is willing to teach an additional class period in such shortage field.
 - b. The principal of the designated secondary school will assign each such teacher an additional teaching period in a shortage subject field during the regular school schedule. Each teacher assigned an additional teaching period in the shortage subject field will serve his full conference period time at school in addition to teaching six periods.
 - c. The principal of the secondary school will, by assigning an additional teaching period to a teacher in a shortage field, temporarily reduce his school's teacher need and at the same time provide pupils with qualified and experienced teachers. Five teachers assigned one additional teaching period each would be the equivalent of one full-time teacher.
 - d. Each teacher willing to accept the additional teaching assignment in the subject field and approved by the principal will, for such additional period of teaching, be classified as an auxiliary teacher and paid at the flat rate equivalent to the third step of the hourly rate for adult education teacher.
2. It is proposed that auxiliary teachers be paid for such additional period of teaching only for time actually served. This is consistent with provisions for payment of supplemental teachers as provided in Board Rule 3190.
3. It is understood that such experimental plan will be terminated in a designated school by the Associate Superintendent, Division of Secondary Education, as qualified teaching personnel in the shortage field become available and are assigned to schools in which the experimental plan is operative.

4. At the conclusion of the experimental plan it is proposed to provide the Board of Education with a report evaluating the results of such plan in the secondary schools.

C. Recommendation

IT IS RECOMMENDED that effective September 16, 1963, and limited to the 1963-64 school year:

1. The experimental plan described in Part B of this communication be approved.
2. A new class of teacher be established, assigned to participate in such experimental plan and to be paid for each additional period of teaching in the shortage field at the flat rate equivalent to the third step of the hourly rate for adult education teachers, and be classified as follows:

Title: Auxiliary Teacher

Division: Secondary Education

Salary: Flat rate equivalent to the third step of the hourly rate for adult education teachers.

Assignment Limitations: Limited to one additional teaching period assignment per day in critical teacher shortage field as designated by the Associate Superintendent, Division of Secondary Education.

Assignment Basis: C

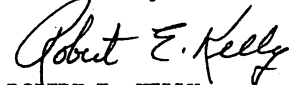
3. Auxiliary teachers shall be paid only for time actually served.
4. Assignment as an auxiliary teacher may be terminated at any time.

Respectfully submitted,

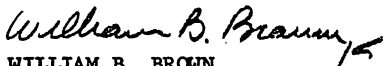
JACK P. CROWTHER

Superintendent of Schools

Presented by:



ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education



WILLIAM B. BROWN
Associate Superintendent
Personnel Division

EXCERPT FROM
MINUTES, REGULAR MEETING
BOARD OF EDUCATION, CITY OF LOS ANGELES
AUGUST 15, 1963

President Hardy referred to Item 2 under miscellaneous business, Recommendations submitted by Dr. Francisco Bravo at the Mexican-American Education Conference held on Friday, August 9, 1963:

RECOMMENDATIONS: That if the schools are to meet the needs of the Mexican-American children, we hold that the School Boards should establish a strong positive statement of policy and philosophy toward the acculturation of the Mexican-American children and that this be implemented in the schools as follows:

1. That the educational program be dynamic.
2. That the curriculum take into consideration the needs of the Mexican-American in accordance with his cultural heritage.
3. That the teaching of Spanish at all levels of instruction be implemented and not restricted to the Junior and Senior High School.
4. That literature be introduced immediately to include Spanish, Latin, and Latin-American words.
5. To provide an intensive English oral language enrichment program in the pre-kindergarten years and continue it thruout the elementary grades.
6. That English and Spanish complement one another as foreign language thruout the elementary level using the basic knowledge of Spanish to advantage in place of a detriment to the children.
7. Special testing programs be researched and instituted to better understand and goal our children.

8. Recruit and hire and place specially-trained bi-lingual teachers, counselors, and administrators who have an understanding of the Mexican-American children and of these communities.
9. Develop broader programs to bring parents and other interested persons into full participation in the school problems.
10. Establish liaison position to interpret the school program and the needs to the community so as to obtain full community and parent support.
11. Establish a higher horizon program to serve the educationally disadvantaged and culturally different child.
12. That the Federal Department of Health, Education and Welfare exert its influence so as to implement these recommendations by counseling and providing funds to the concerned policy-making bodies, that is the State Board of Education, State Superintendent of Education, County and City Boards of Education.
13. That this waste of manpower is of national concern and the Federal help should be forthcoming recognizing the local inabilities as evidenced by lack of remedial efforts and substantial progress in the past 15 years.
14. That this be a mass program and effort be immediate and on a crash basis.
15. That this effort include available loans for higher education in the universities, of needy Mexican-Americans.

STEPS FOLLOWED IN THE
LOCATION OF NEW SCHOOLS AND DETERMINATION OF BOUNDARIES

NEW SCHOOL SITE SELECTION

Based upon pupil population studies, a new school site is located as near as possible in the center of the geographic area to be served. The geographic area is authorized with tentative boundaries, to meet the needs as determined by existing and projected enrollments in surrounding schools, new subdivisions, and actual pupil residence distribution surveys indicating where the pupils live. The projected enrollments are important because the geographic area is determined on the basis of long-term planning.

ESTABLISHING BOUNDARIES

In determining the final boundary for the service attendance area of a new school, four steps are completed, as follows:

I. SITE AUTHORIZATION

- A. The investigation of overcrowding in schools and the number of half-day sessions in other schools activates the study for a new school site.
- B. A pupil residence distribution survey is completed indicating the actual residence of all pupils living in the general area.
- C. On the basis of this survey, a land authorization letter is prepared and tentative boundaries described to guide the selection of the site. This authorization is approved by the Superintendent.
- D. The Real Estate Branch completes a survey of several possible sites.
- E. The several sites are compared and evaluated as to cost per acre, geographic locations, safety factors and the availability of acquisition. The Superintendent visits these sites and one is selected and approved.

II. BUILDING PROGRAM AUTHORIZATION

- A. Prior to the final acquisition of the site, a pupil residence distribution survey is completed of the general area. The pupils living in the area are tabulated and the future enrollment is projected for opening day as well as four or five years in the future. The future enrollment for adjacent schools is also estimated at this time. With this basic information the building program is authorized for the needed facilities and is approved by the Superintendent.

III. VERIFICATION OF BUILDING CAPACITY AND ENROLLMENT NEEDS

- A. Two semesters prior to opening day another pupil residence distribution survey is completed to determine any undue growth that might necessitate the building of additional portable classrooms to prevent half-day sessions on opening day.

LOCATION OF NEW SCHOOLS AND
DETERMINATION OF BOUNDARIES

-2-

IV. FINAL BOUNDARY DETERMINATION

A. During the semester prior to the opening day another pupil residence distribution survey is completed and the Educational Housing Branch recommends certain boundaries for the new school, with consideration given to:

1. Pupil capacity of the new school
2. Pupil capacities of adjacent schools
3. Walking distance
 - a. Elementary schools - two and one-fourth miles
 - b. Junior high schools - two and three-fourth miles
 - c. Senior high schools - three and one-fourth miles
4. Safety factors

B. A meeting is then called by the respective Assistant Superintendent with the following persons:

1. Assistant Superintendent
2. Principal of new school, if assigned
3. Principals of adjacent schools
4. Head Boundary Coordinator
5. Safety Section representative
6. Transportation Branch representative

The Assistant Superintendent makes the final boundary decision with the help and approval of the principals involved.

Educational Housing Branch then prepares the official boundary letter with signatures of the Superintendent, Associate Superintendent, Assistant Superintendent, and all the principals involved.

JFM:zmr

Educational Housing Branch
Business Division - August 1962

Excerpt from Minutes of Regular Meeting, Board of Education,
City of Los Angeles, August 15, 1963:

"Dr. Ralph Richardson moved that this Board instruct the Superintendent to carry forward current studies of boundaries during the fall semester, and to report those instances where schools could be reorganized in a firmer commitment to the philosophy of equal educational opportunity, as set forth in Recommendations No. 1 and No. 4, of the Ad Hoc Committee Recommendations adopted by the Board May 20, 1963."

Motion was approved by the Board.

ADJUSTMENTS IN THE BOUNDARIES OF THE SERVICE AREAS FOR CERTAIN SECONDARY
SCHOOLS, EFFECTIVE FOR THE SECOND SEMESTER OF THE SCHOOL YEAR 1963-64

JUNIOR HIGH SCHOOLS

The following boundary adjustments are to be effective February 4, 1964 for all pupils residing in the described areas except for those pupils who will have attained A-9 grade level standing as of that date.

BYRD, FULTON, MADISON, MILLIKAN, MULHOLLAND, REED, SUN VALLEY, and
VAN NUYS JUNIOR HIGH SCHOOLS

- (a) The area to be changed from Madison Junior High School to optional Byrd, Madison, and Sun Valley Junior High Schools is bounded by Strathern Street and extension, Laurel Canyon Boulevard, Saticoy Street and extension (both sides), and Babcock Avenue and extensions (both sides).

Note: Future enrollment estimates are based on the assumption that 0% of the pupils in this area will choose to attend either Byrd or Sun Valley Junior High Schools.

Note: When this change is completed, approximately 8 pupils who will then be attending Madison Junior High School from an optional area will not be entitled to transportation, whereas these same pupils would be entitled to transportation were this change not made.

