[MS-0087.002.001.002]

REPORT OF ACTIONS TAKEN BY STATE BOARD OF EDUCATION
Auditorium - State Resources Building
1416 - 9th Street
Sacramento
November 8-9, 1973

Approval of Minutes

Approved October, 1973 minutes with an amendment to elaborate on Proposition 1. The Legislation Committee met four hours and heard 30 people, evenly balanced pro and con, and the decision was a well-reasoned one; therefore the actual deliberations will be more fully annotated in the minutes.

Marcus A. Foster, Superintendent
Oakland Unified School District

Board approved to send a message to Mrs. Foster and to the Oakland Board of Education stating their deep sense of loss at the untimely death of Dr. Marcus Foster and commending him for the outstanding job which he performed as Superintendent of the Oakland Unified School District; also for the service which he has rendered for education in general through his many other educational activities.

Report of Superintendent

Before offering my report to the Board, I want to share a few thoughts about the death of Marcus A. Foster, Superintendent of Schools in Oakland.

We are grieved by the murder of Superintendent Foster. He was not only an ally in the cause of quality education, but also a good and dear friend.

Marcus Foster was an outstanding educator. The Board knew him as a member of the Planning and Innovation Commission. His skills as an administrator were matched by his sensitive awareness of the human needs of the children. All of us, including the children in the schools he served, will miss his enlightened leadership.

I want to alert the Board this morning to the possible effect of the national fuel shortage on California's schools.

On October 19, I asked the Department's Bureau of Management Services to contact all offices of county superintendents to determine if the school districts anticipate fuel shortages before January 1.

As of October 26, 41 county offices had responded. Thirty-six of them indicated that they did not expect major bus fuel shortage problems before January 1. But there was general concern about what might happen after January 1, when existing contracts for fuel are due for renegotiation. There is also widespread concern about continuing rising prices for fuel and the effect on school district budgets.

Five counties reported specific instances of fuel problems now: Fresno, Monterey, San Diego, San Joaquin and Sacramento. These problems ranged from complete default by a vendor on his contract to one district to 20 percent cutbacks by vendors of contracted amounts of fuel. At least one district has already eliminated field trips and miscellaneous bus runs.

Although the past, immediate concern has been primarily over diesel fuel for school buses, many of the counties expressed concern about heating fuel, particularly those districts which use propane. Those counties include El Dorado, Merced, Mono and Stanislaus.

Districts and counties indicated that if sufficient fuel is not available for present transportation needs, they might take such steps as purchasing fuel at pump prices from local retail outlets, eliminating, shortening or consolidating regular bus runs, eliminating driver training, athletic travel or agricultural class travel, closing schools or cutting down on use of such power equipment as lawn mowers and tractors.

The dependence of California's schools on fuel is awesome. Each day, the 13,293 registered school buses transport more than a million students. These buses log more than 171,200,000 miles annually. Also, about one-third of California's vast area is subject to extreme variations in climatic conditions. With the severe cold of winter, it is not possible for children to function in the schools without heating fuels.

The events of the past few weeks in particular suggest that the concerns of the school districts over threatened fuel shortages is fully justified. Any significant reduction in pupil transportation services and availability of heating fuels would result in a serious decrease in the quality and quantity of educational programs. And there are other factors. The safety record of registered school buses in California is impressive, with only one student passenger fatality in the last seven years of operations. A cutback of school transportation services would force more students into other -- and less safe -- means of getting to and from school each day.

A decrease in the quality of educational programs resulting from fuel shortages would be contrary to the public interest at both the state and national levels.

I have therefore outlined the transportation and heating fuel needs of California's schools in letters to the President and the Governor and have urged that priority consideration be given to the needs of education in any firm plan for the allocation of vehicle and heating fuels.

It was felt by the Board members that in view of the fuel shortage that gamblers' buses should be stopped from California to Nevada by whatever means is legally possible. Heat for schools and fuel for buses for school children certainly should have the highest priority. Board approved that their voice be heard in this matter by writing to the Governor, the President, and Secretary Weinberger.

Report of Student Representative

This month has been a very productive one. I followed up on the projects which I started at the beginning of the year, took a big step toward reaching one of my goals, and continued to feel greater communication between myself and the students of California. Each month, I learn something new about the responsibilities of my job - this month, I would say that it was initiative.

I reported to you at the last board meeting that I had sent a letter to every ASB president and a press release to every high school newspaper in the State of California. If you recall, I had enclosed a pre-addressed postcard within the letter to the ASB presidents which was to be returned to me. So far, I have received 302 postcards with about five to ten more coming in each day. I am very happy with this response. The number of newspapers which I know have printed the article is not as great, but I feel that this is partly due to differing press deadlines at various high schools. The comments I have received from many people indicate that these two letters were very worthwhile, for they told more people about my job and established a direct link of communication.