- (b) The area to be changed from optional Madison and Fulton Junior High Schools to Fulton Junior High School is bounded by the Southern Pacific Railway, Ranchito Avenue and extension, Sherman Way, and Hazeltine Avenue and extensions.
- (c) The area to be changed from Madison Junior High School to Van Nuys Junior High School is bounded by Victory Boulevard, Ranchito Avenue and extension, Southern Pacific Railway, and Hazeltine Avenue.
- (d) The area to be changed from Madison Junior High School to Millikan Junior High School is bounded by Erwin Street, Fulton Avenue, Oxnard Street, Southern Pacific Railway, and Ranchito Avenue and extension.
- (e) The area to be changed from Madison Junior High School to Reed Junior High School is bounded by Miranda Street and extension, Rhodes Avenue (both sides), Hatteras Street and extension, Laurel Canyon Boulevard, Chandler Boulevard, and Whitsett Avenue.

Note: When this change is completed, approximately 28 pupils who will then be attending Reed Junior High School will not be entitled to transportation, whereas these same pupils would be entitled to transportation were this change not made.

- (f) The area to be changed from Mulholland Junior High School to Van Nuys Junior High School is bounded by the Los Angeles River, Sepulveda Boulevard, and the San Diego Freeway.

As a net result of (a) through (f) the approximate number of pupils involved is:

	<u>Feb. '64</u>	<u>Sept. '64</u>
Byrd Jr.	0	0
Fulton Jr.	+ 24	+ 30
Madison Jr.	- 234	- 294
Millikan Jr.	+ 81	+ 97
Mulholland Jr.	- 1	- 2
Reed Jr.	+ 77	+ 103
Sun Valley Jr.	0	0
Van Nuys Jr.	+ 53	+ 65

Note: Elementary grades B-5 through A-6 used in this enrollment projection are estimated.

SENIOR HIGH SCHOOLS

The following boundary adjustments are to be effective February 4, 1964, using the regular "run-out of enrollment" procedure, for all pupils residing in the described areas. This procedure permits any pupil already in attendance at a given school (prior to February 4, 1964) to remain in that school until his graduation therefrom; the described boundary adjustments are, therefore, effective only for incoming B-10 pupils in February of 1964 and succeeding semesters and for pupils newly resident in these areas.

I. BIRMINGHAM, CLEVELAND, RESEDA, and TAFT HIGH SCHOOLS

- (a) The area to be changed from Taft High School to Reseda High School is bounded by Ventura Boulevard, White Oak Avenue to White Oak Place and its extension southerly from said intersection to Mulholland Drive east of White Oak Place - Rancho Street - Marcello Place - Alonzo Place - and Coronet Drive, Mulholland Drive, Reseda Boulevard and extension (both sides not included), Tarzana Drive (both sides not included), and Otis Avenue (both sides not included).

Note: When this change is completed, approximately 113 pupils who will then be attending Reseda High School will not be entitled to transportation, whereas these same pupils would be entitled to transportation to Taft High School were this change not made.

- (b) The area to be changed from Reseda High School to optional Birmingham and Reseda High Schools is bounded by the Los Angeles River, Balboa Boulevard, Ventura Freeway, and White Oak Avenue.

Note: Future enrollment estimates are based on the assumption that approximately 20% of the pupils in this area will choose to attend Birmingham High School.

- (c) The area to be changed from Birmingham High School to Reseda High School is bounded by Valerio Street, White Oak Avenue, Los Angeles River, and Zelzah Avenue and extension.

Note: Approximately 30% of the pupils in this area presently attend Reseda High School on permit.

- (d) The area to be changed from Cleveland High School to Reseda High School is bounded by Valerio Street, Zelzah Avenue, Sherman Way, and Vanalden Avenue.

Note: Approximately 40% of the pupils in this area presently attend Reseda High School on permit.

- (e) The area to be changed from Cleveland High School to optional Birmingham and Cleveland High Schools is bounded by the Southern Pacific Railway, Louise Avenue and extension, Saticoy Street, and White Oak Avenue.

Note: Future enrollment estimates are based on the assumption that approximately 10% of the pupils in this area will choose to attend Birmingham High School.

Note: There is no transportation of pupils involved in (b), (c), (d), and (e) above.

As a net result of (a) through (e) the approximate number of pupils involved is:

	<u>Feb. '64</u>	<u>Sept. '66</u>
*Birmingham High	- 15	- 109
Cleveland High	- 10	- 117
Reseda High	+ 48	+ 434
Taft High	- 28	- 259

*This future enrollment estimate includes (b) as described in item II.

Senior High Schools - contd.

II. BIRMINGHAM, MONROE, and VAN NUYS HIGH SCHOOLS

- (a) The area to be changed from Monroe High School to optional Monroe and Van Nuys High Schools is bounded by Roscoe Boulevard, Woodman Avenue, the Southern Pacific Railway, and Van Nuys Boulevard.

Note: Future enrollment estimates are based on the assumption that approximately 10% of the pupils in this area will choose to attend Van Nuys High School.

Note: When this change is completed, approximately 209 pupils who will then be in an optional area will not be entitled to School Bus Transportation, whereas these same pupils would be entitled to transportation to Monroe High School were this change not made. Transportation from this area will be furnished to Van Nuys High School only, and then only if over the transportation limit from either school of the option.

- (b) The areas to be changed from Birmingham High School to Van Nuys High School are bounded by:

1. Victory Boulevard, Sepulveda Boulevard, Burbank Boulevard, and the San Diego Freeway.
2. The Los Angeles River, Sepulveda Boulevard, and the San Diego Freeway.

Note: These changes are being made because the pupils in these areas all attend Elementary and Junior High Schools east of the San Diego Freeway but are presently being separated from their groups by High School attendance at Birmingham High School. Pupils in these areas also have a shorter walk to Van Nuys High School.

As a net result of (a) and (b) the approximate number of pupils involved is:

	<u>Feb. '64</u>	<u>Sept. '66</u>
*Birmingham High	- 15	- 109
Monroe High	- 4	- 32
Van Nuys High	+ 9	+ 83

*This future enrollment estimate includes (b), (c), and (e) as described in item I.

III. GRANT, HOLLYWOOD, and NORTH HOLLYWOOD HIGH SCHOOLS

- (a) The area to be changed from optional Hollywood and North Hollywood High School to North Hollywood High School is bounded by Vanowen Street, (both sides not included), the Los Angeles Unified School District Boundary, Riverside Drive, Lankershim Boulevard, Vineland Avenue, Hesby Street, Riverton Avenue, Chandler Boulevard, Denny Avenue, Burbank Boulevard, Vineland Avenue, Victory Boulevard, and Tujunga Avenue.

Note: Approximately 98% of the pupils in this area presently attend North Hollywood High School.

- (b) The area to be changed from Hollywood High School to North Hollywood High School is bounded by Moorpark Street, Vineland Avenue, Riverside Drive, the Burbank City limits, the Los Angeles River, and Tujunga Avenue.

Note: Approximately 50% of the pupils in this area are presently attending North Hollywood High School on permit.

Note: When this change is completed, approximately 124 pupils who will be attending North Hollywood High School will not be entitled to School Bus Transportation, whereas these same pupils would be entitled to transportation to Hollywood High School were this change not made.

Senior High Schools - III - contd.

- (c) The optional area between Hollywood and North Hollywood High Schools be changed as follows:

1. The portion bounded by Moorpark Street, Tujunga Avenue, Ventura Boulevard, and Whitsett Avenue be assigned to North Hollywood High School.

Note: Approximately 90% of the pupils in this area presently attend North Hollywood High School.

2. The portion bounded by Ventura Boulevard, Laurel Canyon Boulevard, Fryman Road, Iredell Street, Mulholland Drive to Coldwater Canyon Avenue, Whitsett Avenue and extension east of Sunswept Drive - Vanetta Place - and Vanetta Drive remain optional to Hollywood and North Hollywood High Schools.

Note: Transportation to be furnished to North Hollywood High School only, and then only if over the transportation limit to North Hollywood High School. Based upon pupils presently residing in this area, none would be entitled to transportation if this change were made.

- (d) The area to be changed from Grant High School to North Hollywood High School is bounded by the Southern Pacific Railway, Lankershim Boulevard, Victory Boulevard, Laurel Canyon Avenue, Tujunga Wash (Central Branch) to the intersection of Whitsett Avenue and Sherman Way, and Whitsett Avenue (both sides).

- (e) The area to be changed from Grant High School to optional Grant and North Hollywood High Schools is bounded by the Tujunga Wash (Central Branch) from the intersection of Whitsett Avenue and Sherman Way to Laurel Canyon Boulevard, Laurel Canyon Boulevard, Burbank Boulevard, and Whitsett Avenue.

Note: Future enrollment estimates are based on the assumption that approximately 50% of the pupils in this area will choose to attend North Hollywood High School.

As a net result of (a) through (e) the approximate number of pupils involved is:

	<u>Feb. '64</u>	<u>Sept. '66</u>
Grant High	- 36	- 284
Hollywood High	- 12	- 142
North Hollywood High	+ 48	+ 426

IV. FRANCIS POLYTECHNIC and VERDUGO HILLS HIGH SCHOOLS

The area to be changed from Francis Polytechnic High School to optional Francis Polytechnic and Verdugo Hills High Schools is bounded by the crest of hills north and south of La Tuna Canyon Road from the intersection of Pendleton Street and Clybourn Avenue, the Los Angeles Unified School District Boundary, San Fernando Road, Sunland Boulevard, and Clybourn Avenue.

Note: Future enrollment estimates are based on the assumption that approximately 90% of the pupils in this area will choose to attend Verdugo Hills High School inasmuch as School Bus Transportation will be provided to Verdugo Hills High only. It should be noted that this area is presently being transported to Francis Polytechnic High School and that the distance to Verdugo Hills High School is only approximately 2.5 miles further.

As a net result of this change the approximate number of pupils involved is:

	<u>Feb. '64</u>	<u>Sept. '66</u>
Francis Polytechnic High	- 35	- 360
Verdugo Hills High	+ 35	+ 360

Senior High Schools - contd.

V. GRANADA HILLS, SAN FERNANDO, and SYLMAR HIGH SCHOOLS

- (a) The area to be changed from Granada Hills High School to optional Granada Hills and San Fernando High Schools is bounded by the Van Norman Lakes Reservoir fence, the San Diego Freeway, Rinaldi Street, Sepulveda Boulevard, Devonshire Street, and Woodley Avenue.

Note: Future enrollment estimates are based on the assumption that 0% of the pupils in this area will choose to attend San Fernando High School.

Note: When this change is completed, approximately 348 pupils who will then be residing in an optional area will not be entitled to free bus transportation, whereas these same pupils would be entitled to transportation to Granada Hills High School were this change not made.

- (b) The area to be changed from Granada Hills High School to Sylmar High School is bounded by the Van Norman Lakes Reservoir fence, Rinaldi Street, and Balboa Boulevard.

Note: This area, at present, has approximately 80% of its pupil population entitled to free bus transportation to Granada Hills High School. However, with this change all pupils residing in this area will be entitled to free bus transportation to Sylmar High School. The net increase in pupils being transported would be approximately 51.

- (c) The area to be changed from San Fernando High School to optional San Fernando and Sylmar High Schools is bounded by Arroyo Avenue, Dronfield Avenue, Paxton Street, and Glenoaks Boulevard.

Note: Future enrollment estimates are based on the assumption that approximately 50% of the pupils in this area will choose to attend Sylmar High School even though there will be no transportation provided to either school.

- (d) The area to be changed from Granada Hills High School to optional Granada Hills and Sylmar High Schools is bounded by the Los Angeles Unified School District Boundary, San Fernando Road and its contributory Streets (not included) to the intersection of San Fernando Road and Balboa Boulevard, Balboa Boulevard, Rinaldi Street, Hesperia Avenue, the Los Angeles City limits, and Wilbur Creek (west branch).

Note: Future enrollment estimates are based on the assumption that only 5% of the pupils in this area will choose to attend Sylmar High School.

Note: When this change is completed, approximately 54 pupils who will then be in an optional area will choose to exercise the option of remaining at Granada Hills High School and therefore will not be entitled to transportation. Transportation from this area will be furnished to Sylmar High School only, and then only if over the transportation limit from either school of the option.

As a net result of (a) through (d) the approximate number of pupils involved is:

	<u>Feb. '64</u>	<u>Sept. '66</u>
Granada Hills High	- 17	- 196
San Fernando High	- 7	- 77
Sylmar High	+ 24	+ 273

Senior High Schools - contd.

VI. HAMILTON, UNIVERSITY, and VENICE HIGH SCHOOLS

- (a) The area to be changed from optional Hamilton and University High Schools to University High School is bounded by Santa Monica Boulevard, Beverly Hills City limits, Heath Avenue, Pico Boulevard, Westwood Boulevard, National Boulevard, and Sepulveda Boulevard.

Note: Approximately 95% of the pupils in this area presently attend University High School.

Note: There may be a small number of pupils in the southeast corner of this area who will be eligible for free bus transportation to University High School. The majority of the area involved in this transportation lies within the "Century City" high rise development and very few pupils are expected.

- (b) The optional area between Hamilton and Venice High Schools to be changed as follows:

1. The portion bounded by Westminster Avenue and extension, Sepulveda Boulevard, Culver City city limits, and Coolidge Avenue and extension be assigned to Venice High School.
2. The portion bounded by Charnock Road, Westwood Boulevard, Culver City city limits, and Sepulveda Boulevard be assigned to Hamilton High School.

As a net result of (a) and (b) the approximate number of pupils involved is:

	<u>Feb. '64</u>	<u>Sept. '66</u>
*Hamilton High	- 2	- 33
University High	+ 1	+ 15
Venice High	+ 1	+ 18

*The proposed change for Hamilton High School involves only the relationship between that school and University and Venice High Schools. Studies are presently under way for future recommendations concerning the boundary relationships between Dorsey, Fairfax, Hamilton, Hollywood and Los Angeles High Schools.

LOS ANGELES CITY SCHOOL DISTRICTS
DIVISION OF ELEMENTARY EDUCATION

Division of Elementary Education Bulletin No. 3

E. 3
Permits
(New File Heading)

TO: Administrators of Elementary Schools

FROM: Robert J. Purdy, Associate Superintendent

September 3, 1963

SUBJECT: ISSUANCE OF PERMITS TO ATTEND SCHOOL OTHER THAN SCHOOL OF LEGAL
RESIDENCE (This bulletin replaces Bulletin E-14 of January 3, 1962.)

Effective September, 1963, each Assistant Superintendent will submit to the Division Head during each semester a report of the number of vacant classrooms anticipated in each school in the district for the following semester. Such a report was submitted during the spring semester of 1963. On the basis of this report, schools will be grouped as follows:

CLOSED SCHOOLS

Schools with one or no vacant classrooms. These schools are closed to permits except for reasons listed under Administrative Regulation 2051-3.

OPEN SCHOOLS

Schools with two or more vacant classrooms. Permits will be granted to attend these schools up to a designated limit, on the basis of 30 permits per surplus classrooms. (These permits, effective for the succeeding semester, are to be granted in order of date and time of filing applications, beginning the 15th and through the 16th week of each semester.) After the designated limit of permits has been issued, the school is to be declared a closed school.

The following procedures and guidelines will apply to the application for and the granting of permits:

1. Parents requesting permits for their children are to obtain Application Forms from the principal of the school in whose service area they reside. Permit requests are to be accepted as of the first day of the 15th week through the 16th week of each school semester, although counseling with parents concerning permits is encouraged at any time. For the fall semester of 1963 only, requests will be received September 5 through September 16. During this first semester of new policy, principals should deny requests for permits when it appears that the granting of additional ones will cause a reorganization of the sending or receiving school. If, under the policies and regulations contained in this bulletin, the permit should be granted, it is to be issued by the principal of the receiving school with the knowledge of the home school principal.

OVER

2. It is desirable that all permits be processed before the opening of a semester. It is not feasible to adjust faculties and master programs during the school term to accommodate undue numbers of pupils on permit.

Each school will be provided Application Forms* which shall be given to adult applicants upon request and filled out by them. Applications should be kept on file in the receiving school.

Applications Forms are for each semester and do not include provision for carry-over requests into the following semester. Applications (not permits) must be renewed each semester.

3. No Application Forms for permits should be taken to CLOSED SCHOOLS. The only exception other than for reasons listed under Administrative Regulation 2051-3 is when a brother or sister is in attendance at the closed elementary school and will continue there the following semester. In that case, the younger brother or sister should be granted a permit to attend the same school if requested by the parent in line with the policy that all pupils in the same family shall attend the same school. A pupil with a brother or sister on a social adjustment assignment is excluded from this consideration.
4. Permits are granted to schools having unused capacity. (OPEN SCHOOLS)

Permits to OPEN SCHOOLS are to be issued by the receiving school in chronological order according to date and time of filing application in the receiving school.

Application Forms for permit requests should be time-recorded in the order received. The first permit request should not be received or recorded before 8:00 a.m. of the first school day of the 15th week (except in September, 1963, when they will be received during the period September 5 to September 16). In issuing applications for permits to OPEN SCHOOLS, principals should confer with the receiving principal as to unused capacity. The principal of the OPEN SCHOOL will keep a record of requests filed with him. This record should contain the date and time original application is received.

When an OPEN SCHOOL has reached its limit of allowable permits and the school thereby becomes closed, the principal is to send a letter of notification to the District Assistant Superintendent with a copy to the office of the Associate Superintendent, Division of Elementary Education.

5. A permit once granted, unless otherwise stated, continues in effect during the time the pupil is enrolled in the school to which the permit is granted unless canceled for cause, or because of a reduction in space available. Reasonable standards

of scholarship, citizenship, attendance, and provision for emergency care of children should be required or the permit may be canceled.

6. If a pupil lives in an elementary school service area and has attended that school for a minimum of ten weeks and then moves to another school area, the pupil may remain in the original school for the remainder of the semester. He must, however, report to the school office and give his new address and telephone number. The principal of the original school will notify the school which serves the area of the pupil's new residence and this latter school will automatically issue a permit. The permit may be canceled for any cause that is ordinarily grounds for canceling a permit.

NOTE: The above does not apply where an interdistrict permit is required. (Reference - Bulletin No. 19 of February 4, 1963, Interdistrict Permits)

7. Permits do not carry transportation privileges.
8. The permit privilege of a pupil may be exercised only once from any given school. Having made his choice, the student must remain in the school selected unless transferred for other reasons.
9. When a pupil resides in an optional area and a permit is issued to attend an elementary school outside of this optional area, then the school issuing the permit request becomes the home school and all succeeding adjustments should be made by the home school.
10. A pupil for whom a false address is given should be returned to his home school in accordance with the directives below:

Parents should be notified in writing that the false address has been discovered and that the pupil will be transferred to the proper school as of the date indicated in the letter. Copies of this letter should be sent to the Assistant Superintendent.

If a false residence address is discovered during the first ten weeks of a semester, the pupil may be transferred to the school serving his true residence address immediately or kept until the next marking period, whichever seems advisable. If the false address is discovered during the second ten weeks, the student is to be permitted to complete the semester, but is to be transferred immediately on the completion of that semester.