The response from that letter has helped me move toward achieving one of my goals for this year - greater student representation on local school boards. From the postcards I received, I selected one high school from each school district in the state. I then sent a letter to the ASB president of that school, with a postcard survey enclosed. When I receive the postcard, it will tell me if they have a student representative on their local school board, and if they do not have one, why not. I should be receiving the postcards within the next few weeks. I am compiling, together with CASC Regional Presidents John Rosenberg and Jim Welles, a "how to" booklet on student representation. It will be sent to those students whose district did not have a student representative on their school board, but who expressed an interest in the program. In the booklet will be the general procedures for obtaining a student representative, simple district programs, a list of those districts which have student representatives, and a brief explanation of some problems they may encounter with some possible solutions. Hopefully, this will result in more student representatives on school boards throughout the state.

The first Student Representative Newsletter for this school year was mailed three weeks ago. I would like to thank the publications department for the new format. They did a beautiful job. The two new features I included were: Legislative Update (which capsuled bills that would be of interest to the student), and News Notes (a section of special brief news items). These will be continued all year. The second newsletter has been written and should be coming out within the next two weeks. I have been getting more letters since the first Newsletter was published. It has averaged three to four a day from people who are asking for information, offering their help, asking for help, or just sending a friendly greeting.

This month, I attended two conferences, one in Yuba County and the other in the Monterey Bay area. In November, I will be traveling to Stockton, San Diego, Santa Barbara, and Los Angeles for similar conferences. It looks like I am going to reach my goal of one conference in every region.

Initiative means that if I don't pursue and create, no one else will do it for me. I try and keep that in mind as I work. I hope that my accomplishments will reflect that attitude.

Report of Board Members

Mrs. Drinker: Mrs. Drinker attended a Blue Ribbon Committee for the Gifted meeting as a liaison to the Board. The committee was charged to look at the gifted in the State of California with a fresh approach, by trying to answer three questions - What is meant by the gifted, what are the criteria for the identification of the gifted, and once identified, how do we meet the needs of these special groups of children. Mrs. Drinker said the committee is made up of people from throughout the state who have diverse backgrounds and that she was very impressed by this group and their willingness to grapple with this problem. A report is planned for the Superintendent in February.

Mr. Steward: Mr. Steward attended the Agency for Instructional Television meeting which was held in San Mateo Tuesday and part of Wednesday. This is a relatively new organization which is attempting, on a nationwide basis, to bring together separate groups that have been working on instructional television. Their primary purpose is to develop a programming method which will turn out the best types of instructional programs of the highest quality at a reasonable cost so that they will be available for use to develop television instructional programs.

Item 1
Received and approved for submission to the Legislature, the report on Statewide Test Results for Grades 1, 2 and 3 for the 1972-73 school year with some explanation of publishers' norms and that this is not a national average.

Items 2 and 3
Heard a report on the Master Plan and Implementation Design for the Master Plan for Special Education in California. The Commission on Special Education and department staff will work together to modify the report according to suggestions made by the Board. Hopefully, it will come before the Policies and Programs Committee in December.

Item 4
Adopted the following resolution:

> WHEREAS, on September 13 and October 11, 1973, the Board, in an effort to relieve publishers from certain adverse consequences occasioned by their having granted a depository discount to the State, adopted resolutions allowing publishers to withdraw their bid prices for completed instructional materials in the science, health, and music adoption; and
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> WHEREAS, the Board finds that any withdrawal of recordings from the music adoption would cause an undue burden upon many school districts in the maintenance of a quality program of instruction in music, therefore, be it
>
> RESOLVED, That, as an alternative to withdrawal of recordings from the music adoption only, each publisher who included a depository discount in his bid price for such recordings to be purchased by the Board in the music adoption be allowed to revise said bid price only by the amount of such discount, provided, that each publisher submitting a revised bid accompany his revision with a supporting affidavit attesting to the following:

Item 4 (continued)

(1) That the increase in the bid price does not exceed the depository discount previously granted,

(2) That the revised bid price does not violate any of the pricing provisions in Education Code Section 9261, and

(3) That by reason of the presently discounted bid price for recordings in the California music adoption, the publisher is, to the best of his knowledge, presently in violation in one or more other states with respect to any agreement or law similar to the pricing provisions in Education Code Section 9261, and

BE IT FURTHER RESOLVED, That each publisher so desiring shall submit his revised bids and supporting affidavits within ten working days of receipt of this resolution.

Item 5
Adopted the following resolution:

WHEREAS, Education Code Section 5779 requires the Department of Education to recommend and submit to the State Board of Education for approval and adoption uniform tests to determine achievement of basic reading skills of pupils in grades two and three, now, therefore, be it

RESOLVED, that the Board, pursuant to the authority granted by the Miller-Unruh Basic Reading Act (Chapter 5.8 of Division 6 of the Education Code), hereby adopts the following tests for use in grades 2 and 3 of the public schools of California from a period beginning December 1, 1973, and ending November 30, 1977:

Test	Publisher
1. SRA Achievement Series	Science Research Associates
2. Reading Exercises	National Assessment of Educational Progress
3. Metropolitan Achievement Test	Harcourt Brace Jovanovich
4. Cooperative Primary Reading Test	Educational Testing Serivce
5. Comprehensive Tests of Basic Skills	CTB/McGraw Hill
6. Prescriptive Reading Inventory	CTB/McGraw Hill

The Board requested an update of the Miller-Unruh Reading program.