11. If an address, correctly given but outside the school's service area, is not discovered within three weeks, the parent should be given the option of transferring to the school of residence or having a permit to continue at the school for the balance of the semester.

12. Residence of a pupil is defined as the place where the parent, guardian, or person who has the control or charge of the student, actually lives. A pupil in residence thus defined is not required to have a permit.
13. The permit form 34-AEH-3 must be made out in triplicate and the original sent to the Assistant Superintendent. The duplicate is retained at the receiving school, and triplicate is sent to the home school. Elementary schools are not required to send a copy to the Child Welfare and Attendance Branch.
14. In general, A6 pupils shall be allowed to finish school on a permit basis regardless of change of conditions justifying the original issuance of a permit.

* For additional supply of Application Forms,
please call your District office.

RJP:mbg

LOS ANGELES CITY SCHOOL DISTRICTS
DIVISION OF ELEMENTARY EDUCATION

TO: Administrators of Elementary Schools
FROM: Robert J. Purdy, Associate Superintendent
SUBJECT: Permits - Fall Semester 1963

Reference List No. 1
September 3, 1963
(Effective 9-16-63 to
1-31-64)

In accordance with Division of Elementary Education Bulletin No. 3 issued September 3, 1963, and on the basis of reports of vacant classrooms submitted by assistant superintendents in the spring of 1963, the following classification of elementary schools for permit purposes for the fall semester of 1963 is listed.

I. CLOSED SCHOOLS

Schools whose estimated number of vacant classrooms is one or none. Any school not listed below as "OPEN" is considered to be closed, and no permits may be issued except for reasons listed under Administrative Guide 2051-3.

II. OPEN SCHOOLS

Schools whose estimated number of vacant classrooms is two or more. Permits may be issued by these schools in the quantity listed following the name of each school.

Allesandro (E)	90	Cowan Avenue (W)	60
Avalon Gardens (S)	120	Crescent Heights Blvd. (W)	60
Baldwin Hills (W)	30	Dayton Heights (C)	30
Barton Hill (S)	30	Denker Avenue (S)	60
Beethoven Street (W)	30	Elizabeth Street (S)	120
Bertrand Avenue (V-W)	90	Emerson Manor (W)	30
Brentwood (W)	60	Erwin Street (V-E)	60
Bryson Avenue (S)	30	Eshelman Avenue (S)	60
Cahuenga (C)	60	(formerly 259th Place)	
Canfield Avenue (W)	120	Fairburn Avenue (W)	90
Capistrano Ave. (V-W)	30	Figueroa Street (S)	30
Castle Heights (W)	90	Fullbright Avenue (V-W)	30
Century Park (S)	30	Gardner Street (W)	30
Chase Street (V-E)	30	Granada (V-W)	30
Cienega (W)	30	Grand View Blvd. (W)	90
Cimarron Avenue (S)	60	Halldale Avenue (S)	30
Clover Avenue (W)	30	Hancock Park (W)	60
Cohasset Street (V-E)	120	Hillcrest Drive (W)	60
Colfax Avenue (V-E)	30	Kenter Canyon (W)	120
Corona Avenue (E)	30	Kentwood (W)	30

OVER

Leapwood Avenue (S)	60	7th Street (S)	30
Los Feliz (C)	120	Shenandoah Street (W)	120
Loyola Village (W)	30	Stagg Street (V-W)	60
Marquez (W)	60	Stanford Avenue (S)	30
Mar Vista (W)	60	State Street (S)	30
McDonnell Avenue (E)	30	3rd Street (W)	30
Melvin Avenue (V-W)	60	39th Street (W)	30
Multnomah Street (E)	30	Topanga (V-W)	60
Normont (S)	30	Tweedy (S)	90
118th Street (S)	60	Van Nuys (V-E)	120
186th Street (S)	30	Victoria Avenue (S)	30
116th Street (S)	30	Vinedale (V-E)	30
Osage Avenue (W)	90	West Athens (S)	30
Overland Avenue (W)	60	Westport Heights (W)	30
Pacific Palisades (W)	60		
Palms (W)	60		
Ritter (S)	30		
Rosewood Avenue (W)	90		
San Jose Street (V-E)	60		
Santa Barbara Ave. (W)	60		

LOS ANGELES CITY SCHOOL DISTRICTS
DIVISION OF ELEMENTARY EDUCATION

Date _____

TO: Parents of Pupils Applying for Permission to
Attend School Other Than School of Legal Residence

1. If you desire to have your child attend a school outside the district of your residence, it is necessary to apply at the school in the district in which you reside. An Application Form is attached. This must be completed and taken to the school to which permit is requested.
2. Permits will be granted in accordance with chronological order of date and time of filing the Application Form, and the amount of space available in the school requested. After receiving the Application Form from the home school principal, you will need to take it to the receiving school.
3. Permits do not carry transportation privileges.
4. A permit is a "privilege" and may be revoked for good and sufficient cause at the discretion of the receiving principal and/or the assistant superintendent in cooperation with the residence principal. Scholarship, citizenship, and attendance are factors to be considered.

RJP:mbg

LOS ANGELES CITY SCHOOL DISTRICTS
DIVISION OF ELEMENTARY EDUCATION

No. _____

Date _____

Application Form--Request for Permit

Pupil's Name _____ Sex _____ Age _____

Pupil's Address _____ Telephone _____

Father's Name _____

Father's Address (if different) _____

Mother's Name _____

Mother's Address (if different) _____

Pupil wishes to attend _____ School _____ Grade _____

School attended last semester _____

School of legal residence _____

Reason for requesting permit _____

Signature of Parent or Guardian

(Do not write below this line)

Home School Principal Noted:

Signature

Receiving School:

Date Filed _____ Time Filed _____

Granted:/Denied:

LOS ANGELES CITY SCHOOL DISTRICTS

Division of Elementary Education Bulletin No. 14

TO: Administrators of Elementary Schools

FROM: Robert J. Purdy, Associate Superintendent

SUBJECT: ISSUANCE OF PERMITS TO ATTEND SCHOOL OTHER THAN SCHOOL
OF LEGAL RESIDENCE

E. 14

Out of District
(Permits--Local)
January 3, 1962

PROCEDURES IN ISSUING PERMITS

1. Parents desiring permits must apply to the principal of the releasing (residence) school.
2. A permit to attend a school other than the school of his legal residence may be issued for those purposes listed under Administrative Regulation 2051-2.

A permit may be issued for reasons other than those listed under Administrative Regulation 2051-2 if, in the opinion of both the releasing (residence) and receiving principal, a valid reason exists.

A permit may not be issued to attend an overcrowded class or school.

A permit may not be issued to attend a school which has double-session classes above the kindergarten.
3. The district Assistant Superintendent shall act upon a permit whenever he deems it necessary.
4. Under no circumstances may a pupil whose residence is within the boundaries of another Los Angeles City elementary district be enrolled in a school without a written permit signed by the principal of the releasing school and/or the Assistant Superintendent of the releasing district.
5. Permits shall be valid so long as conditions which justified them are unchanged and shall be subject to annual review.
6. Permits are issued only with the approval of both the releasing and receiving principals and/or upon request of the Assistant Superintendents.
7. Each principal is expected to keep an efficient record of all permit-pupils attending his school and of all residence pupils attending schools outside his district.
8. In general, all pupils of the same family shall attend the same school.

(OVER)

GUIDELINES IN ISSUING PERMITS

1. Each school shall use the printed form entitled "Application ~~for~~ Permit to Attend School Other Than School of Legal Residence." This form shall include, in writing, the reason for the permit request. It shall be filled out by the parent and filed with the releasing (residence) principal approximately one week in advance of the action date.

The decision to grant or deny the permit shall be made by both the releasing (residence) and receiving principals.

A reply to the parent is to be made by the releasing (residence) principal. A copy of the reply and the application shall be kept on file by the releasing principal.

2. The joint decision to grant or deny the permit should be the result of careful study and sympathetic consideration of the facts. Permits granted previously under similar circumstances shall be considered.
3. Both releasing (residence) and receiving principals may wish to refer the ~~decision~~ to grant or deny the permit to the Assistant Superintendent *in unusual* circumstances.

The Assistant Superintendent shall make the decision when the decision of the releasing and receiving principals has been appealed.

4. Refer to Administrative Regulation 2051-3.
5. It may sometimes be wise to defer decisions on permits until after the first week of each new semester when enrollment needs can be ascertained.

A permit is a "privilege" and may be revoked for good and sufficient cause at the discretion of the receiving principal and/or the assistant superintendent in cooperation with the residence principal. Scholarship, citizenship and attendance are factors to be considered.

If an address, correctly given but outside the school's boundaries, is discovered after the first school month, the parent should be given the option of transferring to the school of residence or having a permit to continue at the school for the balance of the semester or to the end of the next "grading" period.

6. When a false address is discovered, the principal should use judgment as to whether the pupil is checked out immediately or kept until the end of the semester. Parents should be notified that the false address has been discovered and that the pupil will be transferred to the proper school.

Be certain to maintain a record that will substantiate the false address. Documentary evidence might be necessary if the action becomes the subject of dispute and subsequent review.

7. In general, all pupils of the same family shall attend the same school.
8. In general, A6 pupils shall be allowed to finish school on a permit basis regardless of change of conditions justifying the original issuance of a permit.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

April 15, 1963

SUBJECT: PERMITS--POLICIES, GUIDELINES AND PROCEDURES GOVERNING PERMITS IN
THE SECONDARY SCHOOL (JUNIOR AND SENIOR HIGH)

In accordance with Board policy governing permits, the Assistant Superintendents are required during each semester to survey and file with the Division Head a report on the capacities and estimated enrollments of all junior and senior high schools for the succeeding semester. On the basis of this report, schools are grouped as follows:

CLOSED SCHOOLS

Schools where estimated enrollment equals or exceeds established capacity. These schools are closed to permits.

OPEN SCHOOLS

Schools with unused capacity probably equal to permit demands. Permits are granted to these schools.

MARGINAL SCHOOLS

Schools with very limited unused capacity. Permits are granted to attend these schools up to the designated limit only. (These permits, effective for the succeeding semester, are to be granted in order of date and time of filing applications, beginning the seventeenth week of each semester).

1. Parents desiring permits for their children are to apply to the principal of the school in whose service area they reside. Permit requests are to be accepted as of the first day of the seventeenth week of each school semester, although counseling with parents concerning permits is encouraged at any time. If, under the policies and regulations contained in this bulletin, the permit should be granted, it is to be issued by the principal of the home school.
2. It is desirable that all permits be processed before the opening of a semester or as early in the semester as possible. It is not feasible to adjust faculties and master programs during the school term to accommodate undue numbers of permittees.

Each school shall have an application form which shall be filled out before the principal interviews the parent. Applications should be kept on file for one full semester.

Permit applications are for each semester and do not include provision for carry-over requests into the following semester.

3. No requests should be taken to CLOSED SCHOOLS. The only exception is when a brother or sister is in attendance at the closed secondary school and will continue there the following semester. In that case, the younger brother or sister should be granted a permit to attend the same school if requested by the parent. A pupil with a brother or sister on a social adjustment permit is excluded from this consideration.

4. Permits are granted to schools having unused capacity. (OPEN SCHOOLS and MARGINAL SCHOOLS).

Permits to MARGINAL SCHOOLS are to be issued in order according to date and time of filing application in the school of residence.

Permit requests should be time-stamped in the order received. The first permit request should not be received or stamped before 8:00 a.m. of the first school day of the seventeenth week. In issuing permits to MARGINAL SCHOOLS, principals should confer with the receiving principal as to unused capacity. The principal of the MARGINAL SCHOOL will keep a record of requests relayed to him by the principals of adjoining schools. This record should contain the date and time of original application.

When a MARGINAL SCHOOL has reached its limit of allowable permits and the school thereby becomes closed, the principal must send a letter of notification to the Assistant Superintendent with a copy to the Child Welfare and Attendance Branch.

5. A permit once granted, unless otherwise stated, continues in effect during the time the student is enrolled in the school to which the permit is granted unless canceled for cause. Reasonable standards of scholarship, citizenship, and attendance should be required or the permit may be canceled.

Pupils in grades seven to nine may not attend a six-year school on permit unless they have an older brother or sister in attendance at the six-year school. Principals are to issue such requested permits under the sibling rule. (See Item #3).

A permit once granted to a six-year school, unless otherwise stated, continues in effect during the time the student is enrolled in the school. When the student passes from the A9 to the B10 the permit, and the conditions under which it was issued, continue in effect and the principal of the school (six-year school) shall notify the high school principal in whose service area the pupil lives.

6. If a student lives in a secondary school service area, except under a Residence Statement, and has attended that school for a minimum of ten weeks and then moves to another school area, the student may remain in the original school. He must, however, report to the Attendance Office and give his new address and telephone number. The principal of the original school will notify the school which serves the area of the student's new residence and this latter school will automatically issue a permit. The permit may be canceled for any cause that is ordinarily grounds for canceling a permit.

NOTE: The above does not apply where an interdistrict permit is required.

7. Permits do not carry transportation privileges.

Permits involving long distances where transportation and supervision are lacking are not recommended.

8. The permit privilege of a student may be exercised only once from any given school. Having made his choice, the student must remain in the school selected unless transferred for other reasons.

9. When a student resides in an optional area and a permit is issued to attend a secondary school outside of this optional area, then the school issuing the permit becomes the home school and all succeeding adjustments should be made by the home school.

It is understood that the first school contacted in the optional area, by the parent and/or the student, becomes the home school. A contact is made during the A6 or A9 semester by the parent and/or student when they indicate in writing their choice of secondary school as part of the regular articulations procedures between elementary and junior high schools and between junior high and three-year high schools.

In case a choice of an optional school has not been made in the A6 or A9 semester, a contact is made when the registration card is filled out in the secondary school.

10. A student for whom a false address is given will be returned to his home school and may not apply for a permit until he has completed at least one full semester at his home school beyond the semester in which the false address is discovered.

Parents will be notified in writing that the false address has been discovered and that the student will be transferred to the proper school as of the date indicated in the letter. Copies of this letter should be sent to the Assistant Superintendent and to the Child Welfare and Attendance Branch.

If a false residence address is discovered during the first ten weeks of a semester, the student may be checked out immediately or kept until the next marking period, whichever seems advisable. If the false address is discovered during the second ten weeks, the student may not be checked out during the 16th, 17th, 18th, 19th, or 20th week, but is to be transferred immediately on the completion of that semester.

11. If an address, correctly given but outside the school's service area, is not discovered within three weeks, the parent should be given the option of transferring to the school of residence or having a permit to continue at the school for the balance of the semester.
12. Residence of the student is defined as the place where the parent, guardian or person who has the control or charge of the student actually lives. If the student is residing in the Los Angeles school district with someone other than the parent, the parent and person with whom he is living must sign a form entitled **TRANSFER OF LEGAL DUTIES AND RESPONSIBILITIES FOR CARE AND CUSTODY OF MINOR**. This form is to be completed and signed at the receiving school, which is the school which is located in the area in which the minor will live. A transfer is not issued until the parent or guardian has had a conference with the principal of the receiving school. A transfer is then issued. This does not involve a permit. The receiving principal should not enroll the student until there has been a conference with the relative or guardian who is to take full-time custody of said student. The **TRANSFER OF LEGAL DUTIES AND RESPONSIBILITIES FOR CARE AND CUSTODY OF MINOR** should be made in duplicate--one to be retained by the receiving school, one by the school of regular residence.

If a **TRANSFER OF LEGAL DUTIES AND RESPONSIBILITIES FOR CARE AND CUSTODY OF MINOR** has been applied for and granted to a student, it does not carry the sibling rights for any other members of the family.

This legal document must be renewed each school year, and it becomes the complete responsibility of the parent and the receiving school to see that it is renewed on or before the first day of the new semester in September. The agreement automatically terminates June 30 of each school year.

PLEASE NOTE: A TRANSFER BASED UPON A CHANGE OF GUARDIAN DOES NOT CARRY ATHLETIC PRIVILEGES UNTIL RESIDENCE IS ESTABLISHED.

The P.D.C. passed this new rule which has been added to Section 217, page 16, of the Brown Book--1962 revision:

"A student who transfers from any school on a Statement of Residence* is ineligible to compete until he has been in attendance in his new school for twenty weeks."

(Twenty weeks means twenty actual weeks, not a semester).

*TRANSFER OF LEGAL DUTIES AND RESPONSIBILITIES FOR CARE AND CUSTODY OF MINOR.

13. No school may issue a number of permits in excess of five per cent of its enrollment. This refers to the enrollment of a school as reported on the Wednesday of the fourth week of the previous semester.
14. Permits based upon enrollment in a major subject not offered in the home school:
 - a. If the request for such permit is to an OPEN SCHOOL or to a MARGINAL SCHOOL within the limits of the margin, the permit will be issued by the principal of the home school. For tabulation purposes*, however, the permit must state the subject to be taken.
 - b. If the request for such permit is to a CLOSED SCHOOL or to a MARGINAL SCHOOL beyond the marginal limit, the following procedures will be used:
 - (1) Upon the request of both principals (home school and receiving school) and with the approval of the respective Assistant Superintendent, the principal of the home school may issue a permit to a CLOSED (or MARGINAL SCHOOL beyond the marginal limit) in order to allow a pupil to continue his enrollment in a major subject. For tabulation purposes*, such permits must state the subject to be taken. Such permits, as issued by a principal, will carry athletic privileges.
 - (2) Major subject permit requests not covered by item 14-b-(1), above, are to be referred to the Child Welfare and Attendance Branch. The Supervisor will screen and investigate such requests and report his findings to the respective Assistant Superintendent. Upon recommendation of the Assistant Superintendent, the principal of the home school will issue a permit for a student to attend a "closed" school. For tabulation purposes*, such permits must state the subject to be taken. Such permits, as issued by a principal, will carry athletic privileges.

It should be noted that such permits, as recommended by the Assistant Superintendent for issuance, will not necessarily be to the school originally requested inasmuch as every effort will be made to "permit" the applicant into a reasonably adjacent "open" school.