Item 6
Approved, pursuant to Education Code Section 13515, service of the following and authorized payment for service:

NAME	SCHOOL DISTRICT	COUNTY	PERIOD OF SERVICE
Robert Kent Dawson	Oceanside Unified	San Diego	9-5-73/9-11-73
Barbara J. Jackson	Pasadena Unified	Los Angeles	9-11-72/9-21-72
Alan N. Jancsi	Poway Unified	San Diego	8-29-73/8-31-73
John W. Pletcher	Chula Vista City Elementary	San Diego	8-21-73/9-24-73
Thomas J. Robinson	Del Paso Heights Elementary	Sacramento	7-1-73/7-20-73
William B. Sechrist	Central Union High	Imperial	7-1-73/7-11-73
Vernon V. Shears	Lakeside Union Elementary	San Diego	7-2-73/8-2-73
Dolores O. Lopez	San Pasqual Unified	Imperial	7-2-73/7-6-73
Linda Carol Maki	Elk Grove Unified	Sacramento	6-25-73/6-28-73
Susan Kay McNinch	Calexico Unified	Imperial	7-11-73/8-10-73
Louise Munyan	Wm. S. Hart Union High	Los Angeles	6-18-73/8-3-73
Vivian Jean Schmidt	Santee Elementary	San Diego	7-2-73/7-9-73

Item 7
Approved waiver of degree - Type A Supervision Children's Center Permit - for Mrs. Jean Messick Miner and Mrs. Harriette Evans Shields.

Item 8
Approved an increase in funding of Santa Clara CSS Project IDEA, #0891 to be financed from ESEA, Title III, FY 1973 funds in the amount of $17,971.

Item 9
Approved two EHA project amendments to be financed from FY 1974 funds in the amount of $10,555.

Item 10
Approved 7 Special Education Projects for dissemination to be financed from EHA Title VI-B FY 1973 funds in the amount not to exceed $3,000 each.

Item 11
Approved as amended, Regulations for Categorical Aid Programs Funded through the Consolidated Application to be placed in Title 5, California Administrative Code, and to refer the recommendation regarding affirmative action to the Department for review and recommendation at the next meeting of the Board.

Item 12
Approved 2 Professional Development (RATE) projects and one amendment to a previously approved project to be financed from FY 1974 funds with a net increase of $117,000.

Approved amendments to two Professional Development Center projects to be financed from FY 1974 funds in the amount of $18,500.

Approved amendments to 6 ESEA, Title I, Part A projects to be financed from FY 1973 funds with a net reduction of $2,553,199 in approved funds.

Item 13
Approved one Consolidated Application to be financed from FY 1974 funds in the amount of $62,725.

Approved three waivers necessary to implement previously approved Consolidated Applications.

Item 14
Approved one waiver of Section 2.1 of Guidelines, Compensatory Education to provide that community representatives who serve as temporary inservice training resource personnel shall continue to be regarded as parents for the purpose of service on advisory committees.

Item 15
Heard an outline of the process of awarding Early Childhood Education Expansion Funds on the basis of quality ratings.

Item 16
Heard a report and saw slides on Law in a Free Society which informed the Board of a need for greater instruction in the schools on law and methods of solving disputes, etc. Citizenship and Law Related Education is one of the items under consideration as part of the priority setting process.

Item 17
Adopted the following resolution:

Be it resolved by the State Board of Education pursuant to the provisions of Education Code Section 1072 that each of the organizations listed below be and it is hereby approved, until June 30, 1976, subject, however, to the duty of such organization to notify the Department of Education immediately whenever, during such period, there is a change in the constitution, bylaws, charter, or purposes of the organization and subject further to withdrawal of approval by the State Board of Education at its discretion subsequent to such a change.