- c. Any permit to take a major subject which is issued for any reason except as specified in items 14-b-(1) and 14-b-(2), above, is to be issued by the Child Welfare and Attendance Branch and will not carry athletic privileges.
 - d. With respect to all permits issued for the purpose of enrollment in a major subject, it will be the responsibility of the principal of the receiving school to follow through on the student's adherence to the conditions specified in the original issuance of the major subject permit. If a student does not continue enrollment in a major subject for which a permit is granted, and for which continuing enrollment in that subject is possible, or if a student does not make a passing semester mark in this subject, the principal of the receiving school will cancel the permit immediately and return the student to his home school.
 - * A tabulation of all permits issued for enrollments in major subjects is maintained in the Central Office. This tabulation is used as a guide toward the possible introduction of a given major subject into the course offerings of any school from which a considerable number of permits are being issued as a result of that course not being currently offered.
15. Requests for permits to a CLOSED SCHOOL for medical reasons are to be referred to the Child Welfare and Attendance Branch, 450 North Grand Avenue, Los Angeles 12.
- Boys Mr. Aldo Accornero, Supervisor 625-8921, Sta. 344
Girls ... Mrs. Yvette Pierce, Supervisor 625-8921, Sta. 346
- Such permits if granted, will not necessarily be to the school which was originally or specifically requested. No permits issued by the Child Welfare and Attendance Branch will carry athletic privileges.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education
Junior High

MEMORANDUM

April 26, 1963

TO: Junior High School Principals

FROM: Otto E. Buss, Assistant Superintendent

SUBJECT: PERMITS--FALL SEMESTER 1963

In accordance with Board policy governing permits (see Board of Education Minutes, March 5, 1953), the Assistant Superintendent has surveyed and filed a report on the capacities and estimated enrollments of all junior high schools for the fall semester 1963. On the basis of this report, these schools are grouped as follows:

A. CLOSED SCHOOLS

Schools whose estimated enrollment equals or exceeds capacity. These schools are closed to permits. Also included under this classification are all six-year schools. See Page 2, Item 5, of PERMITS--POLICIES, GUIDELINES AND PROCEDURES GOVERNING PERMITS IN THE SECONDARY SCHOOL (JUNIOR AND SENIOR HIGH), dated April 15, 1963.

Adams	Mount Gleason	San Fernando
Berendo	Muir	Stevenson
Drew	Mulholland	Virgil
Harte	Nightingale	Wilmington
Hollenbeck	Nobel	
Madison	Porter	

B. OPEN SCHOOLS

Schools with unused capacity probably equal to permit demands. Permits may be granted to these schools.

Airport	*Gage	Millikan
Bancroft	Gompers	Mount Vernon
Belvedere	Hale	Parkman
Byrd	Henry	Pasteur
*Carmelita	Hughes	Portola
Carver	Irving	Reed
Dana	King	Revere
Dodson	Le Conte	Sun Valley
Edison	Maclay	Sutter
Emerson	Mann	Van Nuys
Fleming	Marina del Rey	Webster
Foshay	Mark Twain	Wright
Fulton	Markham	

*7th and 8th grades only

C. MARGINAL SCHOOLS

Schools with very limited unused capacity. Permits may be granted to attend these schools up to the designated limit only. These permits are to be granted in order of date and time of filing application beginning May 27, 1963.

Audubon.....	25
Burbank.....	25
Burroughs.....	20
Clay.....	50
Columbus.....	25
Griffith.....	25
Northridge.....	25
Olive Vista.....	25
Pacoima.....	25
Palms.....	25
Peary.....	50
Sepulveda.....	25
Sequoia.....	25
South Gate.....	50
White.....	25

 * It is recommended that principals of Marginal Schools *
 * contact administrators of elementary schools in their *
 * own junior high school district and inform them in *
 * respect to dates of application for permits, net limit *
 * of permits, etc. *

For detailed instructions regarding permit procedures, see PERMITS--POLICIES, GUIDELINES AND PROCEDURES GOVERNING PERMITS IN THE SECONDARY SCHOOLS (JUNIOR AND SENIOR HIGH), dated April 15, 1963.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education
Senior High

May 13, 1963

MEMORANDUM

TO: Senior High School Principals

FROM: Arthur G. Andresen, Assistant Superintendent

SUBJECT: PERMITS--FAIL SEMESTER 1963

In accordance with Board policy governing permits (see Board of Education Minutes, March 5, 1953), the Assistant Superintendent has surveyed and filed a report on the capacities and estimated enrollments of all senior high schools for the fall semester 1963. On the basis of this report, these schools are grouped as follows:

A. CLOSED SCHOOLS

Schools whose estimated enrollments equal or exceed capacities. These schools are closed to permits.

Bell	Fremont	Jefferson	San Pedro
Belmont	Garfield	Jordan	Taft
Canoga Park	Granada Hills	Lincoln	Venice
Cleveland	Grant	Manual Arts	Washington
Fairfax	Hamilton	Marshall	Westchester
Francis Poly	Hollywood	Monroe	Wilson
Franklin	Huntington Park	Roosevelt	

B. OPEN SCHOOLS

Schools with unused capacities probably equal to permit demands. Permits may be granted to these schools.

Banning	Narbonne	San Fernando
Birmingham	North Hollywood	Sylmar
Chatsworth	Palisades	Verdugo Hills
	Reseda	

C. MARGINAL SCHOOLS

Schools with limited unused capacities. Permits may be granted to attend these schools up to the designated limits only. These permits are to be granted in order of date and time of filing applications beginning May 27, 1963. Principals granting permits to a Marginal School must maintain contact with the principal of that school in order to determine when the marginal limit of permits into that school has been reached.

Carson	75	Los Angeles	25
Dorsey	50	South Gate	50
Eagle Rock	50 (for grades 10-12 only)	University	50
Gardena	25	Van Nuys	20

For detailed instructions regarding permit procedures, see PERMITS--POLICIES, GUIDELINES AND PROCEDURES GOVERNING PERMITS IN THE SECONDARY SCHOOLS (JUNIOR AND SENIOR HIGH), dated April 15, 1963.

C O P Y

TO: LOS ANGELES CITY BOARD OF EDUCATION

FROM: SUPERINTENDENT OF SCHOOLS

VIA: PERSONNEL AND SCHOOLS COMMITTEE

Communication No. 1
Prepared by the Office of the Superintendent
for presentation to the Committee of the Whole
on August 1, 1963

SUBJECT: A PROPOSED PILOT PROJECT TO IMPLEMENT PRESIDENT KENNEDY'S
NATIONWIDE SUMMER 1963 "BACK-TO-SCHOOL" PROGRAM

A. Proposal

It is proposed to initiate immediately, in a senior high school with a large dropout factor, a pilot project involving the assignment from the regular school staff of field counselors who will serve as case workers for the referral of cases of dropouts and potential dropouts, with the objective of assisting them to develop and enter upon planned programs for further training and gainful employment.

B. Background

At a meeting of educators summoned to the White House on June 19, 1963, the President urged that a massive, nationwide effort be undertaken this summer to persuade young people to return to school in September and to reduce the number of dropouts. Los Angeles was presented by Board Member Richardson and the Superintendent.

The Superintendent was invited to Washington on July 2, by Commissioner of Education Keppel as a follow-up on the President's Conference, for the purpose of developing possible approaches to the problem of the dropout.

On July 13, the Superintendent, Board President Hardy, and Youth Opportunities Coordinator Hamerman attended a meeting in Washington, called by Commissioner and Secretary of Health, Education, and Welfare Celebreeze for the purpose of implementing the President's summer campaign to reduce school dropouts. The various Federal agency and bureau chiefs reported on how they could assist.

An extensive publicity campaign is planned in support of the program, with strong White House endorsement. Typical of the support being given by other agencies and organizations is the recently announced National Education Association's "Each One Reach One" Campaign.

The President has asked that there be an initial report on progress by August 15, 1963.

C. Budget Implications

Commissioner Keppel has indicated that Federal agencies and offices have been instructed to expedite financial assistance for projects coming within their respective support areas. He has offered the assistance of his office in developing special funding.

This project falls within the provisions of Title V, National Defense Education Act. State Superintendent of Public Instruction Rafferty has authorized his staff to expedite an application for reimbursement under Title V.

An estimated budget is attached as Exhibit #1.

D. Salient Features of the Proposed Project

This pilot project will be centered in a senior high school with a high dropout factor.

Project personnel with counseling experience will be recruited from the faculty of the high school to serve as field counselors. They will be offered five weeks of full-time employment during the period of August 12 to September, and part-time employment beyond the regular school day during the school year 1963-64.

Administrative control will remain with the principal of the high school

Recruitment of dropouts and potential dropouts will be through lists supplied by the registrar's and counselor's offices of the high school, and by referrals from volunteers in the community following up on intensive coverage by the local communications media.

It will be the objective of the field counselor to establish and maintain continuous contact with the dropout and his family, beginning immediately and for a period of one year, to assist him in developing and following through on a planned program leading to further training and gainful employment.

Field counselors will make use of the following techniques and resources:

- Home visitations
- Individual and group counseling
- Individual testing with selected referrals to Advisement Service
- Field trips to business and industrial establishments
- Cooperative relations with State Department of Employment Office, the adult school counselor, the school work-experience coordinator, community agencies offering special services helpful to dropouts, and volunteer citizens interested in assisting dropouts

E. Recommendation

It is recommended that:

1. The Budget Division be authorized to transfer the sum of \$15,000 from the Undistributed Reserves of the Unified District to the proper appropriations in the major classification of instruction to carry out the foregoing recommendations.
2. Assignments to positions and activities outlined in Exhibit #1 be authorized beginning August 5, 1963, and terminating June 30, 1964.
3. The Superintendent be authorized to submit an application under Title V, Public Law 85-864 to the California State Department of Education for funding of the project herein proposed.
4. The Contractual Relations Branch be authorized to negotiate a contract with the State Department of Education for reimbursement of the costs of the project as listed in Exhibit #1.