Approval for Membership by Schools and County Superintendents of Schools

ASSOCIATION OF EDUCATIONAL NEGOTIATORS (New)
President: Dr. Paul D. Longhofer
Secretary: Charles Ames
Headquarters Address: 1835 K Street, N.W., Washington, D.C. 20006

CALIFORNIA ASSOCIATION OF TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (New)
President: Adele Hansen
Secretary: Margaret Bass
Headquarters Address: 4534 Seminole Drive, San Diego, CA 92115

CALIFORNIA HUMANITIES ASSOCIATION (Renewal)
President: Dr. Richard Trapp
Secretary: Dr. David H. Warren
Headquarters Address: 6298 S. Land Park Drive, Sacramento, CA 95831

SOUTHERN CALIFORNIA INDUSTRY-EDUCATION COUNCIL (Renewal)
President: Ralph F. Baxter
Secretary: Fred E. Orr
Headquarters Address: 9300 E. Imperial Highway, Downey, CA 90242

Approval for Membership by County Superintendents of Schools

CALIFORNIA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (Renewal)
President: Mildred R. Sabath
Secretary: Dorothy Hewes
Headquarters Address: 1839 Spruce, Berkeley, CA 94709

Item 18
Received for information a declaration by the Superintendent of Public Instruction to amend Section 18108 of Article 1 of Chapter 2 of Division 19 of Part I of Title 5 of the California Administrative Code, relating to Development Centers for Handicapped Minors.

Item 19
Received for information the State Printer's Report.

Report on Conflict and Violence
in California's High Schools
Wilson Riles presented the following report:

Today we are presenting to the Board and releasing to the public, the Report on Conflict and Violence in California's High Schools.

One year ago, we launched this study of campus conflict and violence. A special staff team was hired to study the problem and suggest methods of prevention. The team was led by Kenneth S. Washington, Assistant Superintendent of Public Instruction, and its work was supplemented with additional analysis by other staff members of the Department of Education.

The final report, being released today, is a valuable document. Its data and insights give us a boost in understanding the challenge of conflict and violence in the schools. Its suggestions on how to handle or prevent violence -- particularly those drawn from individual school districts which have faced the challenge effectively -- can help school leaders throughout the state to diminish conflict locally.

But this report is by no means a definitive statement and it cannot offer the final answer to the problem of conflict and violence in the schools. Two factors compel us, in responsible mood, to avoid simplistic statements and sweeping recommendations. First, we are dealing here with a human condition which -- by its nature -- defies precise and total analysis. Second, our report is written from a statewide perspective which cannot offer a single, neat formula for prevention suitable to all the local schools of diverse resources, problems and unique characteristics.

Violence also varies greatly in nature and cause. The report wisely identifies four different types of conflict. Situational conflict involve disruption or violence related to such local issues as student regulations and dress codes. Intergroup conflict results in discord related to discrimination or disputes of students of different ethnic origins. Student activism leads to organized demonstrations or protests which are often politically motivated. Crime includes incidents of assault, theft, vandalism, possession or sale of drugs and other offenses.

Before summarizing some of the significant conclusions of the report, I wish to emphasize two personal points of view.

First, we cannot relax our efforts as long as a single school is being damaged by violence, as long as the parents of a single child fear for his safety in school, as long as a single student's learning is disrupted or hindered by the tensions of conflict.

Second, the schools cannot evade their responsibility by pointing to the fact that school violence is a reflection of the general patterns of conflict in our entire society. One clear message emerges from this report: Better school environments, improved instruction and more challenging curriculum will help diminish conflict and violence.

The report includes the following general conclusions about the extent and nature of conflict in the schools, based on contacts with thousands of individuals in the school communities and other sources:

Although most acute in the inner city, campus conflict is present throughout the state.

Disruptions on campus stemming from student activism appear to have declined in recent years.

School conflict is not associated with any single racial or ethnic group.

Vandalism is the most widespread type of campus conflict.

The incidence of crime on school campuses has been increasing in recent years. Theft, vandalism, assaults, and drug use occur most frequently and constitute the most serious educational problem.

Incidence of such major crimes of violence as homicide, rape and arson is reported to be generally low.

On the causes of conflict and violence in the schools, there was a wide range of viewpoint by those who were questioned for the report. It is interesting to list, for example, the different causes for situational conflict mentioned by different groups involved in the school community.

The students noted these causes:

1 -- Uneven application of discipline by the school staff.
2 -- School smoking regulations.
3 -- Unfair and authoritarian administration practices.
4 -- Poor counseling services.
5 -- Lack of a student role in the decision-making process.
6 -- Tracking.
7 -- Oppressive school policies, such as suspension procedures and dress codes.
8 -- Discrimination against low-income students through fees for participation in school activities.

A different set of causes for situational conflict was mentioned by administrators, counselors, and teachers. They include:

1 -- Excessive administrative paperwork.
2 -- Poor facilities.
3 -- Teacher disinterest.
4 -- Use of and commerce in drugs.
5 -- The values at home.

Parents suggested still another set of causes for situational conflict:

1 -- Crowded schools.
2 -- Lax school discipline.
3 -- Irrelevant curriculum.
4 -- Outside agitators.
5 -- Poor communication between schools and police.

The report is candid about the difficulty of pinpointing specific, basic causes for other types of conflict. To quote from the report: "In any general sense that could be useful for policy planning, the causes of criminal behavior remain too multiple, obscure, complex, and too thoroughly interwoven into our national life to be easily identified."

However, the chapter in the report on prevention of conflict and violence in the high schools opens with this appropriate and perceptive statement:

"Conflict and violence erupt on many campuses because students become frustrated in their attempts to seek their own levels of accomplishment. Violence is also due to outside influences that penetrate the campus -- from dropouts to gangs to the nonstudent capable of leading others to acts of aggression. Whatever the cause of violence on campus, it appears crucial that the schools take steps to seek out those who propagate it, offer them constructive alternatives, and initiate preventive measures to stem acts of violence in the future."

Here is a summary of the "preventive measures" and suggestions from local school community individuals highlighted in the report:

Active involvement by all participants in the school and its programs -- administrators, counselors, teachers, students, parents and community leaders -- is a significant preventive measure for situational and activist conflict.

Parent advisory councils have been formed in many communities as effective vehicles of participation, giving assistance and support to prevent conflict and violence before they erupt.

One of the most promising practices is the growing use of group counseling to "cool" troubled campuses.

Student lounges and "rap rooms," planting of green areas and construction of outdoor patios and other gathering areas, student designed murals for hallways and redecoration of restrooms under student supervision all help to minimize vandalism.

Intergroup conflict can be minimized through more communication among students of different ethnic origins, inservice teacher training to develop sensitivity to ethnic differences and minority problems and adoption of multi-cultural curriculum to include balanced presentations of the history and cultures of minorities.

The report notes that "of all types of school conflict, crime appears to be the most perplexing." The most frequently mentioned preventive

measures suggested by those interviewed were the hiring of security guards, the recruitment of parents as security guards, the improvement of school emergency communications systems, and closer regulation of access to campuses through use of photographic student identification cards.

The use of security guards is controversial. I quote from the report: "In interviews conducted by the Task Force, all groups mentioned the use of security guards to minimize criminal activity on campus. Uniformed guards are being assigned to schools in some school districts to protect against assaults and vandalism and to keep nonstudents from the campus. The Los Angeles Unified School District, among others, has begun using paraprofessionals, usually parents recruited from the community, to supplement its school security program. The school district has received some federal funding in support of this program. It is important, however, that school officials utilize security guards in a carefully planned manner. In Task Force interviews, students frequently mentioned the abrasiveness of school guards who, according to students, indiscriminately harassed and intimidated students, treating them as though they were criminals. Testimony given to the Assembly Education Committee also noted that the psychological damage of a constant police presence makes normal educational activities virtually impossible."

The report emphasizes without qualification the need for each school to develop an emergency action plan to be able to deal effectively with disruptions on campuses. When a plan is not developed in advance, the report states, a minor incident can become a major disruption. Schools are also better able to cope with either isolated incidents or widespread disruptions when all school personnel and the community have been involved in development of the emergency plan. The report describes in detail -- and includes an example of -- an effective emergency plan.

Another major need, the report concludes, is for greater coordination and cooperation among school officials, the police and community agencies. Without that, any long-range approach to the prevention of criminal activity on the campus is critically inadequate.

I want to commend all those who worked to produce this report on conflict and violence in California's high schools. It is a good beginning to what must be a continuing effort to diminish violence in the schools. A particularly valuable part of the report is the detail on efforts in particular school districts which faced and then effectively responded to the challenge of conflict and violence. The responses of the Pasadena Unified School District and the Riverside Unified School District to the challenge of conflict are impressive.

We have learned of other schools, districts and educational and community leaders with demonstrated experience and competence in coping with or preventing conflict and violence.

I believe that one, definite step to implement the report is to arrange, under State Department of Education sponsorship, a system through which the experience and skills of those individual schools and leaders can be tapped by others seeking guidance and assistance.

For that reason, the Department plans to establish soon a Conflict Prevention Resource Index.

This index of school administrators, teachers, student groups, parent advisory committees, law enforcement agencies and community groups will be available to all districts in the state.

The Resource Index will provide a "clearing house" for matching districts with developing or potential problems with counterpart communities which have already experienced similar difficulties and have found ways to prevent recurrence.

I think this makes sense. Rather than have Sacramento suggest universal formulas for violence prevention to all districts, we will seek to facilitate one-on-one relationships between local school and community leaders.

In the weeks and months to come, we will be offering other recommendations for steps to implement the report presented today.

I would welcome the Board's comments on the report and suggestions now.

The Board accepted the report with commendation for the quality of the report and asked that it be distributed to CASC, local school board Presidents, school district superintendents, the Governor and members of the Legislature, and that the Board supports the suggestion for a one-on-one relationship in case of crisis conflict.

Resolution Relative to the Treaty of Guadalupe Hidalgo and the Constitution of the State of California

Assemblyman Mike Cullen, Long Beach, presented to the Board a Resolution written by Assemblyman Peter R. Chacon, 79th Assembly District, and Senator James R. Mills, 40th Senatorial District, relative to the treaty of Guadalupe Hidalgo and the Constitution of the State of California. July 4, 1973, to November 13, 1975, is proclaimed as the 125th anniversary observance of our bilingual founding documents and that this event be celebrated by a restoration and reaffirmation of the gracious and bountiful heritage of bilingual, multicultural California.