Respectfully submitted,

Signed: JACK P. CROWTHER
Superintendent of Schools

EXHIBIT #1

Budget Summary

PROJECT DIRECTOR

Temporary Consultant time	\$ 2,485
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PLANNING AND EVALUATION TEAM

Professional Expert time	1,242
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TEMPORARY GUIDANCE CONSULTANTS

Conference Advisors	8,461
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<u>SPECIAL VOCATIONAL TESTING SERVICE</u>	1,160
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<u>CLERICAL ASSISTANCE</u>	752
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<u>TRANSPORTATION EXPENSE</u>	<u>900</u>
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TOTAL	\$ 15,000
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TO: LOS ANGELES CITY BOARD OF EDUCATION

FROM: SUPERINTENDENT OF SCHOOLS

VIA: COMMITTEE OF THE WHOLE

Communication No. 1
Prepared by the Office of the Superintendent
for presentation to the Committee of the Whole
on August 12, 1963

SUBJECT: CONSIDERATION OF A SECOND PILOT PROJECT TO IMPLEMENT PRESIDENT KENNEDY'S
NATIONWIDE SUMMER 1963 "BACK-TO-SCHOOL" PROGRAM TO PREVENT SCHOOL DROPOUTS

A. Proposal

It is proposed to initiate immediately, in a second senior high school with a large dropout factor, a pilot project designed to assist dropouts similar to that approved by the Board of Education on August 1, 1963.

B. Background

On August 1, 1963, the Board of Education authorized transfer of the necessary funds to initiate a pilot project in a senior high school with a large dropout factor "involving the assignment from the regular school staff of field counselors to serve as case workers for the referral of cases of dropouts and potential dropouts, with the objective of assisting them to develop and enter upon planned programs for further training and gainful employment". Authorization was given to apply for funds for reimbursement of costs under Title V, National Defense Education Act. Subsequently, approval of this application was received from the State Superintendent of Public Instruction, and the project is now in operation at Jordan High School.

On August 5, 1963, the Superintendent received a letter from Mr. Wayne Reed, Acting Commissioner of Education, stating the intent of that office "to pay the amount of \$16,000 to the Los Angeles City Schools for the President's Program to Prevent School Dropouts", pending receipt of a request from the District and a plan of operation and a budget. An accompanying copy of a Memorandum from Commissioner Keppel indicated that the source of the money is the President's emergency fund from which he has appropriated \$250,000 for this purpose. The sum being offered could be used to initiate a second pilot project in another senior high school with a large dropout factor.

C. Budget Implications

It is expected that the grant of \$16,000 from the President's emergency fund will cover counselor and clerical personnel and travel costs as shown in EXHIBIT #1.

D. It is recommended that:

The Superintendent be authorized to accept from the United States Commissioner of Education a sum not to exceed \$16,000 for the purpose of initiating a project to aid dropouts and potential dropouts in a senior high school with a high dropout rate.

Assignments to positions and activities outlined in EXHIBIT #1 be authorized beginning September 3, 1963, and terminating June 30, 1964.

The Budget Division be authorized to transfer the sum of \$16,000 from the Undistributed Reserves of the Unified District to the proper appropriations in the major classification of instruction to carry out the foregoing recommendations.

Respectfully submitted,

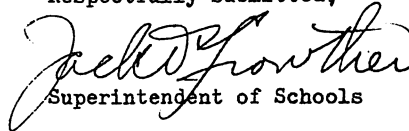

Superintendent of Schools

EXHIBIT #1

BUDGET SUMMARY

PROJECT DIRECTOR

Temporary Consultant time
320 hours over a 40-week period
@ \$7.76 per hour \$ 2,485

PLANNING AND EVALUATION TEAM

Professional Expert time 1,337

TEMPORARY GUIDANCE CONSULTANTS (5)

Conference Advisors Classification
1,200 hours over a 40-week period
@ \$7.04 per hour 8,448

SPECIAL VOCATIONAL TESTING SERVICE

150 hours @ \$7.04 per hour 1,056

CLERICAL ASSISTANCE

Relief time - 3 months @ \$2.35 per hour 1,128
Overtime - 5 hours per week for
40 weeks @ \$3.23 per hour 646

TRANSPORTATION

Mileage 900

TOTAL \$ 16,000

TO: LOS ANGELES CITY BOARD OF EDUCATION
FROM: SUPERINTENDENT OF SCHOOLS
VIA: COMMITTEE OF THE WHOLE

Communication No. 1

Prepared by the Office of the Superintendent
for presentation to the Committee of the Whole
on April 5, 1962

SUBJECT: Ratification of a Proposed Joint Powers Agreement for the Creation
of the Youth Opportunities Board of Greater Los Angeles

A. Proposal

It is proposed to establish, under the Joint Powers Act as set forth in Sections 6500-6510 of the Government Code, an agency to be known as the Youth Opportunities Board of Greater Los Angeles, composed of representatives of Los Angeles City, Los Angeles County, Los Angeles City Schools, Los Angeles County Office of the Superintendent of Schools, and the California State Department of Employment for the purpose of improving the opportunities of youth for self-development toward gainful employment and toward constructive participation as citizens.

B. Background

On February 13, 1962 the Board of Education adopted the recommendations in the Superintendent's Communication No. 1 to the Committee of the Whole dated February 8, 1962, declaring its interest in the development of a Joint Powers Agreement as described above, and encouraging the Superintendent to assign a staff representative to serve on a Working Committee to prepare such an Agreement for further consideration by the Board.

A proposed Joint Powers Agreement has now been prepared and is attached hereto as Exhibit A. It was prepared jointly by attorneys in the offices of the State Attorney General, the City Attorney, and the County Counsel. It has been reviewed by Mr. Halverson and Mr. Langstaff. On Monday, April 2, the Agreement was ratified by the Los Angeles County Board of Education. On Tuesday, April 3, it was ratified by the Los Angeles City Council and by the Los Angeles County Board of Supervisors.

C. Budget Implications

1. Sources of Funds

It is expected that funds may be received from a variety of sources, public and private. At the present time there are two possible sources of funds:

a. The Juvenile Delinquency and Youth Offenses Control Act of 1961

This Act provides the sum of \$10 million annually for three years to support local demonstration and training programs.

On February 15, 1962, the Working Committee appointed to develop a Joint Powers Agreement applied for a Planning Grant of approximately \$100,000 contingent upon final adoption of the proposed Joint Powers Agreement.

Tentative approval of this application has been given by the Department of Health, Education, and Welfare. This should make it possible for participating agencies to make staff available to the Youth Opportunities Board on a reimbursement basis.

b. The Ford Foundation

A series of conferences has been held with the representatives of the Public Affairs Section of the Ford Foundation, for the purpose of developing pilot action projects which will supplement the program to be developed under the Planning Grant. It is hoped that several projects will be prepared in time to meet the next Foundation deadline of the first week in May.

2. Long-Term Financing

Funds from grants such as those described in C-1a and b above may be expected to continue for a period not to exceed three to four years. They make it possible to demonstrate to a community new programs and new methods of attack on problems, but eventually the decision must be made as to whether these programs are deserving of continued support, and as to the source of this support.

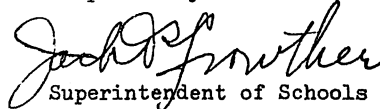
It should be understood by granting agencies and by the Youth Opportunities Board, at the outset, that it is unlikely that the Los Angeles City Schools, in the absence of new sources for long-term financing beyond those now available, can assume any new burden as a result of programs which may be conducted under the auspices of the Youth Opportunities Board, regardless of their demonstrated success.

D. IT IS RECOMMENDED

That the Board of Education ratify the Joint Powers Agreement to create a Youth Opportunities Board of Greater Los Angeles, attached hereto as Exhibit A.

It is further recommended that the Superintendent be instructed to nominate a member of the staff of the Los Angeles City Schools who shall serve at the pleasure of the Los Angeles Board of Education as its representative on the Youth Opportunities Board of Greater Los Angeles.

Respectfully submitted,


Superintendent of Schools

For Committee Use
October 30, 1962

Personnel Division
In-Service Training Department

SUMMARY OF IN-SERVICE TRAINING ACTIVITIES
SUBJECT: HUMAN RELATIONS

Definitions: During a given year, employees of the Los Angeles City School District participate in over 1,500 Institutes and over 1,200 Point Projects. An Institute is a one- or two-hour meeting; a Point Project is a workshop or class consisting of 16 class meetings of one hour each. Outside preparation of two hours is required for each hour of class time.

For purposes of this report, only those Institutes and Point Projects which are representative of the following definition of Human Relations have been listed and tabulated.

"Activities and/or studies relating to the inter-relationships between humans and their involvement in contemporary society and its institutions".

INSTITUTES

The Local School Institute is expressly designed to provide for recognition and amelioration of the most pressing problems of the individual school.

"The purpose of the Local School Institute is to provide opportunity for individual schools to improve their educational program by planning and conducting meetings on topics pertinent to their own local school problems. The content of the proposed Institute must be concerned with areas other than those covered in routine faculty meetings or normal administrative processes".-- P.D. Memo. A 137

Of approximately 400 Local School Institutes held last year, the following are representative of those which fit the definitions.

"The Community and School Work Together"
"Community Facilities"
"Understanding the Harbor Area"
"Parent Conferences"
"Guidance of Elementary School Children"
"The Team Approach to Helping Problem Children"
"Community Relations"
"The Juvenile in the Florence-Firestone Area"
"Profile of the Successful Junior High School Teacher"
"Master Plan for Highland Park"
"Teaching Pupils of Mexican Descent"
"Community Facilities"
"The Future of the East-Central Area of Los Angeles"
"Emotional Problems of Children"

Below are listed, by titles and speakers, representative General Interest and Special Interest Institutes related to the topic under discussion. A General Interest Institute is planned on a city-wide or district basis and may be open to all personnel. A Special Interest Institute may be limited in the extent of the discussion of the topic and may also be limited to special groups of district personnel (counselors, upper-grade teachers, E.M.R. teachers, etc.)