Legislation

Approved the following legislative proposals for 1974:

Kindergarten Minimum Day - Technical
Priority of Pupil Transportation Deficit
Small Schools Purchasing Cooperative
California Educational Information System
Educational Leaves of Absence for Professional Educators
Limited Term Assignments in the Department
Clarification of School District's Eligibility for Workmen's Compensation Insurance for Pupils Enrolled in Regional Occupational Programs and Centers

Reaffirmed position of approval on the following:

Development Centers Transportation Allowance
Development Centers - Experimental Programs and Apportionments

Vocational Education

Approved allocation of $960,201 of 1973-74 P.L. 90-576 funds, Part A, Section 102(b), Disadvantaged, to the following Secondary Districts and County Offices of Education, for vocational education programs, services, and activities for disadvantaged persons located in areas of the state having a high concentration of youth unemployment or school dropouts:

Secondary Districts and County Offices of Education

Alameda County Office of Education	$ 19,340
Alameda Unified School District	7,078
Arcata Union High School District	4,260
Baldwin Park Unified School District	7,357
Banning Unified School District	11,215
Berkeley Unified School District	9,090
Dos Palos Jt. Union High School District	10,800
Eureka City High School District	13,334
Fremont Unified School District	5,460
Grant Jt. Union High School District	35,222
Hayward Unified School District	11,979
Inglewood Unified School District	14,822
Kern Jt. Union High School District (3 projects)	66,300
Klamath-Trinity Unified School District	16,050
Long Beach Unified School District (2 projects)	60,978
Los Angeles Unified School District (2 projects)	184,000
Madera Unified School District (2 projects)	18,880
Marysville Jt. Unified School District	10,799
Mendocino County ROC/P	5,000
Modesto High School District (3 projects)	30,664
Oakland Unified School District	20,840
Pajaro Valley Unified School District	6,132
Petaluma Jt. Union High School District	24,175
Placer Jt. Union High School District	5,078
Preston School of Industry	18,952
Richmond Unified School District (4 projects)	77,392
Sacramento City Unified School District	45,247
San Benito Jt. Union High School District	15,000
San Bernardino City Unified School District	21,618
San Jose Unified School District	34,850
San Ramon Valley Unified School District	16,970
Santa Ana Unified School District	18,548
Santa Barbara Unified School District	17,216
Tulare County Office of Education	15,528
Vacaville Unified School District	10,050
Visalia Unified School District	5,580
Washington Unified School District	15,710
Yolo County Office of Education	18,537
Yucaipa Jt. Unified School District	30,150
TOTAL	$960,201

Approved allocation of $492,556 of 1973-74 P.L. 90-576 funds, Part G, Cooperative Education Programs, to the following Secondary Districts and County Offices of Education, for the support of cooperative vocational education arrangements whereby students enrolled in vocational education programs on campus have on-the-job, paid employment experiences off-campus in an occupation directly related to the on-campus preparation class, with priority given to areas where there are high rates of youth unemployment and school dropouts:

Secondary Districts and County Offices of Education

ABC Unified School District (2 projects)	$ 13,268
Alameda Unified School District	4,906
Cabrillo Unified School District	1,001
Caruthers Union High School District	4,535
Ceres Unified School District	4,592
Chaffey Union High School District	11,874
Chowchilla Union High School District	3,313
Claremont Unified School District	1,073
Colton Jt. Unified School District	4,206
Elsinore Union High School District	7,189
Exeter Union High School District	2,094
Fremont Unified School District (2 projects)	19,493
Fremont Union High School District	4,050
Inglewood Unified School District	6,859
Kern Jt. Union High School District (2 projects)	42,235
Kings Canyon Unified School District	4,131
Liberty Union High School District	10,000
Livermore Valley Unified School District	5,601
Long Beach Unified School District	53,081
Los Angeles Unified School District	10,180
Madera Unified School District (3 projects)	5,956
Milpitas Unified School District	7,098
Modesto High School District	1,900
Mountain View-Los Altos High School District	3,014
Oakdale Jt. Union High School District	5,416
Oakland Unified School District (2 projects)	14,485
Orland Jt. Union High School District	7,474
Oxnard Union High School District	9,965
Pajaro Valley Unified School District	3,950
Pittsburg Unified School District	13,937
Richmond Unified School District	17,975
San Jose Unified School District	9,382
San Lorenzo Unified School District	25,444
San Mateo Union High School District	11,862
Santa Barbara High School District (6 projects)	35,954
Santa Cruz City High School District	5,392
Strathmore Union High School District	4,981
Torrance Unified School District	30,500
Tulare Union High School District (2 projects)	7,750
Vacaville Unified School District	22,000
Ventura County ROP	7,951
Ventura Unified School District (4 projects)	16,211
Western Placer Unified School District	6,445
Woodlake Union High School District (2 projects)	3,833
TOTAL	$492,556

Approved allocation of $363,321 of 1973-74 P.L. 90-576 funds, Part H, Work Study, to the following Secondary Districts and County Offices of Education, for compensation to vocational education students who have such financial need that they might not be able to complete their training without such paid employment opportunities:

Secondary Districts and County Offices of Education

ABC Unified School District	$ 2,865
Acalanes Union High School District	3,109
Alameda Unified School District	2,024
Alhambra City High School District	3,635
Anderson Union High School District	1,436
Antioch Unified School District	1,639
Atascadero Unified School District	1,273
Baldwin Park Unified School District	1,955
Borrego Springs Unified School District	1,020
Brawley Union High School District	1,469
Brea-Olinda Unified School District	1,388
Castro Valley Unified School District	2,024
Chaffey Union High School District	4,356
Charter Oak Unified School District	1,851
Chico Unified School District	1,902
Claremont Unified School District	1,701
Colton Joint Unified School District	2,023
Compton Unified School District	4,210
Davis Joint Unified School District	1,501
Dos Palos High School District	1,283
East Side Union High School District	2,258
El Rancho Unified School District	2,262
Elsinore Union High School District	1,212
Fairfield-Suisun Unified School District	2,067
Folsom Cordova Unified School District	2,087
Fremont Unified School District	3,974
Fremont Union High School District	5,020
Fullerton Jt. Union High School District	5,408
Garden Grove Unified School District	5,782
Hamilton Union High School District	800
Hanford Joint Union High School District	1,717
Hayward Unified School District	3,585
Hughson Union High School District	1,160
Humboldt County Office of Education	9,119
Inglewood Unified School District	2,260
Jefferson Union High School District	3,298
Jurupa Unified School District	1,674
Kern Joint Union High School District	6,968
Liberty Union High School District	1,321
Livermore Valley Unified School District	2,015
Long Beach Unified School District	6,882
Los Angeles Unified School District	61,108
Los Molinos Unified School District	1,043

Part H, Secondary Districts and County Offices of Education (Cont.)

Madera Unified School District	$ 1,651
Martinez Unified School District	1,468
Marysville Joint Unified School District	1,648
Mendocino/Lake County Offices of Education	12,508
Milpitas Unified School District	1,712
Modesto High School District	3,368
Montebello Unified School District	2,943
Monterey County Office of Education	11,838
Morgan Hill Unified School District	1,365
Mt. Diablo Unified School District	5,312
Napa County Office of Education	5,555
Newman-Crows Landing Unified School District	1,104
Newport-Mesa Unified School District	3,627
Norwalk-LaMirada Unified School District	3,989
Novato Unified School District	1,951
Oceanside Unified School District	1,769
Orange Unified School District	3,429
Paradise Unified School District	1,286
Placentia Unified School District	2,039
Placer Joint Union High School District	1,947
Pittsburg Unified School District	1,544
Pomona Unified School District	2,751
Poway Unified School District	1,621
Ramona Unified School District	1,147
Red Bluff Union High School District	1,443
Rialto Unified School District	2,067
Richmond Unified School District	4,277
Rowland Unified School District	1,994
Sacramento City Unified School District	5,935
San Diego Unified School District	11,867
San Francisco Unified School District	8,128
San Jose Unified School District	4,261
San Leandro Unified School District	2,059
San Luis Coastal Unified School District	1,720
San Mateo Union High School District	4,384
San Rafael City School District	2,220
San Ramon Valley Unified School District	1,869
Santa Barbara High School District	3,330
Santa Cruz County Office of Education	6,623
Sequoia Union High School District	4,498
Shasta Union High School District	2,308
Sierra Joint Union High School District	1,222
Solano County Office of Education	5,779
Sonoma County Office of Education	11,186
South Bay Union High School District	3,019
Sweetwater Union High School District	3,407
Tehachapi Unified School District	1,142
Torrance Unified School District	4,525
Trinity County Jt. Union High School District	1,173
Vacaville Unified School District	1,543
Ventura Unified School District	2,512
West Covina Unified School District	2,398
Westwood Unified School District	1,044
Wm. S. Hart Union High School District	2,132
TOTAL	$363,321

Approved allocation of $98,860 of 1973-74 P.L. 90-576 funds, Part B, to provide inservice staff training for State and local vocational educators as identified in the Affirmative Action Plan for the Recruitment of Minority Students into Vocational Education.