<u>1960-61</u>	<u>Attendance</u>
"Cultural Differences in Children's Images of Their Teacher" Anderson, Harold, Professor of Psychology Michigan State University	319
"Labor Management and Human Relations" Barthel, Richard, Associate Professor of Psychology UCLA	59
"Human Relations" Buggs, John, Executive Secretary Los Angeles County Human Relations Commission	387
"Pressures in School and Community" Durfee, Marion B., Medical Director Pasadena Child Guidance	100
"Educational, Sociological, and Psychological Problems of the Bilingual Child" Elmott, Charlotte, Director of Special Education Santa Barbara Schools	299
"Human Relations in Education" Henry, Burton, Professor of Education Los Angeles State College	500
"Human Values and the Adolescent" Loban, Walter, Professor of English University of California at Berkeley	500
"American Society in the '60's: Problems and Predictions" Mayers, Jackson, Valley College Instructor	100
"Implications of Social Class for the Teacher" McDonagh, Edward C., Professor of Sociology USC	300
"Educational, Sociological and Psychological Problems" Sheldon, Paul, Associate Professor of Sociology Occidental College	299
Total Attendance	3000

<u>1961-62</u>	
"Community Patterns of Metropolitan Los Angeles" Senn, Milton, Executive Director, Regional Office Anti-Defamation League	3090
"The Constructive Use of Authority" Viele, William A., Los Palmas Schools for Girls Pannor, Harry, Jewish Big Brothers	100
"Use of the Joint Parent Interview in Casework Treatment" Pannor, Harry, Casework Director, Jewish Big Brothers	100
"The Counselor in a Changing World" Wrenn, Gilbert, Professor of Ed. Psychology University of Minnesota	800

"The Relationship Between School and Home"	150
Montenegro, L. E., Mrs., President, 10th District PTA	
"New Trends in Psychiatry"	50
Brill, Norman, Medical Superintendent	
UCLA Medical Center	
"The Teacher and the Law Enforcement Officers-- Partners in Crime"	200
Pitchess, Peter J., Los Angeles County Sheriff	
"The Meaning Behind Adolescent Behavior"	150
Griffin, Julius, M.D., Psychiatrist	
The Griffin Clinic	
"The Fourteenth Amendment: Equal Protection of the Law"	125
Dunn, Robert, Instructor	
Los Angeles Harbor College	
"The Community and the Schools Work Together"	200
Meckler, Zane, Community Relations Committee	
Jewish Federation	
"Human Relations Problems in Industry"	100
Personnel from selected Los Angeles industries	
"Guidance Activities of the Classroom Teacher"	100
Rothney, John, Professor of Education	
University of Wisconsin	
"From the Beginning Each Child is Unique"	150
Richardson, Sybil, Professor of Education	
San Fernando Valley State College	
"What is the Climate in Your Classroom?"	200
Motto, Rocco L., Director	
Reiss-Davis Clinic for Child Guidance	
"In-Migration Minority Groups and Education"	100
Meckler, Zane, Community Relations Committee	
Jewish Federation	
Total Attendance	6015

POINT PROJECTS

Point Projects are scheduled for personnel at all levels. During the 1961-62 school year, a total of 25,588 participations were completed in 1,262 Point Projects. Approximately 75 per cent of the Projects are directly related to the materials of instruction. Of the remaining, the following are the titles of Point Projects representative of those related to Human Relations.

1960-61

Analysis of School Attendance Problems
Study of Atypical Children
Guidance & Discipline in the Classroom
Orientation-- New Grade Counselors
World Affairs
Social & Cultural Background of Europe
Educational Work Experience
Homeroom Guidance
Problems of Grade Counselors
World Affairs-- Far East
World Affairs-- Critical Areas

World Affairs-- America Faces the Sixties
Human Relations

Total Attendance 781

1961-62

Homeroom Guidance
Problems of Grade Counselors
Study of Atypical Children
Guidance & Discipline in the Classroom
Educational Travel
World Affairs
Social & Cultural Background of the Orient
Teaching Techniques in 3 Units of CAP
Preparation for Educational Travel Outside U.S.
Orientation-- New Grade Counselors
Human Relations

Total Attendance 835

Summary:

This is a report of what has been done and of what is being done in the area of "Human Relations". No attempt is made herein to indicate that this is a complete or sufficient program in this area. It is important, however, to recognize:

1. that 6,015 school personnel spent a minimum of one hour considering one or more aspects of Human Relations listed in the Institute summary.
2. that 835 school personnel enrolled in Point Project classes which met for 16 hours and which also involved outside study and reports totaling 32 hours.
3. that these two In-Service Training activities total 46,095 hours of study, consideration, and reflection regarding the topic.

Finally, it is important to recognize that this study and this involvement is reflected daily in the classrooms, the laboratories, and the campuses of the schools of the Districts.

SUPPLEMENT TO REPORT OF OCTOBER 30, 1962

The following Institutes, Point Projects, and other meetings have been held during the 1962-63 school year.

LOCAL SCHOOL INSTITUTES - TITLES:

American Ideals and Institutions
Homeroom Guidance at Belvedere Junior High School
Communications
Individual Evaluation of Children
Reasons For Low Achievement in Culturally Deprived Areas
The Community Image of Fairfax High School
Junior Counselors at Clear Creek
Focus on Change
Public Relations
Motivating Youngsters (Talk on the "National Scholarship Society for Negro Students")
Teacher-Parent Communication
Special Curricula
Fundamental Reading Program
Juvenile Narcotics
The Disadvantaged Child and The Learning Process
Meeting Pupil Needs Through Special Programs
Our Pupils and Our Community
Implementation of Point of View - Teaching Moral and Spiritual Values
Cultural and Business Opportunities of The Community
Problems of the Culturally Underprivileged Student
Community Orientation
Building Our Community Image
The Education of Culturally Deprived Children
The Guidance Program and The Drop-Out
Reaching the Slow Learner
The Cultural Heritage of East Los Angeles
Community Relations
The Parent-Teacher Conference, Goals, Outcomes, Techniques
The Counseling Program
Satisfying the Emotional Needs of Children
Classroom Guidance
A Look at Some Foreign Cultures
The Problem of Education of Culturally Deprived Children

GENERAL AND SPECIAL INTEREST INSTITUTES

Manpower Development and Training Act -
California State Department of Employment Panel
Economic Trends and Their Implications for Guidance and Counseling Personnel -
Dr. Irving Bernstein, Professor of Economics, UCLA
Mrs. Georgiana Hardy, Member, Board of Education
The Multi-Problem Family -
Alice Overton, Associate Professor of Social Work, USC
The Predestined Drop-Out -
Dr. Ruth Landes, Visiting Professor of Anthropology, Claremont College
The Drop-Out Problem - Youth Opportunities -
Sam Hamerman, Coordinator of Youth Opportunities

GENERAL AND SPECIAL INTEREST INSTITUTES (continued)

-2-

Education Program for the Culturally Deprived Children -

Zane Meckler, Community Relations Conference of Southern California

Public Relations in the Public Schools -

Paul Cane, Manager, Community Relations, Southern California Gas Co.

Educational Conference on the Mexican-American Child and Community Problems -

Marcos de Leon, Van Nuys High School

Ray Gonzales, Belvedere Junior High School

New Horizons in Employment -

Dr. Abbott Kaplan, Dean of Extended Education, UCLA

Dr. Ralph Richardson, Member, Board of Education

Community Responsibility for the Culturally Deprived Child -

John A. Buggs, Executive Secretary, County Commission on Human Relations

TOTAL ATTENDANCE -- 3468

SUMMER GENERAL INTEREST INSTITUTE PROGRAM - 1963

The summer General Interest Institute Program was planned to implement the Superintendent's Theme For The Year, "Strengthening Educational Opportunities." (See the announcement published and distributed by the In-Service Education Department.)

The attendance for the six (6) meetings was as follows:

Hollenbeck Junior High School	-	2950
Fulton Junior High School	-	6303
Los Angeles High School	-	7618
Gardena High School	-	4800
		<u>21,671</u>

POINT PROJECTS

	<u>Number of Participants</u>
Home Room Guidance	9
Problems of Grade Counselors	48
Vocational Guidance	33
Teaching American Ideals and Institutions	1250
Meeting the Needs of the Potential School Drop-Out	9
Improving the Reading of Slow Learners (Basic and Developmental Reading)	170
Teaching Contemporary Problems	11
Our Pupils and Our Community	25
Study of Local Problems	8
Human Relations	84
Guidance and Discipline in the Classroom	150
Social and Cultural Background of Europe	100
Preparation for Educational Travel Outside the United States	45
Educational Travel	750
Guiding the Slow Learner	18
Study of Individual Pupils	28
Case Study as a Diagnostic Technique	12
Teacher-Parent Conferences	55

POINT PROJECTS (continued)

	<u>Number of</u> <u>Participants</u>
Teaching the Rapid Learner	110
Guidance and Discipline	184
Counselor in the Elementary School	24
Mental Health	12
Basic Concepts of Guidance	16
Guidance Testing	114
	3265

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The final attachment is a copy of the letter sent to over seventy (70) school administrators inviting them to an all-day conference designed to strengthen the administration of special services schools. This is a pilot program which may be extended to include all the administrators in the district. It should be noted that in this conference attention will be given to various sub-cultures within the local society.

Note: These listings include general titles only. It should be noted that meetings of the same or similar titles have been combined; for example, there were five meetings titled "The Parent-Teacher Conference", there were four each relating to the "Counseling Program" and to "Meeting the Emotional Needs of Children."