Approved allocation of 1973-74 Part C funds, P.L. 90-576, Research or Developmental Research Projects:

- Sacramento County Office of Education "Industry Validated Vocational Performance Objectives" -- Funds requested $29,757

- The Board of Trustees of the Leland Stanford, Jr. University "Student Perceptions of the Link Between School and Work" -- Funds requested $40,000

- Los Angeles Community College District (Los Angeles Pierce College) "Occupational Needs Assessment of the Elderly" -- Funds requested $9,970

- Yosemite Junior College District (Columbia Junior College) "Comparison of Listening-Viewing Comprehension Levels of a Junior College Population Enrolled in Vocational Education Compared to the Comprehension Levels of the Learning Materials Utilized in Vocational Education" -- Funds requested $5,696

Approved allocations of 1973-74 Part D funds, P.L. 90-576, Exemplary Programs or Projects:

- Los Rios Community College District (American River College) -- to develop a model career placement service centralizing all placement service including cooperative work experience, developing career ladder placement and continuing placement for those who have left the college, implementing and extensive placement for handicapped and disadvantaged students and expanding follow-up activities with special emphasis on counseling for job satisfaction. Funds requested $35,547

- San Mateo Community College District (Canada College) -- to continue (Phase II) to develop a coordinated instruction program to meet the needs of students and skilled manpower in the supermarket industry. Funds requested $38,613

Should the Board of Governors of the California Community Colleges not approve the above projects (Los Rios and San Mateo), the matter will be returned to the State Board of Education for further consideration.

Approved allocation of $24,755 for the Clovis Unified School District "Comprehensive Office Training Program" -- to revise and adapt materials developed by HumRRO for use in the adult day school program preparation for business occupations.

Appointments

Associate Superintendent for Programs
William E. Webster, New York, will replace Clare Hall.

Educational Innovation and Planning Commission
George Gene Lamb, San Jose, and Hans A. Mayr, Bakersfield

SAN DIEGO STATE UNIVERSITY 1897

Meeting of State Board of Education
Auditorium - State Resources Building
1416 - 9th Street
Sacramento
November 8-9, 1973

Newton L. Steward, Eureka, President
James W. Dent, Concord
Mrs. Marion W. Drinker, Saratoga
Mark T. Gates, Los Angeles
Dr. David A. Hubbard, Pasadena
John R. Ford, M.D., San Diego, Vice-President
Mrs. Virla R. Krotz, Orinda
Clay N. Mitchell, South Laguna
Eugene N. Ragle, Roseville
Tony N. Sierra, Los Angeles

Sharon Kalemkiarian, Student Representative
Nels Gunnarsen, Alternate Representative

Thursday, November 8

9:00 a.m. - Call to order and roll call

Approval of October 1973 minutes

Communications

Report of Superintendent

Report of Student Representative

Report of Board Members

9:30 a.m. - Statewide Test Results for Grades 1, 2 and 3 for 1972-73 School Year -
Item 1 Dr. Alexander I. Law, Chief, Office of Program Evaluation & Research

10:00 a.m. - Vocational Education Committee Report

10:30 a.m. - Policies and Programs Committee Report

Action Items

Item 2 Master Plan for Special Education

Item 3 Implementation Design for the Master Plan for Special Education in California, 1973

Item 4 Music Adoptions - Contracts for Recordings

Lunch

1:30 p.m. - Policies and Programs Committee Report (cont)

Action Items

Item 5 Reading Test Adoptions

Item 6 Validation of Service Rendered Without Credential

Item 7 Waiver of Bachelor's Degree Requirements for Type A Supervision Children's Center Permit

3:00 p.m. - Executive Session

Friday, November 9

9:00 a.m. - Report from Task Force on Conflict in California Schools

9:30 a.m. - Federal Aid Committee Report

Action Items

Item 8 — Santa Clara CSS, Project IDEA, #0891 - Increased Funding

Item 9 — Request for Approval of Amendments to EHA, Title VI - B

Item 10 — Funding Request for Special Education Dissemination Projects

Item 11 — Regulations for Categorical Aid Programs Funded Through the Consolidated Application

Item 12 — Compensatory Education Projects

Item 13 — Consolidated Applications for Federal and State Funds

Item 14 — Request for Waiver, Los Angeles Unified School District

Information Item

Item 15 — Awarding Early Childhood Education Expansion Funds

10:00 a.m. - Legislation Committee Report

10:30 a.m. - The State Bar of California - The Law in a Free Society Project
Item 16 — Presentation by Officers of the State Bar of California

OTHER MATTERS

Action Item

Item 17 — Approval of Organizations - Education Code Sec. 1072

Information Items

Item 18 — A declaration by the Superintendent of Public Instruction to amend Section 18108 of Article 1 of Chapter 2 of Division 19 of Part I of Title 5 of the California Administrative Code, relating to Development Centers for Handicapped Minors

Item 19 — State Printer's Report

COMMITTEE MEETINGS

November 7 - 7:30 p.m.	Policies and Programs	Education Bldg., R. 517
November 7 - 7:30 p.m.	Jt. Committee on Vocational Education -	Education Bldg., R. 166
November 8 - 7:30 p.m.	Federal Aid to Education	Education Bldg., R. 517
November 8 - 7:30 p.m.	Legislation	Education Bldg., R. 166